



**ELDERSLIE HIGH SCHOOL**

**PRELIMINARY RECORD OF SCHOOL  
ACHIEVEMENT**

**ASSESSMENT GUIDELINES**

**2022**

**TO GUIDE STUDENTS TOWARDS THE REALISATION OF THEIR PERSONAL BEST**

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# Information for Year 11 Students and their Parents/Caregivers

## Introduction and General Information

Congratulations on entering Year 11 at Elderslie High School. The transition into senior school means that you now commence stage 6 work and the aim of achieving your Higher School Certificate (HSC). The HSC commences with the Preliminary Course (Term 1-3 of Year 11) and is followed by the HSC Course from Term 4 of Year 11 until the completion of a HSC Examination in Term 4 of Year 12 (for the majority of subjects).

This Assessment Booklet is designed to provide students and their families and carers, as well as school staff, with a ready reference to the key elements of the Preliminary assessment policy, as well as, details about assessment rules, procedures, weighting and timetables throughout the relevant course of study. All students must successfully complete the requirements of the Preliminary course before they can enter the HSC course.

Much of the information contained in this booklet has been extracted from the NSW Educational Standards Authority (NESA), being the controlling authority for the NSW education assessment program. Elderslie High School processes and policies have been constructed in-line with NESA guidelines.

Key information to keep in mind includes:

- Assessment task notifications will be issued at least two weeks prior to the due date.
- Students must attend all lessons on the due date of an assessment task.
- It is the student's responsibility to be aware of the assessment guidelines and follow the procedures if an assessment task is missed.
- Tasks not completed due to illness or a misadventure must be supported by a Doctor's Certificate or other relevant documentation.
- Students are encouraged to keep draft copies of any work to be submitted electronically. Technical problems are not sufficient grounds to appeal if an assessment task is not submitted by the due date.
- Consult with the teacher of the relevant subject if you are unsure that you know what is expected of you for each task.
- Parents will be notified using the NESA "N Warning" letter of any students who achieve zero for an assessment task due to missing a task without a valid reason, malpractice or a non-serious attempt at a task.

The school leaving age requires students to attend school until they are 17 years of age. The school Semester Two report will show a grade, A–E in each subject, in line with the Preliminary Grading Scale issued by the NSW Education Standards Authority (NESA). The Preliminary course ROSA Grades will be submitted to NESA at the conclusion of the Preliminary course. These may differ from the grades awarded for the Semester Two report.

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Eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (ROSA). A Record of School Achievement can be requested by any student at the time when the student leaves school. This Record of School Achievement will be issued by NESA and will:

- Be cumulative, showing a student's achievement until the time they leave school.
- Be based on school-based assessment.
- Be able to be reliably compared between students across NSW.
- Give students the option of taking online literacy and numeracy tests.
- Offer a means of recording extra-curricular achievements through 'Up To Now' on ongoing learning portfolio.

Assessment Task Calendar – Year 11 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1 2022</b>  11 Weeks Beginning 24/01/22	24/01/22	31/02/22	07/02/22	14/02/22	21/02/22	28/02/22	07/03/22	14/03/22	21/03/22	28/03/22	04/04/22
						Ancient History Task 1		Yr 11 Assessment Period 1 Lines 3/4 Maths      Lines 2/5      Lines 6/7 Exploring Early Childhood			Interim reports issued
<b>Term 2 2022</b>  10 Weeks Beginning 27/04/22	27/04/22 Textiles and Design Task 1	02/05/22 Yr 7, 11-12 P/T Night	09/05/22	16/05/22	23/05/22 Yr11 reports issued	30/05/22	06/06/22	13/06/22	20/06/22	27/06/22	
						Yr 11 Assessment Period 2 Lines 3/4 Maths      Lines 2/5 Ancient History      Lines 6/7 Exploring Early Childhood					
<b>Term 3 2022</b>  10 Weeks Beginning 18/07/22	18/07/22	25/07/22 Yr 7-12 P/T Night	01/08/22 Engineering Studies Task 2	08/08/22 Textiles and Design Task 2	15/08/22	22/08/22	29/08/22 Work Studies Task 3	05/09/22	12/09/22	19/09/22	
									Yr 11 Preliminary Examinations		

If subjects occur in more than one line then the faculty concerned may schedule a task to suit a line of best fit for their students within the guidelines outlined. Dates are the Monday of that week.

