



*Be Respectful
Be Responsible
Be Cooperative*

No Reward Without Effort

Preliminary Assessment Schedules

2024

Effective: Term 1, 2024

Review Date: Term 4, 2024

Welcome to Stage 6 from NSW Education Standards Authority (NESA) and Broken Hill High School

Recent stronger HSC Standards reforms provided an opportunity to review school-based assessment practices, and this booklet provides you with the resulting policy to be followed with all Stage 6 students at Broken Hill High School (BHHS). This booklet provides details of your assessment tasks, including weightings and due dates. You are responsible for discussing any problems with your class teacher and deputy principal if required well ahead of any due dates.

Assessment is a measure of your performance in the course based on the marks awarded for achievement of course outcomes over a set of assessment tasks specific to each course. These tasks measure achievement in wider range of syllabus objectives than examinations are able to do. School-based assessment tasks are not intended to mimic the structure and style of Higher School Certificate (HSC) examinations, though such tasks are included in many assessment schedules to help you better prepare for the HSC examination.

BHHS prepares and runs an assessment program for each course, in line with The New South Wales Education Standards Authority (NESA) requirements. NESA set which course components will be assessed, and how they are weighed, in the assessment and reporting documents for each syllabus, which are on their website for public viewing at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home> (Year 11 - Year 12 tab). We are happy to copy these and other resources on assessment or syllabus requirements you require on presentation of a written request to your class teacher/s.

BHHS teachers set individual assessment tasks and decide due dates and weightings for each. These tasks measure knowledge, skills and understanding for a wide range of outcomes, and may include (but not limited to) tests, written assignments, practical activities, fieldwork, and projects. You must complete assessment tasks to satisfy NESA that you have satisfactorily studied each course to qualify to proceed with HSC study in each course. More about that later.

BHHS teachers use your performance in assessment tasks to arrive at a final grade for each course, which is supplied to NESA in Semester 2 each year. If you study a course at another institution, they provide your grade. BHHS will retain samples of student work at a range of grade levels in a range of tasks for each class in case any external checking is required.

Class teachers will maintain accurate records of marks awarded to each student for each assessment task as well as a range of other matters mentioned later in this booklet.

Some things seem to have changed...

If you have parents/carers or older siblings who studied at BHHS you may notice a few differences in the assessment rules and procedures. Here are some of the main ones.

Why is there now a cap on the number of formal tasks?

It rebalances the emphasis on assessment to allow more time for teaching and learning. Most Preliminary courses will require 3 tasks and HSC courses will require 4 tasks, and the purpose of school-based assessment is to provide feedback to students to improve their learning.

How can every content area/topic/module in a course be formally assessed in 3 or 4 tasks?

They would not. *Teachers will continue to assess a wide range of syllabus outcomes as evidence to determine how well students are achieving outcomes through both formal and informal means.* While informal assessments do not contribute to grades or marks, it is a valid tool to assist teacher judgement about student achievement and to improve student learning.

Do assessment tasks need to increase in weight towards the end of a course?

There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

Will a formal assessment program include more than one written examination?

No, BHHS will continue to schedule formal written examinations to provide opportunities for students to prepare for and experience examination conditions, but only one can “count”. The assessment schedules later in this booklet will clearly state if any examination is included in your formal assessment schedule in each course. Tests of limited scope (for example those with a small number of content areas, topics, or modules such as class or topic tests) are not considered formal written examinations.

Can a formal task have parts and more than one due date?

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together with a *single due date*. However, a task that has parts, with multiple due dates spanning weeks/months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting, each task is to be represented separately in an assessment schedule.

Can teachers provide feedback during the development of an assessment task?

While it is not a requirement for teachers to provide informal feedback during the development of student work for a formal task, it may be a valuable way for teachers to monitor student progress and authorship. Schools will make decisions regarding the provision of informal feedback ensuring equal opportunity for all students to receive feedback from teachers. Marks or grades are not to be attributed to informal feedback. This includes indicative marks.

General procedures on formal assessment...

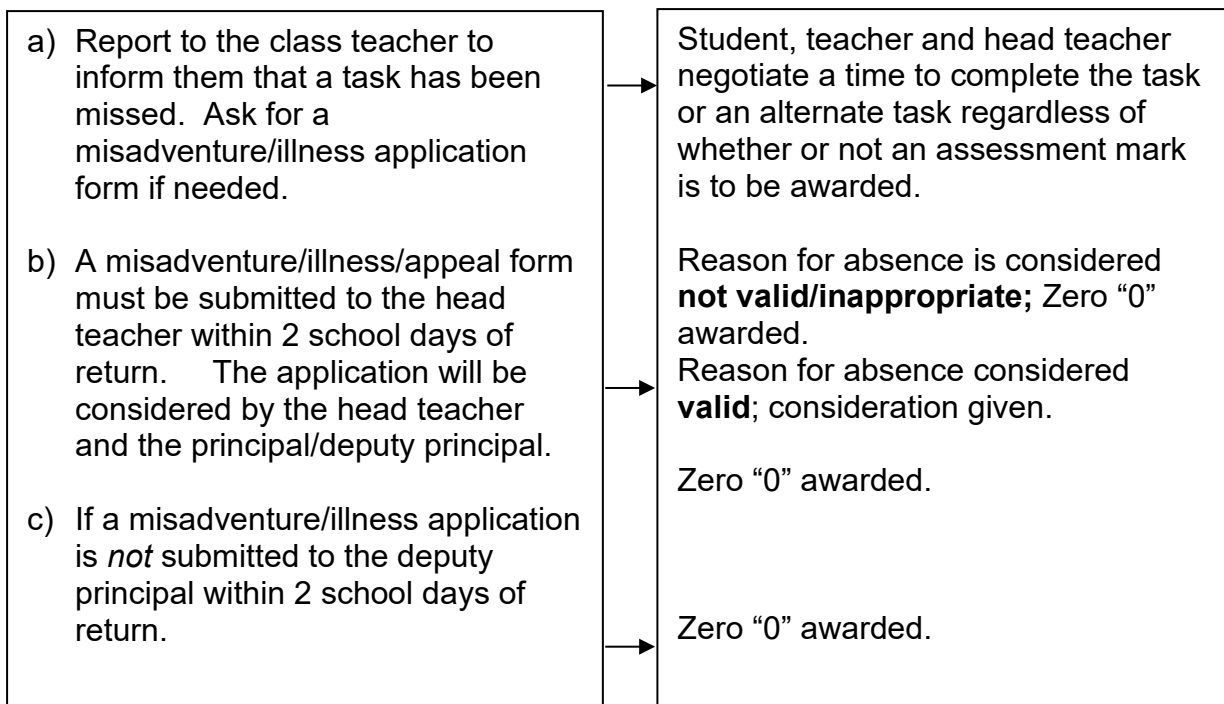
Students are expected to make a **genuine attempt at assessment tasks** which total up to more than 50% of available marks. Completion of tasks adding up to a total of exactly 50% is not sufficient. In the case of competency based courses. It is a matter for the principal to determine whether the attempts made by the student are genuine.

