Clancy Catholic College
West Hoxton

Preliminary Assessment Handbook
2016
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**Assessment Grids and Course Outcomes**

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A Message from the Curriculum Coordinator

The start of Year 11 marks the commencement of your Higher School Certificate studies – it is otherwise known as the Preliminary Course. School education is broken up into different stages, of which you have successfully completed the first five. Years 11 and 12 are referred to as Stage 6. To gain a Higher School Certificate, you will need to successfully complete a minimum of 12 units of Preliminary subjects and 10 units of HSC subjects. This will involve a diligent approach to your studies and the conscientious completion of all assessment tasks. All assessment tasks must be completed by the due date with the procedures outlined in this booklet being followed.

This booklet has been designed to assist you in meeting the Preliminary requirements and in planning for your assessment tasks. The booklet is set out in two main sections:

- The first section contains details of your responsibilities in meeting the assessment requirements outlined by the Board of Studies. To successfully complete each Preliminary course and to gain entry into that HSC course, it is a requirement that the correct assessment procedures are followed. Included in this section are a number of pages on a variety of assessment- and study-related themes that will assist you in your senior studies.

- The second section contains assessment schedules for each course. The schedule provides details of the type of task, the month of the task, the outcomes to be assessed and the syllabus weightings and components. This, along with relevant sections of the syllabus, should be referred to in planning your preparation for each task. A summary calendar of all tasks will be issued early in Term One.

The key to your academic success over the next two years is a positive attitude and an organised, committed approach to classwork, home learning and above all, revision. The required amount of STUDY PER NIGHT is approximately TWO to THREE (2-3) hours, with about SIX (6) hours on weekends. Constant reference should be made to this booklet and to any other documentation distributed by your subject teacher. If there are any enquiries pertaining to matters of assessment, then please direct them in the first instance to your subject teacher and then, if required, to the relevant KLA Coordinator or me.

I would like to take this opportunity to wish all students the very best for the next two years. I hope that your anticipated hard work enables you to achieve to your goals and sets you on the path to your future after school.

Laura Gant
Miss Laura Gant
Curriculum Coordinator
Principal - Mr Iris Nastasi
Assistant Principal - Mr David Forrester
Religious Education Coordinator - Mrs Catherine Nolan
Curriculum Coordinator - Miss Laura Gant
Teaching & Learning Coordinator - Mrs Penina Barry
Administration Coordinator - Mr Geoffrey Kemmis
Year 11 Coordinator - Ms Daniella Volpato
Pastoral Care Coordinator - Mr Leigh Gair
Student Wellbeing Coordinator - Mr Paul Hocking
eLe@rning Coordinator - Mrs Lauren Batty
English Coordinator - Ms Monique Brame
Mathematics Coordinator - Mr Greg Georgiou
Science Coordinator - Mrs Grace Mamo
HSIE Coordinator - Ms Adriana Skibola
TAS Coordinator - Mrs Lorena Ghignone
CAPA Coordinator - Ms Enza Doran/Mr John Alvear
PD/Health/PE Coordinator - Mr Scott Mulford
Teacher in Charge of LOTE - Ms Bernadine Fantini
VET Coordinator - Mr Michael Ha
Sports Coordinator - Mr Michael Bell
Careers Adviser - Mrs Anne Weeks
School Counsellor - Mrs Rhoda Costa
Librarian - Ms Alison Rooke
How you will be assessed in your senior courses and student responsibilities

Please read the following information carefully. You can seek further advice from the Assistant Principal, Curriculum Coordinator, your Year Coordinator, any KLA Coordinator and your class teachers on the matters outlined in this booklet.

Policy for Satisfactory completion of Preliminary Courses in 2016

As outlined by the Board of Studies, you will be considered to have unsatisfactorily completed a course if you have failed to apply yourself with diligence and sustained effort to the set tasks and experiences required by the school to achieve some or all of the course outcomes. The unsatisfactory completion of a course will ordinarily result in an ‘N’ determination (Non-completion of course requirements). An ‘N’ determination will mean that course will not appear on the Record of Achievement. This may mean that the required pattern of study for the Higher School Certificate (HSC) has not been met and hence you will be ineligible for the award of the HSC.

If you are at risk of being given an ‘N’ determination in any course, then you will be issued with a warning letter. You will then be required to meet the requirements as set out in this letter. Two (2) warning letters will be considered sufficient documentation for an ‘N’ determination. Indicators of possible failure to achieve a sufficient number of course outcomes may include:

- an excessive number of unexplained absences from or lateness to school;
- an excessive rate of unexplained absences or latenesses to class in one or more courses;
- failure to submit satisfactorily completed assessment items;
- failure to submit other set work.

Students are reminded that in order to complete their HSC satisfactorily, they must achieve a satisfactory result in at least 10 units of study in the HSC and 12 units in the Preliminary Course.

Purpose of School Assessment

The school assessment is a mark given to students for work based upon a wider range of syllabus outcomes than may be measured by an external examination. This may include tasks such as:

- oral classroom presentations;
- research projects involving long-term planning and investigation skills;
- practical work involving a range of skills.

By undertaking a range of assessment tasks, the Preliminary Course provides a measure of each student’s overall level of performance in achieving the course outcomes.
This booklet contains assessment schedules for each course. These assessment schedules contain details on the week, month and term when each assessment task will be due, the outcomes to be assessed in each task and the assessment components and weightings. This Assessment Calendar will also be published on the College website. Prior to each task, you will be issued with a written notification of the date and format of the task. This notification will normally be given two weeks prior to the task, but planning for all tasks should be ongoing and could even commence before this notification.

A list of outcomes for each course has been provided in this booklet. Also provided are details about where these outcomes will be assessed in the tasks and the approximate date of those tasks. These outcomes should be carefully considered when preparing for tasks.

The assessment mark derived at the end of the Preliminary Course will be a summation of the extent to which course outcomes were achieved. This mark, known as the assessment mark, will be used in comparing achievement levels of all students. It is imperative, therefore, that you are thoroughly prepared for each task and that you attempt to perform to your potential.

1. **CREDENTIAL**

   The New South Wales Board of Studies issues the Preliminary Record of Achievement at the end of each year to any student who undertakes Preliminary courses. It will contain a statement indicating whether or not the student has met all Preliminary Course requirements. Students who leave before they complete the HSC will be able to have their RoSA printed with grades achieved in Year 10 and 11.

   The Board does not require schools to submit any assessment marks for students, only to indicate that a satisfactory achievement of outcomes has been gained and a grade for each subject. Assessment tasks completed during the Preliminary Course therefore do NOT count towards the HSC, but will determine whether the student can progress to HSC study.

2. **COURSE COMPLETION CRITERIA**

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

   (a) followed the course that has been approved by the Board;
   
   (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
   
   (c) achieved a significant number of the course outcomes.

   Adequate attendance is also important. The Principal may determine that as a result of inadequate attendance, the course completion criteria have not been met. If at any time it appears that a student is at risk of being given an 'N' determination in any course, the Principal will warn the student as soon as possible and advise the parents in writing.
Students studying a Preliminary course must make a genuine attempt to complete course requirements. It is a matter for the class teacher’s professional judgement to determine whether a genuine attempt has been made to complete these requirements.

The satisfactory completion of the Preliminary Course or its equivalent is a prerequisite for entry into an HSC course. Courses that are not satisfactorily completed will not be printed on the Record of Achievement.

3. CHANGES OF SUBJECTS/COURSES/UNITS

A student will be able to change subjects or courses only if the Principal is satisfied that the student can satisfactorily complete the new course. Unless the Principal’s authorisation is gained, the student’s entry for the HSC or Preliminary Course cannot be validated. Multiple subject changes from one student will not be considered and few changes will be made for students before the end of Week 2, Term 1, ie after four weeks of the Preliminary Course have elapsed. A letter from parents is required before any subject changes will be considered. After this has been submitted, a decision will then be made on whether the change can proceed or not. No other changes will be considered after Week 6, Term 1 unless there are extenuating circumstances.

4. NATURE OF PRELIMINARY COURSE ASSESSMENT

The Board’s Stage 6 syllabi indicate the mandatory components for Preliminary Course assessment and the weightings to be attached to those components. That information is contained in this booklet in the assessment schedules. Each subject teacher, in conjunction with his or her KLA Coordinator, has determined the assessment schedules.

These contain details on the:
- type of tasks;
- components of the course;
- weightings to be allocated to each task;
- outcomes within each task to be assessed;
- week, month and term of each task.

Generally there will be a heavier weighting for tasks towards the end of the year; in particular, the final Preliminary Course examination will form a significant part of the final mark. Preliminary Course assessment will provide:
- evidence of achievement of course outcomes;
- a measure of each student’s overall performance in the form of a mark;
5. FREQUENCY AND SCHEDULING OF TASKS

Period of Assessment
- Formal assessment will begin in Term 1 of Year 11 and will conclude with the final Preliminary Course examinations at the end of Term 3.

Non-Assessment Periods
- In general, no tasks will be scheduled in the week prior to any major examination block.

Maximum/Minimum Number of Tasks
- Formal assessment is limited so that no student will do more than 4 assessment tasks in a course. (English Standard and English Advanced will complete 5 tasks in the HSC year due to the vagaries of their course structures.)

An Assessment Calendar is included in this booklet and will be made available online.

6. SUBMISSION OF TASKS

- All tasks are to be completed and submitted by the specified date. You MUST attend school on the day of an assessment task by the normal starting time of the school day.
- Do NOT submit a task to the front office. It will not be accepted. Do NOT have another person submit a task on your behalf.
- Tasks are NOT to be left in a teacher’s pigeon hole or with any other person other than the subject teacher. Tasks are to be submitted to the class teacher before school or in a scheduled lesson who will complete and sign the class roll/register.
- In most cases, all classes will have collection of tasks undertaken on the same day via the class teacher. In the case where a class is not scheduled on the day that a task is due, the teacher needs to make arrangements to collect the task – usually outside the staffroom at recess or lunch. This will avoid the issue of collection on different days and any unfair advantages to students.

7. APPEAL PROCEDURES FOR FAILURE TO UNDERTAKE OR SUBMIT A TASK BY THE SET DATE AND TIME

- There may be unforeseen events which occur immediately before, or on the day that, an assessment task is due and which prevent a student from performing or submitting a task at the scheduled time. Such events may include a significant illness, an accident or misadventure. In these cases, an appeal must be supported by a detailed doctor’s certificate.
- In the event of a student being absent from school on a day that a task is to be submitted, he or she must make a phone call to the College before 8.30am and leave a message for the relevant KLA Coordinator informing them of their absence.
Students must also provide **appropriate documentation which verifies their absence**, ie a doctor’s certificate (1a) or independent supporting documentation that can support and verify the non-submission/completion of the task (1b) and a **completed Illness/Absence/Leave or Misadventure Form (2)**. This documentation, along with the task itself, is to be submitted to the relevant KLA Coordinator on the first day of their return to school.

Arrangements will then be made regarding the acceptance or rescheduling of the task. A copy of the Illness/Absence/Leave or Misadventure Form can be found at the end of this booklet. This form should be signed by both the student and parents.

In the event of a student being absent from school for an examination during an Assessment Block, a phone message is to be left for both the Curriculum and Year Coordinator. The student is to report to the Curriculum Coordinator on the first day back at school, where arrangements will then be made for the completion of an examination paper. In such circumstances, all of the relevant paperwork must still be completed.

Where a student’s appeal (for illness, absence, leave or misadventure) is accepted on an in-class task, the student may have to sit for a substitute task. The student’s final ranking for the substitute task will be determined in conjunction with other comparable tasks.

In circumstances where a substitute task is unreasonable, not feasible or where the conditions of the missed task are difficult to duplicate, the Curriculum Coordinator may authorise the use of an estimate based on other appropriate evidence.

**The use of technology, eg USB memory sticks, computers and printers, is the student’s responsibility. No allowances will be made for problems related to technical malfunctions.** It is the student’s responsibility for work that has been completed on a computer to be saved in at least two different ways. In addition, all draft work completed on a computer should be printed out and kept by the student.

Where assessment submissions have an Information and Communication Technology (ICT) component, eg a task has to be handed up on a USB device; it is each student’s responsibility to ensure that they have been saved in the correct format.

**8. RETURNING A TASK**

- No assessment tasks will be returned to students until the results of any appeals (for illness, absence, leave or misadventure) are known.

- In returning tasks, the privacy and confidentiality of each student will be respected.

- All tasks will be marked and returned within a two-week period of the submission date of the task.

- Feedback.
9. REPORTING RESULTS

Raw Marks or Grades
Each task will be given a mark. This will be recorded on the marking criteria page. Grades may also be provided in addition to the mark where appropriate.

Individual Task Ranking
Each student will receive an individual ranking on each task, showing his/her position in relation to the total number of students in the group. This will be individually forwarded onto students after the return of the task and upon confirmation of all students’ marks.