VET Courses: All VET Cluster Assessment Tasks are due as per RTO Assessment Schedules

## Assessment Guidelines

**1. DEFINITION: Assessments measure students' achievements over a range of syllabus outcomes and are based on multiple measures and observations made throughout the Preliminary course rather than a single assessment event.**

Assessment tasks are your opportunity to show what you know, understand and can do. School-based assessments also give you the chance to identify and improve any weak areas in your knowledge. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

In all courses, assessment tasks will be designed so that you can demonstrate your level of achievement of the course outcomes. There will be a variety of task types that may include formal examinations, practical tests, oral tests, research projects, process diaries, etc, appropriate for the outcomes being assessed. Every piece of work counts towards the faculties' determination of your grade for your Record of School Achievement at the conclusion of the Preliminary Certificate. Year 11 students will be awarded a grade in every subject, an A, B, C, D or E.

The maximum number of formal assessment tasks in any 2-unit course will be **three**. The maximum number of formal assessment tasks in any 1-unit course will be **three**.

Grade achieved = 100% formal tasks + ongoing assessment

In Vocational Education Training (VET) courses, tasks are set to assess your abilities in the Units of Competency within the Industry Framework Training package. You will usually have more than one opportunity to demonstrate your skills for each unit of competency and will be assessed as Competent or Not Yet Competent. All VET Industry Frameworks have a mandatory work placement requirement. You will receive a record of all Units of Competency achieved regardless of whether you complete the course and these competencies contribute to a Certificate Course.

Assessments measure performance in the whole course, but do not take into account interests, attitudes or conduct.

**2. Issuing and Receiving the Assessment Guidelines, Assessment Outline and Assessment Notification**

- All Year 11 students are issued this Assessment Guideline at the commencement of the Preliminary Course. You will sign that you have received your copy.
- All Year 11 students are issued with the Assessment Outline at the commencement of each Preliminary subject and you will be required to sign that you have received a copy. Staff will explain the Assessment Outline when it is issued. Ongoing assistance is available from the class teacher, head teacher, and the relevant Deputy Principal.
- **You will be given at least two weeks' notice of a formal assessment task in writing** on an Assessment Notification. The Assessment Notification will include the task number, topic or area of study, date received, the date and time for its completion or submission, rationale, the value or weighting of the task, outcomes to be assessed, task description, details of task format e.g. essay, oral presentation etc, and assessment criteria. **If you are absent for the issuing of an assessment notification, it is your responsibility to obtain the task information.** There will not be a change to the due date because of your absence.

- Formal Assessment Periods are set out on an Assessment Calendar according to subject lines to ensure that a minimum number of assessment tasks are due at the same time. Assessment tasks will not be set with a due date that is in the week prior to any examination period.

Due to unforeseen circumstances, minor variations of the program may be necessary. These will be negotiated with the students and a **written statement of the changes signed by the class teacher, Head Teacher and all students.**

### **3. Completion of Assessment Tasks At School**

You have a responsibility to be present in class for all assessment tasks. **These tasks take priority over all other school activities.** If you are aware of circumstances that may prevent your attendance in class for a task you must make these circumstances known to your class teacher and the appropriate Head Teacher **before** the day of the task and must use the Illness/Misadventure/Extension Application. An Appeal is submitted if student is unhappy with the outcome of the Misadventure Application. You must ensure that arrangements have been made to complete the task or an alternative.

It is important that you attend on days with scheduled assessment tasks for the WHOLE DAY. Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. It is a form of cheating. You will receive a **zero mark** for the task.

If you are late for school on the day of a scheduled assessment task you must report to the office and obtain a late pass before attempting an assessment task. You must go through the Illness/Misadventure/Extension Application (refer to point 6).