Start your assessment journey by carefully checking the formal assessment schedules for each of your subjects, adding dates to your diary and checking other major commitments for the year against the assessment schedule to solve any problems as early as possible.

In most courses, the minimum weighting for any assessment task will be 20%. The maximum weighting for any assessment task will be 40%. Students will be given a *minimum of two weeks written notice*, by the class teacher, of the nature, date, and timing of each assessment task. From time-to-time plans made at the beginning of the year and published in this booklet can be interrupted by unforeseen events and opportunities which may necessitate negotiated alterations of a minor nature to task dates or content.

Class teachers will liaise with all students before finalising the date of any assessment task which will then be notified by e-mail to the head teacher responsible for adding tasks to the main Sentral calendar. Assessment tasks are deemed to have been notified to other staff and to students when they are recorded on the Sentral calendar. You will sign to indicate you have received notification of assessment and the date received.

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



Other points:

- In the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation.
- 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 2 days of return.
- Students who fail to complete 50% of the final assessment marks for the course will be considered for an ‘N’ Determination.

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 a valid misadventure, warranting consideration, will depend on the circumstances of the event and the **documentary evidence** that is handed in to support the misadventure claim.

No compensation will be made for factors such as misadventure or domestic problems affecting the preparation or performance of a student throughout the course. However, where the result of an assessment task was affected for a valid reason by absence or other misadventure preventing presentation of part of all the task for assessment, the school may use a mark based on a substitute task or, in exceptional circumstances, an estimate based on other evidence. Invalid reasons for absence will result in a mark of zero for that task.

But I have a legitimate excuse...

In the case of documented and proven illness or misadventure on the day a task is due or the previous day, the school should be notified by you or your parent/carer by 9.00am on the day of the assessment task (or earlier if known). When you return to school, an appropriate note is to be provided to the deputy principal.

For illness, a doctor's certificate is required, while for misadventure, an explanation from your parent/carer is required. If the absence is deemed acceptable, the task or substitute task will be authorised by the deputy principal who will inform your class teacher.

In the absence of an appropriate note or doctor's certificate the penalties for lateness will apply. In the event of a prolonged and justified absence, consolation will take place between you and your head teacher to determine an acceptable assessment strategy.

In some circumstances teachers, after consulting with the deputy principal, may consider granting an extension for other reasons. If applying for an extension, please see your teacher at least **one week** before the due date with a written explanation approved by your parent/carer outlining the extreme and special circumstances that necessitate consideration of an extension. The decision of the teacher and deputy principal in these circumstances shall be final, and that decision will be communicated in writing to students and parent/carer at least 4 days before the due date by the teacher.

Honesty is the key for all students and staff...

You should read your course syllabus and related NESAs policies, such as those on malpractice and completion of a course, on the NESAs website, but below we include some of the key points to note. You must acknowledge any part of your work that was written, created, or developed by someone else, in line with the NESAs documents for each course. This includes any material, from other sources like books, journals, electronic resources, and the internet. You do not need to formally acknowledge material that you learned from your teacher in class.

Malpractice (including cheating) of any kind is unacceptable...

Behaving dishonestly to gain unfair advantage in assessments is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable, and NESAs treats these allegations very seriously.

At **BHHS proven plagiarised work will receive zero (0) marks**. This includes work directly downloaded from internet sources. The task will be deemed not submitted. Serious and deliberate malpractice is corrupt conduct, and NESAs could in extreme cases report it to the *Independent Commission against Corruption*. To avoid doubt, malpractice includes (but is not limited to):

- copying part or all of someone else's work and presenting it as your own;
- using material directly from books, journals, CD's or the internet without giving its source;
- building on someone else's ideas without giving the source and/or buying, stealing or borrowing someone else's work and presenting it as your own;
- submitting work that someone else, like a parent/carer, coach or subject expert, substantially contributed to;
- using someone else's words, ideas, designs or work in projects and performance tasks without giving the source;
- paying someone else to write or prepare material;
- breaching school examination rules or even cheating in an examination;
- using non-approved aids in an assessment task;
- giving false reasons for not handing in work by the due date;
- helping another student to engage in malpractice;
- including frivolous or objectionable material in your work; and
- disruption of another students engaged in assessment task.

If you are suspected of malpractice potentially involving plagiarism, you will need to show that all unacknowledged work is entirely your own. You might need to:

- Prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed.
- Answer questions about the assessment task, examination or submitted work being investigated to show your knowledge, understanding and skill.

If you cheat in any way when completing any assessment task, fail to make a genuine attempt in the task, cannot provide a valid reason for the non-completion of a task and/or are involved in any other form proven malpractice **you will have a mark of zero recorded for that task.**

You have the right of appeal to the review panel (see details later). The panel will make a final decision after considering all the factors involved. The panel will have the power to;

- decide that no action should be taken;
- impose a penalty from the deduction of a number of marks from the total given for the assessment (and any other assessments involved) to the award of a NIL mark for the assessment(s);
- report the malpractice to NESAs, with or without the imposition of a penalty.

