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## Appendix

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VET = Vocational Education & Training

**Note: The following courses are not being run in 2015:**
Chinese Continuers, Earth & Environmental Science, English Fundamentals, Information Technology (VET), Korean Background Speakers, Senior Science, Visual Design.
1) GENERAL INFORMATION

Introduction

Student assessment provides evidence for making judgement about student achievement. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.

The student must also complete all course work to a satisfactory standard in order to meet the requirements of the Preliminary course.

Your Year Advisers and the Careers Adviser are available to assist you if you have any concerns or problems regarding the Preliminary Course or whether your pattern of study best suits the career path you wish to take.

It is most important to keep your Year Advisers up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies. If you are going to be absent for any period of time, seek approval from the Principal first. Extended leave for Year 11 students is unlikely to be approved by the Principal.

Mia Kumar
Principal

Janina Longman
Deputy Principal

Rosemary Sandow
Year Adviser

DISABILITIES PROVISIONS

If your daughter has a diagnosed medical condition such as a mental health issue or diagnosed learning difficulty she may be eligible for Disabilities Provisions. Disabilities Provisions must be applied for and approved by the Board of Studies for the School Certificate and Higher School Certificate examinations. They may also apply for school based assessment tasks. Disabilities Provisions may include extra time to write, extra time to rest and separate supervision. Should your daughter be eligible please contact the school counsellor, Marja Boddeus on 97473355

BOARD OF STUDIES REQUIREMENTS
FOR THE AWARD OF A 2015 PRELIMINARY CERTIFICATE

Students should refer to:

- Requirements of the Education Act 1990 (Attachment 1) (see page 4) and Pattern of Study Requirements Checklist for the 2015 Higher School Certificate (Attachment 2) (see page 5).
REQUIREMENTS OF THE EDUCATION ACT 1990
IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE

Section 95 - Higher School Certificate

(1) Higher School Certificates are to be granted by the Board to students:

(a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Board considers satisfactory, and

(b) who:

(i) have attended a government school, or
(ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
(iii) have attended a school outside New South Wales recognised by the Board or a TAFE establishment, and

(c) who have participated, to the Board’s satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and

(d) who have been accepted by the Board as having satisfactorily completed those courses of study, and

(e) who have, to the Board’s satisfaction, undertaken the requisite examinations or other forms of assessment, and

(f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Board.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Board may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Board, be justified.

Section 12 - Curriculum for Higher School Certificate candidates

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

(a) courses of study of a general description determined by the Minister on the recommendation of the Board are to be provided for each student in each Year,

(b) those courses of study are to include a course of study in English,

(c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Board,

(d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Board and approved by the Minister.

These requirements are articulated in Attachment 2.
# PATTERN OF STUDY REQUIREMENTS CHECKLIST

**FOR THE 2015 HIGHER SCHOOL CERTIFICATE**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Do your students who complete the Higher School Certificate in 2015 meet the following pattern of study requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 12 units of Preliminary courses and 10 units of HSC courses</td>
<td></td>
</tr>
<tr>
<td>At least 2 units of a Board Developed Course in English – at both Preliminary and HSC level</td>
<td></td>
</tr>
<tr>
<td>At least 4 subjects – at both Preliminary and HSC level</td>
<td></td>
</tr>
<tr>
<td>At least 6 units of Board Developed Courses – at both Preliminary and HSC level</td>
<td></td>
</tr>
<tr>
<td>At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level</td>
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</tr>
<tr>
<td>A maximum of 6 Preliminary units and 6 HSC units from courses in Science [Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p.88]</td>
<td></td>
</tr>
<tr>
<td>In the Preliminary study pattern, Senior Science cannot be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Preliminary course in at least one Science course [Ref: ACE Manual, Dec. 2005, Section 8.3.1.4, p.88]</td>
<td></td>
</tr>
<tr>
<td>Met eligibility requirements for the English (ESL) course [Ref: ACE Manual, Dec. 2005, Section 8.2.2.1, p.84]</td>
<td></td>
</tr>
<tr>
<td>Met eligibility requirements for Continuers courses in languages where there are Background Speakers courses [Ref: ACE Manual, Dec. 2005, Section 8.2.2.2, p.84-86]</td>
<td></td>
</tr>
<tr>
<td>Met eligibility requirements for Beginners courses in languages [Ref: ACE Manual, Dec 2005, Section 8.2.2.3, p.86]</td>
<td></td>
</tr>
<tr>
<td>All students undertaking Preliminary or HSC courses in 2015, except students undertaking only Stage 6 Life Skills courses, are required to complete the HSC: All My Own Work program (or equivalent) prior to the school’s submission of students’ 2015 Preliminary and HSC course entries. (Students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses must also meet this requirement. Completion of the HSC: All My Own Work program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the HSC: All My Own Work program for students with special education needs as necessary.)</td>
<td></td>
</tr>
<tr>
<td>Board Endorsed Courses have current endorsement</td>
<td></td>
</tr>
<tr>
<td>Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE Delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE Manual, Dec. 2005, Section 8.3, p.87-90, PLUS also check your school BEC decision letters or check for BEC decisions via Schools Online.] VET course exclusions are available on the Board of Studies website under Vocational Education.</td>
<td></td>
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</tbody>
</table>

**REMINDERS**

Students seeking an ATAR (Australian Tertiary Admission Rank) in 2015 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the Board of Studies, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses. Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses, do not satisfy requirements for the ATAR.

Schools should note that additional Departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for Higher School Certificate credentialling as determined by the Board of Studies as the statutory Higher School Certificate credentialling authority.

Schools will need to ensure that Board requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE Manual, Dec. 2005, Section 8 for details].

Students with special education needs can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student’s transition from school to adult life [please refer to the ACE Manual, Dec. 2005 Section 7, p.73-77].
NSW Record of School Achievement (RoSA)

The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education in NSW.

In all subjects, grades will be awarded based on students’ achievements across a range of assessment tasks linked to performance descriptors that best describe each student’s achievement of the course outcomes.

The RoSA is available to all students who leave school and who have satisfied the eligibility requirements. Students who receive their HSC will also receive a RoSA. Eligible students who leave before completing their HSC will receive the formal credential at this time.

All students have access to a record of their grades through Students Online.

Burwood Girls High School will continue to use a wide variety of assessment strategies to provide students with opportunities to meet course outcomes. To allow teachers to make consistent judgements using the performance descriptors, the following assessment rules and guidelines have been set. These ensure all students the opportunity to maximise their efforts and be able to achieve their personal best on an equal playing field.

1. General Information

Preliminary assessment in Year 11 gives credit for consistent performance. Burwood Girls High School has developed a program that covers Board requirements, with complete fairness to students, and balance between courses. Students are required to be diligent and complete all tasks presented to them.

This assessment process will begin Term 1 of 2015 and will finish with the yearly exams at the end of Term 3 2015.

Not every piece of work completed will be part of the “assessment” mark, some work is set to practise skills so that the students can see how well they understand the topic. All set work should be regarded as an essential course requirement, even when it is not included as an assessment task. Students will automatically fail a course if they do not make a satisfactory attempt to complete assessable tasks with a weighting of over 50%.

Attendance at all timetabled lessons is an important step to fulfilling course requirements. The Principal may decide that a student’s attendance has made it impossible for course outcomes to be achieved. The Board of Studies suggests that absences greater than 15% make it difficult to satisfactorily complete a course.