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed and sign that they are aware of the new date and time of the task.

### **4. Assessment of Separate Classes in the Same Course**

Where there are two or more classes studying the same course, they may be timetabled at different times. Moderation procedures in the form of common assessment tasks and examinations will be used. Consult with the relevant Head Teacher for particular faculty moderation procedures.

Revealing assessment content or assisting other students that have a similar task to complete later is a form of MALPRACTICE.

### **5. Submission of Assessment Tasks Completed at Home**

You must submit assessment tasks yourself personally to the relevant teacher (or delegate) by the due date and time specified on the Assessment Notification form, tasks are not to be left at staffrooms, in classrooms or anywhere else. You must use the Illness/Misadventure/Extension Application Process if there is any variation.

If you are unable to attend school on the day the task is due you must submit the task before school on the next day you are at school. You must then go through the Illness/ Misadventure/Extension Application Process (refer to point 6) or a **zero mark** will be awarded.

You may arrange for delivery of the task to the school on the due day. The date and time of receipt of the task should be recorded and signed (by both the individual delivering and receiving) on the task cover sheet and the appropriate Head Teacher notified. You must then go through the Illness/Misadventure/ Extension Application Process (refer to point 6) or a **zero mark** will be awarded.



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## 6. Illness/Misadventure Application/Extension Application Process

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/ Misadventure/Extension Application Process **MUST** be followed. If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid reason** (illness/misadventure) you **must** do the following:

1. **Ring the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **(a) For Assessment Tasks completed at home - submit the assessment task before school on the next day you attend**  
**(b) For Assessment Tasks completed at school – report to the relevant Head Teacher before school on the next day you attend** and discuss when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. The result of this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
3. **Collect an Illness/Misadventure/Extension Application** from the Head Teacher of the subject/course where you missed the task before school on the morning you return to school. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the application has been approved. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.**
4. **Complete the Illness/Extension Form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person eg counsellor or police officer. (In the case of **illness**, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task). Medical certificates from a qualified medical practitioner who the student has engaged in a face-to-face consultation will be accepted as supporting documentation for misadventure/Extensions Application. Online medical certificates will not be accepted. A parent signature must be on each form before it is processed.
5. **Lodge the completed Illness/ Misadventure/Extension Application Form to the relevant Head Teacher *within one week of the due date of the task.***
6. **The Head Teacher** sights a medical certificate, notes it on the form and submits the medical certificate to the Student Office. **The Head Teacher makes a written recommendation on the Application form and meets with the relevant Deputy Principal** to discuss the Application, liaising with the class teacher where necessary.
7. **Students will be notified of the result of their Application by the Head Teacher/Class Teacher.**
8. If the assessment misadventure/illness application is upheld, students will complete an alternate task to demonstrate outcome achievement and to form the basis of an estimated mark. In Year 11, the estimated assessment task mark will be derived through consideration of all tasks completed as well as through the teacher's reflection of the performance descriptor bands for the subject.
9. In the case of an unsuccessful Application, the Class Teacher will notify the parents in writing (through an official NESA letter) of the zero mark. If successful, the completed assessment task will be marked as usual and the mark will stand.

10. If an Illness/Misadventure/Extension Application is declined the student can submit an Appeal Application Form with supporting evidence for further consideration by an appeals panel.

#### 7. Failure to Complete or Submit an Assessment Task

Where a task is not completed and there is no valid reason, **a zero mark** will be recorded for that task and parents will be notified through an official NESA 'N' Warning letter. Such tasks cannot be counted to satisfy the course completion criteria. Advice to satisfactorily meet course requirements will be outlined in this 'N' Warning letter.

***All zero tasks need to be completed and submitted regardless of reasons so that performance on relevant outcomes can still be assessed.***

If you have a prolonged absence or are physically unable to complete a task (eg. an accident) the Head Teacher will generate a substitute task upon your return, or in exceptional circumstances (and after consultation with the relevant Deputy Principal), an estimate in line with other proven performances may be issued.

