

CRONULLA HIGH SCHOOL

Preliminary Course

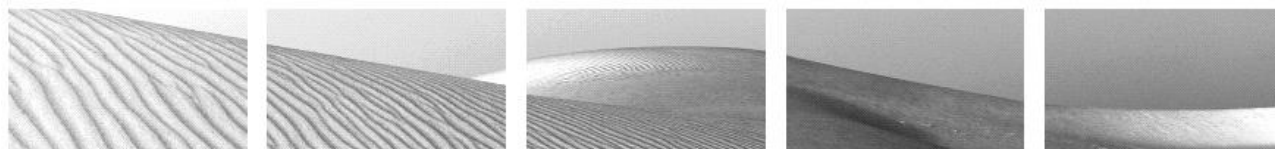
ASSESSMENT BOOKLET



Critical information for students

sitting the

Preliminary Course in **2018**



Raising expectations ■ Communicating with parents ■ Recognising achievement

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This booklet is designed to help you plan for the school assessment part of your Preliminary Course Certificate. It informs you of all the tasks due, the date and the weighting of each task.

It is important to remember:

- School assessment marks are a significant indicator as to whether or not you are satisfactorily completing the Preliminary Course.
- All assessments must be completed as they fall due. Missed assessments attract a Zero mark unless a genuine case of illness and/or misadventure is demonstrated.

It is also important to understand the legal umbrella covering the award of a Preliminary Course Certificate as set out below.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

Principals may determine that, as a result of absence, the course completion criteria may not have been met. Clearly, absences will be regarded seriously as accumulated absences can lead to difficulty for students demonstrating achievement of course outcomes and demonstrating sustained effort.

Students must complete both assessable and non-assessable tasks as well as have a satisfactory rate of attendance (usually regarded as 85% or better) to be eligible for the Principal's certification and the award of an Preliminary Certificate.

Eligible students will be issued with an A-E grade that reflects levels of achievement indicated by course performance descriptors. A-E grades will be determined by a combination of formal assessment tasks and informal teacher assessment of learning.

To guide you and your parents, warning letters will be issued if your progress is not adequate; your work is of a poor standard; you don't work in class or do home assignments; you don't make a serious attempt in examinations or assessment tasks; or you are absent too often. The warning letter is a reminder that your education is your responsibility, and gives you a chance to resolve the problem before it is too late.

The school offers students access to professional advice from teachers, Student Advisers, the Careers Adviser, School Counsellor and the school's executive staff. If you are experiencing difficulties with meeting the responsibilities of your courses, seek the advice of one of these experts.

Senior schooling, the Preliminary Course and indeed the HSC Course can be rewarding experiences. Your personal best is what we expect in all that you do. A satisfying HSC awaits you if you are prepared to give it the commitment it requires. Before that can be started however a Preliminary Course Certificate needs to be achieved. This credential is not a right. It is earned.

Tony Ibrahim
Principal

THE PRELIMINARY CERTIFICATE

The Preliminary Certificate is prerequisite for entry into an HSC Course. In order to achieve an HSC, students will be required to satisfactorily complete a minimum of:

- 12 units of Preliminary courses and
- 10 units of Higher School Certificate courses

Both your Preliminary course pattern and your HSC course pattern must include:

- at least 6 units of NESAs Developed courses
- at least 2 units of a NESAs Developed course in English
- at least three courses of 2 units value (or greater)
- at least 4 subjects

No more than 6 units of courses in Science can contribute to Higher School Certificate eligibility.

In addition to the above requirements, students seeking to achieve both a Preliminary and a Higher School Certificate at Cronulla High School are expected to:

- Have a satisfactory record of **attendance** and **application** in each course.
- Participate in experiences, which are integral requirements of each syllabus e.g. assignments, practical work, field work, shared experiences in group work, work placement etc.
- Complete the requirements of each course including practical, oral or project works.
- Make a genuine attempt at each assessment task, including NESAs examinations.

Your teachers and head teachers will assist you by:

- Providing written notice of:
 - assessment components and weightings
 - the nature of each assessment task including assessment criteria
 - the timing of each task (2 weeks notice in writing)
 - the mark value of each task
 - the school policy for valid absences/lateness
- Providing feedback after each task of what you did well and what you can do to improve
- Verifying assessment work that is completed outside the school
- Sending warning letters to students in danger of not satisfactorily completing a course
- Providing marking guidelines for each assessment item.

You need to ensure that you:

- Attend all lessons timetabled on the day of a task. Failure to do so will result in a loss of 20% of maximum assessment mark
- Submit all assessment tasks on time (a task is deemed late if the task is not handed in at the time specified on the assessment notice sheet) eg: The teachers will specify before school or in lesson time
- Submit only your own, original work
- Anticipate technology failure and regularly back up your work onto external discs. Technology failure is not grounds for a misadventure appeal.
- In examinations or in-class tasks obey the instructions of staff and of the examination room.

Note that vocational courses have continuous assessment of course competencies. The teacher at school or in the work place may assess these formally or informally. Many of the competencies will be assessed in a practical manner with students demonstrating that they have a particular skill or knowledge.

A compulsory element of assessment in vocational courses is the satisfactory completion of a work placement in a relevant industry.

ASSESSMENT PROCEDURES IN YEAR 11

When will I be assessed?

- Assessment will commence from the beginning of Term 1 in Year 11 and all formal assessment tasks will conclude with the yearly exam – usually by the end of Term 3 week 8.
- You will be given a program of dates to be followed, which will outline the **approximate dates** when formal assessment tasks are due.
- At least **10 school** days notice will be given of the **specific date** that a formal assessable task is to be either handed in for marking or will take place.
- **Where there is sufficient reason for the school to change the assessment date, students will be given reasonable notice of the revised date (at least 10 school days).**

How many tasks and when will I be asked to do them?

In any 2-unit course you will be assigned a maximum of **three formal** tasks, including the major exams, which may also be assessment tasks. Students need to expect that during designated assessment weeks being Term 2, Week 2 and Term 3, Weeks 7 & 8, some weeks you will be asked to complete more than one formal assessment task.

To whom and when do I submit my formal assessment task?