Cumulative Rank
A cumulative rank will be provided for each student in all subjects at each reporting period and after every task. This will be individually forwarded onto students after the return of the task and upon confirmation of all students’ marks.

10. ISSUES RELATED TO TASK COMPLETION
The Board expects students to attempt all assessment tasks.

Extensions
- An extension may only be granted by the KLA Coordinator and Curriculum Coordinator; this will only occur under exceptional circumstances.

Extended Leave
- No exemption to assessment tasks will be granted because a student is taking a family holiday. Students and their families are encouraged to avoid any lengthy absence from school as this may result in failure to satisfactorily complete a course. Any extended absence from school MUST be requested from the Principal (in writing) well before the time if the student wishes the College to consider extra support.
- In the event of a student being absent due to exceptional circumstances (eg illness, overseas travel) the Curriculum Coordinator, in consultation with the relevant KLA Coordinator, will authorise a substitute task or estimate based on other evidence.
- Where a period of leave for extreme circumstances is requested, the student and family must understand that to gain support from the College the request must be made under the following conditions:
  - the Principal is notified of the period of leave at least 6 weeks before the commencement date if possible;
  - the student must provide details of assessments affected and what action will ensure that their educational progress is not adversely impacted upon;
  - the student must discuss with the relevant KLA Coordinators (not the class teachers) how their senior study commitments will be met.

NB. Failure to follow these procedures may result in an assessment task scoring a ZERO (0) mark.
Work Placement

- Vocational subjects have compulsory work placements. These should be completed in the time period specified.
- It is the responsibility of the student to catch up on work missed during Work Placement.

Malpractice

- Any of the following actions will be deemed as a form of malpractice. Students involved in any of these actions will be given a zero mark for that assessment task. Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:
  - copying someone else’s work in part or in whole, and presenting it as their own;
  - using material directly from books, journals, CDs or the Internet without reference to the source;
  - building on the ideas of another person without reference to the source;
  - buying, stealing or borrowing another person’s work and presenting it as their own;
  - submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
  - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
  - paying someone to write or prepare material;
  - breaching school examination rules;
  - using non-approved aids during an assessment task;
  - contriving false explanations to explain work not handed in by the due date;
  - assisting another student to engage in malpractice.

If the malpractice is proven, a zero mark will be given on that task. In some circumstances, the College may decide to administer a substitute task.

Oral Presentations

- If a student’s work shows an unreliable result, the student will be expected to validate his/her work with an oral task.
- Written components of oral task presentations will be collected on the assessment due date for all students and reissued to each student when he/she performs their oral presentation. No new material will be allowed to be introduced into a student’s work after the assessment date. Students will be randomly selected to complete their presentation at the beginning of the process. The day a student is asked to do their task is their assessment date. Failure to do the task on this date will result in a zero mark.
Parallel Classes:

Revision/preparation
- Where revision is undertaken before a task involving a number of groups, common procedures will be established, eg where a revision sheet is to be issued, students in all groups will receive a copy.

Administering a Task
- Where a common task is being set across groups, a time will be organised when all students can sit for the task simultaneously or in consecutive periods (not either side of a break).

11. ASSESSMENT REVIEWS
- If a student wishes to appeal a mark or grade on a particular task, he/she must approach the KLA Coordinator to provide reasons for the appeal in the form of a written explanation within two school days of the return of the marked task. This written explanation must also be signed by the student’s parents/guardians. The matter will then be considered by the KLA Coordinator. No consideration for an appeal will be given to those students who fail to follow the above procedure within the time period specified.

12. CHANGING ANNOUNCED POLICY
- Assessment tasks, indicated on both the assessment schedules and the Assessment Calendar, may need to be rescheduled for a variety of reasons. Where this is necessary, the KLA Coordinator will inform all students concerned of the new date in writing. This rescheduling will be subject to the approval of the Curriculum Coordinator.
- In rescheduled tasks, it is still necessary that students be given two weeks’ notice of the approaching task.

13. COMMUNICATION WITH PARENTS
- On two occasions during Year 11, students will be issued with a formal report, which will show:
  - an assessment mark;
  - a cumulative rank;
  - the percentage of the course assessment completed;
  - grades achieved in each of the summary course outcomes;
14. **RISK NOTIFICATION**

- If it appears that a student is at risk of not satisfactorily completing a Preliminary course, a warning letter will be issued. Details of this warning letter have already been outlined.

- The student will be advised, in writing from the College, of the need to correct the problem and alert him/her to the possible consequences of an ‘N’ determination.

15. **‘N’ DETERMINATION**

- The Board expects that each student will complete all assessment tasks. Failure to complete a task will seriously place at risk the student’s chance of achieving a satisfactory completion of the Preliminary Course.

- In cases of non-satisfactory completion, an ‘N’ determination will be submitted to the Board.

- If the Preliminary Course has not been completed satisfactorily, the student will not be allowed to proceed to the HSC course until all outstanding requirements have been met.

**Review of ‘N’ Determination**

- Students who receive an ‘N’ determination have a right of appeal. This will require the student to apply in writing to the Principal by the determined date listed in the timetable.

- The diagram on the following page explains the process to be followed if an appeal is followed after an ‘N’ determination.

- In the event that a request for review is approved, an Appeals Committee will meet.

- This Committee will consist of:
  - Curriculum Coordinator
  - KLA Coordinator
  - Principal or Assistant Principal

**Appeals to the Board of Studies**

- Provision does occur for subsequent appeals to the Board if the student is not satisfied with the school’s review process.

- The Board will NOT review marks awarded for individual tasks. It will only consider:
  (a) that the school had adequate procedures in place to review checks on weightings and computation of marks, and
  (b) the conduct of the review was proper in all respects.
You cannot submit an appeal on the basis of:

- Difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- Alleged deficiencies in teaching; for example, extended teacher absences
- Loss of study time or facilities during Year 12
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination or task
- The same grounds for which you received special provisions, unless you experience additional difficulties during the examination or task
- Misreading the examination timetable. If you miss an examination, or arrive late to an examination because you misread the timetable, contact the College immediately
- Misreading examination or task instructions
- Failure to enter for the examination in the correct course
- Other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations.

What Disability Provisions are available?

a. Disability Provisions are concessions made by the Board of Studies in the conditions under which certain students who suffer from a disability sit for exams and Assessment Tasks. Those students whose condition is covered by the Disabilities Discrimination Act (Commonwealth) and the Anti-Discrimination Act (NSW) may apply. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.

b. In accordance with the guidelines laid down by the Board of Studies, students who have documentation to support their eligibility are assisted to apply for Disabilities Provisions for external examination and internal Assessment Tasks. These applications are submitted to the Board where a determination is made as to whether to grant Disability Provisions to the particular student or not. A right of appeal to the Board of Studies is available to those students whose applications are unsuccessful.

c. Disability Provisions can apply to internal assessment, so an early determination of the needs and status of the students is advantageous. Therefore, it is essential that parents provide adequate documentation as early as possible.
## Year 7 – 12 Assessment Procedures Guide

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<td>Application for School Representation or school based activity</td>
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| Year 7 ONLY | Late completion of a task/exam  
One day late (-20%)  
Two days late (-40%) (of maximum mark) | **Parental note**  
Upon return to school –  
Hand to relevant KLA Coordinator |
| 7-9        | Non completion of a task/exam OR Academic Malpractice  
= ZERO MARK | **Parental note**  
Upon return to school –  
Hand to relevant KLA Coordinator |
| 7-9        | Incompletion of a task because of misadventure  
Incompletion of a task because of illness | **Doctor’s Certificate**  
Upon return to school –  
Hand to relevant KLA Coordinator |
| 10         | Non completion of a task/exam OR Academic Malpractice  
= ZERO MARK  
+ BOSTES Warning Letter | **Doctor’s Certificate**  
College Form for Illness/Misadventure  
Upon return to school – handed to Curriculum Coordinator |
| 10         | Incompletion of a task because of misadventure  
Incompletion of a task because of illness | **Doctor’s Certificate**  
College Form for Illness/Misadventure  
Upon return to school – handed to Curriculum Coordinator |
| 11-12      | Late completion of a task/exam upon returning to school with no completed Illness/Misadventure form  
= ZERO MARK  
+ BOSTES Warning Letter | **College Illness/Misadventure Form** – and/or medical certificate  
Upon return to school – handed to Curriculum Coordinator |
| 11-12      | Non completion of a task/exam  
No leniency for lateness, technological failure  
OR academic malpractice  
= ZERO MARK  
+ BOSTES Warning Letter | **College Illness/Misadventure Form** – and/or medical certificate  
Upon return to school – handed to Curriculum Coordinator |
| 11-12      | Incompletion of a task because of misadventure | **College Illness/Misadventure Form** – and/or medical certificate  
Upon return to school – handed to Curriculum Coordinator |
| 11-12      | Incompletion of a task because of Illness | **Meeting with KLA or Curriculum Coordinator to reschedule** |
| 11-12      | Application for School Representation or school based activity | **Meeting with KLA or Curriculum Coordinator to reschedule** |

### ABSENCE DURING EXAM PERIODS

Attendance during exam periods as indicated on the College calendar is compulsory. Leave should not be taken during examination periods. Students who take Leave during published Examination periods WILL RECEIVE A ZERO.

### REQUEST FOR LEAVE – missing an Assessment Task

Any absence other than illness or misadventure must be applied for in writing to the College Principal at least one month BEFORE the leave dates. Any student who does not have approval for leave and misses an assessment task will receive a zero for the task.

**NOTE:** When Leave is granted it is the student’s responsibility to seek arrangements for extensions or alternate dates for assessment tasks. **FAILURE TO DO THIS WILL RESULT IN A ZERO MARK.**
# Clancy Catholic College

## Illness / Absence / Leave or Misadventure Appeal Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Class:</td>
</tr>
<tr>
<td>Assessment Task:</td>
<td>Due Date:</td>
</tr>
</tbody>
</table>

Course Name

- [ ] is a mandatory course
- [ ] is **not** a mandatory course

### REASON(S) FOR FAILURE TO MEET REQUIREMENTS:

Provide details that support your case, include support documents to verify your absence/non-submission.

---

Independent evidence of misadventure provided

This must be completed and attached.

- [ ] Yes
- [ ] No

---

**Student Signature**  
**Parent Signature**

This form must be completed and submitted to the Curriculum Coordinator on the first day a student returns to school

---

**KLA COORDINATOR COMMENT:**

---

**ASSESSMENT APPEAL COMMITTEE RECOMMENDATION:**

---

Appeal accepted (no penalty)  
Appeal denied

---

Curriculum Coordinator Signature:  
Date
OFFICIAL WARNING («Letter_Num»)
Non-completion of a Preliminary Certificate Course

«First_Name» «Last_Name»: «Class»

«Date»

«Mail_To»
«Home_Address_1»
«HOME_ADDRESS_2» NSW «HOME_ADDRESS_POSTCODE»

Dear «Mail_To»

I am writing to advise you that your daughter «First_Name» is in danger of not meeting the Course Completion Criteria for the Preliminary Certificate in «Subject».

The NSW Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as the «Letter_Num» official warning we have issued concerning «Subject».

A minimum of two course-specific warnings must be issued prior to a final ‘N’ determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

a) followed the course developed or endorsed by the Board; and

b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ (non-completion of course) determination. An ‘N’ determination will mean that the course will not be listed on the student’s Record of Achievement. It may also mean that the student is unable to proceed to the HSC course as she has not satisfactorily completed the Preliminary Course.

To date, «First_Name» has not satisfactorily met «Criteria» of the Course Completion Criteria.
The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for «First_Name» to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed.

<table>
<thead>
<tr>
<th>Task name/course requirement/s</th>
<th>Date/s task/s course requirement/s initially due</th>
<th>Action required by student</th>
<th>Date to be completed by (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>«T1»</td>
<td>«OD1»</td>
<td>«AR1»</td>
<td>«DC1»</td>
</tr>
<tr>
<td>«T2»</td>
<td>«OD2»</td>
<td>«AR2»</td>
<td>«DC2»</td>
</tr>
</tbody>
</table>

Please discuss this matter with «First_Name» and contact the College if further information or clarification is needed.

Yours sincerely

________________________________________________________________________________________

CLASS TEACHER KLA COORDINATOR YEAR COORDINATOR CURRICULUM COORDINATOR

PLEASE DETACH THIS SECTION AND RETURN IT TO THE COLLEGE

Requirements for the Satisfactory Completion of a Preliminary Certificate Course

- I have received the letter dated «Date» indicating that «First_Name» «Last_Name» is in danger of not having satisfactorily completed «Subject». It is her «Letter_Num» warning in this subject.
- I am aware that this course may appear on «First_Name»’s Preliminary Certificate Record of Achievement.
- I am also aware that the ‘N’ determination may make «First_Name» ineligible for the award of the Preliminary Certificate.