If you are suspended, you must still submit tasks on the due dates. The Deputy Principal will negotiate alternative arrangements for in-class tasks and/or formal examinations.

#### 8. Work Placement and Other School Sanctioned Commitments

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, school camps, representative sports, etc), which you are to attend, it is your responsibility to notify teachers of this commitment well **in advance**. You may apply for an extension before the event occurs or submit the task prior to the engagement. Otherwise, you may be given approval to complete or submit the task in the first lesson in that subject upon your return or complete a substitute task.

**Approval for late submission/completion of a task must be requested at least one week in advance.**

#### 9. Extension of Time for an Assessment Task

Through using the Illness/Misadventure/Extension Application Process, the Deputy Principal (acting on Head Teacher recommendation) may grant an extension of time. Extension must be **sought at least one week before the due date**. No teacher is to grant an extension as this is unfair to the greater number of students.

#### 10. Conduct during Assessment Tasks (Including Examination Periods)

You must follow the examination rules and teachers' instructions at all times during the conduct of an assessment task. You may not have electronic devices, mobile phones and/or notes without the specific approval of the teacher conducting the task. Notes must not be taken from an assessment task room without the approval of the teacher in charge. You must not behave in any way that is likely to disturb the work of any other student or upset the completion of the task. If you engage in misconduct you risk being excluded from an assessment task and/or receiving **a zero mark** for that task, and parents will be notified. The Appeal Process can be followed by the affected parties.

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## 11. Malpractice

**Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.** Dishonest behaviour includes plagiarism, regardless of the quantity. Proven cases of undertaking or assisting in cheating or dishonest practices will receive **a zero mark** for the entire task and parents will be notified. Students will be issued an N Warning letter and the incident will be recorded on the NESA Malpractice register. If you facilitate cheating (eg. providing your work to be 'looked at' or copied), you are cheating. The Appeal Process can be followed by the affected parties.

All students are aware of their obligation in relation to matters such as plagiarism as outlined in the HSC "All My Own Work" program.

## 12. Non-Serious Attempts

If your assessment task effort is deemed by the class teacher and Head Teacher to be non-serious you will receive **a zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance, those containing inappropriate comments or a refusal to complete or participate in any part of an assessment task. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as outlined by NESA. The Appeal Process can be followed by the affected parties.

## 13. Technology Problems

Computer or USB malfunction (loss of data) is not sufficient grounds for appeal on its own. Computer or USB malfunction needs to be safeguarded by you through backing up, print outs, multiple copies or paper drafts. You would attach these as evidence to any genuine case through the Appeal Process. You are responsible for ensuring that any data (including text, images, video, PowerPoint presentations, etc) is functioning prior to the assessment due date. Printer issues are not grounds for lateness or appeal.

## 14. Procedures for Students in Danger of Not Meeting Board of Studies Requirements of a Course

You must make a genuine attempt at all assessment tasks (both formal and informal). NESA requires that to satisfactorily complete a course, students must also follow the course developed or endorsed by NESA; apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieve some or all of the course outcomes.

You and your parents will be sent a copy (or over time, copies) of official Board of Studies NESA letters outlining the precise concerns and ways that you can remedy the situation. Absence from school will affect your ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence to assist the Principal in determining whether you are to be issued an 'N' determination.

If an 'N' Determination is attained in English, or in a course/s that results in less than 12 units being completed you will not complete the Preliminary Course and will not be eligible to commence your HSC.

### **15. Student Assessment Task Feedback**

NESA Developed and NESA Endorsed courses, following each assessment task you will be given your score, position in group, level of achievement of specific outcomes and the steps you need to take to improve your result. You are also entitled to know your own (not others') cumulative rank at the end of each assessment task. Cumulative ranks will be based on progress in relation to the published syllabus course assessment components.

In VET courses, following each assessment task you will be given a result of either Competent (C) or Not Yet Competent (NYC) for each of the Units of Competency assessed in that task. Students are not ranked in VET courses.