Students may also be deemed not to have satisfactorily completed a course if there is sufficient evidence of:
   a) failure to complete experiences specified in the syllabus, eg fieldwork, oral presentations, assignments, practical work, participation in class;
   b) non-serious or trivial preparation for exams.
2. Notification of Assessment Results

Students are provided with information on their performance in each task (mark and / or rank).

3. Student Responsibilities

- YOU ARE RESPONSIBLE FOR YOUR OWN ASSESSMENT in a number of ways. If you act irresponsibly you may end up with a ZERO MARK (0).

- YOU MUST BE FAMILIAR with the assessment policies set out in this book for each subject you take.

- It is YOUR RESPONSIBILITY to:

  (a) ATTEND SCHOOL, be AWARE OF DUE DATES for assessment tasks and complete tasks ON TIME. If you are absent for any number of days you must check with your teachers to see if any assessment tasks have been set on the FIRST DAY of your return to school.

  (b) BE ON TIME to assessment tasks: you will NOT be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principals or the Principal must verify that you have a LEGITIMATE reason for being later and give you a note to that effect.

  (c) BE PRESENT to do all in-school assessment tasks. This means being PRESENT DAYS BEFORE AND ALL DAY that a task is due or that a task is set as an exam. IT IS NOT PERMITTED TO TAKE DAYS OFF FROM SCHOOL IN ORDER TO COMPLETE AN ASSESSMENT TASK OR STUDY FOR A TEST. If you miss lessons prior to Assessment Tasks you will be asked to explain your absence in writing and to accompany this with a medical certificate or other appropriate documentation (see “What happens if you miss a task?” on page 9). If you are absent you risk receiving a ZERO MARK for the task.

  (d) HAND IN any homework assessment task on time.

      YOU MUST NOT under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Therefore any work not personally handed to the class teacher or a person nominated by the class teacher will be dealt with in the same manner as for failure to complete a task and a ZERO MARK will be awarded accordingly. Friends are NOT to hand in your task.

      If absent on the day a task is due, it is the student's responsibility to contact the teacher or Head Teacher of the faculty (9747 3355) ON THE FIRST DAY OF ABSENCE.

  (e) BRING A MEDICAL CERTIFICATE or other documentation justifying your absence to your teacher (and a copy to the front office) on your FIRST DAY BACK at school if you are absent for an assessment test or are absent on the day a task is due. Back-dated medical certificates are not acceptable. These doctors' certificates must state a detailed reason for inability to attend and/or complete the task. Students who habitually present doctors' certificates for assessment tasks will be deemed to be non-serious students unless the school is aware of a prior medical condition. On return to school submit "Illness, Accident or Misadventure Application" form (see Appendix) to the subject teacher with medical certificate, which will be referred to the Assessment Committee.
(f) NOTIFY your teacher of any assessment problems in advance, if possible. If you are ill on the day of an assessment task or have suffered a misadventure immediately prior to the day of an assessment task, you must inform the teacher on the day of the task before the task begins. Illness/misadventure forms must be submitted to the teacher, supported by a doctor’s certificate, within 48 hours.

(g) If you are a student with a known illness that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension only at the time of the issuing of the task.

(h) CHECK THE MARKING of each task when it is returned to you.

(i) CHECK YOUR ASSESSMENT RANK when it is given to you from time to time.

(j) REFER to the Board of Studies website for current course information, including course outcomes, [www.boardofstudies.nsw.edu.au/syllabus_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)

Some prolonged absences, eg a holiday overseas, cannot be taken into account and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

4. Assessment Task Procedures

- You will be given at least 2 weeks notice in writing of any assessment task. All the class will be asked to sign a “record of issue/collection of task” form stating the date and time of day the task is due. It is up to you to abide by the guidelines set out in this assessment booklet.

- Assessment tasks must be submitted on the due date. A zero mark will be awarded for work submitted late, unless a doctor’s certificate or exceptional circumstances deemed acceptable by the Head Teacher are supplied (in writing). These doctors’ certificates must state a detailed reason for inability to attend and/or complete the task.

- It is your responsibility to see your teacher as soon as practicable on the morning of your return to school to hand in the task or to arrange to complete a missed in-class task. The teacher and Head Teacher of the course will decide what sort of task will need to be submitted, eg an alternative task or the original task.

- The deputy principal in exceptional circumstances may authorise an estimate to be given for a missed task.

- You will be awarded a zero mark for an assessment task/examination if you have cheated, submitted a non-serious attempt, plagiarised or committed any other form of malpractice.

- If you are completing compulsory work placement you will not be disadvantaged. If there is sufficient time prior to commencing work placement the task can be submitted early or handed in by another person on the due date. It is your responsibility to notify your teacher and Head Teacher once you are aware that you will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the “record of issue/collection” form.

- If you are involved in knockout sport you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher PDHPE. You may be given the option of completing the task prior to competing in the knockout game or, if it is a
research task, you need to arrange for it to be handed in to your teacher on the required day.

- If you choose to prepare and produce work with the use of computer technology it is your responsibility to ensure a hard copy is made well in advance of the due date. Computer and associated technology malfunction, even theft, without evidence of “work in progress” is **not a reason for late submission.**

- If you believe a task has been incorrectly marked you should discuss the matter with the class teacher concerned as soon as you receive the task back within 24 hours. Dissent about a mark which a teacher has determined is **NOT** grounds for appeal.

- If you believe you have been unfairly treated in being awarded a zero mark for an assessment task you may seek clarification from the Head Teacher of the course or go through the appeals process on page 10.

5. **Unsatisfactory Completion of Course**

- If you fail to satisfy minimum course requirements you will be awarded an ‘N’ determination. You must complete at least 12 preliminary units before being able to progress to the HSC.

- **What should ‘N’ Award letters be written for?**
  
  (a) **Failure to submit assessable tasks.** Assessable tasks are those in the assessment booklet.
  
  (b) **Lack of diligence.** This is when a student has failed to complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned – a genuine attempt must be made of all tasks.
  
  (c) **Not completing the prescribed course.** This is most obvious when the student has poor attendance and misses a large amount of lessons. When student’s absences exceed 15% they may be considered as not adequately completing the course.

6. **What Happens If You Miss A Task?**

IT IS VERY IMPORTANT that you be in attendance when assessment tasks are scheduled. Failure to complete a task without adequate reason will result in a ZERO MARK being awarded for the task.

UNAVOIDABLE ABSENCES caused by illness or misadventure must be explained IN WRITING and accompanied by a MEDICAL CERTIFICATE or other APPROPRIATE DOCUMENTATION. This documentation must be submitted on the **FIRST DAY** of return to school to the Head Teacher or teacher in charge of the task. Copies of all medical certificates will be given to the deputy principal. Copies of documentation of absence to be also handed to the front office. You must also contact the teacher or Head Teacher of the faculty on the first day of the absence (9747 3355).

- **Medical certificates/other documentation MUST be issued by a qualified medical practitioner, preferably your family doctor or specialist.**
  
  b) The certificate/document should clearly state the nature of the condition/circumstance and how this might be expected to affect your performance. Doctors’ certificates must state a detailed reason for inability to attend and/or complete the task.

- c) The certificate/document should also cover the **ENTIRE PERIOD OF YOUR ABSENCE.** For example, if you are absent on the day of the task, the day before and the day after as well, your certificate/document must cover all three days.
d) The school reserves the right to check all certificates/documentation submitted and will on occasion make contact with the doctor/s concerned. Copies of all medical certificates will be given to the deputy principal.