Your class teacher, at a time designated by the class teacher on or before the **day the task is due**. If your teacher is away that day, you must submit it to the Head Teacher of that subject. You must **only** hand in the tasks/assignments to your **Class teacher or Head Teacher** of the relevant faculty. If for any reason both are absent on the day then the task is to be submitted to a Deputy Principal.

What happens if I am absent when the formal assessment task is set?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assignment was set. If a student feels that this rule has unfairly disadvantaged them, they may lodge an Illness or Misadventure claim form seeking a concession to the due date, or a concession to the marks awarded for the task. The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher's pigeon hole.

What if I do not complete formal assessment tasks?

The school expects that all students will **complete all assessment tasks** and that they will **complete them on time**. Where this does not happen the student should advise the class teacher and Head Teacher as a matter of urgency.

If an assessment task is not submitted by the due date and stated time without a justifiable reason and without completion of appropriate illness and misadventure procedures then students can anticipate zero marks will be awarded for that task.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal by submitting an Illness or Misadventure Claim form clearly demonstrating how the application of this has disadvantaged them.

Where a student fails to make a serious attempt at an assessment task, a **ZERO** mark toward the examination or the assessment will be recorded for that task and an “N” determination issued in respect of that task.

Do I only have to complete formal assessment tasks?

No. You will earn an “N” determination (unsatisfactory application) in a subject if the school determines that you have not met the requirements of the Board of Studies shown on page 2 or of the syllabus because you have not satisfactorily attempted various class assignments, been sufficiently involved in practical work or participated in class learning activities.

All work set in a subject is part of the Preliminary Course curriculum regardless of whether it is assessable or not.

What happens if I am absent when a formal assessment task is on or due?

The school must be contacted on the day of the task (Ph: 9523 4017) to inform the subject teacher of the student’s absence. Any student who is absent without an acceptable reason **will be** given zero for that task. If the absence was unavoidable and the student believes that they should still receive credit for the assessment task then they should submit an **Illness or Misadventure Claim form, with supporting evidence**. A general note from home is unlikely to be considered sufficient. For an illness a medical certificate is required. For misadventure, evidence of the misadventure that prevented attendance is required.

The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school whichever is the earliest. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher’s pigeon hole.

In the case of a prolonged unavoidable absence, where an illness or misadventure claim is upheld, a substitute task may need to be set to ensure fairness to all concerned.

Other circumstances that need to be noted include:

- Where a student has **prior knowledge of an absence** (e.g. due to a family holiday, scheduled medical reasons) **the student must submit a written application (Illness or Misadventure Claim form) before the absence**, to the Head Teacher of the relevant subject. It is not automatic that any concession will be given. Each application will be judged entirely on its own merit. A substitute assessment task may be arranged.
- It is expected that students will attend all timetabled lessons, including study periods, on the day of an assessment task whether it be an in class task or a hand in task. Where a student is absent **during periods prior to the task** and on the same day as the task, a 20% penalty of the maximum task marks available will be applied to marks received.
- Any student arriving to school late on the day of the task will be considered to be seeking to gain an unfair advantage and in the absence of substantiated and justified reasons, a 20% penalty of the maximum task marks available will be imposed.
- A student who truants from a class while at school on the day an assessment task is being undertaken or submitted will be considered in the same manner and a 20% penalty of the maximum task marks available will be imposed.
- Any student found to be preparing for an assessment task in another class while at school on the day an assessment task is being undertaken or submitted will be considered to be seeking an unfair advantage and a 20% penalty of the maximum task marks available will be imposed.

- If a student is absent from school on the due date of an assessment task because of a legitimate school activity (eg a sporting carnival, an excursion) the student must first notify the relevant Head Teacher and in the case of a hand in task negotiate an appropriate time for submission of the task **before the student attends the event**. In the case of an **in class task**, arrangements for the completion of the task must be made with the relevant Head Teacher **before** attending the event.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal to the Principal in writing.

Students can expect to sit for any missed 'in class' assessment task on their first timetabled lesson back, or at a time negotiated between the class teacher and the student.

Where a student **has failed to complete an assessment task, made a non-serious attempt at an assessment task and/or incurred any loss of marks due to late submitting of the task**, an N Award Course Warning letter or a Parent Advice letter will be sent home by the class teacher.

If a student believes the marks they are awarded for a particular task are incorrect they should, in the first instance, review their performance against the marking criteria and discuss the result with their teacher. The teacher may alter the mark up or down if on reflection they believe they have erred. The marks given for individual assessment tasks awarded by teachers **are not** subject to external review. The results of assessment tasks can only be appealed within five working days of the marks being available to students. Any appeal must be directed in writing in the first instance to the class teacher. If dissatisfied with the result of the appeal a student may then appeal to the Head Teacher of the subject concerned. The Head Teacher's judgement will be final.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by these rules they may appeal to the Principal in writing. Students can expect to sit for such an 'in class' assessment task on their first timetabled lesson back, or at a time negotiated between the class teacher and the student.

Technology Problems

Computer, printer or disk malfunction (loss of data) needs to be safeguarded by you through backing up, emailing work to yourself, print outs, multiple electronic copies or paper drafts. Computer, printer or disk malfunction (loss of data) is not grounds for misadventure.

Where a student has **failed to complete a formal assessment task, made a non-serious attempt at an assessment task and/or incurred any loss of marks due to late submitting of the task**, a Course Warning letter will be sent home by the class teacher.

WHAT IS PLAGIARISM?

Plagiarism is a form of theft. Plagiarism is the taking or imitation of another person's ideas and manner of expressing them and presenting them as one's own. That is, plagiarism is copying other people's work or taking another's ideas and using them without appropriate acknowledgement.

What is NOT acceptable

- Copying parts (phrases, sentences, paragraphs etc) out of books, short stories, newspapers, encyclopaedias, Internet sites, and other students' work.
- Using other people's ideas without correct acknowledgement (see below).

- Quoting without providing acknowledgement (see below).
- Submitting work that has been written by someone else, such as a tutor, parent or friend, or which has had more than reasonable input from someone else.

What IS acceptable

- Using published texts – short stories, essays, poems, and media items etc – as MODELS for your own writing. A model shows you the structure and type of language that is appropriate for a particular form of writing. You make use of the model to show you HOW something is done; the content and expression must be your own.
- Borrowing ideas for creative writing – you must acknowledge your source which has inspired you. This is often what writers do at the beginning of novels to show where their inspiration came from.
- Editing assistance – all good writers have good editors who suggest ways of making their writing better. This advice can be about ideas, expression, structure etc. However, an editor does NOT make these changes – the writer does if he or she agrees with them. You are welcome to use parents, friends, teachers as editors to ADVISE you but they must NOT do the work for you.