Parent/Guardian’s signature: ____________________________ Date: __________

Student’s signature: ________________________________ Date: __________

Page 20 of 119
PROCEDURES FOR APPEALS AGAINST ‘N’ DETERMINATIONS
FOR NON-COMPLETION OF COURSE REQUIREMENTS

Principal WARNS student in writing in time for problem to be corrected

Principal issues at least one follow-up warning letter

Principal makes ‘N’ determination

Principal notifies student

Student makes no appeal

Principal reviews determination

Student appeals

Principal confirms ‘N’ determination and justifies decision on appeal

Principal removes ‘N’ determination

Principal notifies student

Principal notifies Board

Student makes no further appeal

Principal notifies student

Principal notifies Board

Student seeks Board review of Principal’s determination

Board considers determination and submission

Board decides

Board notifies student

Board notifies Principal
THE HSC AND VET
(Vocational Education & Training)

The purpose of the Stage 6 program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;

- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose;
  - capacity to manage their own learning;
  - desire to continue learning in formal or informal settings after school;
  - capacity to work together with others;
  - respect for the cultural diversity of Australian society;

- provide a flexible structure within which students can prepare for:
  - further education and training;
  - employment;
  - full and active participation as citizens;

- provide formal assessment and certification of students’ achievements;

- provide a context within which schools will also have the opportunity to foster students’ physical and spiritual development.

VET in schools allows students in Years 11 and 12 to study vocational courses as part of their HSC. These courses allow students to develop work-related skills, as well as to move to further education at TAFE or university. In combination with other parts of the Stage 6 pattern of study, students can achieve an HSC which should enhance their post-secondary opportunities. All accredited VET programs, including those for HSC students, must meet the requirements of the National Training Framework. The Board of Studies VET Industry Frameworks Syllabus Documents and ACE Manual should be referred to for all information regarding HSC requirements and the HSC Examination for Industry Frameworks courses.

*Students undertaking VET Courses should note that work placement is a compulsory component of their course (70 hours total). Work Placement allows the student to apply the theory and skills learnt in class. Some competencies may be assessed in the workplace. Failure to complete the work placement component of their VET courses will result in the student not satisfactorily completing the course.*
Students must use placements secured by the Fairfield Business Education Partnership (FBEP) and made available through the school. Employers participating in this program have been briefed about the purpose of the program and are aware of their obligations regarding Child Protection legislation and Occupational Health and Safety. Students will be offered the choice of some local placements.

In selecting a time and location for work placement, students must consider the following points:

i) being on work placement is not an excuse for the late submission of a hand-in task;

ii) once dates for work placement have been finalised they will not be changed, except in legitimate emergencies, as this inconveniences employers and other schools;

iii) students must complete and submit all paperwork regarding work placement to confirm their place and avoid losing the placement to another student or school;

iv) students will be required to complete a Code of Conduct for work placement. This form outlines expected behaviour whilst the student is on work placement.

Students should note that VET subjects are assessed on a continuous basis.
ASSESSMENT IN VET COURSES

Vocational Courses offered for the 2016 Preliminary Year.

- Business Services: 240 hours – Category B Status for inclusion in ATAR with HSC examinations.
- Construction: 240 hours – Category B Status for inclusion in ATAR with HSC examinations.
- Hospitality: 240 hours – Category B Status for inclusion in ATAR with HSC examinations.
- IDT: 240 hours – Category B Status for inclusion in ATAR with HSC examinations.

VET Courses are assessed against competency standards. The concept of competency focuses on what is expected of an employee in the workplace rather than the amount of time spent in the learning process. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. Assessment against individual units of competency is based on an integration of the performance criteria into a holistic activity for that unit. As competencies are the application of skills and knowledge to a workplace task or function, competency-based assessment combines theory and practical.

The techniques used for collecting evidence of competency include:

- workplace performance;
- demonstration of specific skills/knowledge;
- a project;
- role play/simulation;
- written exercises;
- oral questioning;
- oral presentations;
- examination of a finished product.

Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts. Other specific assessment events include:

- Hospitality:
  - end of Preliminary examination;
  - integrated assessment task (including practical).

Remember: In competency-based assessments, you are either competent or not yet competent. Students in need of further training can ask to be re-assessed, but such re-assessment must consider deadlines for internal and external reporting.
Top 40 Study Strategies

**Time Management**

1. Start to manage your time at the beginning of the semester.
2. Organise your semester by plotting the following on a large calendar: due dates for assignments, any mid-term exams and other important dates.
3. Set some goals for yourself, such as the grades you would like to receive in your courses and what you expect to learn from each course. Think about how much time it will take to accomplish these goals.
4. Break tasks into smaller, more manageable jobs, eg Week 1 = Essay outline; Week 2 = Research; Week 3 = Rough Draft; Week 4 = Final Draft).
5. Make a weekly schedule to indicate lectures, labs, seminars, study time, etc.
6. Plan time for leisure/recreation.
7. Use "To do" lists when you have a lot to do in a day.
8. Set priorities.
10. Keep at it!

**Listening and Note-taking**

1. Go to school each day - there's no substitute for the real thing.
2. Have assigned readings done before each lesson.
3. Listen actively by anticipating what the teacher will say.
4. Screen and evaluate information by comparing with your text and your own knowledge.
5. Concentrate.
6. Take notes. Note topics and sub-topics. Use brief point form, putting things in your own words.
7. Use the margin or draw a column to note key terms or questions you have.
8. Use diagrams where possible, especially to illustrate relationships.
9. Review your notes before each class and plan a weekly review which integrates lesson and text notes.
10. Ask your teacher to clarify points you don't understand.
Textbook Reading
1. Do required reading on a regular basis. Keep a weekly schedule.
2. Preview material to get an overview. See how the chapter is organised.
3. Consider the author's writing style and potential biases.
4. Use different reading speeds. Pay attention to your retention.
5. Think of questions to answer as you read through the material.
6. Reflect on the material as you read. How is it valuable?
7. Summarise what you have read. Note important points. Integrate with lesson notes or in text margins.
8. Take breaks. Set targets to work towards and break in between.
9. Find a quiet, comfortable place to read. Your bed may not be the best place!
10. Review your readings on a regular basis.
11. Review course material weekly to keep material fresh in your memory.

Examination Preparation
1. Study in a quiet, comfortable (but not too comfortable!) location where distractions and interruptions are minimal.
2. Be organised. Make a study schedule by breaking down what you have to do. Have all your materials with you.
3. Study in small chunks of time. 1-hour blocks then a 5-minute break works well for many people.
4. Keep a normal schedule. Be sure to eat right, get enough sleep and take time to exercise and relax.
5. Gather information about the examination from your teacher, ie Will the test be multiple-choice, short answer or essay? How many questions will be on the test? What material will be covered?
6. Anticipate exam questions. Do practice questions. Make up sample questions and answer them.
7. During the test, read the instructions and questions carefully. Budget your time. Organise your answer. Make up an outline for essay questions if possible.
8. Relax. Be aware of tension build-up. Don't forget to breathe!
9. Follow-up. See your teacher to discuss where you went wrong so that you can improve next time.
### Key Words for College Assessment

| **Account** | *Account for:* state reasons for, report on.  
*Give an account of:* narrate a series of events or transactions. |
| **Analyse** | Identify components and the relationship between them; draw out and relate implications. |
| **Apply** | Use, utilise, employ in a particular situation. |
| **Appreciate** | Make a judgement about the value of. |
| **Assess** | Make a judgement of value, quality, outcomes, results or size. |
| **Calculate** | Ascertain/determine from given facts, figures or information. |
| **Clarify** | Make clear or plain. |
| **Classify** | Arrange or include in classes/categories. |
| **Compare** | Show how things are similar or different. |
| **Construct** | Make; build; put together items or arguments. |
| **Contrast** | Show how things are different or opposite. |
| **Critically (analyse/evaluate)** | Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation). |
| **Deduce** | Draw conclusions. |
| **Define** | State meaning and identify essential qualities. |
| **Demonstrate** | Show by example. |
| **Describe** | Provide characteristics and features. |
| **Discuss** | Identify issues and provide points for and/or against. |
| **Distinguish** | Recognise or note/indicate as being distinct or different from; to note differences between. |
| **Evaluate** | Make a judgement based on criteria; determine the value of. |
| **Examine** | Inquire into. |
| **Explain** | Relate cause and effect; make the relationship between things evident; provide why and/or how. |
| **Extract** | Choose relevant and/or appropriate details. |
| **Extrapolate** | Infer from what is known. |
| **Identify** | Recognise and name. |
| **Interpret** | Draw meaning from. |
| **Investigate** | Plan, inquire into and draw conclusions about. |
| **Justify** | Support an argument or conclusion. |
| **Outline** | Sketch in general terms; indicate the main features of. |
| **Predict** | Suggest what may happen based on available information. |
| **Propose** | Put forward, eg a point of view, idea, argument, suggestion, for consideration or action. |
| **Recall** | Present remembered ideas, facts or experiences. |
| **Recommend** | Provide reasons in favour. |
| **Recount** | Retell a series of events. |
| **Summarise** | Express concisely the relevant details. |
| **Synthesise** | Putting together various elements to make a whole. |
ASSESSMENT AND REPORTING

- The HSC reports provide detailed descriptions of the knowledge, skills and understanding attained in each subject, along with a description of your achievements.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination itself.
- Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement, i.e. Band 6.
- On satisfactory completion of your HSC, you will receive a portfolio containing:
  - the HSC Testamur, which is the official certificate confirming your achievement of all requirements for the award;
  - the Record of Achievement, which lists the courses you have studied and reports the marks and bands you have achieved;
  - Course Reports, where for every HSC Board Developed Course you will receive a report showing your marks, the performance scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

FROM THE BOARD OF STUDIES

Reporting Student Achievement:

A student’s Record of Achievement presents a profile showing the standards they achieved in the courses they studied. On the other hand, a student’s ATAR is a number indicating their overall academic achievement, not against a standard, but against other students. The ATAR allows the comparison of students who have completed different combinations of courses.

A student’s Record of Achievement and their ATAR are used for different purposes. The former shows their strengths and weaknesses across the courses they have studied; the latter shows only their overall rank in relation to other students. It is used by universities as a way of selecting entrants for their courses.

Are all subjects in the HSC of an equivalent standard?

A standards-based approach is about establishing meaningful standards in particular subjects, not about equating standards across them.

All courses in the HSC will be rigorous in terms of the standard of knowledge, skills and understanding expected of the students undertaking them.
The process of setting standards for each HSC course has involved:

- an evaluation of the content and outcomes of existing courses;
- an analysis of the standards of performance that students are currently demonstrating through HSC examinations. This involved experienced HSC markers analysing student responses to questions in recent HSC examinations including written answers, major works, projects and performances.

The use of information about current standards of performance has meant that the learning outcomes and content for each of the HSC courses are set at an appropriate standard.

**Do the required 10 units of HSC courses have to be Board Developed?**

No. To be awarded a Higher School Certificate, only 6 of the 10 units need to be Board Developed. **However, for students wanting an Australian Tertiary Entrance Rank (ATAR), the calculation will be based on the best 10 Board Developed units, including 2 units of English.**

**SCALING AND SUBJECT CHOICE**

Extract from: *Report on Scaling of NSW HSC 2002* by NSW Vice Chancellor's Committee on Scaling.

1. Are certain subjects/courses ‘scaled down’?
   NO. As scaling is carried out afresh each year, if the quality of candidature changes, the scaled mean will also change.

2. Is it true that if I study some subjects/courses, I can’t get a high ATAR?
   NO. There are students in every course who achieve high ATAR’s. You have a better chance of achieving high marks in a course if you like it and are good at it.

3. What impact did the variation in patterns of HSC marks have on ATAR calculations?
   None. It is raw HSC marks that are scaled. The fact that the percentage of students who get a Band 6 differs across subjects/courses has no effect on the calculation of the ATAR.

4. I have similar HSC marks to my friend, but we don’t have similar ATAR’s. Why not?
   Your ATAR’s would be similar if your courses were the same. If your courses were different, your ATAR’s are likely to be different as different courses have different scaled means.

5. Which course should I study?
   The choice of which course to study should not be determined by what is perceived to be the likely effect of scaling. Choice of which courses to study should be determined only by your interests, demonstrated abilities and any future career plans. The scaling process is designed to allow students to choose according to these principles.
LIVING WITH A HSC STUDENT

People at school who can help
HSC students and their parents have a number of people within their schools and colleges on whom they can call for help with any concerns.

Subject teacher
The subject teacher can provide you with information on the specific requirements of the individual subjects that the student is studying.

Year Coordinator
The Year Coordinator is also a valuable contact person. The Year Coordinator is concerned with the welfare of students in his or her care. This person is a very experienced teacher. Frequently the Year Coordinator has been in contact with a particular group of students over some or all of their time at high school. If you have any concerns, do not hesitate to contact the Year Coordinator.

KLA Coordinator
The KLA Coordinators are sometimes known as Subject Coordinators. The KLA Coordinator is concerned with everything that is taught and assessed within their allocated subjects. This person is a very experienced teacher. If you have any concerns regarding a particular subject, do not hesitate to contact the relevant KLA Coordinator.