What if I qualify for special provisions?

If you are recognised as having special needs for your HSC examinations, you should have similar provisions available to you for in class assessment tasks and for school examinations.

Common tasks...

Courses that include more than one class will be overseen by the subject specialist head teacher to ensure that common tasks are used to moderate student performance, common marking of the same tasks takes place and alternate marking of common tasks, or some other equitable practice occurs.

In addition to completing the formal assessment program, all students must meet the NESAs course completion requirements ...

Section 8.4 of the NESAs *Assessment Certification and Examination (ACE) Manual (2005)* states that to meet the course completion requirements, principals must have sufficient evidence that a student has:

- ✓ followed the course developed or endorsed by NESAs; and
- ✓ applied themselves with diligence and sustained effort to the set tasks and experiences provide in the course by the school; and
- ✓ Achieved some or all of the course outcomes.

N Determinations are made by the principal at the end of the academic year. Students failing to meet the standards set by NESAs need to be documented throughout the course. Letters are numbered for the course, not the task.

While NESAs do not determine minimum attendance requirements, principals may determine that, as a result of frequent or prolonged absence, the above detailed course completion criteria have not been met. The warnings issued to the student must relate the absences to specific non-completion of course requirements.

A student on an attendance exemption is not exempt from the requirements of NESAs.

Diligence and Sustained effort is demonstrated by the following:

- **Diligence** – refers to the **effort** expended by the students to achieve.
- **Sustained effort** – effort that **continues** over a period of time – maybe throughout the course.

To meet these requirements, you **must**

1. Attend class regularly.
2. Complete and submit all or most of the set tasks on time.

Ideally you will also:

1. Be prepared and equipped for class.
2. Demonstrate appropriate levels of application, concentration, and willingness to complete set tasks through making a genuine attempt.
3. Have active, positive, participation in learning activities.
4. Make appropriate use of technology, resources, and equipment and or support personnel.
5. Prepare for tests and examinations through a revision program.
6. Have a level of attendance at school that ensures that all or most course requirements are met.
7. Submit all tasks on time.

What if I am not meeting the NESAs course completion requirements?

If you are making unsatisfactory progress in any aspect of the course, and especially where any formal assessment task is missed, an official notification to your parent/carer will occur in writing. Where you are not working to an expected standard, teachers may send a *Letter of Concern*. This could be regarded as an early intervention to prevent the next stage, though it is not a formal requirement.

All students not meeting course requirements will receive N Determination warning letters. Failure to address the matters in these N Determination letters could result in you being issued an N Determination in a Preliminary Course. If you are N Determined in a Preliminary course you cannot proceed to the HSC course in the subject.

This may mean you need to select another Preliminary course to study in your HSC year to meet the requirements for 12 units of Preliminary courses to be completed. You may also have to “drop” that subject and continue with just 10 units in your HSC year. N Determinations in more than one Preliminary course may effectively mean you need to complete your Preliminary year again.

Principals always retain discretion to determine if a student who is N Determined in any course should be permitted to re-enrol in that course.

Please note if you are N Determined in one or more courses, you should still sit the Preliminary yearly examination(s) in the event your appeal, if submitted, is upheld.

In any formal examination, students who do not make a serious attempt may not receive an award in the course concerned. Non-serious attempts include responses that contain frivolous or objectionable material and may lead to you being deemed unsatisfactory in any Preliminary course.

The N Determination process is detailed in graphic on the next page.

Reviews and appeals...

You may request a review of **your course ranking** if you consider that your position in the school's order of merit is inconsistent with your expectations formed on the basis of your performance in assessment tasks. **You may also request a review of an N Determination.**

Appeals must be in writing to the Principal and must contain information which supports your ranking expectation, which is significantly different from the one awarded **or** reasons why you are contesting an N Determination as detailed on a *Student Appeal Form*.

The review committee does not have the power to order remarking of any piece of work, to review the results in individual tasks or to review reasons why any request for extensions or other special considerations have been refused. The only factors which will be taken into account for any appeal are that:

- The weightings specified by the school in its assessment program conform to NESAs requirements.
- The procedures used by the school for determining the final assessment mark conform to its stated assessment program.
- The assessment mark contains no computational or clerical errors.

Should the review committee find an N Determination to be upheld, you may appeal to NESAs. You will need to collect, complete, and submit a *School Review – Principals Report Form* and also supply copies of the *Principals Report Form*, *Student Appeal Form*, copies of all warning letters issued and any other relevant evidence that may be requested such as teacher reports, records of interview etc.

The Review panel...

The review panel will consist of the principal or delegate, a supervising head teacher and one teacher from another subject department.

Detailed feedback on the decision of the panel will be given to all students seeking an assessment review. You may appeal against the decision of the review panel only where you feel that the **conduct** of the school's panel did not comply with the requirements of NESAs.

Security and accuracy of assessment marks...

At the time of writing, all assessment marks will be recorded and archived in the markbook module of Sentral. Class teachers will advise the head teacher each year in March of the tasks they will collect, timing and weighting and that the head teacher will establish markbooks for every class reflecting that assessment schedule.

As soon as it is practical after each assessment task, the class teacher will record the assessment marks. The head teacher will then cross check that copies of the Preliminary assessment marks are correctly recorded, and at the end of each year that they are correctly archived. Assessment marks recorded by the class teacher should be checked with you for accuracy against the original task before your final assessment grade is awarded.

After the completion of each assessment task, you must be told your mark in the assessment task and your position in the course for that assessment task. At the completion of each reporting period, you will be given your examination mark and your cumulative rank in the course at that stage. This will be written on your school reports.

You may approach the class teacher immediately upon the return of a task to discuss the mark which has been awarded. The mark will not be reviewed at a later date. A subsequent request for a review may be made in writing to the deputy principal (within five school days) if you are not satisfied with the outcome of the discussion with the class teacher.