How do I avoid it?

Always cite the following; Internet and CD ROMs, Magazines and Newspapers, Books, Music, TV programs and films, Interviews, Maps, Summaries, other student's work, other people's ideas.

You must include a list of resources used in research assignments, essays etc. The bibliography appears at the end of the essay or assignment. List sources in alphabetical order according to the author's last name. Use a bibliography sheet to write down all sources as you research. An example of the sheet is on page 12 of this booklet and is also available on the Cronulla High School Intranet site.

Example of a Bibliography entry: Marsden, John. Tomorrow When the War Began, Melbourne: Penguin, 1995.

Book titles can be underlined or italicized. For the purposes of a hand-written exam response, it is important to underline a book title. Titles of poems, media items, short stories, journal articles, and other shorter texts, are usually italicized or placed in inverted commas.

How do I prevent it? – Use a Bibliography

How do I acknowledge quotations and ideas in my work?

Quotations must have “quotation marks” I [1] around them and a footnote (a number should appear straight after the quotation) which states where the quotation came from.

At times it is necessary to acknowledge an author's quote in your own essay without a footnote. This situation would occur during exam essays. In this situation you must use quotation marks around the quote or idea and immediately follow with the surname and year of the source and if possible, a page number. eg.a “positive school environment” (Jarvis 2004, p1)

When you use someone else's idea or borrow a form of expression, insert a footnote in the same way as for a quotation. You must acknowledge ideas even if you do not copy the idea word for word.

If you relied heavily on a particular critic for your interpretation of a text you must say so in a footnote, for example I [2] (see below).

Examples of footnoting: I [1] John Marsden, Tomorrow When the War Began, Melbourne: Penguin, 1995, p'51 [2] I am indebted to Fred Nerks for my understanding of this poem. See Nerks, Fred, Poetry for Humans, Sydney: Longmans, 1999.

What happens if I plagiarise in an Assessment Task?

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be awarded for that task. However, if only a certain section of the task has been plagiarised then only that part of the task will get zero. You will be only marked on the work that is your own and not taken from someone else. For example, if it is proven that you have plagiarised 50% of a task then you will only be marked on the 50% that you did yourself.

WHAT IS MALPRACTICE?

Any failure to comply with the rules as set out in this policy or of the NESAs will be judged to be malpractice.

If you are found to have engaged in malpractice you will be awarded a zero.

Examples of malpractice include:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your 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 aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice eg notifying them of details of common tasks

In the event that the school becomes aware of an allegation of malpractice the school's examination review panel will convene to review the allegations. In its deliberations this panel will ensure that all policies of the Department of Education and of the NESAs in handling such issues are followed and that procedural fairness is accorded to the student at all times.

Following recommendations from the ICAC, commencing the beginning of Term 4 2015 the Board of Studies has decided to implement a Register of Malpractice in HSC Assessment tasks. Proven cases of malpractice are to be reported by schools and will be registered with the NESAs.

ILLNESS OR MISADVENTURE PROCEDURES

ILLNESS OR MISADVENTURE CLAIM PROCEDURES

Collect and complete an **“Illness or Misadventure Claim”** form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school’s website. **For an in class task students may be required to sit for the task on their first day back at school, or at a time that has been previously arranged with the class teacher.**

Any claim due to:

1. **Illness should be supported by a medical certificate (failure to provide a doctor’s certificate may result in rejection of the claim) and submitted within 3 school days of when the student first returns to school.** The school should be contacted on or prior to the date of the task so the relevant Head Teacher can be informed. The medical certificate should specifically relate to the task and how the students’ performance has or will be affected.
2. **Misadventure must be supported by appropriate and detailed documentation in support of the claim.**

N-determination letters will be sent out if the above illness and misadventure claim procedures have not been followed.

- Any claim against a zero mark or procedural arrangements associated with an assessment task must be completed within **three school days** of the return of the task.
- Appeals must be submitted to the Head Teacher of the KLA concerned. The Principal, or nominee, will co-ordinate a committee to consider all aspects of the appeal.
- If an appeal is upheld, the committee may determine that an alternate task be sat or may authorise the use of an estimate based on other appropriate evidence.

Any dissatisfaction with the process should be referred to the Principal.

In **exceptional circumstances** where the completion of a substitute task is not reasonably possible, the Principal in consultation with the teacher and relevant Head Teacher may authorise the use of an estimate mark. The estimate mark will be **based on other appropriate evidence.**

The Head Teacher must notify the student and class teacher of the outcome when an illness and misadventure form is presented for due consideration.

TECHNOLOGICAL FAILURE

Computer/printer/storage device failure is not an excuse for inability to complete tasks by the due date. It is the student’s responsibility to back-up and keep a hard copy of any work in progress. This can be called upon for marking.

Good Advice to all students – implement a buddy system

It is important that you “buddy-up” with one or more students so that any time you are absent from school, your “Buddy” collects any handouts or assignments for you. Whilst many teachers will do so out of good will, it is not the teacher’s responsibility to contact you after your absence. It is your responsibility to pursue any missed work, handouts or assignments

ILLNESS OR MISADVENTURE CLAIM FORM

CRONULLA HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's Name:..... Year: Roll Class:

Parent's name:..... Daytime parent contact number:

Exam or Assessment task affected:.....

..... Due date of task: / /

Subject:..... Class Teacher's name:.....

Type of claim Illness Misadventure

Describe your reasons for submitting this claim:
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached.
This substantiates that you were prevented from satisfying assessment requirements due to an illness
or unforeseeable misadventure)

.....
.....
.....
.....
.....
.....

State what outcome you hope to achieve by submitting this claim:

.....
.....
.....

Parent or Guardian's Signature:..... Date: / /

INSTRUCTIONS:

- This claim form, along with any supporting evidence, such as a doctor's certificate, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted **within three school days** after the examination or assessment task in question has occurred. (It is to be submitted before the task is due in the case of a known absence)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Office use only

Day & Date claim received by Head Teacher: Mo Tu We Th Fr / /

Head Teacher's name: Signature:.....