7. Cheating or Malpractice

All assessment tasks must be:

a) YOUR OWN ORIGINAL WORK. You cannot submit a task which is the same as another student's task. You may work on a task with a friend, relative, etc but the final copy must be in your own words, ie it must be YOUR OWN INTERPRETATION of the task. Failure to comply with this will lead to the award of a ZERO MARK.

b) Completed in the current assessment period. You may not hand in a task or part of a task completed for another assignment in this or previous years. Students found to have committed this form of malpractice will be awarded a ZERO MARK.

In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice then a ZERO MARK will be given for the task.

The Head Teacher in consultation with the class teacher will establish that malpractice has occurred. Parents/guardians will be advised in writing.

8. Reviews and Appeals

Any complaints about assessment procedure should be made in the first place to the classroom teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's review panel.

The request for review must be made within three days of the issue of assessment ranks.

The way marks were awarded by the teacher for assessment tasks will not be subject to review.

The school review panel will consist of the Principal or Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to the Board.

9. Information and Advice

Advice on assessment is available from:
- The Deputy Principal in charge of Year 11
- The Head Teacher, Secondary Studies
- The Head Teacher of the Faculty concerned
- The Careers Adviser
- The Year Adviser

Information is located:
- Board documents – with the Principal or Assessment Co-ordinator
- Board of Studies website – www.boardofstudies.nsw.edu.au
- School Assessment Policy
- Preliminary Assessment Policy and Procedures – spare copies with the Year Adviser, and Deputy Principal
- Faculty Assessment Program – with the Faculty concerned; copy with the Principal
ASSESSMENT TASK FLOW CHART

Task given in writing at least 2 weeks before due date.

<table>
<thead>
<tr>
<th>Task submitted and completed (serious attempt).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark awarded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task not submitted, non-serious attempt or task is late.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor's certificate presented the first day you return to school – do not wait for next lesson.</td>
</tr>
<tr>
<td>The task (or alternative task) will be done on a date determined by teacher and Head Teacher – this could be on the same day you return.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No doctor’s certificate or incomplete documentation/medical certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero mark awarded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zero mark awarded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 'N' Award warning letter sent home – teacher/HT interview student – 2 weeks to complete task.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task submitted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task not submitted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task not submitted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second 'N' Award warning letter sent home – DP/HT interview student and parents. Warns that student will fail unless task is completed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second 'N' Award warning letter sent home – DP/HT interview student and parents. Warns that student will fail unless task is completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student again fails to submit task.</td>
</tr>
<tr>
<td>‘N’ Award given.</td>
</tr>
</tbody>
</table>
GLOSSARY OF KEY WORDS

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

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

Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse | Identify components and the relationship between them; draw out and relate implications
Apply | Use, utilise, employ in a particular situation
Appreciate | Make a judgement about the value of
Assess | Make a judgement of value, quality, outcomes, results or size
Calculate | Ascertain/determine from given facts, figures or information
Clarify | Make clear or plain
Classify | Arrange or include in classes/categories
Compare | Show how things are similar or different
Construct | Make; build; put together items or arguments
Contrast | Show how things are different or opposite
Critically (analyse/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
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
To be completed by student, and handed to Teacher for Head Teacher.

STUDENT’S NAME: ____________________________________________________________

SUBJECT: ____________________________________________________________________

TEACHER’S NAME: ___________________________________________ CLASS: _______

NATURE OF ASSESSMENT: ___________________________________________________
(State whether Examination, Topic or Unit Test, Assignment, Research Activity, Practical
Exercise, Practical Test, Field Work, Other.)

DATE TASK DUE: ____________________________________________________________

DATE THAT THE TASK WILL BE COMPLETED: _________________________________

NATURE OF ABSENCE: ______________________________________________________
(State sufficient details to support your case for consideration to sit for task or substitute
task or to gain an extension.)
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

MEDICAL CERTIFICATE FROM: ______________________________ (Name of doctor)

OR NATURE OF OTHER VERIFICATION (eg. funeral notice from newspaper etc.)
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

STUDENT’S SIGNATURE: ______________________ DATE: ______________

TEACHER’S COMMENT: 
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

ASSESSMENT COMMITTEE’S RECOMMENDATION:
_________________________________________________________________________
_________________________________________________________________________

PRINCIPAL’S SIGNATURE: ______________________ DATE: ______________
Dear ..............................................................,

Re: OFFICIAL WARNING – Non-completion of a Preliminary Course.

I am writing to advise that your daughter ........................................ is in danger of not meeting the Course Completion Criteria for the Preliminary course .................................................................

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the .......... official warning we have issued concerning .................................................................

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

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ (non-completion of course) determination. An ‘N’ determination will mean that the course will not be listed on the student's Record of Achievement.

It may also mean that the student is unable to proceed to the HSC course as she has not satisfactorily completed the Preliminary Course.

To date, ......................................................... has not satisfactorily met ......... of the Course Completion Criteria*.

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

<table>
<thead>
<tr>
<th>Task Name/ Course Requirement/ Course Outcome</th>
<th>Date Task Initially Due (if applicable)</th>
<th>Action Required by Student</th>
<th>Date to be Completed By (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

*Course Completion Criteria

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

a) followed the course developed or endorsed by the Board; and
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) achieved some or all of the course outcomes.
Comments:

Please discuss this matter with ………………………………………… and contact the school if further information or clarification is needed.

Yours sincerely,

……………………………………………

Class Teacher / Head Teacher

……………………………………………

Principal

Date …………………

Please detach this section and return to school

Requirements for the satisfactory completion of a Preliminary Course

- I have received the letter dated ………………………… indicating that ……………………………………………
  is in danger of not having satisfactorily completed ………………………………………………………………………

- I am aware that this course may not appear on her Record of Achievement.

- I am also aware that the ‘N’ determination may make her ineligible to proceed to the Higher School Certificate.

- I am also aware that the ‘N’ determination may make her ineligible for the award of the Higher School Certificate.

Parent/Guardian’s signature: ………………………………………………… Date: …………………

Student’s signature: …………………………………………………………… Date: …………………
## 2) SUBJECT INFORMATION

### ANCIENT HISTORY

#### PRELIMINARY COURSE 2015

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the Past</td>
<td>The Iceman</td>
<td>Historical Investigation Part 1</td>
<td>Egypt</td>
<td>Historical Investigation Part 2</td>
<td>Preliminary Examination</td>
<td></td>
</tr>
<tr>
<td>Source analysis</td>
<td>Research Proposal for Task 4</td>
<td>Source analysis</td>
<td>Oral: Personality Essay:</td>
<td>Gladiators and the Colosseum and Deir el Medina</td>
<td></td>
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</tr>
<tr>
<td>Term 1 Week 10</td>
<td>Term 2 Week 1</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 1</td>
<td>Term 3 Week 8,9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1.1, P3.1, P3.2, P4.1</td>
<td>P1.1, P3.1</td>
<td>P2.1, P3.2, P3.3, P3.4</td>
<td>P2.1, P3.5, P3.6, P4.2,</td>
<td>P3.3, P3.4, P3.5, P4.2,</td>
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</tr>
</tbody>
</table>

| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Source-based skills                     | 10 | 5  | 5  | 20 |
| Historical inquiry and research         | 5  | 5  | 10 | 20 |
| Communication of historical understanding in appropriate forms | 10 | 10 | 20 |