If you have recently transferred into this school, only the tasks available for completion after the transfer will be considered for assessment ranking. These procedures do not apply to VET courses.

About formal examinations...

Most subjects include formal examinations as part of their formal assessment program. Please check your timetables carefully to ensure that there are no clashes with your subject examinations. Make sure you know exactly when your examinations are on. No special provisions will be made if you are late or have misread your timetable. You must be at the examination room 10 minutes before the indicated start time.

When you are in any room where an examination is taking place, there are some important requirements you must comply with:

- Under no circumstances is talking or interaction between students allowed. Follow all directions of the supervising staff.
- Mobile phones, smartwatches and electronic communication or storage devices (for example media players) are not permitted under any circumstances. When in the examination room you must also place any ordinary watch in clear view on your table.
- Only authorised equipment can be taken into any examination room. Any equipment will be subject to inspection, and it is your responsibility to ensure it (for example calculator) is in good working order. Equipment failure is not grounds for an appeal. No borrowing is allowed between candidates in the examination room(s).

- This suggested list includes equipment required for particular subjects:
 - 2 black pens
 - protractor
 - 2 pencils
 - pencil sharpener
 - highlighter pen
 - NESA-approved calculator (not permitted in some subjects)
 - a pair of compass
 - set squares
 - a curve-drawing template
 - eraser
 - blank paper
 - language dictionaries (not English)
 - ruler, marked in millimetres and centimetres
 - stapler and staples
- You may take water in a clear container and some lollies into the examination room to help maintain your concentration and energy levels.
- Leave papers face down until instructed to begin. You will have 5 minutes reading time for every paper except the English papers which allow 10 minutes reading time. **No** writing or highlighting may be done during reading time. The supervisor will advise you when you may start writing.
- Read all instructions on each examination paper very carefully, and pace yourself so that every question can be attempted. Clearly label all sheets of paper which must be marked with your student number.
- Do not take any written material or books into the examination room(s)

Useful websites for more details...

- All my own work - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
- Assessment Certification Examination (ACE) website -<http://ace.nesa.nsw.edu.au/>
- Broken Hill High School – <https://brokenhill-h.schools.nsw.gov.au/>

Preliminary Assessment Schedule 2024

Subject: English Advanced

Task		Task 1	Task 2	Task 3
Course Component		Common Module – Reading to Write Portfolio	Module A – Narratives that shape our world Multimodal Presentation	Yearly Examination
Due Date		Term 1, Week 11	Term 2, Week 8	Term 3, Week 9
Outcomes Assessed		EA11-1 EA11-3 EA11-5 EA11-9	EA11-3 EA11-6 EA11-8 EA11-9	EA11-1 EA11-7 EA11-8
Components	Weighting			
Knowledge and understanding of course content.	50%	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	20%	15%	15%
Weighting %	100%	40%	30%	30%

English Advanced Outcomes

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

Preliminary Assessment Schedule 2024

Subject: English Standard

Task		Task 1	Task 2	Task 3
Course Component		Common Module – Reading to Write Portfolio	Module A – Contemporary Possibilities Multimodal Presentation	Yearly Examination
Due Date		Term 1, Week 10	Term 2, Week 5	Term 3, Week 9
Outcomes Assessed		EN11-1 EN11-3 EN11-5 EN11-9	EN11-3 EN11-6 EN11-8 EN11-9	EN11-1 EN11-7 EN11-8
Assessment Component	Weighting			
Knowledge and understanding of course content.	50%	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	20%	15%	15%
Weighting %	100%	40%	30%	30%

English Standard Outcomes

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

Preliminary Assessment Schedule 2024

Subject: English Studies

Task		Task 1	Task 2	Task 3
Course Component		Achieving through English Resume and cover letter	English in Sport Multimodal Presentation	Collection of Classwork – All modules Achieving through English English in Sport Digital Worlds (Section II – Yearly Examination)
Due Date		Term 1, Weeks 8/9	Term 2, Weeks 8/9	Term 3, Week 9
Outcomes Assessed		ES11-5 ES11-8 ES11-9	ES11-1 ES11-3 ES11-6 ES11-10	ES11-1 ES11-2 ES11-4 ES11-7
Assessment Component	Weighting			
Knowledge and understanding of course content.	50%	25%	15%	15%
Skills in: <ul style="list-style-type: none"> • Comprehending texts. • Communicating ideas. • Using language accurately, appropriately and effectively. 	50%	15%	15%	15%
Weighting %	100%	40%	30%	30%

English Studies Outcomes

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

Preliminary Assessment Schedule 2024

Subject: Mathematics Advanced

Task		Task 1	Task 2	Task 3
Course Component		Functions in logos investigation task	In Class Topic Test	Yearly Examination
Due Date		Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10
Outcomes Assessed		MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-4 MA11-8 MA11-9	All outcomes complete to this date.
Assessment Component	Weighting			
Understanding, Fluency and Communicating.	50%	15%	15%	20%
Problem Solving, Reasoning and Justification.	50%	15%	15%	20%
Weighting %	100%	30%	30%	40%

Mathematics Advanced Outcomes

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

Preliminary Assessment Schedule 2024

Subject: Mathematics Standard

Task		Task 1	Task 2	Task 3
Course Component		In Class Topic Test	Portfolio and Verification Quiz	Yearly Examination
Due Date		Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10
Outcomes Assessed		MS11-1 MS11-3 MS11-4 MS11-6 MS11-9 MS11-10	All outcomes complete to this date.	All outcomes complete to this date.
Assessment Component	Weighting			
Understanding, Fluency and Communicating.	50%	15%	15%	20%
Problem Solving, Reasoning and Justification.	50%	15%	15%	20%
Weighting %	100%	30%	30%	40%

Mathematics Standard Outcomes

- MS11-1** Uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
- MS11-2** Represents information in symbolic, graphical and tabular form.
- MS11-3** Solves problems involving quantity measurement, including accuracy and the choice of relevant units.
- MS11-4** Performs calculations in relation to two-dimensional figures.
- MS11-5** Models relevant financial situations using appropriate tools.
- MS11-6** Makes predictions about everyday situations based on simple mathematical models.
- MS11-7** Develops and carries out simple statistical processes to answer questions posed.
- MS11-8** Solves probability problems involving multistage events.
- MS11-9** Uses appropriate technology to investigate, organise and interpret information in a range of contexts.
- MS11-10** Justifies a response to a given problem using appropriate mathematical terminology and/or calculations.

