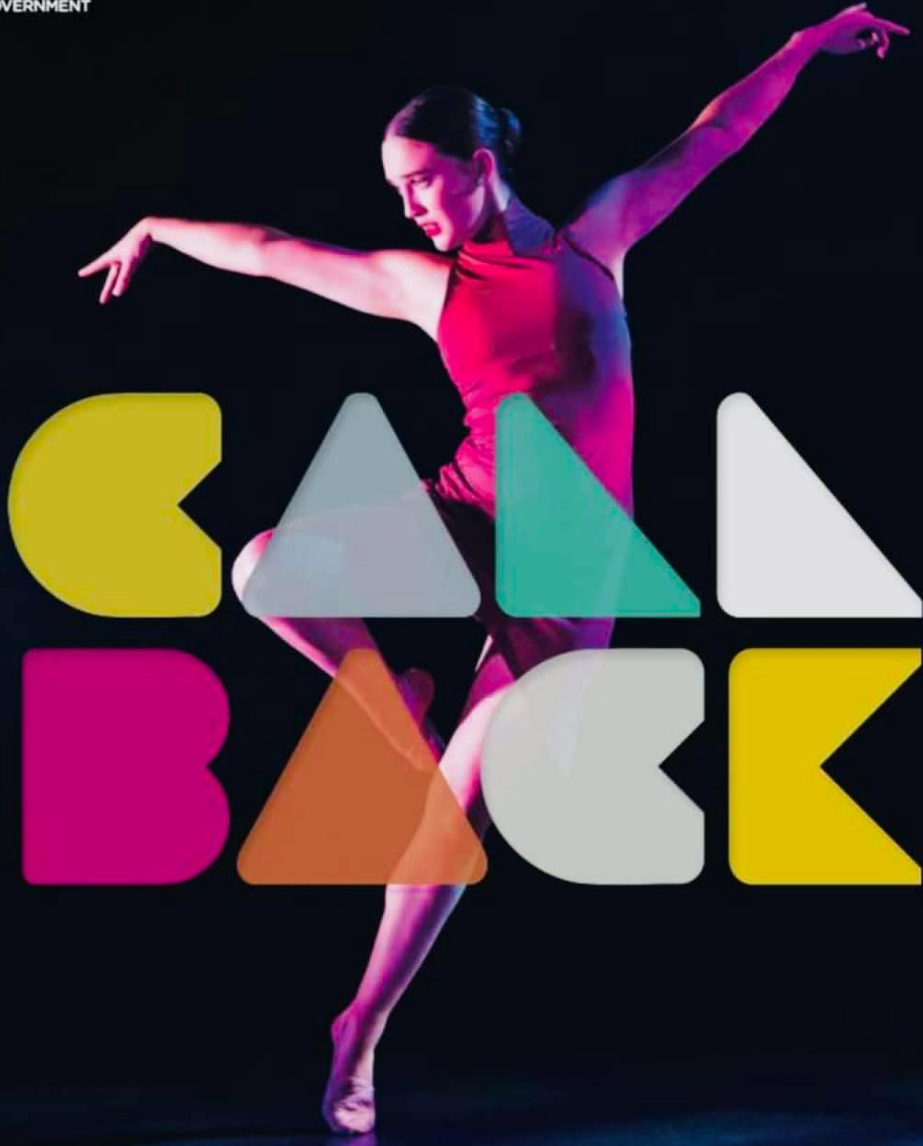




# YEAR 11 ASSESSMENT SCHEDULE

2023



**SHOWCASING EXCELLENCE FROM THE 2021 HSC IN DANCE**  
TUES 15TH FEB 12:30 PM • WED 16TH FEB 7:00PM • THURS 17TH FEB 12:30 PM  
Presented by The Arts Unit, NSW Department of Education in association with the NSW Education Standards Authority

Photo: Anna Warr



## Contents

MESSAGE FROM THE PRINCIPAL.....	4
PATTERNS OF STUDY .....	5
2023 YEAR 11 Course List .....	6
ANCIENT HISTORY .....	7
BIOLOGY.....	8
BUSINESS STUDIES.....	9
CERAMICS .....	10
CHEMISTRY.....	11
COMMUNITY AND FAMILY STUDIES .....	12
DANCE.....	13
DESIGN & TECHNOLOGY.....	14
DRAMA .....	15
ENGLISH ADVANCED.....	16
ENGLISH EXTENSION 1.....	17
ENGLISH STANDARD .....	18
ENGLISH STUDIES .....	19
EXPLORING EARLY CHILDHOOD .....	20
INVESTIGATING SCIENCE .....	21
LEGAL STUDIES.....	22
MATHEMATICS ADVANCED .....	23
MATHEMATICS STANDARD.....	24
MATHEMATICS EXTENSION 1 .....	25
MODERN HISTORY.....	26
MUSIC 1 .....	27
NUMERACY .....	28
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION .....	29
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING.....	30
PHYSICS.....	31
SOCIETY AND CULTURE .....	32
SOFTWARE DESIGN AND DEVELOPMENT.....	33
SPORT, LIFESTYLE AND RECREATION .....	34
TEXTILES AND DESIGN .....	35
VISUAL ARTS.....	36
VISUAL DESIGN.....	37
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES .....	38
ULTIMO RTO 90072 .....	39
BUSINESS SERVICES .....	40
CONSTRUCTION .....	41
ENTERTAINMENT INDUSTRY.....	42
HOSPITALITY (FOOD & BEVERAGE) .....	43
RETAIL .....	44
SPORT COACHING .....	45
PERSONAL ASSESSMENT CALENDAR.....	47
TEMPLATE FOR COMPLETING ASSESSMENTS .....	49
GLOSSARY OF KEY WORDS.....	51