### **16. Disability Provisions**

NESA sanctioned disability provisions may be provided to eligible students for formal examinations. Students must apply by the advertised due date and provide all relevant documentation to the Head Teacher Welfare.

### **17. School Reviews of Assessment**

If you have any concerns about the marking of an assessment task you must follow this up using the Appeals process (refer to point 6) with your Classroom Teacher or the Head Teacher within one week of the return of the task.

If you consider your ranking to be incorrect you can appeal to the Head Teacher for a review of your ranking. All marks and their computations (in line with syllabus requirements) are checked. Marks cannot be appealed – the process and procedures can. If there is any other concern about the administration and procedures you must lodge an Appeal form following the normal procedures and time limits so that the appeals panel of the relevant Deputy Principal, relevant teacher, year adviser and Head Teacher can preside over the concern, consider it and inform the Principal of the decision. Once this occurs, the result of the concern will be communicated to you and/or parent.

If you are not satisfied by the school's review of their placement in the rank order for a course, the process of appealing to the NESA will be outlined to you at this point via the ACE Website.

# Preliminary ROSA Assessment 2022

## A 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.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically</b>	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analysis/evaluation) evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how

<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole to make a whole

# Preliminary ROSA Assessment 2022

**Course:** Agriculture

**Faculty:** Technology

**Line(s):** 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 7 2022	Term 3 Week 9 & 10 2022
		Experimental Report	Farm Case Study	Preliminary Examination
<p>Knowledge and understanding of: The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems</p> <p>The impact of innovation, ethics and current issues on Australian agricultural systems</p>	40		20	20
<p>Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner</p> <p>Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing.</p>	40		10	30
Skills in effective research, experimentation and communication	20	20		
	<b>100</b>	<b>20</b>	<b>30</b>	<b>50</b>
Preliminary ROSA Outcomes Assessed in Tasks		P4.1	P2.1,P2.2,P2.3	P1.1,P1.2,P2.1,P2.2,P2.3, P3.1,P4.1,P5.1

## **Outcomes:**

A student:

- P1.1 Describes the complex, dynamic and interactive nature of agricultural production systems.
- P1.2 Describes the factors that influence agricultural systems.
- P2.1 Describes the biological and physical resources and applies the processes that cause changes in plant production systems.
- P2.2 Describes the biological and physical resources and applies the processes that cause changes in animal production systems.
- P2.3 Describes the farm as a basic unit of production.
- P3.1 Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.
- P4.1 Applies the principles and procedures of experimental design and agricultural research.
- P5.1 Investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.



# Preliminary ROSA Assessment 2022

**Course:** Ancient History

**Faculty:** HSIE

**Line(s):** 1 and 3



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 6 & 7 2022 (Outside of Assessment Period)	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		Source Analysis and Presentation Investigating Ancient History	Research and essay Historical Investigation	Preliminary Examination
Knowledge and understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	10	5
	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>
Preliminary ROSA Outcomes Assessed in Tasks		AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6, AH11-8 AH11-9	AH11-1 AH11-2, AH11-6 AH11-7 AH11-9

## **Outcomes:**

A student:

### **Knowledge and Understanding**

- 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.

### **Skills**

- AH11-6 Analyses and interprets different types of sources for evidence to support an historical account or argument.
- AH11-7 Discusses and evaluates differing interpretations and representations of the past.
- AH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
- AH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
- AH11-10 Discusses contemporary methods and issues involved in the investigation of ancient history.

# Preliminary ROSA Assessment 2022

Course: **Biology**

Faculty: **Science**

Line(s): **4**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2022	Term 2 Week 6 2022	Term 3 Week 9 & 10 2022
		Practical Task	Depth Study	Preliminary Examination
Skills in working scientifically	60	25	30	5
Knowledge and understanding of course content	40	5	5	30
	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
Preliminary ROSA Outcomes Assessed in Tasks		BIO 11-1 to 11-7	BIO 11-1 to 11-7, 11-10, 11-11	BIO 11-1 to 11-11

## Skills Outcomes:

### Objective

Students: Develop skills in applying the processes of Working Scientifically.