Preliminary Assessment Schedule 2024

Subject: Numeracy

Task		Task 1	Task 2	Task 3
Course Component		In Class Test	Course Portfolio	Yearly Examination
Due Date		Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 9/10
Outcomes Assessed		N6-1.1 N6-1.2 N6-1.3	All outcomes complete to this date.	All outcomes complete to this date.
Assessment Component	Weighting			
Knowledge and understanding.	50%	10%	20%	20%
Skills.	50%	10%	20%	20%
Weighting %	100%	20%	40%	40%

Numeracy Outcomes

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

Preliminary Assessment Schedule 2024

Subject: Biology

Task		Task 1	Task 2	Task 3
Course Component		Applications of Biology: Depth Study	Practical Portfolio	Yearly Examination
Due Date		Term 2, Week 3	Term 3, Week 3	Term 3, Weeks 9/10
Outcomes Assessed		BIO 11-1, 11-3, 11-5, 11-6, 11-7, 11-10, 11-11	BIO 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7	BIO 11-2, 11-3, 11-7. 11-8, 11-9, 11-10, 11-11
Assessment component	Weighting			
Knowledge and understanding of course content.	40%	15%	5%	20%
Working scientifically skills.	60%	20%	30%	10%
Weighting %	100%	35%	35%	30%

Biology Outcomes

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

Preliminary Assessment Schedule 2024

Subject: Ancient History

Task		Task 1 Source Analysis Task	Task 2 Historical Investigation	Task 3 Yearly Examination
Course Component		Investigating the Ancient Past	Historical Investigation	All topics
Due Date		Term 1, Week 10	Term 2, Week 10	Term 3, Week 9
Outcomes Assessed		AH11-5 AH11-6 AH11-7	AH11-2 AH11-3 AH11-4 AH11-8	AH11-1 AH11-9 AH11-10
Assessment Component	Weighting			
Knowledge and understanding of course content.	40%	15%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations.	20%	5%	5%	10%
Historical inquiry and research.	20%	10%	10%	
Communication of historical understanding in appropriate forms.	20%	5%	10%	5%
Weighting %	100%	35%	30%	35%

Ancient History Outcomes

- AH11-1** Describes the nature of continuity and change in the ancient world.
- AH11-2** Proposes ideas about the varying causes and effects of events and developments.
- AH11-3** Analyses the role of historical features, individuals and groups in shaping the past.
- AH11-4** Accounts for the different perspectives of individuals and groups.
- AH11-5** Examines the significance of historical features, people, places, events and developments of the ancient world.
- AH11-6** Analyses and interprets different types of sources for evidence to support an historical account or argument.
- AH11-7** Discusses and evaluates differing interpretations and representations of the past.
- AH11-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
- AH11-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
- AH11-10** Discusses contemporary methods and issues involved in the investigation of ancient history.

Preliminary Assessment Schedule 2024

Subject: Business Studies

Task		Task 1 Case Study	Task 2 Small Business Plan	Task 3 Yearly Examination
Course Component		Nature of Business	Business Planning	
Due Date		Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10
Outcomes Assessed		P1 P2 P6 P7 P8	P1 P3 P6 P8	All outcomes complete to this date.
Assessment Component	Weighting			
Knowledge and understanding of course content.	40%	5%	15%	20%
Stimulus-based skills.	20%	10%		10%
Inquiry and research.	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms.	20%		10%	10%
Weighting %	100%	25%	35%	40%

Business Studies Outcomes

- P1** Discusses the nature of business, its role in society and types of business structure.
- P2** Explains the internal and external influences on businesses.
- P3** Describes the factors contributing to the success or failure of small to medium enterprises.
- P4** Assesses the processes and interdependence of key business functions.
- P5** Examines the application of management theories and strategies.
- P6** Analyses the responsibilities of business to internal and external stakeholders.
- P7** Plans and conducts investigations into contemporary business issues.
- P8** Evaluates information for actual and hypothetical business situations.
- P9** Communicates business information and issues in appropriate formats.
- P10** Applies mathematical concepts appropriately in business situations.

Preliminary Assessment Schedule 2024

Subject: Legal Studies

Task		Task 1	Task 2	Task 3
Course Component		The Legal System Research Task	The Individual and the Law In class test	Yearly Examination
Due Date		Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 8/9/10
Outcomes Assessed		P1 P4 P8 P9	P5 P6 P7 P9 P10	P1 P2 P3 P4 P5 P6 P7 P8 P9
Assessment Component	Weighting			
Knowledge and understanding of course content.	40%	10%	10%	20%
Analysis and evaluation.	20%		10%	10%
Inquiry and research.	20%	20%		
Communication of legal information, ideas and issues in appropriate forms.	20%	10%	10%	
Weighting %	100%	40%	30%	30%

Legal Studies Outcomes

- P1** Identifies and applies legal concepts and terminology.
- P2** Describes the key features of Australian and international law.
- P3** Describes the operation of domestic and international legal systems.
- P4** Discusses the effectiveness of the legal system in addressing issues.
- P5** Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
- P6** Explains the nature of the interrelationship between the legal system and society.
- P7** Evaluates the effectiveness of the law in achieving justice.
- P8** Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents.
- P9** Communicates legal information using well-structured responses.
- P10** Accounts for differing perspectives and interpretations of legal information and issues.