## MESSAGE FROM THE PRINCIPAL

On behalf of everyone at Campbelltown Performing Arts High School, I warmly welcome all our Year 11 students to the commencement of Stage 6. The decision to pursue the Year 11 Record of School Achievement (RoSA) in preparation for the HSC is a significant one and requires students to take full responsibility for pursuing learning growth in your Stage 6 courses. It is critical that all Year 11 students understand that 'opting out' of your learning is NOT an option; students are expected to actively participate in all learning activities and assessment tasks, and you should aim to continually improve the quality of your work.

The information in this handbook is intended to support students and parents in understanding the expectations and requirements of the Year 11 Assessment Program. Students are strongly encouraged to develop effective learning habits and study routines from the beginning of this year. Your teachers are here to provide additional guidance and support throughout the year and will assist you with identifying specific opportunities for improvement through goal setting and feedback. I encourage all students to embrace the advice your teachers provide, and to readily engage in ongoing conversations with your teachers about your progress. Your teachers are highly experienced and have a deep understanding of what success in learning looks like for all Stage 6 students, so they are well equipped to help identify the precise areas of development you need to focus on in order to achieve your best results.

Should you require any clarification on the contents of this handbook, please feel free to contact me, Ms Douglass as the Year 11 relieving Deputy Principal, or Ms Vujcic as the Head Teacher Pathways.

I encourage all students to strive for excellence, to take care in all aspects of your school work, to make the most of every opportunity at Campbelltown Performing Arts High School, and let success be your reward as you embark on Year 11 in 2023.



**Mrs Leah McKeown**  
**Principal**

## PATTERNS OF STUDY

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

ATAR courses are those developed by NESA for which there are formal examinations that yield graded assessments. These are the only courses that can be used to calculate your ATAR.

ATAR courses are classified as either Category A or Category B courses. Only 2 units of Category B courses can contribute to your ATAR. Your ATAR is then calculated from your:


























- best 2 units of English
- best 8 units from your remaining units, which can include no more than 2 units of Category B courses.

<b>ATAR Category A</b>	This course can contribute to an ATAR.	<b>ATAR Category B</b>	Only 1 course can contribute to an ATAR.	<b>Non- ATAR</b>	This course does not contribute to an ATAR.
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Content Endorsed Courses (CEC) and Board Endorsed Courses (BEC) do not count towards an ATAR.

### Sample Patterns of Study

Based on a minimum of 5 courses:

					<b>Eligible for the ATAR</b>
					<b>Eligible for the ATAR</b>
					<b>Not eligible for the ATAR</b>
					<b>Not eligible for the ATAR</b>
					<b>Not eligible for the HSC</b>

## 2023 YEAR 11 COURSE LIST

Your *Confirmation of Entry* will indicate whether you are eligible for the ATAR and/or the HSC. Remember, it is the **combination of courses** that determine your eligibility. If you have any questions, speak to Ms Vujcic, Head Teacher Pathways.

Category A Courses	Category B Courses	CEC and BEC Courses
Ancient History Biology Business Studies Chemistry Community & Family Studies Dance Design & Technology Drama English Advanced English Extension 1 English Standard Investigating Science Legal Studies Mathematics Advanced Mathematics Extension 1 Mathematics Standard Modern History Music 1 Personal Development, Health & Physical Education Physics Society & Culture Software Design & Development Textiles & Design Visual Arts	Business Services Construction English Studies Entertainment Industry Hospitality (Food & Beverage) Retail Services	Ceramics (CEC) Exploring Early Childhood (CEC) Numeracy (CEC) Photography, Video & Digital Imaging (CEC) Sport Coaching (BEC) Sport, Lifestyle & Recreation (CEC) Visual Design (CEC)
		<i>CEC – Content Endorsed Course</i> <i>BEC – Board Endorsed Course</i>
	<b>ATAR Category A</b>	<b>ATAR Category B</b>
		<b>Non-ATAR</b>

# ANCIENT HISTORY

ATAR

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	AH11-3, AH11-4, AH11-6 AH11-9, AH11-10	Task 1 Research Essay	Term 1 Week 7 2023	10	5	10	5	<b>30</b>
2	AH11-2, AH11-5 AH11-6, AH11-7 AH11-8, AH11-9	Task 2 Historical Investigation	Term 2 Week 3 2023	10	5	10	5	<b>30</b>
3	AH11-1, AH11-3, AH11-4 AH11-5, AH11-6, AH11-8 AH11-9, AH11-10	Task 3 Yearly Examination	Term 3 Week 8/9 2023	20	10		10	<b>40</b>
Total				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

# BIOLOGY

ATAR

## Course Outcomes

A student:

### Skills:

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### Knowledge and Understanding:

- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## Assessment Schedule

Component		Weighting %
A	Skills in working scientifically	60
B	Knowledge an understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	BIO11-2, BIO11-3, BIO11-5 BIO11-6, BIO11-7, BIO11-8	Practical Skills Task	Term 1 Week 9 2023	20	5	25
2	BIO11-1, BIO11-3, BIO11-4 BIO11-6, BIO11-7, BIO11-9	Depth Studies	Term 2 Week 10 2023	30	10	40
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2023	10	25	35
Total				60	40	100



### Course Outcomes

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

### Assessment Schedule

Component		Weighting %
A	Stimulus-based skills	20
B	Inquiry and research	20
C	Communication of business information, ideas and issues	20
D	Knowledge and understanding of course content	40
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P1, P2, P6, P7	Research and Oral Presentation	Term 1 Week 8 2023	10	5	5	10	<b>30</b>
2	P4, P5, P8, P9	Business Report	Term 2 Week 6 2023	10	5	5	10	<b>30</b>
3	P1, P2, P3, P4 P5, P6, P7, P10	Yearly Examination	Term 3 Weeks 8-9 2023		10	10	20	<b>40</b>
Total				<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# CERAMICS

Non-  
ATAR

## Course Outcomes

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their ceramic practice
- M2 explores concepts of artist/ ceramist/ sculptor/ designer/ maker, interpretations of the world and of audience response in their art making
- M3 investigates different points of view in the making of ceramic works
- M4 explores ways of generating ideas as representations in making of ceramic works
- M5 engages in the development of different techniques suited to artistic intentions in the making of ceramic works
- M6 takes into account Work Health and Safety in their practice
- CH1 generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
- CH2 investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker/ audience in critical and historical investigations
- CH3 distinguishes between different points of view in their critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interest in ceramics
- CH5 recognises how ceramic works are used in various fields of cultural production

## Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and art history	30
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M1, M2, M3, M4, M6	Ceramic Work & VAPD (VAPD = Visual Arts Project Diary)	Term 2 Week 1 2023	40		<b>40</b>
2	M2, M3, M5, M6, CH2, CH5	Ceramic Work & Ceramic Case Study	Term 3 Week 4 2023	30	10	<b>40</b>
3	CH1, CH3, CH4	Yearly Examination	Weeks 8-9 Term 3 2023		20	<b>20</b>
<b>Total</b>				<b>70</b>	<b>30</b>	<b>100</b>

## Course Outcomes

A student:

## Skills:

- CH11-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5 analyses and evaluates primary and secondary data and information
- CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## Knowledge and Understanding:

- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

## Assessment Schedule

Component		Weighting %
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	CH11-3, CH11-4, CH11-5 CH11-6, CH11-7, CH11-8	Research Task: Bonding and Models	Term 1 Week 7 2023	20	5	25
2	CH11-1, CH11-2, CH11-3 CH11-5, CH11-7, CH11-9	Depth Study	Term 2 Week 7 2023	30	10	40
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2023	10	25	35
Total				60	40	100

# COMMUNITY AND FAMILY STUDIES

ATAR

## Course Outcomes

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
- P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2 develops a sense of responsibility for wellbeing of themselves and others
- P7.3 appreciates the values of resource management in response to change
- P7.4 values the place of management in coping with a variety of role expectations

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Critical thinking, research methodology, analysing and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1.1, P1.2, P4.2 P5.1, P6.1	Resource Management Task	Term 1 Week 9 2023	10	20	30
2	P 2.3, P4.1 P4.2, P6.2	Individuals and Groups Task	Term 2 Week 6 2023	10	20	30
3	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4 P3.1, P3.2, P4.1, P4.2 P5.1, P6.1, P6.2	Yearly Examination	Term 3 Weeks 8-9 2023	20	20	40
Total				40	60	100

# DANCE

ATAR

## Course Outcomes

A student:

### Dance as an artform:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an art form
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an art form and its inherent expressive qualities

### Dance Performance:

- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6 values self-discipline, commitment and consistency in technical skills and performance

### Dance Composition:

- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concept/intent
- P3.7 values their own and others' dance activities as worthwhile

### Dance Appreciation:

- P4.1 understands the socio-historic context in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation
- P4.5 values the diversity of dance from national and international perspectives

## Assessment Schedule

Component		Weighting %
A	Performance	40
B	Composition	30
C	Appreciation	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	P1.1, P1.2, P1.3, P1.4 P2.1, P2.2, P2.3 P2.4, P2.5, P2.6 P3.4, P3.5, P3.6, P4.2	<b>Performance</b> <i>Performance focused on Dance Technique and Performance Quality, process diary record of performance development with safe dance practice.</i>	Term 1 Week 9 2023	30	10		40
2	P1.2, P1.2, P1.3, P1.4 P4.1, P4.2, P4.3 P4.4, P4.5	<b>Composition and Appreciation</b> <i>Presentation of Core Composition with rationale and interview. Process diary including analysis Australian choreographer and one seminal work.</i>	Term 2 Week 7 2023			20	20
3	All outcomes	<b>Yearly Examination</b> <i>Major Composition (live or film) including rationale &amp; interview. Performance including analysis &amp; reflection. Written Core Appreciation Examination</i>	Term 3 Weeks 8-9 2023	10	20	10	40
<b>Total</b>				40	30	30	100