Forms are available from school reception or school website.

PRINCIPAL'S CERTIFICATION OF COURSE REQUIREMENTS

- To complete a course satisfactorily you must fulfil all requirements of the syllabus, eg assignments, practical work, participation in class.
- Students are also required to show due diligence in completion of both assessable and non-assessable tasks, which form the assessment for their particular course. This may include assignments, practical work and participation in class.
- You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have:

Followed the course developed or endorsed by the NESAs; and applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieved some or all of the course outcomes.

- If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements, these letters are called 'N' determination warning letters. A student who has not complied with above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for that course.
- If you receive **three** 'N' determination warning letters in a course you will be deemed to have not met requirements of the course unless the tasks are redeemed. It is imperative that you redeem yourself of these 'N' determination letters by completing the work requested.

If the outstanding work to be completed is an assessment task, the N determination will be redeemed but the assessment mark will be zero.

- You have the right to appeal to the school and then NESAs against the Principal's determination. The Principal will advise you of this right and explain the appeal process.
- Where it is determined that you have not satisfactorily completed a course, you will receive no results in that course. Until you receive results in a minimum of 12 Preliminary Course units and 10 HSC course units you will not be eligible for the award of a Higher School Certificate. Where any such non-completion of course determination in a Preliminary course is given to a student they will not be able to proceed to the HSC course in that subject without repeating the entire preliminary course in that subject.

A to E reporting grades commenced in the Preliminary Course in 2013. These grades will be based upon student achievement measured against course performance descriptors.

BIBLIOGRAPHY CHECKLIST

Books and references used

Author's Name (surname, initial)	Year of publication	Title of Book	Place published	Publisher

Internet Resources

(Note: search engines such as Yahoo! And Google are NOT websites)

Author	Year published	Name of site	Web Address	Creator of site	Date accessed by you

ANCIENT HISTORY - 2018 PRELIMINARY HSC COURSE

Course Structure		Weight
Part 1	Introduction (a) Investigating The Past. (b) Case Studies	Weights to reflect a balance of knowledge and understanding, skills, inquiry and research and communication
Part 2	Ancient societies, Sites & Sources.	
Part 3	Historical Investigation	
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	Essay Nature of Ancient History/Historical Investigation	Topic Test Structure Essay Case Studies	Yearly Examination	
	Term 2 Week 2	Term 2 Week 10	Exam Period	
	Outcomes Assessed AH11-3, AH11-7, AH11-8, AH11-9, AH11-10	Outcomes Assessed AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	Outcomes Assessed AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	
Knowledge & understanding of course content	5	5	20	30
Historical skills in the analysis and evaluation of sources and interpretations	5	15	10	30
Historical inquiry and research	15			15
Communication of historical understanding in appropriate forms	10	5	10	25
Marks	35	25	40	100

BIOLOGY – 2018 PRELIMINARY HSC COURSE

Course Structure and Requirements		Weighting
Module 1	Cells as the Basis of Life	Weights to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Organisation of Living Things	
Module 3	Biological Diversity	
Module 4	Ecosystem Dynamics	
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	Practical Investigation	Depth Study	Yearly Examination	
	Term 2 Weeks 1 & 2	Term 3 Weeks	Term 3 Weeks 7 & 8	
	Outcomes Assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-8 BIO11-9	Outcomes Assessed BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11	Outcomes Assessed BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in Working Scientifically	15	30	15	60
Knowledge and understanding	5	10	25	40
Marks	20	40	40	100

BUSINESS STUDIES – 2018 PRELIMINARY HSC COURSE

Course Structure		Weight
Topic 1	Nature of Business	Weightings to reflect a balance of knowledge and understanding, skills, inquiry and research and communication.
Topic 2	Business Management	
Topic 3	Business Planning	
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	Topic Test Nature of Business	Business Report	Yearly Exam	
	Term 2 Assessment Week	Term 2 Week 9	Term 3 Exam Period	
	P1.1, P1.2, P3.2, P4.1, P5.1, P5.3, P5.5, P5.6	P2.1, P2.2, P3.2, P4.1, P5.1, P5.3 P5.5, P5.6	P2.1, P2.2, P2.3, P4.2, P5.1, P5.3, P5.5, P5.6	
Knowledge & understanding of course content	10	10	20	40
Stimulus based skills	10		10	20
Inquiry & research Skills	10	10		20
Communication of business information, ideas & issues in appropriate forms		10	10	20
Marks	30	30	40	100

CHEMISTRY – 2018 PRELIMINARY HSC COURSE

Course Structure and Requirements		Weighting
Module 1	Properties and Structure of Matter	Weights to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Introduction to Quantitative Chemistry	
Module 3	Reactive Chemistry	
Module 4	Drivers of Reactions	
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	Practical Test.	Depth Study	Yearly Examination.	
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 7 & 8	
	Outcomes Assessed CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8 CH11-9	Outcomes Assessed CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9 CH11-10	Outcomes Assessed CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Skills in Working Scientifically	20	35	5	60
Knowledge and Understanding	10	5	25	40
Marks	30	40	30	100

COMMUNITY AND FAMILY STUDIES 2018 PRELIMINARY HSC COURSE

Course Structure		Weight
Core 1	Resource Management	Weightings to reflect a balance of knowledge and understanding, skills and skills in critical thinking, research and analysis
Core 2	Individual and Groups	
Core 3	Families and Communities	
Total		100

Component	Task 1	Task 2	Task 3	Weight
	Resource Management Research Task	Families and Communities Analysis and Review	Yearly Exam	
	Term 1 Week 6	Term 2 Week 2 Assessment Period	Term 3 Exam Period	
	P1.1, P1.2 P4.1, P4.2 P5.1, P6.2	P2.1, P2.3 P3.1, P4.1 P4.2, P6.1	P1.1, P1.2, P2.1, P2.2, P2.4, P3.1, P3.2, P4.2	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
Marks	30	35	35	100

CONSTRUCTION PATHWAYS – 2018 PRELIMINARY HSC COURSE



Education
Public Schools

ULTIMO 90072

CONSTRUCTION ASSESSMENT SCHEDULE

Preliminary Year 2018 - HSC 2019

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

Training Package: CPC08 Construction and Property Services v 9.1

NESA course code

2 U X 2 YR

26201

LMBR UI Code:

11CPC20211326201B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	5 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical , Teacher observations and written test.	35 hrs. Work placement
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	
Terms 4/5	9 HSC UOCs						35 hrs. Work placement 50% Half Yearly 50% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams.
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster D - School Project – Concreting Practical, Teacher observations and written test.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
CPCCCM2001A	Read and interpret plans and specifications	C	M	20			
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster E – Wall and Floor Tiling Practical, Teacher observations and written test	
Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster F - WPL Journal Teacher observations and Written test, Third party evidence	
	<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours	235-245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

DANCE – 2018 PRELIMINARY HSC COURSE

Component		Weight %
C1	Performance	40
C2	Composition	30
C3	Appreciation	30
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	<p>Presentation of Dance Performance</p> <p>Performance of class sequences, including process diary and interview with reflection on safe dance practice research</p>	<p>Presentation of Composition</p> <p>Demonstration of Composition. Including process diary with critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent</p>	<p>Yearly Examination</p> <p>a) Written Exam b) Presentation of Performance demonstrating dance technique, and performance quality, including process diary, written reflections, observations and research</p>	
	Term 1 Weeks 7 & 8	Term 2 Assessment Period	Term 3 Exam Period	
	PI.1, PI.2, PI.3, PI.4, P2.1, P2.3, P2.5, P4.1, P4.2, P4.3	PI.2, P3.1, P3.2, P3.3, P3.4, P3.6, P4.4	P4.1, P4.2, PI.1, PI.2, PI.3, P2.4, P2.5	
Performance	20		20	40
Composition	10	20		30
Appreciation		10	20	30
Marks	30	30	40	100

DRAMA – 2018 PRELIMINARY HSC COURSE

Component	Task 1	Task 2	Task 3	Weighting %
	<p>Presentation of Individual Performance</p> <p>Individual performance presentation demonstrating exploration of role/character development, log book research informing refinement of dramatic action</p>	<p>Written Extended Essay</p> <p>Extended essay based on workshop activities and activities in Theatrical Traditions and Performance Styles</p>	<p>Theatrical Styles: Group Performance</p> <p>Presentation improvised group performance based on workshop activities, including log book research on theatrical styles investigated to inform performance and planning and reflection statement including evaluation of script development</p>	
	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 7-8	
	PI.1, PI.4, P2.3, P2.4	P2.1, P3.1, P3.2, P3.3	PI.2, PI.3, PI.5, P2.2 P2.4	
Making	20		20	40
Performing	10		20	30
Critically Studying		30		30
Total	30	30	40	100

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

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

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

EARTH AND ENVIRONMENTAL SCIENCE - 2018 PRELIMINARY HSC COURSE

Course Structure and Requirements		Weighting
Module 1	Earth's Resources	Weights to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Plate Tectonics	
Module 3	Energy Transformations	
Module 4	Human Impacts	
Total		100

Component	Task 1	Task 2	Task 3	Weight%
	Depth Study	Data Processing	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 7 & 8	
	Outcomes Assessed EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11-8 EES11-11	Outcomes Assessed EES11/12-2 EES11/12-4 EES11/12-6 EES11/12-7 EES11-9 EES11-10	Outcomes Assessed EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11-8 EES11-9 EES11-10 EES11-11	
Skills in Working Scientifically	20	25	15	60
Knowledge and Understanding	10	10	20	40
Marks	30	35	35	100

ECONOMICS – 2018 PRELIMINARY HSC COURSE

Course Structure		Weight
Topic 1	Introduction to Economics	Weightings to reflect a balance of knowledge and understanding, skills, inquiry and research and communication
Topic 2	Consumers & Business	
Topic 3	Markets	
Topic 4	Labour Markets	
Topic 5	Financial Markets	
Topic 6	Government in the Economy	
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	Research Essay Task	Topic: Financial Markets Essay	Yearly Exam	
	Term 2 Assessment Week	Term 2 Week 9	Exam Period	
	P1, P2, P4, P5, P7, P8, P9, P10, P12	P1, P2, P3, P5, P8, P10, P11, P12	P1, P2, P3, P4, P5, P7, P8, P9, P10, P12	
Knowledge & understanding of course content	10	10	20	40
Stimulus based skills	10		10	20
Inquiry & Research	10	10		20
Communication of economic information, ideas & issues in appropriate forms		10	10	20
Marks	30	30	40	100

ENGINEERING STUDIES – 2018 PRELIMINARY HSC COURSE

COMPONENTS	TASK 1	TASK 2	TASK 3	Weighting
	Engineering Fundamentals Half Yearly Quiz	Braking Engineering Report	Yearly Examination	
	Term 2 Week 2	Term 2 Week 7	Term 3 Week 7	
	P1.2, P2.2, P3.1, P3.2, P5.1, P6.2,	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P.1,	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
Knowledge and understanding of course content	20	20	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	0	20	20	40
Marks	20	40	40	100

ENGLISH ADVANCED 2018 PRELIMINARY HSC COURSE

Course Structure and Requirements		Weight %
C1	Common Module: Reading to Write	35
C2	Module A: Narratives that Shape our World	35
C3	Module B: Critical Study of Literature	30
Total		100

Component		Task 1	Task 2	Task 3	Weight %
		Common Module: Reading to Write	Module A: Narratives that Shape our World	Module B: Critical Study of Literature	
Timing		Term 1 Week 9	Term 2 Week 8	Yearly Exam Term 3 Weeks 7-8	
Outcomes		EA11-1, EA11-2, EA11-3, EA11-9	EA11-3, EA11-4, EA11-5, EA11-6	EA11-5, EA11-7, EA11-8	
Syllabus Component	Common Module: Reading to Write	30		5	35
	Module A: Contemporary Possibilities		30	5	35
	Module B: Close Study of Text			30	30
Marks		30	30	40	100
Component	Knowledge and understanding of course content	15	15	20	50
	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	15	15	20	50
Marks		30	30	40	100

ENGLISH STANDARD – 2018 PRELIMINARY HSC COURSE

Course Structure and Requirements		Weight %
C1	Common Module: Reading to Write	35
C2	Module A: Contemporary Possibilities	35
C3	Module B: Close Study of Literature	30
Total		100