### Questioning and predicting

**BIO11-1** Develops and evaluates questions and hypotheses for scientific investigation.

### Planning investigations

**BIO11-2** Designs and evaluates investigations in order to obtain primary and secondary data and information.

### Conducting investigations

**BIO11-3** Conducts investigations to collect valid and reliable primary and secondary data and information.

### Processing data and information

**BIO11-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

### Analysing data and information

**BIO11-5** Analyses and evaluates primary and secondary data and information.

### Problem solving

**BIO11-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

### Communicating

**BIO11-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

## Knowledge & Understanding Outcomes:

### Objective

Students: Develop knowledge and understanding of the structure and function of organisms.

**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.

### Objective

Students: Develop knowledge and understanding of the Earth's biodiversity and the effect of evolution.

**BIO11-10** Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species.

**BIO11-11** Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.

# Preliminary ROSA Assessment 2022

**Course:** Business Studies

**Faculty:** HSIE

**Line(s):** 3



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		Topic Test Nature of Business	Business Report Business Management	Preliminary Examination
Knowledge and understanding of course content	40	5	10	25
Stimulus-based skills	20	5	5	10
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	10	5
	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1, P2	P5, P7, P8	P3, P4, P6, P9, P10

## **Outcomes:**

A student:

### **Knowledge and Understanding**

- 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.

### **Skills**

- P7 Plans and conducts investigations into contemporary business issues.
- P8 Evaluates information for actual and hypothetical business situations.
- P9 Communicates business information and issues in appropriate formats.
- P10 Applies mathematical concepts appropriately in business situations.

# Preliminary ROSA Assessment 2022

Course: Chemistry

Faculty: Science

Line(s): 3



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		Practical Task	Depth Study	Preliminary Examination
Skills in working scientifically	60	25	30	5
Knowledge and understanding of course content	40	5	5	30
	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
Preliminary ROSA Outcomes Assessed in Tasks		CH 11-2 to 11-7	CH 11-2 to 11-7, 11-10, 11-11	CH 11-1 to 11-11

## Skills Outcomes:

### Objective

Students: Develop skills in applying the processes of Working Scientifically.

### Questioning and predicting

**CH11/12-1** Develops and evaluates questions and hypotheses for scientific investigation.

### Planning investigations

**CHEM11-2** Designs and evaluates investigations in order to obtain primary and secondary data and information.

### Conducting investigations

**CHEM11-3** Conducts investigations to collect valid and reliable primary and secondary data and information.

### Processing data and information

**CHEM11-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

### Analysing data and information

**CHEM11-5** Analyses and evaluates primary and secondary data and information.

### Problem solving

**CHEM11-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

### Communicating

**CHEM11-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

## Knowledge & Understanding Outcomes:

### Objective

Students: Develop knowledge and understanding of the fundamentals of chemistry.

**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.

### Objective

Students: Develop knowledge and understanding of the trends and driving forces in chemical interactions.

**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.



# Preliminary ROSA Assessment 2022

**Course:** Community and Family Studies

**Faculty:** TAS

**Line(s):** 3



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2022	Term 2 Week 6 2022	Term 3 Week 9 & 10 2022
		<b>Resource Management</b> Design, conduct & analyse an interview	<b>Observation</b> Groups	<b>Preliminary Examination</b>
Knowledge and understanding of course content	40%	10	15	15
Skills in critical thinking, research methodology, analysing and communicating	60%	20	25	15
	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		P4.1,P4.2,P1.2,P5.1	P2.1,P2.3,P4.1,P4.2	P1.1- P6.2

## **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 interrelationships 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.