Preliminary Assessment Schedule 2024

Subject: Modern History

Task		Task 1 Source Test	Task 2 Individual Research Project	Task 3 Yearly Examination
Course Component		The American Civil War	Historical Investigation	The American Civil War Contestability of the Past World War 1 Making of the Modern World – South Africa
Due Date		Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10
Outcomes Assessed		MH11-1 MH11-7 MH11-9	MH11-5 MH11-6 MH11-8	MH11-2 MH11-3 MH11-4 MH11-10
Assessment Component	Weighting			
Knowledge and understanding of course content.	40%	10%	5%	25%
Source based skills.	20%	10%	5%	5%
Historical inquiry and research.	20%	5%	15%	
Communication of historical understanding in appropriate forms.	20%	5%	5%	10%
Weighting %	100%	30%	30%	40%

Note: Due to new syllabus requirements and possible unforeseeable circumstances, assessment due dates, weightings, task types and outcomes may change. In the case of this happening students will receive official notification and a new assessment schedule will be issued.

Modern History Outcomes

- MH11-1** Describes the nature of continuity and change in the modern world.
- MH11-2** Proposes ideas about the varying causes and effects of events and developments.
- MH11-3** Analyses the role of historical features, individuals, groups and ideas in shaping the past.
- MH11-4** Accounts for the different perspectives of individuals and groups.
- MH11-5** Examines the significance of historical features, people, ideas, movements, events and developments of the modern world.
- MH11-6** Analyses and interprets different types of sources for evidence to support an historical account or argument.
- MH11-7** Discusses and evaluates differing interpretations and representations of the past.
- MH11-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
- MH11-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
- MH11-10** Discusses contemporary methods and issues involved in the investigation of modern history.

Preliminary Assessment Schedule 2024

Subject: Society and Culture

Task		Task 1	Task 2	Task 3
Course Component		Primary Research Task Social and Cultural World	Research task and annotated Bibliography Personal and Social Identity	Yearly Examination All topics
Due Date		Term 2, Week 3	Term 3, Week 2	Term 3, Weeks 9/10
Outcomes assessed		P3 P4 P6 P10	P7 P8 P9	P1 P2 P5
Components	Weighting			
Knowledge and understanding of course content.	50%	20%	10%	20%
Application and evaluation of social and cultural research methodologies.	30%	10%	15%	5%
Communication of information, ideas and issues in appropriate forms.	20%	5%	10%	5%
Weighting %	100%	35%	35%	30%

Society and Culture Outcomes

- P1** Identifies and applies social and cultural concepts.
- P2** Describes personal, social and cultural identity.
- P3** Identifies and describes relationships and interactions within and between social and cultural groups.
- P4** Identifies the features of social and cultural literacy and how it develops.
- P5** Explains continuity and change and their implications for societies and cultures.
- P6** Differentiates between social and cultural research methods.
- P7** Selects, organises and considers information from a variety of sources for usefulness, validity and bias.
- P8** Plans and conducts ethical social and cultural research.
- P9** Uses appropriate course language and concepts suitable for different audiences and contexts.
- P10** Communicates information, ideas and issues using appropriate written, oral and graphic forms.

Preliminary Assessment Schedule 2024

Subject: Work Studies

Task		Task 1	Task 2	Task 3
Course Component		Portfolio of tasks and Interview	Communication Skills Portfolio	Employment conditions case study
Due Date		Term 1, Week 9	Term 2, Week 4	Term 3, Week 8
Outcomes assessed		P1 P2 P4 P5 P9	P2 P4 P5	P1 P2 P7
Components	Weighting			
Skills.	70%	25%	25%	20%
Knowledge and understanding of course content.	30%	10%	10%	10%
Weighting %	100%	35%	35%	30%

Work Studies Outcomes

- P1** Investigates a range of work environments.
- P2** Examines different types of work and skills for employment.
- P3** Analyses employment options and strategies for career management.
- P4** Assesses pathways for further education, training and life planning.
- P5** Communicates and uses technology effectively.
- P6** Applies self-management and teamwork skills.
- P7** Utilises strategies to plan, organise and solve problems.
- P8** Assesses influences on people's working lives.
- P9** Evaluates personal and social influences on individuals and groups.

Preliminary Assessment Schedule 2024

Subject: Music

Task		Task 1	Task 2	Task 3
Course Component		Aural Skills Responses to four aural excerpts using a range of concepts.	Performance and Viva Voce Topics 1 and 2 Solo or ensemble performances and viva voce with reference to the use of the concepts within each of the two performances.	Composition Portfolio and Musicological Research Topic 3 Composition portfolio and musicological research of stylistic features with detailed analysis of one aural excerpt within the focus area of the chosen topic.
Due Date		Term 1, Week 9	Term 2, Week 9	Term 3, Week 8
Outcomes Assessed		P4 P5 P7 P8	P1 P4 P5 P6	P2 P3 P6 P7 P8
Assessment Component	Weighting			
Performance.	25%		25%	
Composition.	25%			25%
Musicology.	25%		15%	10%
Aural.	25%	20%		5%
Weighting %	100%	20%	40%	40%

Music Outcomes

- P1** Performs music that is characteristic of topics studied.
- P2** Observes, reads, interprets and discusses simple musical scores characteristic of topics studied.
- P3** Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical and historical contexts studied.
- P4** Recognises and identifies the concepts of music and discusses their use in a variety of musical styles.
- P5** Comments on and constructively discusses performances and compositions.
- P6** Observes and discusses concepts of music in works representative of the topics studied.
- P7** Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied.
- P8** Identifies, recognises, experiments with, and discusses the use of technology in music.
- P9** Performs as a means of self-expression and communication.
- P10** Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- P11** Demonstrates a willingness to accept and use constructive criticism.