## Course outcomes

A student:

- P1.1 examines design theory/practice. 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 D and T activities on the individual, society and the environment through 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 identifies needs and opportunities
- P4.2 uses resources effectively and safely in the development and production of design solutions
- P4.3 evaluate 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
- 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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Knowledge and skills in the management, communication and production of projects	60
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1.1, P4.1, P4.2, P5.1, P6.2	Minor Project 1: Product	Term 1 Week 10 2023	10	20	<b>30</b>
2	P2.2, P3.1, P4.1, P4.3, P5.3	Minor Project 2: Environment	Term 2 Week 10 2023	10	30	<b>40</b>
3	P2.1, P5.2, P6.1	Yearly Examination	Term 3 Weeks 8-9 2023	20	10	<b>30</b>
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

# DRAMA

ATAR

## Course 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 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 performance 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

## Assessment Schedule

Component		Weighting %
A	Making	40
B	Performing	30
C	Critically studying	30
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	P1.1, P1.2, P1.3, P1.6, P1.7, P1.8 P2.1, P2.3, P2.4, P2.5, P2.6, P3.1	Group Performance	Term 1 Week 10 2023	30	10		<b>40</b>
2	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.2	Performance and Portfolio	Term 2 Week 9 2023	10	20	10	<b>40</b>
3	P1.3, P1.6, P2.4, P2.6 P3.1, P3.2, P3.3, P3.4	Theatre Style Study	Term 3 Weeks 8-9 2023			20	<b>20</b>
<b>Total</b>				<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Course Outcomes

A student:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EA11-2, EA11-4 EA11-5, EA11-9	Imaginative Response	Term 1 Week 9 2023	15	15	<b>30</b>
2	EA11-1, EA11-3 EA11-5, EA11-8	Multimodal Presentation	Term 2 Week 9 2023	15	15	<b>30</b>
3	EA11-3, EA11-5, EA11-6 EA11-7, EA11-9	Yearly Examination (Critical Study of Literature)	Term 3 Weeks 8-9 2023	20	20	<b>40</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>



### Course Outcomes

A student:

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of complex texts and of how and why they are valued	50
B	Skills in complex analysis, sustained composition and independent investigation	50
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EE11-2, EE11-3, EE11-6	Imaginative Response	Term 1 Week 10 2023	15	15	<b>30</b>
2	EE11-1, EE11-2, EE11-3 EE11-4, EE11-5	Multimodal Tutorial	Term 2 Weeks 10 2023	20	20	<b>40</b>
3	EE11-1, EE11-2, EE11-3 EE11-4, EE11-5	Yearly Examination	Term 3 Weeks 8-9 2023	15	15	<b>30</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EN11-4, EN11-5, EN11-6	Writing Folio – Common Module (Reading to Write)	Term 1 Week 9 2023	20	20	40
2	EN11-2, EN11-7, EN11-9	Multimodal Presentation Module A (Contemporary Possibilities)	Term 2 Week 9 2023	15	15	30
3	EN11-1, EN11-3, EN11-8	Yearly Examination Module B (Close Study of Text)	Term 3 Weeks 8-9 2023	15	15	30
Total				50	50	100

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in: comprehending texts; communicating ideas; using language accurately, appropriately and effectively	50
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ES11-1, ES11-4, ES11-10	Collection of Written Pieces (Mandatory Module – Achieving through English)	Term 1 Week 8 2023	20	20	<b>40</b>
2	ES11-1, ES11-2 ES11-6, ES11-9	Multimodal Presentation	Term 2 Week 7 2023	15	15	<b>30</b>
3	ES11-3, ES11-5 ES11-7, ES11-8	Collection of Classwork	Term 3 Weeks 8-9 2023	15	15	<b>30</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# EXPLORING EARLY CHILDHOOD

Non-  
ATAR

## Course 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 the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behavior 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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.1, 1.4 2.1, 5.1, 6.2	Research Task: Teenage Pregnancy	Term 1 Week 9 2023	15	15	<b>30</b>
2	1.3, 1.4, 6.1	Food Practical and Research Task	Term 2 Week 8 2023	20	20	<b>40</b>
3	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4 4.1, 4.2, 5.1, 6.1, 6.2	Yearly Examination	Term 3 Weeks 8-9 2023	15	15	<b>30</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# INVESTIGATING SCIENCE

ATAR

## Course Outcomes

A student:

### Skills:

- INS11-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11-5 analyses and evaluates primary and secondary data and information
- INS11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### Knowledge and Understanding:

- INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9 examines the use of inferences and generalisations in scientific investigations
- INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11 describes and assesses how scientific explanations, laws and theories have developed

## Assessment Schedule

Component		Weighting %
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	INS11-1, INS11-3, INS11-4 INS11-5, INS11-7, INS11-8	Research Task	Term 1 Week 6 2023	20	5	<b>25</b>
2	INS11-1, INS11-2, INS11-3 INS11-4, INS11-5, INS11-6 INS11-7, INS11-9	Depth Study	Term 2 Week 8 2023	30	10	<b>40</b>
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2023	10	25	<b>35</b>
<b>Total</b>				<b>60</b>	<b>40</b>	<b>100</b>