| Weighting | 20 | 5  | 20 | 20 | 35 | 100 |
# BIOLOGY

## PRELIMINARY COURSE 2015

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<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practical and Theory Test</td>
<td>Practical and Theory Test</td>
<td>Secondary Sources Investigation</td>
<td>Preliminary Examination</td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>Week 9</td>
<td>Term 2</td>
<td>Week 6</td>
<td>Term 3</td>
<td>Week 4</td>
</tr>
<tr>
<td></td>
<td>P6, P11, P12, P13, P14, P15</td>
<td>P9, P10, P11, P12, P13, P14, P15</td>
<td>P7, P8, P12, P13, P14</td>
<td>P2-P4, P6-P10, P13</td>
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<tr>
<td>Knowledge and understanding of</td>
<td></td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>40</td>
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<tr>
<td>- The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology</td>
<td></td>
<td></td>
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<tr>
<td>- Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</td>
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<tr>
<td>Skills in:</td>
<td></td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>- Planning and conducting first-hand investigations</td>
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<td></td>
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<tr>
<td>- Gathering and processing first-hand data</td>
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<tr>
<td>- Gathering and processing relevant information from secondary sources.</td>
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<tr>
<td>Skills in:</td>
<td></td>
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<td>10</td>
<td>30</td>
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<tr>
<td>- Communicating information and understanding</td>
<td></td>
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<tr>
<td>- Developing scientific thinking and problem-solving techniques</td>
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<td></td>
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<tr>
<td>- Working individually and in teams</td>
<td></td>
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<tr>
<td>Weighting</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>40</td>
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</table>
# BUSINESS STUDIES

## PRELIMINARY COURSE 2015

<table>
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<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Week 8</td>
<td>Stage 1: Term 2 Week 4 Stage 2: Term 2 Week 9 Stage 3: Term 3 Week 4</td>
<td>Term 3 Week 6</td>
<td>Term 3 Week 8,9</td>
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<td></td>
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<tr>
<td>P1, P2, P6, P7, P8, P9</td>
<td>P1, P3, P4, P6, P7, P8, P9, P10</td>
<td>P1, P3, P4, P6, P7, P8, P9, P10</td>
<td>All (potentially)</td>
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<td>Knowledge and Understanding of Course Content</td>
<td>10</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Stimulus-based Skills</td>
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<td></td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Inquiry and Research</td>
<td>5</td>
<td>15</td>
<td></td>
<td></td>
<td>20</td>
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<tr>
<td>Communication of Business Ideas, Information and Issues in Appropriate Forms</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td><strong>20</strong></td>
<td><strong>30</strong></td>
<td><strong>20</strong></td>
<td><strong>30</strong></td>
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## CHEMISTRY

### PRELIMINARY COURSE 2015

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<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Written Theory Test</td>
<td>Secondary Sources Investigation</td>
<td>Planning and Performing a Practical Task</td>
<td>Preliminary Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 6</td>
<td>Term 3 Week 4</td>
<td>Term 3 Week 8,9</td>
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</tr>
<tr>
<td></td>
<td>P2-P4, P6</td>
<td>P7, P8, P12, P13, P14</td>
<td>P8-10, P11, P12, P13, P14, P15</td>
<td>P2-P4, P6-P10, P13</td>
<td></td>
</tr>
</tbody>
</table>

### Knowledge and understanding of
- The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry
- Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry

| Knowledge and understanding of | 10 | 10 | 20 | 40 |

### Skills in:
- Planning and conducting first-hand investigations
- Gathering and processing first-hand data
- Gathering and processing relevant information from secondary sources

| Skills in: | 10 | 10 | 10 | 30 |

### Skills in:
- Communicating information and understanding
- Developing scientific thinking and problem-solving techniques
- Working individually and in teams

| Skills in: | 10 | 10 | 10 | 30 |

<p>| Weighting | 20 | 20 | 20 | 40 | 100 |</p>
<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening &amp; Responding / Writing in Chinese</td>
<td>Preliminary Examination</td>
<td></td>
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</tr>
<tr>
<td>Term 1 Week 9</td>
<td>Term 2 Week 8</td>
<td>Term 3 Week 2</td>
<td>Term 3 Week 8,9</td>
<td></td>
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<tr>
<td>Spoken exchanges in Chinese</td>
<td>10</td>
<td>10</td>
<td></td>
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<tr>
<td>Written exchanges in Chinese</td>
<td>10</td>
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<tr>
<td>Listening and Responding</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>20</td>
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<tr>
<td>Reading and Responding</td>
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<tr>
<td>Writing in Chinese</td>
<td>10</td>
<td>10</td>
<td>20</td>
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<td></td>
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<tr>
<td>Weighting</td>
<td>15</td>
<td>25</td>
<td>20</td>
<td>40</td>
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</table>
## COMMUNITY AND FAMILY STUDIES

### PRELIMINARY COURSE 2015

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resource Management In Class Assessment</td>
<td>Individuals and Groups Case Study In Class Assessment</td>
<td>Families and Communities Research Methods – Gathering Data and Analysis</td>
<td>Preliminary Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 1 Week 8</td>
<td>Term 2 Week 6</td>
<td>Term 3 Week 6</td>
<td>Term 3 Week 8,9</td>
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<tr>
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<td>P2.1, P2.3, P4.2</td>
<td>P4.2, P3.1, P6.1</td>
<td>P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P6.1, P6.2</td>
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</tbody>
</table>

Knowledge and understanding of how the following impact on wellbeing:
- Resource management
- Positive relationships
- Range of societal factors

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>35</td>
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</tbody>
</table>

Skills in:
- Applying management processes to meet the needs of individuals, groups, families and communities
- Planning to take responsible action to promote wellbeing

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
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<td>5</td>
<td>10</td>
<td>5</td>
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</table>

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
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<table>
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<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
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</thead>
<tbody>
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<td>20</td>
<td>30</td>
<td>25</td>
<td>25</td>
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## DANCE

### PRELIMINARY COURSE 2015

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<th>Task 1</th>
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<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Performance &amp; Video Analysis</td>
<td>P2.2, P2.3, P2.4</td>
<td>P2.1, P2.5, P2.6</td>
<td>P4.1, P4.2, P4.3, P4.4, P4.5, P4.6</td>
<td>P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7</td>
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<td>Personal Practice Program</td>
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<td>Appreciation</td>
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<td>Examination</td>
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<td>Composition: Year 7 Dance Ensemble</td>
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<td>Term 1 Week 4 &amp; 10</td>
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## DESIGN AND TECHNOLOGY

### PRELIMINARY COURSE 2015

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<th>Component</th>
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<tbody>
<tr>
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<td>Term 2 Week 9</td>
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<tr>
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<tr>
<td>Shoe Design and Folio</td>
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<td>Food Truck and Designer Case Study</td>
<td>P4.1, P4.2, P4.3, P5.1, P6.1</td>
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<td>Carry Device and Folio</td>
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<td>Designing and Producing</td>
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<td>5 (folio)</td>
<td>15 (written and folio)</td>
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## DRAMA

### PRELIMINARY COURSE 2015

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<td>American Drama</td>
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<td>Term 2</td>
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<td>Term 2</td>
<td>Week 7</td>
<td>Term 3 Week 6 (writing 5%) and Week 10 (performance 10%)</td>
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# ECONOMICS