Preliminary Assessment Schedule 2024

Subject: Visual Arts

Task		Task 1	Task 2	Task 3
Course Component		Experimental artworks and analysis of conventions Extended responses	Contemporary artwork and analysis of the artist/artwork/audience/world relationship Essay format	Yearly Examination
Due Date		Term 2, Week 2	Term 3, Week 9	Term 3, Weeks 9/10
Outcomes Assessed		P1 P3 P4 P7 P9	P1 P2 P5 P6 P8 P10	P7 P8 P9 P10
Assessment Component	Weighting			
Artmaking.	50%	20%	30%	
Critical and Historical Study.	50%	15%	15%	20%
Weighting %	100%	35%	45%	20%

Visual Arts Outcomes

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

Preliminary Assessment Schedule 2024

Subject: Community and Family Studies

Task		Task 1 Research Task	Task 2 In Class Task	Task 3 Yearly Examination
Course Component		Resource Management	Families and Communities	Resource Management Families and Communities Individuals and groups
Due Date		Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 9/10
Outcomes Assessed		P1.2 P4.2 P5.1 P6.1 P7.1 P7.3	P2.2 P2.4 P3.1 P3.2 P4.1 P7.4	P1.1 P2.1 P2.2 P2.3 P2.4 P3.2 P4.1 P5.1 P6.1 P6.2 P7.3 P7.4
Assessment Component	Weighting			
Knowledge and understanding of course content.	40%	10%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating.	60%	10%	25%	25%
Weighting %	100%	20%	40%	40%

Community and Family Studies Outcomes

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

Preliminary Assessment Schedule 2024

Subject: Exploring Early Childhood

Task		Task 1 Pregnancy and Early Days Diary/Baby Book	Task 2 Toy Development written reflection	Task 3 Yearly Examination
Course Component		Pregnancy and childbirth, child growth and development	Promoting positive behaviour and Play and the developing child	Core A, B, C Module 1 and 2
Due Date		Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9/10
Outcomes Assessed		1.1 1.4 2.1 2.4 4.1 5.1 6.1	1.2 1.3 1.4 2.4 3.1 4.2	1.1 1.2 1.3 1.4 2.1 2.2 2.4 3.1 4.1 4.2 5.1 6.1 6.2
Assessment Component	Weighting			
Knowledge and understanding.	60%	20%	20%	20%
Skills.	40%	15%	15%	10%
Weighting %	100%	35%	35%	30%

Exploring Early Childhood Outcomes

- 1.1 Analyses prenatal issues that have an impact on development.
- 1.2 Examines major physical, social-emotional, behavioural, cognitive and language development of young children.
- 1.3 Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years.
- 1.4 Analyses the ways in which family, community and culture influence the growth and development of young children.
- 1.5 Examines the implications for growth and development when a child has special needs.
- 2.1 Analyses issues relating to the appropriateness of a range of services for different families.
- 2.2 Critically examines factors that influence the social world of young children.
- 2.3 Explains the importance of diversity as a positive issue for children and their families.
- 2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children.
- 2.5 Examines strategies that promote safe environments.
- 3.1 Evaluates strategies that encourage positive behaviour in young children.
- 4.1 Demonstrates appropriate communication skills with children and/or adults.
- 4.2 Interacts appropriately with children and adults from a wide range of cultural backgrounds.
- 4.3 Demonstrates appropriate strategies to resolve group conflict.
- 5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development.
- 6.1 Demonstrates an understanding of decision making processes.
- 6.2 Critically examines all issues including beliefs and values that may influence interactions with others.

Preliminary Assessment Schedule 2024

Subject: Personal Development, Health and Physical Education (PD/H/PE)

Task		Task 1	Task 2	Task 3
		Application and investigation and List Test	Movement Analysis Research Task and List Test	Yearly Examination
Course Component		Core 1 – Better Health for Individuals	Core 2 – Body in Motion	All
Due Date		Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10
Outcomes Assessed		P1 P2 P3 P4 P5 P6 P15 P16	P7 P8 P10 P11 P16	P1 – P12 P15 – P17
Assessment Component	Weighting			
Knowledge and understanding of course content.	40%	10%	15%	15%
Skills in critical thinking, research, analysis and communication.	60%	15%	25%	20%
Weighting %	100%	25%	40%	35%

(PD/H/PE) Outcomes

- P1** Identifies and examines why individuals give different meanings to health.
- P2** Explains how a range of health behaviours affects an individual's health.
- P3** Describes how an individual's health is determined by a range of factors.
- P4** Evaluates aspects of health over which individuals can exert some control.
- P5** Describes factors that contribute to effective health promotion.
- P6** Proposes actions that can improve and maintain an individual's health.
- P7** Explains how body systems influence the way the body moves.
- P8** Describes the components of physical fitness and explains how they are monitored.
- P9** Describes biomechanical factors that influence the efficiency of the body in motion.
- P10** Plans for participation in physical activity to satisfy a range of individual needs.
- P11** Accesses and monitors physical fitness levels and physical activity patterns.
- P12** Demonstrates strategies for the assessment and prevention of injuries in first aid settings (option 1).
- P13** Develops, refines and performs movement compositions in order to achieve a specific purpose (option 2).
- P14** Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (option 4).
- P15** Forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16** Uses a range of sources to draw conclusions about health and physical activity concepts.
- P17** Analysis factors influencing movement and patterns of participation.

Preliminary Assessment Schedule 2024

Subject: Sport, Lifestyle and Recreation

Task		Task 1 PBL Task	Task 2 Skill Analysis	Task 3 Yearly Examination
Course Component		Sports Coaching and Training	Athletics	Sports Administration. Athletics and Sports Coaching and Training
Due Date		Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9/10
Outcomes Assessed		1.1 1.3 2.1 2.2 3.1 3.2 4.2 4.5	1.1 1.3 1.6 2.1 2.2 2.3 2.5 3.1 3.2 3.3 4.4	All
Assessment Component	Weighting			
Knowledge and understanding of course content.	60%	20%	25%	20%
Skills in critical thinking, research, analysis and communicating.	40%	20%	15%	
Weighting %	100%	40%	40%	20%

Sport, Lifestyle and Recreation Outcomes

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 Demonstrates ways to enhance safety in physical activity.
- 1.6 Describes administrative procedures that support successful performance outcomes.
- 2.1 Explains the principles of skill development and training.
- 2.2 Analyses the fitness requirements of specific activities.
- 2.4 Describes how societal influences impact on the nature of sport in Australia.
- 2.5 Describes the relationship between anatomy, physiology and performance.
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 Designs programs that respond to performance needs.
- 3.3 Measures and evaluates physical performance capacity.
- 3.4 Composes, performs and appraises movement.
- 3.6 Assesses and responds appropriately to emergency care situations.
- 4.1 Plans strategies to achieve performance goal.
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.4 Demonstrates competence and confidence in movement contexts.
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
- 5.1 Accepts responsibility for personal and community health.
- 5.2 Willingly participates in regular physical activity.
- 5.3 Values the importance of an active lifestyle.
- 5.4 Values the features of a quality performance.
- 5.5 Strives to achieve quality in personal performance.