Component		Task 1	Task 2	Task 3	Weight %
		Common Module: Reading to Write	Module A: Contemporary Possibilities	Module A: Study of Literature	
Timing		Term 1 Week 9	Term 2 Week 8	Yearly Exam Term 3 Weeks 7-8	
Outcomes		ENII-2, ENII-3, ENII-5, ENII-6, ENII-7, ENII-8, ENII-9	ENII-1, ENII-2, ENII-3, ENII-5, ENII-7, ENII-9	ENII-1, ENII-3 ENII-4, ENII-5, ENII-7, ENII-8	
Syllabus Component	Common Module: Reading to Write	30		5	35
	Module A: Contemporary Possibilities		30	5	35
	Module B: Close Study of Text			30	30
Marks		30	30	40	100
Component	Knowledge and understanding of course content	15	15	20	50
	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	15	15	20	50
Marks		30	30	40	100

ENGLISH STUDIES – 2018 PRELIMINARY HSC COURSE

Course Structure and Requirements		Weight %
C1	Mandatory Module: Multimodal presentation	30
C2	Elective Module C: Reading and writing	30
C3	All Modules: Collection of class work	40
Total		100

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Component		Task 1	Task 2	Task 3	Weight %
		Common module: Achieving through English	Elective Module C: On the Road	All modules	
		Term 1 Week 8	Term 3 Week 4	Term 3 Week 8	
		ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES-9, ES11-10	
Syllabus Component	Common Module: Achieving through English	30		5	35
	Module C: On the Road		30	5	35
	All Modules			30	30
Marks		30	30	40	100
Component	Knowledge and understanding of course content	15	15	20	50
	Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	15	15	20	50
Marks		30	30	40	100

ENGLISH EXTENSION 1 - 2018 PRELIMINARY HSC COURSE

Course Structure and Requirements		Weight %
C1	Module: Texts, Culture and Values	35
C2	Related Research Project – Mini-Major Work	35
C3	Module: Texts, Culture and Values – Ideological Perspectives	30
Total		100

Component		Task 1	Task 2	Task 3	Weight %
		Texts, Culture and Value	Mini-Major Work	Texts, Culture and Value Ideological Perspectives	
Timing		Term 1 Week 9	Term 3 Week `	Yearly Exam Term 3 Week 7-8	
Outcomes		EE11-1, EE11-2, EE11-3	EE11-1, EE1-2, EE11-3, EE11-4	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Syllabus Component	Module: Texts, Culture and Values*	30		5	35
	Related Research Project Mini-Major Work		30	5	35
	Texts, Culture and Values: Ideological Perspectives			30	30
Weight		30	30	40	100
Component	Knowledge and understanding of course content	15	15	20	50
	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modules	15	15	20	50
Total		30	30	40	100

ENTERTAINMENT VET – 2018 PRELIMINARY HSC COURSE

 ULTIMO 90072 ENTERTAINMENT INDUSTRY ASSESSMENT SCHEDULE Preliminary Year 2018 - HSC 2019 QUALIFICATION: Statement of attainment towards CUA30415 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture							NESA code 2 U X 2 YR 26401 LMBR UI Code: 11CUA30415126401B	
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years	
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test		
Term 1/2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	Cluster B: Safe and Sound Observation, written, self- assessment	50 % Preliminary Exam 35 hrs Work placement	
	Term 3	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20		Cluster C: Let's see it! Observation, written, presentation, portfolio
Term 4/5	6 HSC UOCs						35 hrs Work placement 50 % Trial HSC Exam	
	CUASOU306 CUASTA301 CUALGT301	Operate sound reinforcement systems Assist with production operations for live performances Operate basic lighting	E E E	E M M	20 25 25	Cluster D: Setting the Scene Observation, self –assessment, written		
	Term 6/7	CUASTA202 CUASMT301 MEM18002B	Assist with bump in and bump out of shows Work effectively backstage during performances Use power tools or hand held operations	E E E	E E E	20 25 20		Cluster E: Behind the Scenes Observation, self –assessment, written
		NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.		Total Hours 250		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education
Public Schools

ULTIMO 90072

ENTERTAINMENT INDUSTRY ASSESSMENT SCHEDULE

Preliminary Year 2018 - HSC 2019

QUALIFICATION: Statement of attainment towards CUA30415 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture

NESA code
2 U X 2 YR
26401
LMBR UI Code:
11CUA30415126401B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	240 Indicative Hours over 2 years
Term 1/2	CUAWHS302	Apply work health and safety practices	C	M	15	Cluster B: Safe and Sound Observation, written, self- assessment	50 % Preliminary Exam
	CUASOU301	Undertake live audio operations	E	M	25		
Term 3	SITXCCS303	Provide services to customers	C	M	20	Cluster C: Let's see it! Observation, written, presentation, portfolio	35 hrs Work placement
	CUAVSS302	Operate vision systems	E	M	25		
	CUAIND301	Work effectively in the creative arts industry	C	M	20		
6 HSC UOCs							
Term 4/5	CUASOU306	Operate sound reinforcement systems	E	E	20	Cluster D: Setting the Scene Observation, self –assessment, written	35 hrs Work placement 50 % Trial HSC Exam
	CUASTA301	Assist with production operations for live performances	E	M	25		
	CUALGT301	Operate basic lighting	E	M	25		
Term 6/7	CUASTA202	Assist with bump in and bump out of shows	E	E	20	Cluster E: Behind the Scenes Observation, self –assessment, written	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	CUASMT301	Work effectively backstage during performances	E	E	25		
	MEM18002B	Use power tools or hand held operations	E	E	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 250		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

FOOD TECHNOLOGY – 2018 PRELIMINARY HSC COURSE


TASK NO.	TASK 1	TASK 2	TASK 3	Weight %
Nature of Task	Food Quality Experiment and Preparation	Nutrition Investigation	Yearly Examination	
Timing	Term 2 Week 4	Term 3 Week 2	Term 3 Week 7	
	Outcomes Assessed P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	Outcomes Assessed P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	Outcomes Assessed P1.1, P1.2, P2.2, P4.4, P5.1	
Knowledge and understanding of course content		10	30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		30
Marks	30	30	40	100