## PRELIMINARY COURSE 2015

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<th>Task 4</th>
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<td>Market Theory</td>
<td>Economies – similarities and differences</td>
<td>Financial and Government Sector</td>
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<td>Topic Test</td>
<td>Stimulus based skills</td>
<td>Research Task</td>
<td>Extended Response</td>
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<td>Term 2 Week 5</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 3</td>
<td>Term 3 Week 8,9</td>
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<td>P2, P3, P11</td>
<td>P1, P5, P7, P9, P12</td>
<td>P4, P6, P7, P10</td>
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| Knowledge and Understanding of Course Content | 10                              | 10                              | 10                                          | 10                                  |                                             | 40        |
| Stimulus-based Skills                         | 5                               | 10                              |                                             | 5                                   |                                             | 20        |
| Inquiry and Research                          |                                 |                                 |                                             | 20                                  |                                             | 20        |
| Communication of economic Ideas, Information and Issues in Appropriate Forms | 5                               | 10                              |                                             | 5                                   |                                             | 20        |

| Weighting | 20 | 20 | 20 | 20 | 20 | 100 |
## ENGLISH ADVANCED

### PRELIMINARY COURSE 2015

<table>
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<tr>
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<tbody>
<tr>
<td>Common Content ‘The Journey’</td>
<td>Elective A Intertextuality</td>
<td>Elective B Critical Study of Poetry</td>
<td>Preliminary Examination</td>
<td></td>
<td></td>
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<tr>
<td>A: Term 1 Week 5 B: Term 1, Week 10</td>
<td>Term 2 Week 10</td>
<td>Term 3 Week 7</td>
<td>Term 3 Week 8-9</td>
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<td>Elective B Critical Study of Poetry</td>
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## ENGLISH AS A SECOND LANGUAGE (ESL)

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<td>Reading and Writing</td>
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<td>A: Term 1</td>
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<td>Term 3 Weeks 8-9</td>
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<td>B: Term 2</td>
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<td>B. Term 2</td>
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<table>
<thead>
<tr>
<th>Syllabus Component</th>
<th>Area of Study The Journey</th>
<th>30</th>
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<tbody>
<tr>
<td>Elective A</td>
<td>Personal Voices</td>
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<td>Elective B:</td>
<td>Universal Visions</td>
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<table>
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<tr>
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| Weightings | 30 | 20 | 20 | 30 | 100 |
## ENGLISH EXTENSION 1

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<td>Term 2 Week 4</td>
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<tr>
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<td>• Sustained composition</td>
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<td>• Independent investigation</td>
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## ENGLISH STANDARD

### PRELIMINARY COURSE 2015

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<tbody>
<tr>
<td>Common Content 'The Journey'</td>
<td>Elective A Representations of culture</td>
<td>Elective B Close study of Poetry</td>
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<th>Elective A: Representations of culture</th>
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## ENGLISH STUDIES

### PRELIMINARY COURSE 2015

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<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<td>Term 2 Week 9</td>
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<td><strong>Module B</strong></td>
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### Task Details

<table>
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<tr>
<td><strong>Travel Blog</strong></td>
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<tr>
<td>Plan and make a short film and deliver pitch</td>
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<tr>
<td>Resume, Letter and Mock Interview</td>
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<td>Compile a Family Cookbook</td>
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<td>P1.1, P2.2, P3.1</td>
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**Students will develop knowledge and understanding of various forms of text, and how meaning is made.**

**Weightings**

| Weightings | 25 | 25 | 25 | 25 | 100 |
Method of Assessment

VET Entertainment (CUA30413) assessment in Years 11 and 12 is competency based with continual and ongoing assessment throughout the year.

This means that a student is assessed on their performance of knowledge and skills, which is required by industry standards.

Competency based assessment is largely activity based and practical. However, competency also implies that an individual displays an understanding of the knowledge which underpins the practical performance.

Students have the opportunity to attempt a task three times in order to fulfil the requirements of a competency. Students may need to arrange a suitable time outside of normal class time to complete additional assessment tasks.

Competency based assessment is ongoing however there will also be an assessment schedule as follows which contributes to their NSW Board of Studies result.

<table>
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<th>Assessment Task Description</th>
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<tr>
<td>2.</td>
<td>Safe and Sound Practical and Written Assessment</td>
<td>Tm 2 Wk 10</td>
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<td>3.</td>
<td>Cluster C Assessment</td>
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<td>4.</td>
<td>Preliminary Examination</td>
<td>Tm 3 Wk 8/9</td>
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</table>

It is important that students are prepared for their weekly competency assessment and are vigilant in their attendance so that students can meet the requirements.

Units of Competency Assessed Throughout Year 11

Year 11 Subjects (120 hours + 35 hours External Work Placement + 35 hours Internal Work Placement)

- CPCCOHS1001A Work safely in the construction industry (10)
- CUSOHS301A Follow occupational health and safety procedures (15)
- CUASQU301 Undertake live audio operations (25)
- SITXCCS303 Provide service to customers (20)
- CUAVSS302 Operate vision systems (25)
- CUAIND301 Work effectively in the creative arts industry (20)

Vocational Education courses involve:

- **Dual accreditation** – the curriculum framework includes courses which are accredited for the HSC(4 Preliminary and/or HSC units in total) and provides students with the opportunity to obtain nationally recognised vocational qualifications ([CUA30413 Certificate III in Live Production and Services](#)).

- **Workplacement** – a mandatory component of VET courses is 70 hours of structured workplace. 35 hours of workplace must be completed in Year 11 and 35 hours of workplace must be completed in Year 12. Students must complete all workplace hours to be awarded the HSC credential.

- **Practical work** – approximately 1/3 of the course work involves practical experiences undertaken in the classroom and in an industry setting. It is important that students are prepared for each lesson and are vigilant in their attendance so that all requirements are met.
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Total Hours 250

The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from a minimum of two exams.
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## FOOD TECHNOLOGY
### PRELIMINARY COURSE 2015

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Speaking 11
Listening 17
Reading 16
Writing in French 11
Weighting 28

- 35 -
# FRENCH CONTINUERS
## PRELIMINARY COURSE 2015

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## GEOGRAPHY

### PRELIMINARY COURSE 2015

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<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills – Multiple choice and short answer questions – graph analysis, map and photo interpretation</td>
<td></td>
<td>Fieldwork – Fieldwork notes and report or extended response</td>
<td>Senior Geography Project – Work in progress and final report</td>
<td>Preliminary Examination</td>
<td></td>
</tr>
<tr>
<td><strong>Term 1</strong>&lt;br&gt;Week 9</td>
<td><strong>Term 2</strong>&lt;br&gt;Week 6</td>
<td><strong>Term 3</strong>&lt;br&gt;Week 3</td>
<td><strong>Term 3</strong>&lt;br&gt;Week 8,9</td>
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<td>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12</td>
<td>P1, P2, P3, P6, P7, P8, P9, P10, P12</td>
<td>P7, P8, P9, P10, P11, P12</td>
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<td></td>
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<tr>
<td>Geographical research</td>
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<tr>
<td>Interpretation and synthesis of geographical stimulus</td>
<td>10</td>
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<td>15</td>
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<td>Geographical writing</td>
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<td>Fieldwork</td>
<td>15</td>
<td>5</td>
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<td>25</td>
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<td><strong>Weighting</strong></td>
<td>15</td>
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<td>30</td>
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</table>
HOSPITALITY (FOOD AND BEVERAGE) (120 indicative hours)  
(VET Course)  
PRELIMINARY COURSE 2015

Method of Assessment

VET Hospitality (Food and Beverage) (SIT20213) assessment in Years 11 and 12 is competency based with continual and ongoing assessment throughout the year.