Preliminary Assessment Schedule 2024

Subject: Construction

Approved by	RTO management	
Date of approval	[Approved Date]	
Delivery Site	Broken Hill High	
Name/s of VET Trainers:	Jason Bradley	
Course duration	2 Years	
Date of course commencement	2024	
Date of course conclusion	2025	
NESA course name i.e. Industry Curriculum Framework	Construction	
NESA course number and delivery pattern	26211 2 Units x 2 Years	
Training Package Code and Title (Release)	CPC Construction, Plumbing and Services Training Package (version 8.0)	
Status	Current	
Qualification Packaging Rules:	<p>For the award of the CPC20220 Certificate II in Construction Pathways, the candidate must demonstrate competency in 10 units of competency:</p> <ul style="list-style-type: none"> • 5 core units • 5 elective units. 	<p>The Certificate II in Construction CPC20120 requires the demonstration of competency in 15 units of competency:</p> <ul style="list-style-type: none"> • 10 core units • 5 elective units <p>Students will only be completing a Statement of Attainment towards this.</p>
Work placement hours	Complete a minimum of 70 hours of mandatory work placement.	
Students successfully completing this program will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)		

Construction Course Outline

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	Qualification group	NESA Indicative Hours
Core	CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry		CP Core	20
	CPCCOM1012	Work effectively and sustainably in the Construction Industry		CP Core	30
	CPCCOM1013	Plan and organise work		CP Core	15
	CPCCVE1011	Undertake a basic construction project	CPCCWHS2001	CP Core	25
	CPCCOM1015	Carry out measurement and calculations		CP Core	20
Elective	CPCCCM1011	Undertake basic estimation and costing		CP Elective	25
	CPCCOM2001	Read and interpret plans and specifications	CPCCWHS2001	C Core	20
	CPCCCA2002	Use carpentry tools and equipment	CPCCWHS2001	CP Elective B	10
	CPCCCA2011	Handle carpentry materials	CPCCWHS2001	CP Elective B	20
	CPCCCM2005	Use construction tools and equipment	CPCCWHS2001	C Core	20
	CPCWHS1001	Prepare to work safely in the construction industry		CP Imported Elective	0
Choose one option from below (Trainers must hold the UoC to deliver the option chosen) Delete units not being delivered.					
Option 1	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials	CPCCWHS2001	CP Elective A	20
	CPCCBL2002	Use bricklaying and blocklaying tools and equipment	CPCCWHS2001	C Imported Elective	10
Option 2	CPCCWF2002	Use wall and floor tiling tools and equipment	CPCCWHS2001	CP Elective D	10
	CPCCCM2013	Undertake basic installation of wall tiles	CPCCWHS2001	C Imported Elective	25
Option 3	CPCCJN2001	Assemble components	CPCCWHS2001	CP Elective F	15
	CPCCJN3004	Manufacture and assemble joinery components	CPCCWHS2001	C Imported Elective	25
				Total	235/240/245

Preliminary Assessment Schedule 2024

Subject: Hospitality

Approved by	VET CT
Date of approval	05/10/2023
Delivery site	Broken Hill High
Name/s of VET trainers	Insert name(s) here
Course duration	2 Years
Date of course commencement	30/01/2024
Date of course conclusion	26/09/2025
NESA course name i.e. Industry Curriculum Framework	Cookery
NESA course number and delivery pattern	26511 2 Units x 2 Years NESA HSC Examination Code 26589
Training product title and code	SIT20421 Certificate II in Cookery
Training package code and title (release)	SIT Tourism, Travel and Hospitality Release 2.1
Training product release number and date	Release 1, 10 June 2022
Qualification packaging rules	7 Core units and 6 Elective units consisting of: <ul style="list-style-type: none">• 4 unit from Group A, Group B or Group C• 2 units Group A, Group B, Group C or Group D All electives chosen must contribute to a valid, industry-supported vocational outcome. training.gov.au/Training/Details/SIT20421
Students successfully completing this program will be eligible to receive a nationally recognised qualification SIT20421 Certificate II in Cookery.	
Mandatory work placement hours for NESA	Students must complete a minimum of 70 hours work placement over 2 years

Hospitality Course Outline

Course – Volume of Learning

Remaining volume of learning is described in the section above:
Course Duration and Amount of Training.

			Volume of Learning			
			Amount of Training			
Qualification status	Code of the unit of competency	Title of the unit of competency	Unit Nominal Hours NCVER identified	Self-Directed Hours (Homework, student external study)	Work Placement Hours	Assessment Hours
Core	SITXFSA005	Use hygienic practices for food safety	15	8		4
	SITXWHS005	Participate in safe work practices	12	6		4
	SITHCCC023	Use food preparation equipment	25	12		4
	SITHCCC027	Prepare dishes using basic methods of cookery	45	18		4
	SITHCCC034	Work effectively in a commercial kitchen	60	20	70 + 14	4
	SITHKOP009	Clean kitchen premises and equipment	13	5		4
	SITXINV006	Receive, store and maintain stock	20	8		4
Elective	SITHCCC025	Prepare and present sandwiches	10	4		4
	SITXFSA006	Participate in safe food handling practices	40	15		4
	SITXCCS011	Interact with customers	20	8		4
	SITXCOM007	Show social and cultural sensitivity	20	8		4
	SITHCCC024	Prepare and present simple dishes	25	12		4
	SITHCCC026	Package prepared foodstuffs	10	4		4
			Total =	305	128	84