GEOGRAPHY – 2018 PRELIMINARY HSC COURSE

Course Structure		Weight %
Topic 1	Biophysical Interactions	40
Topic 2	Global challenges	40
Topic 3	Senior Geography Project	20
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	Topic Test	Senior Geography Project	Yearly Exam	
	Term 2 Assessment Week	Term 3 Week 4	Term 3 Exam Period	
	P1, P8 ,P9 P10, P11, P13	P1, P2, P3, P4, P5, P6, P7, P10, P11, P12, P13	P1, P3, P6, P7, P8, P9, P10, P12, P13	
Knowledge & understanding of course content	10	10	20	40
Geographical tools & skills	10		10	20
Geographical inquiry & research, including fieldwork		20		20
Communication of geographical information, ideas & issues in appropriate form	10		10	20
Marks	30	30	40	100

HOSPITALITY KITCHEN OPERATIONS – 2018 PRELIMINARY HSC COURSE

 ULTIMO 90072 HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE Preliminary Year 2018 - HSC 2019 QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality V1.1						NESA course code 2 U X 2 YR 26511 LMBR code 11SIT20416126511B		
TERM	Unit Code	Units Of Competency	AQF CORE/	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>		240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	50% Prelim Yearly Exam	
	SITXWHS001	Participate in safe work practices	C	M	15			
SITHCCC002	Prepare and present simple dishes	E	E	20				
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Introduction to the Commercial Kitchen Written task, Observation of practical work	35 hrs Work placement	
	SITHCCC003	Prepare and present sandwiches	E	E	10			
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15			
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Prepare and Cook Food Safely Written task, Observation of practical work		
	SITHCCC001	Use food preparation equipment	C	S	20			
	SITXINV002	Maintain the quality of perishable items	C	E	5			
Terms 4 & 5	5 HSC UOCs							50% Trial HSC Exam
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	Cluster D: Quality Meals Case study, written task & observation of practical work including temperature checks & completion of HACCP documentation. NOTE: person with THREE years' Industry Experience must be involved in assessment.	35 hrs Work placement The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.	
	SITHCCC006	Prepare appetisers and salads	E	E	25			
Terms 6 & 7	SITHCCC011	Use cookery skills effectively	C	E	20	Cluster E: Written task Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.		
	BSBWOR203	Work effectively with others	C	M	15			
	SITHIND002	Source and use information on the hospitality industry	E	M	20			
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination. Yellow highlight indicates assessment requires industry experience			

INDUSTRIAL TECHNOLOGY – MULTIMEDIA 2018 PRELIMINARY HSC COURSE

Course Structure	Weighting
<ol style="list-style-type: none"> 1. Industry Study 2. Design, Management and Communication 3. Production 4. Industry Related Manufacturing Technology. 	Weightings to reflect a balance of knowledge and understanding, skills, inquiry and research and communication.

Component	Task 1	Task 2	Task 3	Weight
	Industry Case Study	Preliminary Project	Yearly Examination	
	Term 1 Week 7	Term 3 Week 4	Term 3 Weeks 7 & 8	
	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Marks	20	40	40	100

LEGAL STUDIES – 2018 PRELIMINARY HSC COURSE

Course Structure		Weight %
Part 1	The Legal System	40
Part 2	The Individual & The Law	30
Part 3	Law In Practice	30
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	Media File	Research based in class response	Yearly Exam	
	Term 1 Week 8	Term 2 Assessment Period	Exam Period	
	P1, P2, P3, P4, P6, P8	P1, P4, P6, P5, P8, P9	P2, P4, P5 P9, P10	
Knowledge & understanding of course content		10	30	40
Analysis & Education	10	10		20
Inquiry & Research	10	10		20
Communication		10	10	20
Marks	20	40	40	100

MATHEMATICS STANDARD – 2018 PRELIMINARY HSC COURSE

Course Structure	Weight
Financial Management, Data Analysis	Weightings to reflect a balance of concepts, skills and techniques, reasoning and communication.
Measurement	
Probability	
Algebraic Modelling	
Total	100

Component	Task 1	Task 2	Task 3	Weight %
	Investigation/ Analysis Topics SI.1, SI.2	Topic Exam Topic AI, FI.2	Yearly Examination Topics FI.1, FI.2, AI, A2, SI.1, SI.2, MI, M2	
	Term 1 Week 9	Term 2 Week 2	Term 3 Week 7-8 Assess Block	
	Outcomes Assessed MSII-2, MSII-7 MSII-9 MSII-10	Outcomes Assessed MSII-1 MSII-6 MSII-9 MSII-10	Outcomes Assessed MSII-1 to MSII-10	
Understanding, Fluency & Communication	15	15	20	50
Problem Solving, Reasoning & Justification	15	15	20	50
Marks	30	30	40	100

MATHEMATICS – 2018 PRELIMINARY HSC COURSE

Course Structure	Weight
Basic Arithmetic, Algebra, Equations	Weightings to reflect a balance of concepts, skills and techniques, reasoning and communication.
Linear Functions, Trigonometry	
Functions	
Introductory and Further Calculus	
Total	100

Component	Task 1	Task 2	Task 3	Weight %
	Topic Test	Open Book Exam Double Period	Yearly Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
	Outcomes Assessed P2-P4	Outcomes Assessed P2, P4-P6	Outcomes Assessed P2-P8	
Concepts, Skills & Techniques	15	15	20	50
Reasoning & Communication	10	20	20	50
Marks	25	35	40	100

MATHEMATICS EXTENSION 1- 2018 PRELIMINARY HSC COURSE

Course Structure	Weight
Polynomials, Mathematical Induction	Weightings to reflect a balance of concepts, skills and techniques, reasoning and communication.
Inequalities, Trigonometry	
Binomial Theorem, Circle Theorems	
Dividing an Interval into a Given Ratio	
Total	100

Component	Task 1	Task 2	Task3	Weight %
	Topic Test	Open Book Exam	Yearly Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
	Outcomes Assessed PE1-PE2	Outcomes Assessed PE1-PE3	Outcomes Assessed PE1-PE6	
Concepts, Skills & Techniques	15	15	20	50
Reasoning & Communication	10	20	20	50
Marks	25	35	40	100