### Course Outcomes

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

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, issues and ideas in appropriate forms	20
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P1, P6, P8, P9	The Legal System: Topic Test	Term 1 Week 9 2023	20	5		5	<b>30</b>
2	P5, P6, P7, P8, P10	The Individual and the Law: Research Task	Term 2 Week 7 2023	5	5	20		<b>30</b>
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2023	15	10		15	<b>40</b>
<b>Total</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem-solving, reasoning and justification	50
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MA11-1, MA11-2 MA11-8, MA11-9	Functions and Graphing Assignment	Term 1 Week 7 2023	15	15	<b>30</b>
2	MA11-1, MA11-3, MA11-4 MA11-7, MA11-9	Open Book Task	Term 2 Week 10 2023	20	20	<b>40</b>
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2023	15	15	<b>30</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# MATHEMATICS STANDARD

ATAR

## Course Outcomes

A student:

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

Students studying Mathematics Standard need to be aware that in the HSC course, they will have an opportunity to study either the Mathematics Standard 1 or the Mathematics Standard 2 course. The Mathematics Standard 2 course is more rigorous than the Standard 1 course.

Towards the end of Term 3, 2023, the Head Teacher Mathematics will interview students whose performance indicates that Mathematics Standard 1 is more appropriate for their learning needs.

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MS11-2, MS11-5, MS11-6 MS11-9, MS11-10	Assignment Financial Maths	Term 1 Week 9 2023	15	15	30
2	MS11-3, MS11-4 MS11-9, MS11-10	Open Book Task	Term 2 Week 6 2023	15	15	30
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2023	20	20	40
Total				50	50	100



# MATHEMATICS EXTENSION 1

ATAR

## Course Outcomes

A student:

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solutions of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Mathematics Extension is a 1-unit course and final marks will be given out of 50.

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ME11-1, ME11-2 ME11-6, ME11-7	Functions Assignment	Term 1 Week 8 2023	15	15	30
2	ME11-1, ME11-2 ME11-3, ME11-7	Open Book Task	Term 2 Week 9 2023	15	15	30
3	ME11-1, ME11-2, ME11-3 ME11-4, ME11-5	Yearly Examination	Term 3 Weeks 8-9 2023	20	20	40
Total				50	50	100

# MODERN HISTORY

ATAR

## Course Outcomes

A student:

### Knowledge and Understanding:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

### Skills:

- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry	20
D	Communication of historical understanding in appropriate forms	20
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	MH11-3, MH11-4, MH11-6 MH11-7, MH11-9	Source Analysis	Term 1 Week 10 2023	10	5	10	5	<b>30</b>
2	MH11-2, MH11-5 MH11-6, MH11-7 MH11-8, MH11-9, MH11-10	Historical Investigation	Term 2 Week 7 2023	10	5	10	5	<b>30</b>
3	MH11-1 MH11-3, MH11-4 MH11-5, MH11-6, MH11-9	Yearly Examination	Term 3 Weeks 8-9 2023	20	10		10	<b>40</b>
<b>Total</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

# MUSIC 1

ATAR

## Course Outcomes

Through activities in performance, composition, musicology and aural, 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

## Assessment Schedule

Component		Weighting %
A	Performance	25
B	Composition	25
C	Musicology	25
D	Aural	25
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P2, P3, P5 P7, P8, P10, P11	Composition and Viva	Term 1 Week 9 2023		25	15		<b>40</b>
2	P1, P4, P6 P9, P10, P11	TV/ Film Performance and Listening Assessment	Term 2 Week 9 2023	15		10		<b>25</b>
3	P1, P4, P5 P9, P10, P11	Examination Performance & Aural	Term 3 Weeks 8-9 2023	10			25	<b>35</b>
<b>Total</b>				<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# NUMERACY

Non-  
ATAR

## Course Outcomes

A student:

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	N6-1.2, N6-1.3, N6-2.2, N6-3.1	Assignment: Numeracy in Personal and Community	Term 1 Week 9 2023	20	15	35
2	N6-1.1, N6-2.2, N6-2.3, N6-3.2	Assignment: Numeracy in the Workplace and Employment Contexts	Term 2 Week 10 2023	20	15	35
3	N6-1.1, N6-1.2, N6-2.1 N6-2.2, N6-3.1	Numeracy in Education and Training Contexts	Term 3 Week 9 2023	10	20	30
Total				50	50	100

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

## Course Outcomes

A student:

- P1 identifies and examines why people give different meanings to health
- P2 explains how a range of health behaviours effect 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 the 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 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

ATAR

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research, analysis and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P2, P3, P6, P15, P16	Core 1: Collaborative and Podcast	Term 2 Week 2 2023	10	20	30
2	P7, P8, P10, P11, P17	Core 2: Fitness Testing Analysis	Term 3 Week 1 2023	10	20	30
3	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10, P11, P12 P15, P16, P17	Yearly Examination	Term 3 Weeks 8-9 2023	20	20	40
			Total	40	60	100

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Non-  
ATAR

## Course Outcomes

A student:

### Designing and making:

- 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/ or digital images
- M4 generates images and ideas as representations/ simulations in the making of photographs and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital works
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or video and/or digital imaging

### Critical and Historical Studies:

- 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 accounts can be built to explain practices and interests in the field 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

## Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M2, M3, M4, M6 CH1, CH2	Introduction to Practical Task and Journal	Term 1 Week 10 2023	30	10	40
2	M1, M2, M3, M5, M6	Make Your Point Practical Task	Term 2 Week 8 2023	40		40
3	M6, CH1, CH3, CH4, CH5	Yearly Examination	Term 3 Weeks 8-9 2023		20	20
Total				70	30	100

## Course Outcomes

A student:

### Skills:

- CH11-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5 analyses and evaluates primary and secondary data and information
- CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### Knowledge and Understanding:

- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

## Assessment Schedule

Component		Weighting %
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	PH11-3, PH11-4, PH11-5 PH11-6, PH11-7, PH11-8	Research Task	Term 1 Week 10 2023	20	5	25
2	PH11-1, PH11-2, PH11-3, PH11-5 PH11-7, PH11-8, PH11-9	Depth Study	Term 2 Week 9 2023	30	10	40
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2023	10	25	35
Total				60	40	100

# SOCIETY AND CULTURE

ATAR

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	P1, P3, P6, P10	Content Analysis	Term 1 Week 7 2023	15	10	5	30
2	P1, P2, P5, P8, P10	Mini Personal Interest Project	Term 2 Week 8 2023	10	10	10	30
3	P1, P3, P4, P5, P7, P9, P10	Yearly Examination	Term 3 Weeks 8-9 2023	25	10	5	40
Total				50	30	20	100



## Course Outcomes

A student:

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of program language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Knowledge and skills in the management, communication and production of projects	50
		100

Task	Outcome	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1.3, P3.1, P6.1	Research Report	Term 1 Week 10 2023	20	10	30
2	P1.2, P4.1, P4.2, P2.3 P5.1, P6.2, P6.3	Software Project	Term 2 Week 10 2023	10	30	40
3	P1.1, P2.1, P2.2, P5.2	Yearly Examination	Term 3 Weeks 8-9 2023	20	10	30
Total				50	50	100

# SPORT, LIFESTYLE AND RECREATION

Non-  
ATAR

## Course Outcomes

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
- 1.7 explains the principles of skill development and training
- 2.1 analyses the fitness requirements of specific activities
- 2.2 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.3 describes how societal influences impact on the nature of sport in Australia
- 2.4 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.
- 4.1 accepts responsibility for personal and community health
- 4.2 willingly participates in regular physical activity
- 4.3 values the importance of an active lifestyle
- 4.4 values the features of a quality performance
- 4.5 strives to achieve quality in personal performance

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.2, 2.2, 3.2, 3.3	Fitness Components	Term 1 Week 9 2023	15	15	30
2	1.3, 2.5, 3.6, 4.2, 4.4	First Aid, Sports Injuries and High Injury Sports	Term 2 Week 9 2023	15	15	30
3	1.1, 1.3, 2.1, 3.2, 4.2	Coaching and Practical Application	Term 3 Week 6 2023	20	20	40
Total				50	50	100

# TEXTILES AND DESIGN

ATAR

## Course Outcomes

A student:

- P1.1 describes the elements and principles of design and uses them in a variety of applications
- P1.2 identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1 demonstrates the use of a variety of communication skills, including computer-based technology.
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P2.3 manages the design and manufacture of textile projects
- P3.1 identifies properties of a variety of fabrics, yarns and fibres
- P3.2 justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.1 examines the status of the ATCFA within the global context
- P5.2 investigates the range of careers in design, consumerism, manufacturing and retail sectors of the ATCFA
- P6.1 identifies and appreciates the factors that contribute to the quality & value of textiles in society

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Knowledge and skills in the management, communication and production of projects	50
		100

Task	Outcome	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1.1, P1.2, P2.2	Resource Folder and Portfolio	Term 1 Week 7 2023	20	10	30
2	P2.2, P2.3, P3.1, P3.2, P4.1	Preliminary Textiles Project & Portfolio	Term 2 Week 10 2023	10	30	40
3	P1.1, P1.2, P3.1, P3.2 P5.1, P5.2, P6.1	Yearly Examination	Term 3 Weeks 8-9 2023	20	10	30
Total				50	50	100

## Course Outcomes

A student:

### Artmaking:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in art making
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions

### Art Criticism and Art History:

- 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

## Assessment Schedule:

Component		Weighting %
A	Art making	50
B	Art criticism and art history	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1, P4, P6	Portfolio of Experimental Works	Term 2 Week 2 2023	25		25
2	P2, P3, P5, P6, P7, P8, P9	Submitted Artworks & Annotated Account	Term 3 Week 4 2023	25	20	45
3	P7, P8, P9, P10	Yearly Examination	Term 3 Weeks 8-9 2023		30	30
Total				50	50	100

## Course Outcomes

A student:

### Designing and making:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, and 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 Work Health and Safety in the making of a range of works

### Critical and Historical Studies:

- 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 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

## Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and art history	30
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	DM1, DM2, DM6	Stop Motion Practical Task	Term 2 Week 1 2023	40		<b>40</b>
2	DM3, DM4, DM5	Commercial Art Practical Task	Term 3 Week 2 2023	30		<b>30</b>
3	CH1, CH2, CH3, CH4	Yearly Examination	Term 3 Weeks 8-9 2023		30	<b>30</b>
<b>Total</b>				<b>70</b>	<b>30</b>	<b>100</b>

## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

All students successfully completing a VET Course will be eligible for one or all of the following credentials:

1. An HSC
2. Australian Qualifications Framework (AQF) Certificate I, II or III

Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) need to sit the external examination. VET courses are categorised as Category B courses and only 1 Category B course to the value of 2 units may be included in the calculation for the ATAR, excluding Sport Coaching, a Board Endorsed course which counts towards the HSC but does not contribute towards an ATAR. It is important to note that if a student also undertakes English Studies, a Category B course, this takes precedence in its contribution to an ATAR.

Course	Category	ATAR eligibility
Business Services	Category B Course	Yes
Construction	Category B Course	Yes
Entertainment Industry	Category B Course	Yes
Hospitality (Food & Beverage)	Category B Course	Yes
Retail Services	Category B Course	Yes
Sport Coaching	Board Endorsed Course (BEC)	No

### Demonstration of Competency

The assessment components in VET courses are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

A record of the units and elements of competence achieved will be kept in a separate competency log for each student, as well as in a data base retained by the teacher.

Evidence of competence will be gathered on an ongoing basis through specific tasks and events, such as projects, assignments, written and practical tests. **There are no marks awarded in competency-based assessments.**

To be satisfactory in these courses students must:

- Show diligence and sustained effort in achieving competencies by attempting all competency-based assessment, participating actively in all class activities and attending on a regular basis.
- Attend mandatory work placement for assessment of work site competencies.

### Examinations

Yearly Examinations will occur in **Term 3 Weeks 8 and 9**. These do not form part of the RTO assessment requirements.

The HSC Examination is independent of competency-based assessment requirements for AQF Certification for the purpose of an Australian Tertiary Admissions Ranking (ATAR). The completion of internal examinations will be used to determine an exam estimate should one be required in cases of illness and misadventure during the HSC exam. These exams will also be used as sources of evidence of competence in some units, and therefore will contribute to the competency-based assessment program.

### Work Placement

Work Placement is a mandatory requirement for every VET course. Failure to complete Work Placement in either the Year 11 and Year 12 will render the student ineligible for the award of the credential. If a student exits the course at the end of Year 11, they **MUST** have completed a minimum of 35 hours work placement to satisfy NESA requirements.

# **ULTIMO RTO 90072**

## **VET COURSE ASSESSMENT SCHEDULES**

**Preliminary 2023 – HSC 2024**

Business Services

Construction

Entertainment Industry

Hospitality (Food & Beverage)

Retail Services

Sport Coaching

## BUSINESS SERVICES

Qualification: BSB30120 Certificate III in Business

Cohort 2023 - 2024

Training Package BSB Business Services Training Package (version 8)

ATAR  
Cat B

### Campbelltown Performing Arts High School

Assessment Schedule Year 11 – 2023		Cluster 1	Cluster 2	Cluster 3	Yearly Exam (Optional)
		Let's get tech savvy	Organising business safety	Working in industry	
Assessment due		Week: 7 Term: 1	Week: 6 Term: 2	Week: 6 Term: 3	Weeks: 8-9 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
BSBTEC201	Use business software applications	X			
BSBTEC202	Use digital technologies to communicate in the work environment	X			
BSBWHS311	Assist with maintaining workplace safety		X		
BSBINS302	Organise workplace information		X		
BSBXCM301	Engage in workplace communication			X	
BSBOPS201	Work effectively in business environments			X	

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate III in Business BSB30120** or a **Statement of Attainment towards Certificate III in Business BSB30120**.

**Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated.



# CONSTRUCTION

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)

Cohort 2023 - 2024

Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

**Campbelltown Performing Arts High School**

ATAR  
Cat B

Assessment Schedule Year 11 – 2023		Task 1	Task 2	Task 3	Task 4	Yearly Exam**
		Week 10	Week 10	Week 10	Week 10	Weeks 8-9
		Term 1	Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency					
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations			X		
CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

# ENTERTAINMENT INDUSTRY

Qualification: CUA30420 Certificate III in Live Production and Technical Services

Cohort 2023 - 2024

Training Package CUA Creative Arts and Culture Training Package (Release 5.1)

ATAR  
Cat B

Campbelltown Performing Arts High School

Assessment Schedule Year 11 – 2023 Certificate III in Live Production and Technical Services CUA30420		Task 1	Task 2	Task 3	Task 7
		White Card	Safe and Sound	Bump in the Light	First Aid (optional)
		Week: 6 Term: 2	Week: 9 Term: 2	Week: 9 Term: 2	N/A
Code	Unit of Competency				
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL			
CUASOU331	Undertake live audio operations		X		
CUAWHS312	Apply work health and safety practices		X		
CUALGT311	Operate basic lighting			X	
CUASTA212	Assist with bump in and bump out of shows			X	

Yearly Examination
50% (Optional)
Weeks: 8-9 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Live Production and Services CUA30420 or a Statement of Attainment towards Certificate III in Live Production and Services CUA30420.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated.