This means that a student is assessed on their performance of knowledge and skills, which is required by industry standards.

Competency based assessment is largely activity based and practical. However, competency also implies that an individual displays an understanding of the knowledge which underpins the practical performance.

Students have the opportunity to attempt a task three times in order to fulfil the requirements of a competency. Students may need to arrange a suitable time outside of normal class time to complete additional assessment tasks.

Competency based assessment is ongoing however there will also be an assessment schedule as follows which contributes to their NSW Board of Studies result.

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Task Description</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Getting Ready for Work</td>
<td>Tm 1 Wk 7</td>
</tr>
<tr>
<td>2.</td>
<td>Introduction to Hospitality</td>
<td>Tm 2 Wk 7</td>
</tr>
<tr>
<td>3.</td>
<td>Café Culture</td>
<td>Tm 3 Wk 3</td>
</tr>
<tr>
<td>4.</td>
<td>Preliminary Examination</td>
<td>Tm 3 Wk 8/9</td>
</tr>
</tbody>
</table>

It is important that students are prepared for their weekly competency assessment and are vigilant in their attendance so that students can meet the requirements.

Units of Competency Assessed Throughout Year 11

Year 11 Subjects (120 hours + 35 hours External Work Placement)

SITXFSA101 Use hygienic practices for food safety
SITXWHS101 Participate in safe work practices
SITHACS101 Clean premises and equipment
SITHCCC101 Use food preparation equipment
SITHFAB204 Prepare and serve espresso coffee
SITHFAB206 Serve food and beverage

Vocational Education courses involve:

Dual accreditation – the curriculum framework includes courses which are accredited for the HSC(4 Preliminary and/or HSC units in total) and provides students with the opportunity to obtain nationally recognised vocational qualifications (SIT20213 Certificate II in Hospitality).

Workplacement – a mandatory component of VET courses is 70 hours of structured workplacement. 35 hours of workplacement must be completed in Year 11 and 35 hours of workplacement must be completed in Year 12. Students must complete all workplacement hours to be awarded the HSC credential.

Practical work – approximately 1/3 of the course work involves practical experiences undertaken in the classroom and in an industry setting. It is important that students are prepared for each lesson and are vigilant in their attendance so that all requirements are met.
# HOSPITALITY- FOOD AND BEVERAGE ASSESSMENT SCHEDULE

## Preliminary Year 2015

**QUALIFICATION:** SIT20213 Certificate II in Hospitality  
**Training Package:** (SIT12) Tourism, Travel and Hospitality v 2

<table>
<thead>
<tr>
<th>TERM</th>
<th>Unit Code</th>
<th>Units Of Competency</th>
<th>AQF</th>
<th>Core/Elect</th>
<th>Stream/Elect</th>
<th>HSC</th>
<th>Indicative Hrs.</th>
<th>Assessment Task Cluster &amp; Method of Assessment</th>
<th>Prelim and HSC Exam weightings to total 100%**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 PRELIMINARY UoCs</strong></td>
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</tbody>
</table>
| **Term 1** | SITXFSA101 | Use hygienic practices for food safety | E | M | 10 | **Cluster A:** Getting Ready for Work  
Written task, observation of practical work, scenario, case study | 240 HSC Indicative Hours over 2 years |
| | SITXWHS101 | Participate in safe work practices | C | M | 15 | | |
| **Terms 1-2** | SITHACS101 | Clean premises and equipment | E | E | 10 | **Cluster B:** Introduction to Hospitality  
Observation of practical work, written task, self-assessment – cleaning schedule and case study/scenario | 40% Prelim Yearly Exam |
| | SITHHCC101 | Use food preparation equipment | E | E | 20 | | |
| **Terms 2-3** | SITHFAB204 | Prepare and serve espresso coffee | E | S | 15 | **Cluster C:** Café Culture  
Observation of practical work, written task, journal/log Preliminary Course: Portfolio of evidence  
NB: Third Party evidence will also be collected during the Preliminary Course for evidence for the unit of competency SITHIND202 Use hospitality skills effectively | 35 hrs Work placement |
| | SITHFAB206 | Serve food and beverage | E | S | 40 | | |
| **9 HSC UoCs** | | | | | | | | | |
| **Term 4** | SITXFSA201 | Participate in safe food handling practices | E | E | 15 | **Cluster D:** The Sandwich Artist  
Observation of practical work, written task including review of documents, problem solving exercise, scenario/case study – temperature checks, documenting resource usage, plans to improve resource efficiency HSC Course: Portfolio of evidence | 60% Trial HSC Exam  
35 hrs Work placement |
| | SITHHCC103 | Prepare sandwiches | E | E | 10 | | |
| | BSBSUS201A | Participate in environmentally sustainable work practices | E | E | 15 | | |
| **Term 5** | SITHFAB203 | Prepare and serve non-alcoholic beverages | E | S | 15 | **Cluster E:** Service Skills  
Observation of practical work, written task, scenarios HSC Course: Portfolio of evidence | | |
| | SITXCCS202 | Interact with customers | C | S | 15 | | |
| | SITXCOM201 | Show Social and Cultural Sensitivity | C | E | 10 | | |
| **Terms 6-7** | SITHIND202 | Use hospitality skills effectively  
Work effectively with others  
Source and use information on the hospitality industry | C | | 20 | **Cluster F:** Working Effectively with Others  
Third Party and direct observation of completion of a minimum of 12 service periods, including workplace journal(s), case study/scenario, written task HSC Course: Portfolio of evidence | The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. It should be derived from a minimum of two exams. |
| | BSBWOR203B | | C | M | 15 | | |
| | SITHIND201 | | C | M | 20 | | |

**BOSTES 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.**
<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Reading &amp; Responding A</td>
<td>Speaking</td>
<td>Listening and Responding / Writing in Indonesian</td>
<td>Reading &amp; Responding B</td>
<td>Preliminary Examination</td>
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<tr>
<td>Term 1 Week 9</td>
<td>Term 2 Week 7</td>
<td>Term 3 Week 2</td>
<td>Term 3 Week 4</td>
<td>Term 3 Week 8,9</td>
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<tr>
<td>Reading and Responding A</td>
<td>Speaking</td>
<td>Listening and Responding</td>
<td>Reading and Responding B</td>
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<td>Objectives 1 &amp; 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1 Listening and Responding Objective 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Reading and Responding A/B Objectives 1 &amp; 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Writing in Indonesian Objectives 2 &amp; 4 Outcomes: 2.1, 2.2, 2.3, 4.1</td>
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<td>Reading and Responding A/B</td>
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<td>(B only) 9</td>
<td>16</td>
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<td>6</td>
<td>15</td>
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<tr>
<td>Weighting</td>
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<td>12</td>
<td>24</td>
<td>9</td>
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## INFORMATION PROCESSES & TECHNOLOGY