Curriculum Coordinator
The Curriculum Coordinator works very closely with KLA Coordinators to ensure that the right things are being taught in the classroom and that all NSW Board of Studies requirements are met. This person oversees the facilitation of assessment and reporting in the school.

College Counsellor
The College Counsellor can be consulted by students or their parents if this kind of help is required. The College Counsellor is aware of groups within the community which may be able to assist with particular problems.

Careers Adviser
This person is a valuable contact for information and queries relating to students’ options regarding course selections and the choices available after they leave school.
WELFARE AND COUNSELLING FOR ANXIOUS PARENTS

Sometimes parents need help and support dealing with their children. Coping with adolescent children is not easy at the best of times. When adolescents are under pressure because of assessment and examination demands, it can be difficult and taxing for you as a parent.

Teachers, the Year Coordinator and the College Counsellor can help with parents’ concerns about their children. They can also offer suggestions about other experts in the wider community who may be useful contacts.

Keeping things in perspective
The HSC is a public examination that takes place each year in NSW. Often for those directly involved, it can become a great focus of attention. It is important for both students and parents to have a realistic approach to the demands that this examination year can place on students.

While the HSC can be seen as a gateway to future education and career prospects, it is important to remember that there are a number of possible pathways to achieve one’s aspirations.

Like a marathon run, work for the HSC should ideally be done at a steady pace. This is not always easy because of assessment periods, practical work and the general demands of courses. However, regular homework and study habits are helpful and breaks from the demands of work are essential.

It is important for students to set goals, but it is equally important to be realistic about these targets. As a parent, it is important that you encourage your child to work to achieve his or her own potential. Unhealthy anxieties can stem from expectations to achieve as well as, or better than, friends, siblings or the children of parents’ friends.

Study Days
Your child may feel that he or she would benefit from some additional support while studying. Universities and private providers offer a range of study days and lectures aimed to enhance HSC studies. These are often advertised in daily newspapers and in flyers sent to schools. Courses frequently run over weekends or during school holidays.

It may be wise to check the credentials of the people presenting the lectures to ensure they are familiar with the syllabus and focus of the particular HSC course.
Assessment Grids and Course Outcomes
## PRELIMINARY 1 UNIT CATHOLIC STUDIES

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>C6-2 V, K, S</th>
<th>A6-1 V, K, S</th>
<th>B6-3 V, K, S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting % (Syllabus)</td>
<td>TASK 1</td>
<td>TASK 2</td>
<td>TASK 3</td>
<td></td>
</tr>
<tr>
<td>Term: 1 Week: 11 Date: 5 April Period: 2</td>
<td>Nature of Religion</td>
<td>Term: 2 Week: 10 Date: 29 June Period: 5</td>
<td>Christology</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>15</td>
<td>7.5</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>15</td>
<td>7.5</td>
<td>7.5</td>
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</tr>
<tr>
<td>Examination</td>
<td>20</td>
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<td></td>
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<tr>
<td>MARKS</td>
<td>50</td>
<td>15</td>
<td>15</td>
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</tr>
</tbody>
</table>

Term: 3 Examination Period
Being Catholic: Preliminary Examination
A student:

C6-2

SO1: appreciates how religion explores and explains the enduring questions of human life and experience.

SO2: describes the religious dimension of human experience and the variety of ways in which people express their relationship with God.

SO3: poses questions and researches and communicates answers given by religions to fundamental human realities.

A6-1

SO1: appreciates developments in the Church’s understanding of Jesus and his teachings.

SO2: describes various theological perspectives on Jesus Christ from the New Testament to the present.

SO3: applies an authentic Catholic approach to the interpretation of Scripture.

B6-3

SO1: appreciates the importance of commitment to one’s own tradition as a way of making meaning of human experience.

SO2: demonstrates knowledge of the principal beliefs, rituals and ethical teachings of Catholicism.

SO3: articulates and synthesises the principal beliefs, rituals and ethical teachings of the Catholic Church.
# PRELIMINARY 1 UNIT STUDIES OF RELIGION

Board Mandatory Requirements: No requirements for Preliminary Course

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>TASK 1 (IC)</th>
<th>TASK 2 (HI/IC)</th>
<th>TASK 3 (IC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term: 1</td>
<td>Term: 2</td>
<td>Term: 3 Examination Period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week: 11</td>
<td>Week: 10</td>
<td>Preliminary Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date: 5 April</td>
<td>Date: 29 June</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period: 2</td>
<td>Period: 5</td>
<td></td>
</tr>
<tr>
<td>Nature of Religion and Beliefs - Written Responses</td>
<td>P1, P2, P6, P8</td>
<td>5</td>
<td>5</td>
<td>10</td>
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<tr>
<td>Knowledge and understanding of course content</td>
<td>20</td>
<td>5</td>
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<td>10</td>
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<tr>
<td>Source-based skills</td>
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<td>5</td>
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<tr>
<td>Investigation and research</td>
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<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>10</td>
<td>5</td>
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<tr>
<td>MARKS</td>
<td>50</td>
<td>10</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
A student:

P1: describes the characteristics of religion and belief systems
P2: identifies the influence of religion and belief systems on individuals and society
P3: investigates religious traditions and belief systems
P4: examines significant aspects of religious traditions
P5: describes the influence of religious traditions in the life of adherents
P6: selects and uses relevant information about religion from a variety of sources
P7: undertakes effective research about religion, making appropriate use of time and resources
P8: uses appropriate terminology related to religion and belief systems
P9: effectively communicates information, ideas and issues using appropriate written, oral and graphic forms
Board Mandatory Requirements: No more than 50% weighting may be allocated to examinations

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>P1, P2, P6, P8</th>
<th>P1, P2, P6, P7, P8, P9</th>
<th>P3, P4, P5, P6, P7, P8, P9</th>
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<tbody>
<tr>
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<td>Term: 1</td>
<td>40</td>
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<td>Period: 3</td>
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<tr>
<td>Nature of Religion and Beliefs - Written Responses</td>
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</table>

| TASK 2 (HI/IC) | Term: 2  | 20 | 5 | 5 | 20 |
| Religions of Ancient Origin: Research and Written Response | Week: 1  | | | | |
| Date: 27 April | | | | | |
| Period: 2 | | | | | |

| TASK 3 (HI/IC) | Term: 2  | 20 | 5 | 5 | 25 |
| Religious Tradition Study: Research and Written Response | Week: 10 | | | | |
| Date: 29 June | | | | | |
| Period: 5 | | | | | |

| TASK 4 (IC) | Term: 3  | 20 | 5 | 5 | 10 |
| Preliminary Examination Period | | | | | |

| Knowledge and understanding of course content | 40 | 10 | 5 | 20 |
| Source-based skills | 20 | 5 | 5 | 5 |
| Investigation and research | 20 | 10 | 10 |
| Communication of information, ideas and issues in appropriate forms | 20 | 5 | 5 |

|Marks| 100 | 15 | 25 | 25 | 35 |
PRELIMINARY 2 UNIT STUDIES OF RELIGION
Outcomes

A student:

P1: describes the characteristics of religion and belief systems
P2: identifies the influence of religion and belief systems on individuals and society
P3: investigates religious traditions and belief systems
P4: examines significant aspects of religious traditions
P5: describes the influence of religious traditions in the life of adherents
P6: selects and uses relevant information about religion from a variety of sources
P7: undertakes effective research about religion, making appropriate use of time and resources
P8: uses appropriate terminology related to religion and belief systems
P9: effectively communicates information, ideas and issues using appropriate written, oral and graphic forms
### Board Mandatory Requirements:
No more than 30% weighting may be allocated to tests and examinations.

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>Task Type: Area of Study Analytical and Creative Response</th>
<th>Task Type: Viva Voce (Oral Task)</th>
<th>Task Type: Listening Task</th>
<th>Task Type: Preliminary Exam</th>
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<tr>
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<td>TASK 1 - IC</td>
<td>Term: 1 Week: 11 Date: 4 April Period: 1&amp;2</td>
<td>Term: 2 Week: 9 Date: 21 June Period: 1-5</td>
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<td>1, 2, 7, 10</td>
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<td>Term: 3 Week: 6 Date: 22 August Period: 2</td>
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<td>1, 3, 4, 5, 6, 8, 12a</td>
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<table>
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<tr>
<th>Syllabus Components</th>
<th>Weighting % (Syllabus)</th>
<th>Area of Study: Belonging - 'As You Like It' and Emily Dickinson Poetry</th>
<th>Elective 1 -</th>
<th>Elective 2 -</th>
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<tbody>
<tr>
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<td>15%</td>
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</tbody>
</table>
A student:

P1: describes and explains the relationships between composer, responder, text and context in particular texts

P2: describes and explains relationships among texts

P3: develops language relevant to the study of English

P4: describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses

P5: demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning

P6: engages with a wide range of texts to develop a considered and informed personal response

P7: selects appropriate language forms and features, and structures to explore and express ideas and values

P8: articulates and represents own ideas in critical, interpretive and imaginative texts

P9: assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas

P10: analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts

P11: draws upon the imagination to transform experience into text

P12: reflects on own processes of responding and composing

P12A: demonstrates a capacity to understand and use different ways of responding to and composing particular texts

P13: reflects on own processes of learning
PRELIMINARY 2 UNIT ENGLISH (STANDARD)

Board Mandatory Requirements: *No more than 30% weighting may be allocated to tests and examinations.*

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>TASK 1 - IC</th>
<th>TASK 2 - HI</th>
<th>TASK 3 - IC</th>
<th>TASK 4 - IC</th>
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<tbody>
<tr>
<td></td>
<td>2, 4, 6, 11</td>
<td>Term: 1 Week: 11 Date: 4 April Period: 1&amp;2</td>
<td>Term: 2 Week: 9 Date: 22 June Period: 4</td>
<td>Term: 3 Week: 6 Date: 22 August Period: 2</td>
<td>Term: 3 Week: 9/10 Exam Block</td>
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<td>Weighting % (Syllabus)</td>
<td>3,5,9,12</td>
<td>Task Type: Oral Task</td>
<td>Task Type: Listening Task</td>
<td>Task Type: Preliminary Exam</td>
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<tr>
<td>Area of Study: Belonging - 'Strictly Ballroom' and 'Raw'</td>
<td>1, 7, 8,10</td>
<td>1, 3, 4, 5, 6, 8,10</td>
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<tr>
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<td>40%</td>
<td>25%</td>
<td>25%</td>
<td>15%</td>
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<td>Elective 2</td>
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<td>Elective 2</td>
<td>100</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
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</tbody>
</table>
A student:

P1: demonstrates understanding of the relationships between composer, responder, text and context

P2: identifies and describes relationships among texts

P3: develops language relevant to the study of English

P4: identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses

P5: describes the ways different technologies and media of production affect the language and structure of particular texts

P6: engages with a wide range of texts to develop a considered and informed personal response

P7: selects appropriate language forms and features, and structures of texts to explore and express ideas and values

P8: articulates and represents own ideas in critical, interpretive and imaginative texts

P9: assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas

P10: analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts

P11: draws upon the imagination to transform experience into text

P12: reflects on own processes of responding and composing

P13: reflects on own processes of learning
Board Mandatory Requirements: *No more than 30% weighting may be allocated to tests and examinations.*

| Syllabus Components | Outcomes | 1,2,3 | TASK 1 - IC | Term: 1  
Week: 10  
Date: 29 March  
Period: A/S  
Task Type: In-class tutorial |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Knowledge and understanding of complex texts and of how and why they are valued</td>
<td>25%</td>
<td>10%</td>
<td>5%</td>
<td>10%</td>
</tr>
</tbody>
</table>
| Skills in: Complex analysis  
Sustained composition  
Independent investigation | 25% | 5% | 10% | 10% |
| | **50** | **15%** | **15%** | **20%** |
A student:

1: understands how and why texts are valued in and appropriated into a range of contexts.

2: develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts.