# HOSPITALITY (FOOD & BEVERAGE)

Qualification: SIT20322 Certificate II in Hospitality  
Cohort 2023 – 2024 RTO: Department of Education 90072  
Training Package SIT Tourism, Travel and Hospitality (version2.1)

ATAR  
Cat B

## Campbelltown Performing Arts High School

<b>Assessment Schedule Year 11 – 2023</b> Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Preliminary Yearly Exam** (Optional)
		Week 10	Weeks 8-9
		Term 2	Term 3
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	x	
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards SIT20322 Certificate II in Hospitality.

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

\* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

# RETAIL

The Retail Assessment Schedule will be confirmed by the RTO and distributed to students by the class teacher.

PUBLIC SCHOOLS NSW ULTIMO RTO 90072 RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2023 - HSC 2024 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4) Training Package: Retail Services (Release 7.0)							ATAR Cat B	NESA course code 2 U X 2 YR - 26911 HSC Exam: 26999 LMBR UI Code: (11 OR 12) SIR30216126911B
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	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years	
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	<b>Cluster A: Safety and Spotless</b> Written task, online quiz, practical and teacher observation		
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	<b>Cluster B: Working in the industry</b> Research, self/peer assessment, simulation, presentation	35 hrs Work placement	
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	<b>Cluster C: Customer Service</b> Teacher observation, written task, portfolio of evidence	50% Preliminary Exam	
Term 4-5	7 HSC UOCs							
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	<b>Cluster D: Sales &amp; Security</b> Questioning, scenario, role play	35 hrs Work placement	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	<b>Cluster E: Retail General Selling</b> Scenario, direct observation of practical work, written questioning	50% Trial HSC Exam	
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	<b>Cluster F: Stock Control</b> Written questioning, scenario, direct observation of practical work		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.		



## SPORT COACHING

Qualification: SIS30521 Certificate III in Sport Coaching  
Cohort 2023 - 2024 Training Package SIS Sport, Fitness and Recreation (version 5)  
Assessment Schedule Preliminary

Non-  
ATAR

### Campbelltown Performing Arts High School

Assessment Schedule Year 11 – 2023  SIS30521 Certificate III in Sport Coaching  Assessment Due:		Task 1	Task 2	Task
		Tournament Time	The Community Coach	First Aid
		Week: 3 Term: 2	Week: 7 Term: 3	To be confirmed
<b>Code</b>	<b>Unit of Competency</b>			
HLTWH001	Participate in workplace health and safety	X		
SISXIND006	Conduct sport, fitness or recreation events	X		
SISSCO002	Work in a community coaching role		X	
SISSCO005	Continuously improve coaching skills and knowledge		X	
HLTAID011	Provide First Aid Delivered by an external RTO – Credit transfer outcome on Schools Online			Credit Transfer (outsourced)

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30521 Certificate III in Sport Coaching.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated.



## PERSONAL ASSESSMENT CALENDAR

TERM 1 2023	
Week	Course/Task
<b>1</b> 30/1-3/2	
<b>2</b> 6/2-10/2	
<b>3</b> 13/2-17/2	
<b>4</b> 20/2-24/2	
<b>5</b> 27/2-3/3	
<b>6</b> 6/3-10/3	
<b>7</b> 13/3-17/3	
<b>8</b> 20/3-24/3	
<b>9</b> 27/3-31/3	
<b>10</b> 3/4—7/4	

TERM 2 2023	
Week	Course/Task
<b>1</b> 24/4-28/4	
<b>2</b> 1/5-5/5	
<b>3</b> 8/5-12/5	
<b>4</b> 15/5-19/5	
<b>5</b> 22/5-26/5	
<b>6</b> 29/5-2/6	
<b>7</b> 5/6-9/6	
<b>8</b> 12/6-16/6	
<b>9</b> 19/6-23/6	
<b>10</b> 26/6-30/6	

TERM 3 2023	
Week	Course/Task
<b>1</b> 17/7-21/7	
<b>2</b> 24/7-28/7	
<b>3</b> 31/7-4/8	
<b>4</b> 7/8-11/8	
<b>5</b> 14/8-18/8	
<b>6</b> 21/8-25/8	
<b>7</b> 28/8-1/9	
<b>8</b> 4/9-8/9	
<b>9</b> 11/9-15/9	
<b>10</b> 18/9-22/9	





## TEMPLATE FOR COMPLETING ASSESSMENTS

Things you need to **KNOW** to complete this task:

<b>Content</b>	
<b>Skills (verbs)</b>	

Things you need to **DO** to complete this task:

<b>Step</b>	<b>Things I will do</b>	<b>What I will see as a result</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		

**My Assessment Task Planner:**

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Day 6</b>	<b>Day 7</b>
<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>	<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b>	<b>Day 14</b>



## GLOSSARY OF KEY WORDS

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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 relationships 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 (for example 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



90 Beverley Road CAMPBELLTOWN NSW 2560

(02) 4625 1403

W: <https://campbellto-h.schools.nsw.gov.au>

E: [campbellto-h.school@det.nsw.edu.au](mailto:campbellto-h.school@det.nsw.edu.au)