### PRELIMINARY COURSE 2015

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<th>Task 4:</th>
<th>Task 5</th>
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<tbody>
<tr>
<td></td>
<td>Written exam and practical lab task</td>
<td>Group project</td>
<td>Written report analysing an existing information system</td>
<td>Personal project to develop an information system</td>
<td>Preliminary Exam</td>
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<tr>
<td>Introduction to information systems, Tools for information processes</td>
<td>Tools for information processes, Personal and group systems and projects</td>
<td>All</td>
<td>Tools for information processes, Planning, design and implementation, Personal and group systems and projects</td>
<td>All</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Term 1</th>
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<tbody>
<tr>
<td>Week 9</td>
<td>Week 5</td>
<td>Week 8</td>
<td>Week 4</td>
<td>Week 8,9</td>
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|          | P1.1, P2.1, P3.1, P4.1 | P5.1, P6.1, P6.2, P7.1, P7.2 | P1.2, P2.2, P3.1, P4.1 | P5.1, P6.2, P7.1 | P1.1, P1.2, P2.1, P6.1 |

| Introduction to information skills and systems | 10 | 5 | 5 | 10 | 20 |
| Tools for information processes | 5 | 10 | 5 | 10 | 40 |
| Planning, design and implementation | 5 | 10 | 5 | 20 |
| Personal and group systems and projects | 10 | 5 | 5 | 20 |
| Weighting | 15 | 20 | 20 | 25 | 20 | 100 |
## ITALIAN CONTINUERS

### PRELIMINARY COURSE 2015

<table>
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<tr>
<th>Component</th>
<th>Task 1</th>
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<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weighting</th>
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<tr>
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<td>Writing in Italian</td>
<td>Speaking</td>
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<td><strong>Week 8</strong></td>
<td><strong>Week 3</strong></td>
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<td><strong>Week 8,9</strong></td>
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<td><strong>Writing in Italian</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking Objectives 1 &amp; 4</strong></td>
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<tr>
<td><strong>Listening and Responding B</strong></td>
<td><strong>Objective 3</strong></td>
<td><strong>Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</strong></td>
<td><strong>Speaking Objectives 1 &amp; 4</strong></td>
<td><strong>Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1</strong></td>
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<td><strong>Writing in Italian</strong></td>
<td><strong>Objectives 2 &amp; 4</strong></td>
<td><strong>Outcomes: 2.1, 2.2, 2.3, 4.1</strong></td>
<td><strong>Speaking Objectives 1 &amp; 4</strong></td>
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<td><strong>(A only)</strong> 15</td>
<td><strong>(B only) 9</strong></td>
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<td><strong>Writing in Italian</strong></td>
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<td>24</td>
<td>9</td>
<td>12</td>
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- **Objectives:**
  - 1.1
  - 1.2
  - 1.3
  - 1.4
  - 2.1
  - 2.2
  - 2.3
  - 3.1
  - 3.2
  - 3.3
  - 3.4
  - 3.5
  - 3.6

- **Examination:**
  - Preliminary Examination
### JAPANESE BEGINNERS
**PRELIMINARY COURSE 2015**

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<th>Component</th>
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<th>Task 4</th>
<th>Task 5</th>
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<tbody>
<tr>
<td>Speaking / Listening</td>
<td>Reading / Writing</td>
<td>Listening</td>
<td>Reading</td>
<td>Preliminary Examination</td>
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</tr>
<tr>
<td>Term 1</td>
<td>Term 2 Week 9</td>
<td>Term 2 Week 8</td>
<td>Term 3 Week 4</td>
<td>Term 3 Week 8,9</td>
<td></td>
<td></td>
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<tr>
<td>Thu 26/3, p.4</td>
<td>Wed 6/5, p.2</td>
<td>Wed 10/6, p.1</td>
<td>Fri 7/8, p.3</td>
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<tr>
<td><strong>Speaking</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Reading</strong></td>
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<td><strong>Objectives 1 &amp; 3</strong></td>
<td><strong>Objectives 1 &amp; 2</strong></td>
<td><strong>Objectives 1 &amp; 2</strong></td>
<td><strong>Objectives 1 &amp; 2</strong></td>
<td><strong>Objectives 1 &amp; 2</strong></td>
<td><strong>Objectives 1 &amp; 2</strong></td>
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<td><strong>Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</strong></td>
<td><strong>Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</strong></td>
<td><strong>Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</strong></td>
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<tr>
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<td><strong>Writing</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Writing</strong></td>
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<tr>
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<td><strong>Objectives 1 &amp; 3</strong></td>
<td><strong>Objectives 1 &amp; 2</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Writing</strong></td>
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</table>

| Speaking | 10 | 5  | 15 |
| Listening| 5  | 15 | 15 |
| Reading  | 5  | 20 | 10 |
| Writing in Japanese | 5  | 5  | 15 |
| Weighting| 15 | 10 | 15 | 20 | 40 | 100 |
## JAPANESE CONTINUERS
### PRELIMINARY COURSE 2015

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
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<td>Reading &amp; Responding (A only), Writing in Japanese</td>
<td>Speaking, Listening &amp; Responding</td>
<td>Reading &amp; Responding (B only)</td>
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<td>Term 3</td>
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<td>Week 9</td>
<td>Week 5</td>
<td>Week 3</td>
<td>Week 8,9</td>
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**Speaking**
- Objectives 1 & 4
- Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1

**Reading and Responding A**
- Objectives 1 & 3
- Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

**Listening and Responding**
- Objective 3
- Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

**Reading and Responding B**
- Objectives 1 & 2
- Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

**Writing in Korean**
- Objectives 2 & 4
- Outcomes: 2.1, 2.2, 2.3, 4.1

**Speaking**
- Objectives 1 & 4
- Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1

**Listening and Responding**
- Objective 3
- Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

**Reading and Responding A/B**
- Objectives 1 & 3
- Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

**Writing in Korean**
- Objectives 2 & 4
- Outcomes: 2.1, 2.2, 2.3, 4.1

**Speaking**
- Objectives 1 & 4
- Outcomes: 1.1, 1.2, 1.3, 1.4

**Listening and Responding**
- Objective 3
- Outcomes: 3.1, 3.2

**Reading and Responding A/B**
- Objectives 1 & 3
- Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

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# MUSIC 2

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<td><strong>Musicology Essay:</strong> Additional Topic Style, Musical Characteristics, Influences and History, Comparison of Features</td>
<td><strong>Composition Folio:</strong>&lt;br&gt;- A. Classical Period. Theme and Variations based on model composition.&lt;br&gt;- B: Additional Topic Experiments on researched compositional models in Additional style.</td>
<td><strong>Preliminary Exams</strong>&lt;br&gt;- <strong>Aural/ Musicology Paper</strong> consisting of analytical listening and concept vocabulary</td>
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<th>Musicology</th>
<th>Aural</th>
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## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### PRELIMINARY COURSE 2015

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<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding of:</strong></td>
<td><strong>Written Test</strong></td>
<td>Research and Analysis Report</td>
<td>Practical Case Study</td>
<td>Preliminary Examination</td>
<td>40</td>
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<tr>
<td>- factors that affect health and the way the body moves</td>
<td>10</td>
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<tr>
<td><strong>Skills in:</strong></td>
<td><strong>Influencing personal and community health</strong></td>
<td><strong>Taking action to improve participation and performance in physical activity</strong></td>
<td><strong>Research and Analysis Report</strong></td>
<td><strong>Practical Case Study</strong></td>
<td>30</td>
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<tr>
<td>- influencing personal and community health</td>
<td>10</td>
<td>5</td>
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<td>10</td>
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<tr>
<td>- Taking action to improve participation and performance in physical activity</td>
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<td>10</td>
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<tr>
<td><strong>Skills in critical thinking, research and analysis</strong></td>
<td>5</td>
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<tr>
<td><strong>Marks</strong></td>
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# PHOTOGRAPHY, VIDEO & DIGITAL IMAGING – 2 UNIT