3: develops skills in extended composition in a range of modes and media for different audiences and purposes.
PRELIMINARY 2 UNIT ENGLISH (STUDIES)

Board Mandatory Requirements: Mandatory module (Preliminary): Achieving through English and the worlds of education, careers and community

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>P1, P2, P3, P4</th>
<th>P1, P2, P3, P4</th>
<th>P1, P2, P3</th>
<th>P1, P2, P3, P4</th>
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<tr>
<td>Weighting % (Syllabus)</td>
<td>TASK 1 - HI</td>
<td>Term: 1 Week: 10 Date: 31 March Period: 4</td>
<td>Term: 2 Week: 6 Date: 1 June Period: 1</td>
<td>Term: 3 Week: 9/10 Date: 27 July Period: 1</td>
<td>Term: 3 Week: 9/10 Exam Block (Hand-in)</td>
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<tr>
<td>Knowledge and understanding of various forms of texts.</td>
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<td>5%</td>
<td>5%</td>
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<td>10%</td>
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<tr>
<td>Skills in reading, listening and viewing and in writing, speaking and representing</td>
<td>30%</td>
<td>5%</td>
<td>10%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Knowledge and skills in using language</td>
<td>25%</td>
<td>5%</td>
<td>5%</td>
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<td>10%</td>
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<tr>
<td>Skills in planning and working individually and collaboratively</td>
<td>15%</td>
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<td>20%</td>
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</table>
A student:

P1.1 has experience of extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning

P1.2 explores the ideas and values of the texts

P1.3 identifies how language and other techniques are used to convey meaning in extended and short texts in a range of forms

P1.4 produces a range of texts in different forms

P2.1 comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

P2.2 demonstrates skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

P2.3 demonstrates familiarity with the language conventions of a variety of

P3.1 recognises a range of purposes for and contexts in which language is used and the appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes

P3.2 recognises a range of audiences and the appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences

P4.1 plans and organises, with teacher support to complete tasks or projects, both individually and collaboratively

P4.2 works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics
### PRELIMINARY 2 UNIT MATHEMATICS GENERAL

**Board Mandatory Requirements:** None

<table>
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<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>Weighting % (Syllabus)</th>
<th>Task Type/Name</th>
<th>Task Type/Name</th>
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<td>Task 1</td>
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<td>MGP - 4, MGP - 5,</td>
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<td>Week: 8</td>
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<td>MGP - 8, MGP - 9,</td>
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<tr>
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<th>20%</th>
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<td>15%</td>
<td>7.5%</td>
<td>20%</td>
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<td>30%</td>
<td>15%</td>
<td>40%</td>
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</table>
A student:

MGP-1 uses mathematics and statistics to compare alternative solutions to contextual problems

MGP-2 represents information in symbolic, graphical and tabular form

MGP-3 represents the relationships between changing quantities in algebraic and graphical form

MGP-4 performs calculations in relation to two-dimensional and three-dimensional figures

MGP-5 demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units

MGP-6 models financial situations relevant to the student’s current life using appropriate tools

MGP-7 determines an appropriate form of organisation and representation of collected data

MGP-8 performs simple calculations in relation to the likelihood of familiar events

MGP-9 uses appropriate technology to organise information from a limited range of practical and everyday contexts

MGP-10 justifies a response to a given problem using appropriate mathematical terminology
# PRELIMINARY 2 UNIT MATHEMATICS

Board Mandatory Requirements:  *None*

<table>
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<th>Syllabus Components</th>
<th>Outcomes</th>
<th>Weighting % (Syllabus)</th>
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<th>Task Type/Name:</th>
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<td>Half Yearly Exam</td>
<td>Task 3</td>
<td>Yearly Exam</td>
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<td>P2, P3, P4, P5, P6, P7, P8</td>
<td>Period: 1 and 2</td>
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<td>Week: 9 or 10</td>
<td>TASK 4 (IC)</td>
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<td>Date: Refer to Timetable</td>
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</tbody>
</table>

## Concepts, Skills and Techniques
- 50%  
  - 7.5%  
  - 15%  
  - 7.5%  
  - 20%

## Knowledge and Understanding
- 50%  
  - 7.5%  
  - 15%  
  - 7.5%  
  - 20%

**MARKS**
- **100**
  - 15%
  - 30%
  - 15%
  - 40%
PRELIMINARY 2 UNIT MATHEMATICS
Outcomes

A student:

P1: demonstrates confidence in using mathematics to obtain realistic solutions to problems

P2: provides reasoning to support conclusions which are appropriate to the context

P3: performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities

P4: chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques

P5: understands the concept of a function and the relationship between a function and its graph

P6: relates the derivative of a function to the slope of its graph

P7: determines the derivative of a function through routine application of the rules of differentiation

P8: understands and uses the language and notation of calculus
## Board Mandatory Requirements:

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>TASK 1 (IC)</th>
<th>TASK 2 (IC)</th>
<th>TASK 3 (IC)</th>
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<tbody>
<tr>
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<td>PE2, PE3, PE6</td>
<td>Term: 2</td>
<td>Term: 3</td>
<td>Term: 3</td>
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<td>Week: 2</td>
<td>Week: 2</td>
<td>Week: 9 or 10</td>
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<td>Date: 6 May</td>
<td>Date: 29 July</td>
<td>Date: Refer to</td>
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<td>Period: Before School</td>
<td>Period: Before School</td>
<td>Timetable</td>
</tr>
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<td>Weighting % (Syllabus)</td>
<td>TASK Type/Name:</td>
<td>Task 1</td>
<td>Task Type/Name:</td>
<td>Task Type/Name:</td>
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<td></td>
<td>Concepts, Skills and</td>
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<td>Knowledge and</td>
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<tr>
<td></td>
<td>Techniques</td>
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</tr>
<tr>
<td>Concepts, Skills and</td>
<td>50%</td>
<td>10%</td>
<td>15%</td>
<td>25%</td>
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<tr>
<td>Techniques</td>
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<tr>
<td>Knowledge and Understanding</td>
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<td>10%</td>
<td>15%</td>
<td>25%</td>
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<tr>
<td>MARKS</td>
<td>100</td>
<td>20%</td>
<td>30%</td>
<td>50%</td>
</tr>
</tbody>
</table>
A student:

PE1: appreciates the role of mathematics in the solution of practical problems

PE2: uses multi-step deductive reasoning in a variety of contexts

PE3: solves problems using permutations and combinations, inequalities, polynomials, circle geometry and parametric representations

PE4: uses the parametric representation together with differentiation to identify geometric properties of parabolas

PE5: determines derivatives which require the application of more than one rule of differentiation

PE6: makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations
## Preliminary 2 Unit Biology

### Board Mandatory Requirements:

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>Task Type/Name</th>
<th>Task Type/Name</th>
<th>Task Type/Name</th>
<th>Task Type/Name</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>P2 P4, P7, P8, P11, P12, P13, P14, P15</td>
<td><strong>TASK 1</strong></td>
<td><strong>TASK 2</strong></td>
<td><strong>TASK 3</strong></td>
<td><strong>TASK 4</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TASK 1</strong></td>
<td>Term: 1</td>
<td>Term: 2</td>
<td>Term: 3</td>
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<tr>
<td></td>
<td><strong>TASK 2</strong></td>
<td>Week: 6</td>
<td>Week: 4</td>
<td>Week: 2</td>
<td>Week: 9-10</td>
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<td>Date: <strong>16 May</strong></td>
<td>Date: <strong>25 July</strong></td>
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<td><strong>TASK 4</strong></td>
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<td>Period: EKR - P3 PBA - P4</td>
<td>Period: Before School 8.15am-8.30am</td>
<td>Period:</td>
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#### Knowledge & Understanding of

- The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology. (P1-5)
- Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution. (P6-10)

<table>
<thead>
<tr>
<th>Weighting % (Syllabus)</th>
<th>Knowledge &amp; Understanding of</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>5 10 15 10 30 5 5 10 10</td>
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</table>

#### Skills in:

- Planning and conducting first hand investigations (P11, P12.1)
- Gathering and processing first hand data (P12.2)
- Gathering and processing relevant information from secondary sources. (P12.3, P12.4)

<table>
<thead>
<tr>
<th>Weighting % (Syllabus)</th>
<th>Skills in:</th>
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<tbody>
<tr>
<td>30</td>
<td>5 10 5 10</td>
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#### Skills in:

- Communicating information & understanding (P13)
- Developing scientific thinking and problem solving techniques (P14)
- Working individually (P15)

<table>
<thead>
<tr>
<th>Weighting % (Syllabus)</th>
<th>Skills in:</th>
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<tbody>
<tr>
<td>30</td>
<td>5 5 10 10</td>
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</tbody>
</table>

**MARKS**

| MARKS | 100 | 15 | 25 | 30 | 30 |
PRELIMINARY 2 UNIT BIOLOGY

Outcomes

A student:

P1: outlines the historical development of major biological principles, concepts and ideas
P2: applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
P3: assesses the impact of particular technological advances on understanding in biology
P4: describes applications of biology which affect society or the environment
P5: describes the scientific principles employed in particular areas of biological research
P6: explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
P7: describes the range of organisms in terms of specialisation for a habitat
P8: analyses the interrelationships of organisms within the ecosystem
P9: explains how processes of reproduction ensure continuity of species
P10: identifies and describes the evidence for evolution
P11: identifies and implements improvements to investigation plans
P12: discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13: identifies appropriate terminology and reporting styles to communicate information and understanding in biology
P14: draws valid conclusions from gathered data and information
P15: implements strategies to work effectively as an individual or as a team member
P16: demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.
## Board Mandatory Requirements:

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<th>Syllabus Components</th>
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<td>Week: 9-10</td>
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<td>Date: 6 June</td>
<td>Date: 25 August</td>
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<td>Task Type/Name:</td>
<td>Task Type/Name:</td>
<td>Task Type/Name:</td>
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<td>● The history, nature and practice of Chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry. (P1-5)</td>
<td>OEI (HI)</td>
<td>Half Yearly Examination</td>
<td>Practical task</td>
<td>Final Examination</td>
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<td>● Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry (P6-10)</td>
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<tr>
<td>● Planning and conducting first hand investigations (P11, P12.1)</td>
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<td>● Gathering and processing first hand data (P12.2)</td>
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<td>● Gathering and processing relevant information from secondary sources. (P12.3, P12.4)</td>
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<tr>
<td>● Communicating information &amp; understanding (P13)</td>
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<td>10</td>
<td>5</td>
<td>10</td>
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<tr>
<td>● Developing scientific thinking and problem solving techniques (P14)</td>
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<td>● Working individually (P15)</td>
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PRELIMINARY 2 UNIT CHEMISTRY
Outcomes

A student:

P1: outlines the historical development of major principles, concepts and ideas in chemistry.
P2: applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry.
P3: assesses the impact of particular technological advances on understanding in chemistry.
P4: describes applications of chemistry which affect society or the environment.
P5: describes the scientific principles employed in particular areas of research in chemistry.
P6: explains trends and relationships between elements in terms of atomic structure and bonding.
P7: describes chemical changes in terms of energy inputs and outputs.
P8: describes factors that influence the type and rate of chemical reactions.
P9: relates the uses of carbon to the unique nature of carbon chemistry.
P10: applies simple stoichiometric relationships.
P11: identifies and implements improvements to investigation plans.
P12: discusses the validity and reliability of data gathered from first-hand investigations and secondary sources.
P13: identifies appropriate terminology and reporting styles to communicate information and understanding.
P14: draws valid conclusions from gathered data and information.
P15: implements strategies to work effectively as an individual or as a member of a team.
## PRELIMINARY 2 UNIT PHYSICS

### Board Mandatory Requirements:

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Terms:</strong></td>
<td><strong>P1, P4, P7, P8, P11-15</strong></td>
<td><strong>P1- P5, P7, P8 P9, P11-15</strong></td>
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| **TASK 1** | **Term:** 1  
**Week:** 11  
**Date:** 4 April  
**Period:** 5 | **Term:** 2  
**Week:** 8  
**Date:** 16 June  
**Period:** 5 | **Term:** 3  
**Week:** 3  
**Date:** 4 August  
**Period:** 4 | **Task Type/Name:**  |
| **Knowledge & Understanding of** | | | | |
| • The history, nature and practice of Physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics. (P1-5)  
• Kinematics and dynamics, energy, waves, fields and matter (P6-10) | 40 | 10 | 10 | 10 | 10 |
| **Skills in:** | | | | |
| • Planning and conducting first hand investigations (P11, P12.1)  
• Gathering and processing first hand data (P12.2)  
• Gathering and processing relevant information from secondary sources. (P12.3, P12.4) | 30 | 5 | 5 | 10 | 10 |
| **Skills in:** | | | | |
| • Communicating information & understanding (P13)  
• Developing scientific thinking and problem solving techniques (P14)  
• Working individually (P15) | 30 | 10 | 5 | 5 | 10 |
| **MARKS** | **100** | **25** | **20** | **25** | **30** |
PRELIMINARY 2 UNIT PHYSICS
Outcomes

A student:

P1: outlines the historical development of major principles, concepts and ideas in physics
P2: applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in physics
P3: assesses the impact of particular technological advances on understanding in physics
P4: describes applications of physics which affect society or the environment
P5: describes the scientific principles employed in particular areas of research in physics
P6: describes the forces acting on an object which causes changes in its motion
P7: describes the effects of energy transfers and energy transformations
P8: explains wave motions in terms of energy sources and the oscillations produced
P9: describes the relationship between force and potential energy in fields
P10: describes theories and models in relation to the origins of matter and relates these to the forces involved
P11: identifies and implements improvements to investigation plans
P12: discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13: identifies appropriate terminology and reporting styles to communicate information and understanding in physics
P14: draws valid conclusions from gathered data and information
P15: implements strategies to work effectively as an individual or as a team member
P16: demonstrates positive values about and attitudes towards both the living and non-living components of the environment,
### PRELIMINARY 2 UNIT SENIOR SCIENCE