MODERN HISTORY – 2018 PRELIMINARY HSC COURSE

Course Structure		Weight
Part A	Investigating Modern History	Weightings to reflect a balance of knowledge and understanding, source based and historical inquiry and research and communication
Part B	Historical Investigation	
Part C	The Shaping of the Modern World	
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	Essay Nature of Ancient History/Historical Investigation	Topic Test Structure Essay Case Studies	Yearly Examination All topics	
	Term 2 Week 2	Term 1 Week 10	Exam Period	
	Outcomes Assessed MH11-3, MH11-7, MH11-8, MH11-9, MH11-10	Outcomes Assessed MH11-1, MH11-2, MH11-6, MH11-7, MH11-9	Outcomes Assessed MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-8, MH11-9	
Knowledge & understanding of course content	5	5	20	30
Historical skills in the analysis and evaluation of sources and interpretations	5	15	10	30
Historical inquiry and research	15			15
Communication of historical understanding in appropriate forms	10	5	10	25
Marks	35	25	40	100

MUSIC 1– 2018 PRELIMINARY HSC COURSE

COMPONENT/DOMAIN		Weight %
C 1	Performance	25
C 2	Composition	25
C 3	Musicology	25
C 4	Aural	25
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	<p>Outcomes Assessed</p> <p>Viva Voce and student devised Aural Analysis Topic 1</p> <p>Presentation and written summary of viva voce, with student devised aural question and response based on an excerpt discussed in Viva Voce</p>	<p>Outcomes Assessed</p> <p>Composition Portfolio and Aural Analysis Topic 2</p> <p>Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic</p>	<p>Outcomes Assessed</p> <p>Performance and Viva Voce Topic 3</p> <p>Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic</p>	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	
Performance			25	25
Composition		25		25
Musicology	15		10	25
Aural	10	15		25
Marks	25	40	35	100

MUSIC 2– 2018 PRELIMINARY HSC COURSE

Component	Task 1	Task 2	Task 3	Weight %
	<p>Musicology and Aural Skills Task</p> <p>Mandatory topic</p> <p>Music 1600-1900</p> <p>Two short rhythmic and melodic notation exercises and short responses to one aural excerpt and one unseen score</p>	<p>Submission of Composition Portfolio and aural Analysis</p> <p>Mandatory topic</p> <p>Music 1600-1900 and Additional Topic</p> <p>Composition portfolio with aural analysis of two contrasting works with reference to the concepts of music and compositional techniques</p>	<p>Presentation of Performance with Background Research</p> <p>Mandatory topic</p> <p>Music 1600-1900 and Additional Topic</p> <p>Solo and/or ensemble from the mandatory topic and one from the additional topic, with background research of performance repertoire with reference to musicological focus with the topics</p>	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	
	Outcomes assessed P2, P5, P6, P7	Outcomes assessed P2, P3, P4, P5, P7	Outcomes assessed P3, P4, P5, P6, P7, P8, P9	
Performance			25	25
Composition		25		25
Musicology	15		10	25
Aural	10	15		25
Marks	25	40	35	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – 2018 PRELIMINARY

Course Structure		Weight
Core 1	Better Health for Individuals	Weighting to reflect a balance of knowledge and understanding, skills and skills in critical thinking, research and analysis.
Core 2	The Body in Motion	
Option 1	First Aid	
Option 2	Fitness Choices	

Component	Task 1	Task 2	Task 3	Weight
	First Aid Practical Assessment	Body in Motion Topic Test	Yearly Exam	
	Term 1 Week 6	Term 2 Week 8	Term 3 Exam Period	
	P6, P12, P15, P16	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysis and communicating.	10	25	25	60
Marks	20	40	40	100

PHYSICS – 2018 PRELIMINARY HSC COURSE

Course Structure and Requirements		Weighting
Module 1	Kinematics	Weights to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Dynamics	
Module 3	Waves and Thermodynamics	
Module 4	Electricity and Magnetism	
Total		100

Component	Task 1	Task 2	Task 3	Weight %
	Practical Investigation	Depth Study	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 7-8	
	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8 PH11-11	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9 PH11-10	Outcomes Assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Marks	30	30	40	100

SOCIETY & CULTURE – 2018 PRELIMINARY HSC COURSE

Component	Task 1	Task 2	Task 3	Weight %
	Topic Test The Social and Cultural World	Research and Oral Task	Yearly Exam	
	Term 1 Week 5	Term 2 Week 2	Term 3 Weeks 7-8	
	Outcomes Assessed P1, P3, P6, P9, P10	Outcomes Assessed P1, P2, P3, P5, P8, P10	Outcomes Assessed P3, P4, P7, P8, P9	
Knowledge & understanding of course content	10	20	20	50
Application & evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas & issues in appropriate forms.	10		10	20
Marks	30	30	40	100

Weighting	
First Aid & Sport Injuries / Healthy Lifestyle	Weighting to reflect a 50% balance between: <ul style="list-style-type: none"> ▪ knowledge and understanding outcomes and ▪ skills outcomes
Games & Sports Application I	
Sports Coaching & Training	
Outdoor Recreation	

Component	Task 1	Task 2	Task 3	Weight
	Games & Sports Analysis	Coaching Analysis	Yearly Exam	
	Term 1 Week 10	Term 2 Week 9	Term 3 Exam Period	
	1.1, 2.1, 3.1, 4.1, 4.4	1.3, 2.1, 2.2, 3.2, 4.2, 4.5	1.1, 1.3, 1.4, 2.1, 2.2, 3.1, 3.6	
Knowledge and understanding outcomes	10	10	30	50
Skills outcomes	20	20	10	50
Marks	30	30	40	100

VISUAL ARTS – 2018 PRELIMINARY HSC COURSE

Component		Weight
C1	Art making <ul style="list-style-type: none"> • Visual Arts Process Diary • Body of work 	50
C2	Art Criticism and Art History <ul style="list-style-type: none"> • The content of practice, conceptual framework, frames • Broad investigation of ideas in art criticism and art history 	50
Total		100

Component	Task 1	Task 2	Task 3	
	Portfolio of Experimental Works	Evaluation of VAPD and Body of Work & Essay	Half Yearly Examination	
	Term 2 Week 3	Term 2 Week 9	Term 3 Weeks 7-8	
	P1, P3, P4, P5, P6	P8, P9	P1, P2, P4, P5, P6	
Art Making			20	20
VAPD	5		10	15
Body of Work in a least 2 forms	15			15
Critical and Historical Study	10	30	10	50
Marks	30	30	40	100