## PRELIMINARY COURSE 2015

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<th>Task 4</th>
<th>Task 5</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Research essay</td>
<td>WHS test, Photo submission</td>
<td>Photo submission and Photo Diary</td>
<td>Research and presentation</td>
<td>Photo submission with Photo Diary</td>
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<tr>
<td>Term 1</td>
<td>Term 1 Week 6</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 7</td>
<td>Term 3 Week 2</td>
<td>Term 3 Week 7</td>
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<tr>
<td>Photography Making</td>
<td>DI2, DI3</td>
<td>M6, DI2/DI3</td>
<td>WP1, WP2</td>
<td>WP2</td>
<td>WP4, DI4</td>
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<td>WP=Wild Photography</td>
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<td>Critical and Historical Study</td>
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<td>Weighting</td>
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WP=Wild Photography  
DI=Digital Imaging  
M=Mandatory
## PHYSICS
### PRELIMINARY COURSE 2015

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<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Written Theory Test</td>
<td>Planning and Performing a Practical Task</td>
<td>Performing and Reporting a First-hand Investigation</td>
<td>Secondary Sources Investigation</td>
<td>Preliminary Examination</td>
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<tr>
<td>Term 1 Week 9</td>
<td>Term 2 Week 3</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 7</td>
<td>Term 3 Week 8,9</td>
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<td>P7, P9, P11, P12, P13, P14, P15</td>
<td>P8, P11, P12, P13, P14, P15</td>
<td>P10, P12, P13, P14</td>
<td>P2-P4, P6-P10, P13</td>
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</tbody>
</table>

### Knowledge and understanding of
- The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics
- Kinematics and dynamics, energy, waves, fields and matter

| | 10 | 10 | 20 | 40 |

### Skills in:
- Planning and conducting first-hand investigations
- Gathering and processing first-hand data
- Gathering and processing relevant information from secondary sources.

| | 12 | 13 | 5 | 30 |

### Skills in:
- Communicating information and understanding
- Developing scientific thinking and problem-solving techniques
- Working individually and in teams

| | 5 | 5 | 5 | 5 | 10 | 30 |

| Weighting | 15 | 17 | 18 | 15 | 35 | 100 |
## SOCIETY AND CULTURE

### PRELIMINARY COURSE 2015

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<tr>
<td>Personal Reflection</td>
<td>Primary Research</td>
<td>Research Task</td>
<td>Preliminary</td>
<td>Examination</td>
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<tr>
<td>Generational Study</td>
<td>Report</td>
<td>and Presentation</td>
<td>Examination</td>
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<tr>
<td>Report</td>
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<td>Term 1 Week 7</td>
<td>Term 2 Week 7</td>
<td>Term 3 Week 3</td>
<td>Term 3 Week 8,9</td>
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<td>P2, P3, P9, P10</td>
<td>P1, P5, P6, P8, P10</td>
<td>P3, P4, P7, P9, P10</td>
<td>P1, P2, P3, P4, P5, P6, P10</td>
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<td>Knowledge and understanding of course content</td>
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<td>Application and evaluation of social and cultural research methodologies</td>
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<td>Communication of information, ideas and issues in appropriate forms</td>
<td>5</td>
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## SPORT, LIFESTYLE AND RECREATION

**PRELIMINARY COURSE 2015**  
(Content Endorsed Course)

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<th>Task 4</th>
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<td>Term 1 – Term 3 Ongoing</td>
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<td>participation in physical activity</td>
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<td>• a lifelong commitment to an active,</td>
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<td>and enhanced performance</td>
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## STUDIES OF RELIGION 2 UNIT
### PRELIMINARY COURSE 2015

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<td>Hinduism</td>
<td>Islam</td>
<td>Buddhism, Religion in Australia pre-1945 (plus previous topics)</td>
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<td>Oral and Written Report</td>
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<td>Term 1 Week 9-10</td>
<td>Term 2 Week 6</td>
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<td>Task 2</td>
<td>Task 3</td>
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<td>Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies</td>
<td>25</td>
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<td>Weighting</td>
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## VISUAL ARTS
### PRELIMINARY COURSE 2015

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<tbody>
<tr>
<td>Art History and Art Criticism: Research and in class response</td>
<td>Art History and Art Criticism: Research and in class response</td>
<td>Art History and Art Criticism: Research and in class response</td>
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<td>Term 1 Week 10</td>
<td>Term 2 Week 7</td>
<td>Term 3 Week 6</td>
<td>Term 3 Week 8,9</td>
<td>Yearly Examination – Art Criticism and Art History</td>
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## 2015 YEAR 11 CALENDAR OF ASSESSMENT TASKS

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<tbody>
<tr>
<td>1</td>
<td>Ancient History, Modern History, Textiles &amp; Design</td>
<td>Ancient History, English Ext.2, Modern History</td>
<td>Chinese Background Speakers, Indonesian Continuers, Korean Continuers, Photography Video &amp; Digital Imaging</td>
</tr>
<tr>
<td>3</td>
<td>Dance</td>
<td>Business Studies, English Ext.2</td>
<td>Biology, Business Studies, Chemistry, English Standard, Exploring Early Childhood, French Continuers, Indonesian Continuers, Information Processes &amp; Technology, Japanese Beginners, Music 1, Music 2, Studies of Religion 2 Unit, Textiles &amp; Design</td>
</tr>
<tr>
<td>4</td>
<td>English Advanced, English Standard</td>
<td>Mon-Wed: Assessment Free (BEP CB) Economics, Information Processes &amp; Technology, Japanese Continuers, Music 1, Music 2, Studies of Religion 1 Unit</td>
<td>Fri: Assessment Free (all)</td>
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<tr>
<td>7</td>
<td>Mon: Assessment Free for Yr.12 Fri: Assessment Free (all) Business Studies, Community &amp; Family Studies, English Ext.2, Exploring Early Childhood, Mathematics 2 Unit, Mathematics General, Music 1</td>
<td>Chinese Background Speakers, Exploring Early Childhood, Food Technology, Information Processes &amp; Technology, Italian Continuers, Japanese Beginners, Korean Continuers, Mathematics 2 Unit, Mathematics General, Music 1, Music 2, PD/H/PE</td>
<td>YEARLY EXAMS (begin Tuesday)</td>
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<tr>
<td>8</td>
<td>Wed: Assessment Free for Yr.10 Biology, Chinese Background Speakers, Drama, English ESL, Entertainment, Food Technology, Geography, Indonesian Continuers, Information Processes &amp; Technology, Japanese Beginners, Japanese Continuers, Legal Studies, Mathematics Ext.1, PD/H/PE, Photography Video &amp; Digital Imaging, Physics, Sport Lifestyle &amp; Recreation, Studies of Religion 2 Unit, Visual Arts</td>
<td>Ancient History, Business Studies, Design &amp; Technology, Economics, English ESL, English Studies, French Continuers, Mathematics Ext.1, Modern History, Physics, Sport Lifestyle &amp; Recreation</td>
<td>YEARLY EXAMS</td>
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<td>Mon: Assessment Free (all) Dance, English Advanced, English Standard, Entertainment</td>
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<td>Ancient History, Chemistry, Dance, English Advanced, English Standard, English Studies, Modern History, Music 2, Studies of Religion 2 Unit, Visual Arts</td>
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Note: Sport, Lifestyle and Recreation assessments ongoing in Terms 1-3.
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<td>28 January - 2 April</td>
<td>21 April – 26 June</td>
<td>13 July – 18 September</td>
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This page can be detached for use.