Board Mandatory Requirements: *No more than 50% weighting may be allocated to examinations*

<table>
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<th>TASK 2</th>
<th>TASK 3</th>
<th>TASK 4</th>
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<tbody>
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<td>Term: 3</td>
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<td>P2-P8, P11-P14</td>
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<td>Week: 9/10</td>
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<td>P3, P4, P5, P8, P9, P12, P13, P14</td>
<td>Date: 8 March</td>
<td>Date: 10 June</td>
<td>Date: 25 August</td>
<td>Date: 9/10</td>
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<td>P1-15</td>
<td>Period: 3</td>
<td>Period: 4</td>
<td>Period: 2</td>
<td>Period:</td>
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</table>

**Knowledge & Understanding of**
- *The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science.* *(P1-5)*
- *The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy.* *(P6-10)*

<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding of</th>
<th>Term: 1</th>
<th>Term: 2</th>
<th>Term: 3</th>
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<th>Task Type/Name: Mid Course Exam</th>
<th>Task Type/Name: Secondary Source OEI</th>
<th>Task Type/Name: Preliminary Exam</th>
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<table>
<thead>
<tr>
<th>Skills in:</th>
<th>Planning and conducting first hand investigations <em>(P11, P12.1)</em></th>
<th>Gathering and processing first hand data <em>(P12.2)</em></th>
<th>Gathering and processing relevant information from secondary sources. <em>(P12.3, P12.4)</em></th>
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<tbody>
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<td>Term: 1</td>
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<table>
<thead>
<tr>
<th>Skills in:</th>
<th>Communicating information &amp; understanding <em>(P13)</em></th>
<th>Developing scientific thinking and problem solving techniques <em>(P14)</em></th>
<th>Working individually <em>(P15)</em></th>
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<td>P1-15</td>
<td>P1-15</td>
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</tbody>
</table>

**MARKS**

| MARKS | 100 | 25 | 20 | 25 | 30 |
PRELIMINARY 2 UNIT SENIOR SCIENCE
Outcomes

A student:

P1: outlines the historical development of scientific principles, concepts and ideas
P2: applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations
P3: assesses the impact of particular technological advances on science
P4: identifies applications of science that affect society and the environment
P5: identifies areas of current scientific research
P6: identifies the origins of Earth’s resources
P7: explains relationships between organisms in the environment
P8: describes reactions between compounds
P9: describes the structure of body organs and systems
P10: describes the effect of energy transfers and transformations
P11: identifies and implements improvements to investigation plans
P12: discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13: identifies appropriate terminology and reporting styles to communicate information and understanding in science
P14: draws valid conclusions from gathered data and information
P15: implements strategies to work effectively as an individual or as a member of a team
P16: demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behavior and a desire for a critical evaluation of the consequences of the application of science.
## PRELIMINARY 2 UNIT ANCIENT HISTORY

Board Mandatory Requirements: **HSC Course** - No more than 40% weighting can be allocated to tests and examinations. 3-5 assessments required

<table>
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<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>TASK 1 (HI/IC)</th>
<th>TASK 2 (HI)</th>
<th>TASK 3 (HI/IC)</th>
<th>TASK 4 (IC)</th>
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|                     | P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1, P4.2 | Term: 1
  Week: 10
  Date: 31 March
  Period: 3
  (Before School at 8:30) | Term: 2
  Week: 9
  Date: 20 June
  Period: Before School at 8:30 | Term: 3
  Week: 5
  Date: 18 August
  Period: 2
  (Before School at 8:30) | Term: 3
  Week: 9/10
  Exam Block |
| Weighting % (Syllabus) | P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2 | 40 | 10 | 10 | 20 |
|                       | P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2 | 20 | 10 | 5 | 5 |
|                       | P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2 | 20 | 15 | 5 | 5 |
|                       | P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2 | 20 | 5 | 5 | 10 |
| Knowledge and understanding of course content | 100 | 20 | 25 | 20 | 35 |
| Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 40 | 10 | 10 | 20 |
| Historical inquiry and research | 20 | 10 | 5 | 5 |
| Communication of historical understanding in appropriate forms | 20 | 15 | 5 | 5 |

**MARKS**
A student develops the skills to:

P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context

P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world

P3.1 locate, select and organise relevant information from a variety of sources

P3.2 identify relevant problems of sources in reconstructing the past

P3.3 comprehend sources and analyse them for their usefulness and reliability

P3.4 identify and account for differing perspectives and interpretations of the past

P3.5 discuss issues relating to ownership and custodianship of the past

P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources

P4.1 use historical terms and concepts appropriately

P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms
### Preliminary 2 Unit Business Studies

Board Mandatory Requirements: **HSC Course** - No more than 50% weighting can be allocated to tests and examinations. 3-5 assessments required.

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<th>Outcomes</th>
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<td>TASK 2 (HI)</td>
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<td>Date: 26 May</td>
<td>Date: 12 August</td>
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<tr>
<td>ideas and issues in</td>
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</tbody>
</table>

**Weighting %**

- Knowledge and understanding of course content: 40%
- Stimulus-based skills: 20%
- Inquiry and research: 20%
- Communication of business information, ideas and issues in appropriate forms: 20%
- **MARKS**: 100, 15, 20, 30, 35
A student:

P1  discusses the nature of business, its role in society and types of business structure
P2  explains the internal and external influences on businesses
P3  describes the factors contributing to the success or failure of small to medium enterprises
P4  assesses the processes and interdependence of key business functions
P5  examines the application of management theories and strategies
P6  analyses the responsibilities of business to internal and external stakeholders
P7  plans and conducts investigations into contemporary business issues
P8  evaluates information for actual and hypothetical business situations
P9  communicates business information and issues in appropriate formats
P10 applies mathematical concepts appropriately in business situations
## Preliminary 2 Unit Economics

Board Mandatory Requirements: HSC Course - No more than 50% weighting allocation to tests and examinations. 3-5 assessments required

<table>
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<th>Syllabus Components</th>
<th>Outcomes</th>
<th>P1, P2, P3, P5, P7, P8, P10, P11</th>
<th>P1, P2, P5, P6, P7, P8, P9, P10, P12</th>
<th>P1, P2, P3, P5, P7, P8, P9, P10</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>TASK 1 (HI) / IC</td>
<td>Term: 1</td>
<td>Term: 2</td>
<td>Term: 3</td>
<td>Term: 3</td>
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<td>Week: 8</td>
<td>Week: 7</td>
<td>Week: 4</td>
<td>Week: 9</td>
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<td>Date: 16 March</td>
<td>Date: 19 June</td>
<td>Date: 10 August</td>
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<td>Period: Before School at 8:30</td>
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<td>Period: 2</td>
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<td>Task Type/Name: In Class Exam</td>
<td>Task Type/Name: Research Task &amp;</td>
<td>Task Type/Name: Preliminary</td>
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<td>10</td>
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<tr>
<td>Communication of economic information, ideas and</td>
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<td>5</td>
<td>5</td>
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<tr>
<td>issues in appropriate forms</td>
<td></td>
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<tr>
<td><strong>MARKS</strong></td>
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<td><strong>20</strong></td>
<td><strong>20</strong></td>
<td><strong>25</strong></td>
<td><strong>35</strong></td>
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</table>
PRELIMINARY 2 UNIT ECONOMICS
Outcomes

A student:

P1 demonstrates understanding of economic terms, concepts and relationships
P2 explains the economic role of individuals, firms and government in an economy
P3 describes, explains and evaluates the role and operation of markets
P4 compares and contrasts aspects of different economies
P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6 explains the role of government in the Australian economy
P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8 applies appropriate terminology, concepts and theories in economic contexts
P9 selects and organises information from a variety of sources for relevance and reliability
P10 communicates economic information, ideas and issues in appropriate forms
P11 applies mathematical concepts in economic contexts
P12 works independently and in groups to achieve appropriate goals in set timelines
# PRELIMINARY 2 UNIT GEOGRAPHY

Board Mandatory Requirements: **HSC Course** - Teachers to use their discretion when allocating tasks. 3-5 assessments required

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>P1, P2, P3, P6, P7, P8, P9, P10, P12</th>
<th>P1, P4, P5, P6, P7, P8, P9, P10, P12</th>
<th>P7, P8, P9, P10, P11, P12</th>
<th>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P12</th>
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<tr>
<td></td>
<td><strong>TASK 1 (HI)</strong></td>
<td>Term: 1 Week: 9 Date: 21 March Period: Before School at 8:30 <strong>Task Type/Name:</strong> Biophysical Interactions- Field Study Report</td>
<td>Term: 2 Week: 8 Date: 17 July Period: Before School at 8:30 <strong>Task Type/Name:</strong> Cultural Integrations Task</td>
<td>Term: 3 Week: 5 Date: 19 August Period: Before School at 8:30 <strong>Task Type/Name:</strong> Senior Geography Project</td>
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<td>Geographical tools and skills</td>
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<td>Communication of geographical information, ideas and issues in appropriate forms</td>
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<td>5</td>
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<tr>
<td><strong>MARKS</strong></td>
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</tbody>
</table>
PRELIMINARY 2 UNIT GEOGRAPHY

Outcomes

The student:

P1 differentiates between spatial and ecological dimensions in the study of geography
P2 describes the interactions between the four components which define the biophysical environment
P3 explains how a specific environment functions in terms of biophysical factors
P4 analyses changing demographic patterns and processes
P5 examines the geographical nature of global challenges confronting humanity
P6 identifies the vocational relevance of a geographical perspective
P7 formulates a plan for active geographical inquiry
P8 selects, organises and analyses relevant geographical information from a variety of sources
P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
P10 applies mathematical ideas and techniques to analyse geographical data
P11 applies geographical understanding and methods ethically and effectively to a research project
P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.
### PRELIMINARY 2 UNIT LEGAL STUDIES

Board Mandatory Requirements: **HSC Course** - Teachers to use their discretion when allocating tasks. 3-5 assessments required

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>TASK 1 (IC)</th>
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<th>TASK 3 (HI)</th>
<th>TASK 4 (IC)</th>
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<tbody>
<tr>
<td><strong>Syllabus Components</strong></td>
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<tr>
<td><strong>Weighting % (Syllabus)</strong></td>
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<tr>
<td>Knowledge and understanding of course content</td>
<td>Term: 1 Week: 8 Date: 14 March Period: During allocated lesson</td>
<td>Term: 2 Week: 5 Date: 24 May Period: During allocated lesson</td>
<td>Term: 3 Week: 6 Date: 25 August Period: Before School at 8:30</td>
<td>Term: 3 Week: 9 Exam Block</td>
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<td>Inquiry and research</td>
<td>Task Type/Name: In-Class Task</td>
<td>Task Type/Name: In Class Essay</td>
<td>Task Type/Name: Research Task Media File</td>
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<td>Communication of Legal Studies information, issues and ideas in appropriate forms</td>
<td>60</td>
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<tr>
<td><strong>MARKS</strong></td>
<td>100</td>
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<td>30</td>
<td>40</td>
</tr>
</tbody>
</table>
A student:

P1. identifies and applies legal concepts and terminology

P2. describes the key features of Australian and international law

P3. describes the operation of domestic and international legal systems

P4. discusses the effectiveness of the legal system in addressing issues

P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6. explains the nature of the interrelationship between the legal system and society

P7. evaluates the effectiveness of the law in achieving justice

P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9. communicates legal information using well-structured responses

P10. accounts for differing perspectives and interpretations of legal information and issues
## PRELIMINARY 2 UNIT MODERN HISTORY

Board Mandatory Requirements: **HSC Course** - No more than 40% weighting can be allocated to tests and examinations. 3-5 assessments required

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>Weighting % (Syllabus)</th>
<th>Term: 1 (HI/IC)</th>
<th>Term: 2 (HI)</th>
<th>Term: 3 (HI/IC)</th>
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<tr>
<td>Knowledge and understanding of course content</td>
<td>P1.1, P2.1, P3.2, P3.3, P3.4, P3.5</td>
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<td>Term: 2</td>
<td>Term: 3</td>
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<tr>
<td></td>
<td>Source Analysis</td>
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<td>Week: 9</td>
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<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>P1.1, P2.1, P3.2, P3.5, P4.2</td>
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<td>Week: 7</td>
<td>Week: 5</td>
<td>Week: 6</td>
<td>Week: 9</td>
</tr>
<tr>
<td>Historical inquiry and research including mandatory historical investigation</td>
<td>P1.2, P3.1, P3.2, P3.5, P4.2</td>
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<td>Date: 17 March</td>
<td>Date: 26 May</td>
<td>Date: 22 August</td>
<td>Exam Block</td>
</tr>
<tr>
<td>Communication of historical understanding in appropriate forms</td>
<td>P1.1, P1.2, P2.1, P3.3, P3.4, P4.1, P4.2</td>
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<td>Before School at 8:30 and during allocated lesson</td>
<td>Before School at 8:30</td>
<td>Before School at 8:30</td>
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<td><strong>MARKS</strong></td>
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<td><strong>25</strong></td>
<td><strong>20</strong></td>
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</table>
PRELIMINARY 2 UNIT MODERN HISTORY
Outcomes