# Preliminary ROSA Assessment 2022

**Course:** Dance

**Faculty:** Creative and Performing Arts

**Line(s):** 7



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2022	Term 2 Week 8 2022	Term 3 Weeks 9 & 10 2022
		Performance Year 11 CAPA Evening Interview Process Diary Safe Dance Analysis	Composition Written Rationale Interview Process Diary	Appreciation Preliminary Examination
Performance	40	40		
Composition	30		30	
Appreciation	30			30
	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>
Preliminary Outcomes Assessed in Tasks		P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P1.1, P1.2, P1.3, P1.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	P1.1, P1.2, P1.3, P1.4, P4.1, P4.2, P4.3, P4.4, P4.5

## Outcomes:

A student:

- 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 artform.
- P1.3 Develops the skills of dance through performing, composing and appreciating dance.
- P1.4 Values the diversity of dance as an artform and its inherent expressive qualities.
- 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.
- 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.
- P4.1 Understands the socio-historic context in which dance exists.

## Preliminary ROSA Assessment 2022

- 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

**Course:** Drama

**Faculty:** Creative and Performing Arts

**Line(s):** 4



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2022	Term 2 Week 10 2022	Term 3 Weeks 9 & 10 2022
		Improvisation, Play building and Acting – CAPA Evening Performance/Logbook	Elements of Production - Director's Folio	Theatrical Traditions and Performance Styles - Preliminary Examination/Group Performance
Making	40	20	10	10
Performing	30	20		10
Critically Studying	30		10	20
	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>
Preliminary Outcomes Assessed in Tasks		P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P2.4, P2.5, P2.6, P3.1, P3.4	P1.2, P1.4, P1.5, P3.2	P1.1, P1.2, P2.2, P2.3, P2.4, P3.1, P3.3

# Preliminary ROSA Assessment 2022

**Outcomes:** A student:

- P1.1 Develops acting skills in order to adopt and sustain a variety of characters and roles.
- P1.2 Explores ideas and situations, expressing them imaginatively in dramatic form.
- P1.3 Demonstrates performance skills appropriate to a variety of styles and media.
- P1.4 Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively.
- P1.5 Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance.
- P1.6 Demonstrates directorial and acting skills to communicate meaning through dramatic action.
- P1.7 Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration.
- P1.8 Recognises the value of individual contributions to the artistic effectiveness of the whole.
- P2.1 Understands the dynamics of actor-audience relationship.
- P2.2 Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers.
- P2.3 Demonstrates directional and acting skills to communicate meaning through dramatic action.
- P2.4 Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces.
- P2.5 Understands and demonstrates the commitment, collaboration and energy required for a production.
- P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance.
- P3.1 Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others.
- P3.2 Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques.
- P3.3 Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements.
- P3.4 Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest.

**Course:** Engineering Studies

**Faculty:** TAS

**Line(s):** 5



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2022	Term 3 Week 3 2022 Out of Assessment Period	Term 3 Week 9 & 10 2022
		Research Assignment	Engineering Report	Preliminary Examination
Knowledge and understanding of course content	60	15	15	30
Knowledge and skills in research, problem solving and communication related to engineering practice	40	10	20	10
	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.2, P3.1, P3.2, P5.1, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3



# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

- P1.1 Identifies the scope of engineering and recognises current innovations.
- P1.2 Explains the relationship between properties, structures, uses and applications of materials in engineering.
- P2.1 Describes the types of materials, components and processes and explains their implications for engineering development.
- P2.2 Describes the nature of engineering in specific fields and its importance to society.
- P3.1 Uses mathematical, scientific and graphical methods to solve problems of engineering practice.
- P3.2 Develops written, oral and presentation skills and applies these to engineering reports.
- P3.3 Applies graphics as a communication tool.
- P4.1 Describes developments in technology and their impact on engineering products.
- P4.2 Describes the influence of technological change on engineering and its effect on people.
- P4.3 Identifies the social, environmental and cultural implications of technological change in engineering.
- P5.1 Demonstrates the ability to work both individually and in teams.
- P5.2 Applies management and planning skills related to engineering.
- P6.1 Applies knowledge and skills in research and problem-solving related to engineering.
- P6.2 Applies skills in analysis, synthesis and experimentation related to engineering.