A student develops the skills to:

P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present

P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present

P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present

P3.1 ask relevant historical questions

P3.2 locate, select and organise relevant information from different types of sources

P3.3 comprehend and analyse sources for their usefulness and reliability

P3.4 identify and account for differing perspectives and interpretations of the past

P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources

P4.1 use historical terms and concepts appropriately

P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms
PRELIMINARY 2 UNIT SOCIETY AND CULTURE

Board Mandatory Requirements:  **HSC Course** - *Teachers to use their discretion when allocating tasks. 3-5 assessments required.*

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<tr>
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<th>Outcomes</th>
<th>TASK 1 (HI)</th>
<th>TASK 2 (HI)</th>
<th>TASK 3 (HI/IC)</th>
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<td>Term: 3 Week: 6 Date: 23 August Period: Before School at 8:30 and during allocated lesson</td>
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<td>Application and evaluation of social and cultural research methods</td>
<td>P1, P2, P3, P5, P8, P10</td>
<td>Hand-In Application of Research Methods</td>
<td>Research Task</td>
<td>Viva Voce Task</td>
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<td>Communication of information, ideas and issues in appropriate forms</td>
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<tr>
<td>MARKS</td>
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| Weighting % (Syllabus) | Knowledge and understanding of course content | 50 | 5 | 10 | 5 | 30 |
| Application and evaluation of social and cultural research methods | 30 | 5 | 15 | 10 |
| Communication of information, ideas and issues in appropriate forms | 20 | 5 | 5 | 5 |

Page 74 of 119
A student:

P1 describes the interaction between persons, societies, cultures and environments across time

P2 identifies and describes relationships within and between social and cultural groups

P3 describes cultural diversity and commonality within societies and cultures

P4 explains continuity and change, and their implications for societies and cultures

P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society

P6 differentiates between, and applies, the methodologies of social and cultural research

P7 applies appropriate language and concepts associated with society and culture

P8 selects, organises and considers information and sources for usefulness, validity and bias

P9 plans an investigation and analyses information from a variety of perspectives and sources

P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

P11 works independently and in groups to achieve appropriate goals in set timelines
PRELIMINARY 1 UNIT WORK STUDIES

Board Mandatory Requirements:  *No requirements specified.*

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<td>Period: Before School at 8:30</td>
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<td>Knowledge and understanding</td>
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<td>Skills</td>
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<td><strong>MARKS</strong></td>
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<td><strong>35</strong></td>
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A student:
develops a variety of definitions of the meaning of work in our society
identifies a variety of patterns and categories of work
explains why people work
describes the role of work in the functioning of society
explains the implications of paid and unpaid work for society
identifies a range of factors that contribute to differing attitudes to work
describes the impact of paid and unpaid work on lifestyle of the individual
identifies factors which are changing the nature of work
identifies major effects of the changing nature of work organisation
identifies a range of recent changes to links between education, training and work
identifies a variety of pathways from school into further education, training and work
states factors affecting job choice
identifies major elements of the job-seeking process
explains the role and importance of workplace conventions
explains the need for occupational health and safety procedures
describes the major principles of EEO and anti-discrimination legislation
describes the roles of unions and professional associations in the workplace and outlines factors that are changing these roles
explains the structure and function of an enterprise
identifies work practices used in an enterprise
identifies career pathways that exist within an enterprise
### PRELIMINARY 2 UNIT WORK STUDIES

Board Mandatory Requirements:  *No requirements specified.*

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<th>Syllabus Components</th>
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<th>TASK 2 (IC)</th>
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<td>Date: 4 August</td>
<td>Date: 13 October</td>
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<td>Skills</td>
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<td>20</td>
<td>30</td>
<td>20</td>
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<tr>
<td>MARKS</td>
<td>100</td>
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</table>
A student:

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describes the impact of paid and unpaid work on lifestyle of the individual

identifies factors which are changing the nature of work

identifies major effects of the changing nature of work organisation

identifies a range of recent changes to links between education, training and work

identifies a variety of pathways from school into further education, training and work

states factors affecting job choice

identifies major elements of the job-seeking process

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describes the major principles of EEO and anti-discrimination legislation

describes the roles of unions and professional associations in the workplace and outlines factors that are changing these roles

explains the structure and function of an enterprise

identifies work practices used in an enterprise

identifies career pathways that exist within an enterprise
## PRELIMINARY DESIGN & TECHNOLOGY 2 UNIT

Board Mandatory Requirements:

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<th>Outcomes</th>
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<th>Task Type: Light for a Designer Project and Presentation Task</th>
<th>Task Type: Recycled Product Minor Design Project &amp; Portfolio</th>
<th>Task Type: Yearly Examination</th>
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<td>P2.1, P2.2, P4.1, P6.1</td>
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<td>P4.1, P4.2, P5.1, P5.2 P4.3, P5.3, P6.2</td>
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<td>P2.1, P2.2, P6.1</td>
<td>Week: 9-10 Term: 3 Date:</td>
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</tbody>
</table>

### Design projects
- 35

### Presentation of research
- 40

### Test-type tasks
- 25

### MARKS
- **100**
- **50**
- **25**

**MARKS**

**Task Type:**
- Design Attributes Report
- Light for a Designer Project and Presentation Task
- Recycled Product Minor Design Project & Portfolio
- Yearly Examination

**Week:**
- 7
- 3
- 6
- 9

**Term:**
- 1
- 2
- 3
- 10

**Date:**
- 9 March
- 9 May
- 26 August
- 

**Period:**
- 3
- 3
- 2
- 

**Weighting %**
- 35
- 40
- 25

**TEST TYPE TASKS**
- 25

**MARKS**
- 10
- 15
- 50
- 25
A student:

P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects

P2.1 identifies design and production processes in domestic, community, industrial and commercial settings

P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects

P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing

P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities

P4.2 uses resources effectively and safely in the development and production of design solutions

P4.3 evaluates the processes and outcomes of designing and producing

P5.1 uses a variety of management techniques and tools to develop design projects

P5.2 communicates ideas and solutions using a range of techniques

P5.3 uses a variety of research methods to inform the development and modification of design ideas

P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects

P6.2 evaluates and uses computer-based technologies in designing and producing
### Board Mandatory Requirements:

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>Task Type:</th>
<th>Weighting % (Syllabus)</th>
<th>Marks</th>
</tr>
</thead>
</table>
|                     | P1.1, P1.2, P5.1, P6.1, P7.1, P7.2                                                                                                                                  | Hand-in Task – Industry Study Report                                     | Term: 1  
Week: 7  
Date: 10 March  
Period: 2 and 4                                                                 | 40    |
|                     | P2.1, P2.2, P4.1, P4.2, P4.3, P5.2, P6.1, P6.2                                                                                                             | Practical Project & Portfolio                                             | Term: 2  
Week: 10  
Date: 27 June  
Period: 3 and 4                                                                 | 15    |
|                     | P3.1, P3.2, P3.3, P5.1, P1.1, P1.2, P2.1, P4.3, P7.1, P7.2                                                                                                    | Minor Design Project Portfolio                                           | Term: 3  
Week: 7  
Date: 1 September  
Period: 2 and 4                                                                 | 5     |
|                     |                                                                                                           | Yearly Examination                                                      | Term: 3  
Week: 7  
Date: (EXAMINATION PERIOD)                                                                 | 10    |

Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area

Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects

Marks: 100, 15, 35, 20, 30
PRELIMINARY INDUSTRIAL TECHNOLOGY 2 UNIT
Outcomes

**A student:**

P1.1 describes the organisation and management of an individual business within the focus area industry
P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
P2.2 works effectively in team situations
P3.1 sketches, produces and interprets drawings in the production of projects
P3.2 applies research and problem-solving skills
P3.3 demonstrates appropriate design principles in the production of projects
P4.1 demonstrates a range of practical skills in the production of projects
P4.2 demonstrates competency in using relevant equipment, machinery and processes
P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
P5.1 uses communication and information processing skills
P5.2 uses appropriate documentation techniques related to the management of projects
P6.1 identifies the characteristics of quality manufactured products
P6.2 identifies and explains the principles of quality and quality control
P7.1 explains the impact of one related industry on the social and physical environment
P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment
# PRELIMINARY FOOD TECHNOLOGY 2 UNIT

## Board Mandatory Requirements:

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>TASK 1 (HI/PR)</th>
<th>TASK 2 (HI/PR)</th>
<th>TASK 3</th>
<th>TASK 4 (EXAM)</th>
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<tr>
<td><strong>Weighting % (Syllabus)</strong></td>
<td>P2.2, P4.1, P4.4, P3.2</td>
<td>Week: 9 Term: 1 Date: Thursday 24th March Period: 2</td>
<td>Week: 9 Term: 2 Thursday 23rd June Period: 2</td>
<td>Week: 7 Term: 3 Thursday 1st September Period 2</td>
<td>Week: 9/10 Term: 3 Month:</td>
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<tr>
<td>Knowledge &amp; Understanding</td>
<td>20</td>
<td>5</td>
<td>10</td>
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<tr>
<td>Research, Analysis and Communication</td>
<td>30</td>
<td>5</td>
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<tr>
<td>Experimentation and Preparation</td>
<td>30</td>
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<tr>
<td>Design Implementation &amp; Evaluation</td>
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<tr>
<td>Marks</td>
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<td>25</td>
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</table>
Objectives

Students will develop:

1. knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society
2. knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health
3. skills in researching, analysing and communicating food issues
4. skills in experimenting with and preparing food by applying theoretical concepts
5. skills in designing implementing and evaluating solutions to food situations

Preliminary Outcomes

A student:

P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P 2.1 explains the role of food nutrients in human nutrition
P 2.2 identifies and explains the sensory characteristics and functional properties of food
P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate
P 4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
P 4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
P 4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P 4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P 5.1 generates ideas and develops solutions to a range of food situations
# COMMUNITY & FAMILY STUDIES PRELIMINARY 2016

<table>
<thead>
<tr>
<th>Components</th>
<th>Outcomes</th>
<th>Weighting (Syllabus)</th>
<th>Task One Term 1</th>
<th>Task Two Term 2</th>
<th>Task Three Term 3</th>
<th>Task Four Term 3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Essay response about an individual's decision</td>
<td>Examination (in class)</td>
<td>Case Study and interview of two family structures</td>
<td>End of Year Examination (Exam block)</td>
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<tr>
<td>Due date</td>
<td></td>
<td></td>
<td>Week 10 31 March</td>
<td>Week 7 9 June</td>
<td>Week 4 11 August</td>
<td>Weeks 9-10</td>
</tr>
</tbody>
</table>

**Knowledge and understanding of how the following impact on wellbeing:** resource management, positive relationships, range of societal factors and nature of groups, families and communities

40% 5% 15% 10% 10%

**Skills in: applying management processes to meet the needs of individuals, groups, families and communities, and planning to take responsible action to promote wellbeing**

25% 5% 5% 5% 10%

**Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.**

35% 10% 5% 10% 10%

**TASK VALUE TOTAL 100%**

100% 20% 25% 25% 30%
A student:

P1.1 describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision-making
## Component

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Task One Terms 1</th>
<th>Task Two Term 2</th>
<th>Task Three Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Caring for baby (egg task)</td>
<td>Examination</td>
<td>Creation of Parenting Magazine</td>
</tr>
<tr>
<td>Skills</td>
<td>Week 10 29 March</td>
<td>Week 7 7 June</td>
<td>Week 7 2 Sept</td>
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<td>Total Value</td>
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### Outcomes

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<th>1.1, 1.4, 2.1, 5.1, 6.1, 6.2</th>
<th>1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 5.1</th>
<th>1.2, 1.3, 1.4, 3.1, 4.1, 4.2, 4.3, 6.2</th>
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</thead>
<tbody>
<tr>
<td>Task One Terms 1</td>
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<tr>
<td>Task Two Term 2</td>
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<tr>
<td>Task Three Term 3</td>
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</tbody>
</table>
EXPLORING EARLY CHILDHOOD PRELIMINARY 1 UNIT 2016

Outcomes

A student:

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 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
<table>
<thead>
<tr>
<th>Component</th>
<th>Outcomes</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of the factors that affect health and the way the body moves</td>
<td>P2, P3, P4, P6, P16, P17</td>
<td>40</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Skills in influencing personal &amp; community health and taking action to improve participation and performance in physical activity</td>
<td>P7, P12, P15, P16, P8, P9, P10, P11, P12, P15, P16, P17</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Skills in critical thinking, research and analysis</td>
<td>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P12, P15, P16, P17</td>
<td>30</td>
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<td><strong>Marks (total)</strong></td>
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<td><strong>100%</strong></td>
<td><strong>25%</strong></td>
<td><strong>20%</strong></td>
<td><strong>25%</strong></td>
<td><strong>30%</strong></td>
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</tbody>
</table>
A student:

P1 identifies and examines why individuals give different meanings to health
P2 explains how a range of health behaviours affect an individual’s health
P3 describes how an individual’s health is determined by a range of factors
P4 evaluates aspects of health over which individuals can exert some control
P5 describes factors that contribute to effective health promotion
P6 proposes actions that can improve and maintain 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 assesses and monitors physical fitness levels and physical activity patterns
P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
P15 forms opinions about health-promoting actions based on a critical examination of relevant information
P16 uses a range of sources to draw conclusions about health and physical activity concepts
P17 analyses factors influencing movement and patterns of participation
### Outcomes
1.3, 4.2, 4.4, 1.1, 1.4, 2.3, 3.2, 3.6, 4.1, 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5, 1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5

### Components

<table>
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<tr>
<th>Weight</th>
<th>Outcomes</th>
<th>Task 1 (PT) Outdoor Rec Part A</th>
<th>Task 2 (HI) Outdoor Rec Part B</th>
<th>Task 3 (PT) Coaching</th>
<th>Task 4 (HI) Sports Admin</th>
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<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>50%</td>
<td>Term 1 Week 8 15 March</td>
<td>Term 2 Week 3 11 May</td>
<td>Term 2 Week 8</td>
<td>Term 3 Week 3 3 August</td>
</tr>
<tr>
<td>Skills</td>
<td>50%</td>
<td>25%</td>
<td>5%</td>
<td>20%</td>
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<tr>
<td>Total</td>
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<td>20%</td>
<td>25%</td>
<td>25%</td>
<td>30%</td>
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</tbody>
</table>
A student:

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
1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
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
2.3 selects and participates in physical activities that meet individual needs, interests and abilities
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
3.5 analyses personal health practices
3.6 assesses and responds appropriately to emergency care situations
3.7 analyses the impact of professionalism in sport
4.1 plans strategies to achieve performance goal
4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3 makes strategic plans to overcome the barriers to personal and community health
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
### YEAR 11 SPORT, LIFESTYLE & RECREATION
#### PRELIMINARY 2 UNIT

<table>
<thead>
<tr>
<th>Components</th>
<th>Weight</th>
<th>Outcomes</th>
<th>Task 1 (PT) Outdoor Rec Part A</th>
<th>Task 2 (HI) Outdoor Rec Part B</th>
<th>Task 3 (PT) Game Creation</th>
<th>Task 4 (HI) Coaching portfolio</th>
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<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>50%</td>
<td>1.3, 4.2, 4.4,</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 2</td>
<td>Term 3</td>
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<td>1.1, 1.4, 2.3, 3.2, 3.6, 4.1</td>
<td>Week 9</td>
<td>Week 3</td>
<td>Week 8</td>
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<tr>
<td>Total</td>
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<td>20%</td>
<td>25%</td>
<td>25%</td>
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<td>30%</td>
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</table>

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A student:

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
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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 2 UNIT DRAMA

Board Mandatory Requirements:  *None for Preliminary course*

<table>
<thead>
<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>Term: 1</th>
<th>Week: 8</th>
<th>Date: 15 March</th>
<th>Term: 2</th>
<th>Week: 8</th>
<th>Date: 14 June</th>
<th>Term: 3</th>
<th>Week: 7</th>
<th>Date: 30 August</th>
<th>Term: 3 Examination Block</th>
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<tr>
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<td>P1.1, P1.2, P1.3, P1.5, P1.8, P2.1, P2.3, P2.4, P2.6, P3.1, P3.2, P3.3</td>
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<tr>
<td><strong>Weighting % (Syllabus)</strong></td>
<td><strong>Task Type/Name:</strong> Individual Performance + Logbook submission</td>
<td>Term: 1</td>
<td>Week: 8</td>
<td>Date: 15 March</td>
<td><strong>Task Type/Name:</strong> Design Portfolio</td>
<td>Term: 2</td>
<td>Week: 8</td>
<td>Date: 14 June</td>
<td><strong>Task Type/Name:</strong> Group Devised Performance + Logbook submission</td>
<td>Term: 3 Examination Block</td>
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<td><strong>Task Type/Name:</strong> Design Portfolio</td>
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<td><strong>Task Type/Name:</strong> Group Devised Performance + Logbook submission</td>
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PRELIMINARY 2 UNIT DRAMA
Outcomes

A student:

P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
P1.3 demonstrates performance skills appropriate to a variety of styles and media
P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1 understands the dynamics of actor-audience relationship

P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest
### PRELIMINARY 2 UNIT MUSIC 1

Board Mandatory Requirements: *None for Preliminary Course*

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<th>Outcomes</th>
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**Performance**  
25  

**Composition**  
25  

**Aural**  
25  

**Musicology**  
25  

**MARKS**  
100
PRELIMINARY 2 UNIT MUSIC 1
Outcomes

A student:

P1 performs music that is characteristic of the 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 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 1 UNIT PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

Board Mandatory Requirements: *None for the Preliminary Course*

| Syllabus Components | Outcomes | Weighting % (Syllabus) | TASK 1 (IC) | Term: 2  
Week: 2  
Date: 3 May  
Task Type/Name: Urban Photography BOW | Task Type/Name: Photo Press Review | Task Type/Name: Telling A Story BOW |
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</tr>
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PRELIMINARY 1 UNIT PHOTOGRAPHY, VIDEO & DIGITAL IMAGING
Outcomes

Outcomes

A student:

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3 investigates different points of view in the making of photographs and/or videos and/or digital images
M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6 takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production
## PRELIMINARY 2 UNIT VISUAL ARTS

Board Mandatory Requirements:

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<th>Syllabus Components</th>
<th>Outcomes</th>
<th>TASK 1 (IC)</th>
<th>TASK 2 (IC)</th>
<th>TASK 3 (HI/IC/PR)</th>
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</table>
A student:

P1: explores the conventions of practice in art making
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 intention
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 1 UNIT VISUAL DESIGN

Board Mandatory Requirements:

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<tr>
<th>Syllabus Components</th>
<th>Outcomes</th>
<th>Weighting % (Syllabus)</th>
<th>TASK 1 (IC)</th>
<th>TASK 2 (HI)</th>
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Week: 10  
Date: 29 March  
Period: 3 |             |             |             |
|                     | CH1, CH2, CH3, CH4 | Term: 2  
Week: 8  
Date: 14 June  
Period: 2 |             |             |             |
|                     | DM1, DM2, DM3, DM4, DM5, DM6 | Term: 3  
Week: 7  
Date: 31 August  
Period: 3 |             |             |             |

**Task Type/Name:**  
- Task 1 (IC): Street Culture BOW  
- Task 2 (HI): Contempo Design Proposal  
- Task 3 (HI): Slow Living BOW

**MARKS**  
- Making: 70%  
- Critical & Historical Interpretations: 30%  
- Total: 100  
- TASK 1: 30  
- TASK 2: 30  
- TASK 3: 40

Page 104 of 119
A student:

DM1 generates a characteristic style that is increasingly self-reflective in their design practice
DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
DM3 investigates different points of view in the making of designed works
DM4 generates images and ideas as representations/simulations
DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
DM6 takes into account issues of occupational health and safety in the making of a range of works

CH1 generates in their critical and historical practice ways to interpret and explain design
CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design
## PRELIMINARY 2 UNIT ITALIAN CONTINUERS

Board Mandatory Requirements:  *For example, No more than 50% weighting may be allocated to examinations*

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<th>Syllabus Components</th>
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<th>TASK 2 IC</th>
<th>TASK 3 PR</th>
<th>TASK 4 PR/IC</th>
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| MARKS                | 100      | 20       | 15       | 10       | 10          | 45
A student develops the skills to:

1.1 uses a range of strategies to maintain communication
1.2 conveys information appropriate to context, purpose and audience
1.3 exchanges and justifies opinions and ideas
1.4 reflects on aspects of past, present and future experience
2.1 applies knowledge of language structures to create original text in Italian
2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3 structures and sequences ideas and information
3.1 conveys the gist of texts and identifies specific information
3.2 summarises the main ideas
3.3 identifies the tone, purpose, context and audience
3.4 draws conclusions from or justifies an opinion
3.5 interprets, analyses and evaluates information
3.6 infers points of view, attitudes or emotions from language and context
4.1 recognises and employs language appropriate to different social contexts
4.2 identifies values, attitudes and beliefs of cultural significance
4.3 reflects upon significant aspects of language and culture
## PRELIMINARY 2 UNIT ITALIAN BEGINNERS

Board Mandatory Requirements: *For example, No more than 50% weighting may be allocated to examinations*

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<th>TASK 2 IC</th>
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**MARKS**
A student develops the skills to:

1.1 establishes and maintains communication in Italian
1.2 manipulates linguistic structures to express ideas effectively in Italian
1.3 sequences ideas and information
1.4 applies knowledge of the culture of Italian-speaking communities to interact appropriately

2.1 understands and interprets information in texts using a range of strategies
2.2 conveys the gist of and identifies specific information in texts
2.3 summarises the main points of a text
2.4 draws conclusions from or justifies an opinion about a text
2.5 identifies the purpose, context and audience of a text
2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts

3.1 produces texts appropriate to audience, purpose and context
3.2 structures and sequences ideas and information
3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
3.4 applies knowledge of the culture of Italian-speaking communities to the production of texts.
VET
Curriculum
Frameworks
**Certificate II in Business (BSB20115)**

All listed competencies will be assessed in the preliminary course. Students will be deemed ‘Competent’ or ‘Not Yet Competent for each of the units delivered’.

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**Mark**

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# VET – Business Services

## Competencies

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<th>Units of Competency</th>
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<th>HSC Status</th>
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<td>Core</td>
<td>Mandatory</td>
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<tr>
<td>BSBINM201</td>
<td>Process and Maintain Workplace Information</td>
<td>Elective</td>
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<td>BSBITU203</td>
<td>Communicate Electronically</td>
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<tr>
<td>BSBITU201</td>
<td>Produce Simple Word Processed Documents</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use Business Technology</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and Use Spreadsheets</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

### Notes

- AQF: Australian Qualifications Framework
- HSC: Higher School Certificate
## Task 1

All listed competencies will be assessed in the preliminary course. Students will be deemed ‘Competent’ or ‘Not Yet Competent for each of the units delivered’.

### Week: 9/10
- Term: 3
- Month: September

### Task Type:
- Preliminary Course Examination

<table>
<thead>
<tr>
<th>All competencies can be examined</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark</strong></td>
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</table>
## VET - Construction

### Competencies

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Units of competency</th>
<th>AQF Status</th>
<th>HSC Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOHS1001A</td>
<td>Work Safely in the Construction Industry</td>
<td>(CIC card)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS Requirements, Policies and Procedures in the Construction Industry</td>
<td>Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and Organise Work</td>
<td>Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct Workplace Communication</td>
<td>Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>CPCCA2011A</td>
<td>Handle Carpentry Materials</td>
<td>Group B</td>
<td></td>
</tr>
<tr>
<td>CPCCA2002B</td>
<td>Use Carpentry Tools and Equipment</td>
<td>Group B</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Kitchen Operations SIT20312</td>
<td>Task 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>

Mark 100
## VET - Hospitality

### Competencies

<table>
<thead>
<tr>
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<th>Units of competency</th>
<th>AQF Status</th>
<th>HSC Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>Common Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>Common Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>Common Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
<td>Core</td>
<td>KO&amp;Cookery Stream</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
<td>Core</td>
<td>KO&amp;Cookery Stream</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
<td>E (L)</td>
<td>Elective</td>
</tr>
</tbody>
</table>
## Statement of Attainment towards Certificate III in Information, Digital Media and Technology-Applications (ICT30115)

All listed competencies will be assessed in the preliminary course. Students will be deemed ‘Competent’ or ‘Not Yet Competent for each of the units delivered’.

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Week: 9/10
Term: 3
Month: September
## Competencies

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<tr>
<th>Unit Code</th>
<th>Units of competency</th>
<th>AQF Status</th>
<th>HSC Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS304</td>
<td>Participate Effectively in WHS Communication and Consultative Processes</td>
<td>Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>BSBSUS301</td>
<td>Implement and Monitor Environmentally Sustainable Work Practices</td>
<td>Core</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and Communicate Effectively in an IT Environment</td>
<td>Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>ICTICT302</td>
<td>Install and Optimise Operating System Software</td>
<td>Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>ICTSAS301</td>
<td>Run Standard Diagnostic Tests</td>
<td>Core</td>
<td>Mandatory</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use Social Media Tools for Collaboration and Engagement</td>
<td>Specialist Elect D Web Technologies</td>
<td>Group D Elective Web Technologies</td>
</tr>
</tbody>
</table>