**Course:** English Studies

**Faculty:** English

**Line(s):** 2



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		Achieving through English	Module	Preliminary Examination
Writing Speaking Representing	30	10 10 10		
Reading Writing Listening	30		10 10 10	
Reading Writing Viewing Representing	40			10 10 10 10
	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		ES11-1,ES11-2,ES11-3, ES11-4,ES11-6,ES11-9,ES11-8	ES11-1,ES11-2, ES11-3,ES11-4, ES11-7,ES11-9 ES11-10	ES11-4,ES11-5,ES11-9

# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

- ES11-1 Comprehends and responds to a range of texts, including short and extended texts, literacy 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, identify specific language forms and features that convey meaning in texts.
- ES11-6 Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.
- ES11-7 Represents own ideas in critical, interpretive and imaginative texts.
- ES11-8 Identifies and describes relationships between texts.
- ES11-9 Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade.
- ES11-10 Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning.

**Course:** English Standard

**Faculty:** English

**Line(s):** 2



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		Reading to Write	Module A: Contemporary Possibilities	Preliminary Examination
Reading Writing Speaking	30	10 10 10		
Reading Writing Speaking Listening Viewing Representing	40		10 10 5 5 5 5	
Reading Writing	30			10 20
	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		EN11-1,EN11-2,EN11-3,EN11-4,EN11-5,EN11-9	EN11-2,EN11-1,EN11-3,11EN-6,11EN-7,EN11-8,11EN-9	EN11-1,EN11-3,11EN-5,11EN-6,11EN8

# Preliminary ROSA Assessment 2022

## 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.

**Course: English Advanced**

**Faculty: English**

**Line(s): 2**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		Reading to Write	Module A: Narratives that shape our World	Preliminary Examination
Reading Writing Speaking	30	10 10 10		
Reading Writing Speaking Listening Viewing Representing	40		10 10 5 5 5 5	
Reading Writing	30			10 20
	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		EA11-1,EA11-2,11EA-3,11EA-4,11EA-5,11EA-9	11EA-1,EA11-2,EA11-3,11EA-6,11EA-7,11EA-8,11EA-9	EA11-1,EA11-3,EA11-5,11EA-6,11EA-8

# Preliminary ROSA Assessment 2022

## 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.

**Course:** English Extension

**Faculty:** English

**Line(s):** 7



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2022	Term 2 Week 9 2022	Term 3 Week 9 & 10 2022
		Task 1	Task 2	Preliminary Examination
Listening	30	10		
Reading		10		
Writing		10		
Reading/Writing	40		15	
Representing/Viewing			15	
Speaking			10	
Reading	30			10
Writing				20
	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		EE11-1,EE11-2,EE11-6	EE11-3,EE11-4,EE11-5	EE11-1,EE11-2,EE11-3



# Preliminary ROSA Assessment 2022

## 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.

**Course: Exploring Early Childhood**

**Faculty: TAS**

**Line(s): 1**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		<b>Child Growth and Development</b> Problem Solving Design and Make	<b>Starting School</b> Written Report	<b>Preliminary Examination</b>
Knowledge and understanding of course content	50%	20	10	20
Skills in critical thinking, research methodology, analysing and communicating	50%	15	20	15
	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1.2, P1.3, P1.5	P2.1, P6.1	All outcomes may be assessed

# Preliminary ROSA Assessment 2022

## 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 interrelationships 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.

**Course: Food Technology**

**Faculty: TAS**

**Line(s): 6**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		Factors Affecting Food Selection Report	Nutrition Investigation	Preliminary Examination
Knowledge and understanding of course content	40	5	5	30
Knowledge and skills in designing, researching, analysing and evaluating	30	15	15	
Skills in experimenting with and preparing food by applying food by applying theoretical concepts	30	10	20	
	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1.1, P1.2, P3.2, P4.1, P4.2, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1

# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

- P 1.1 Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
- P 1.2 Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
- P 2.1 Explains the role of food nutrients in human nutrition P 2.2 identifies and explains the sensory characteristics and functional properties of food.
- P 2.2 Identifies and explains the sensory characteristics and functional properties of food.
- P 3.1 Assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 Presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.
- P4.2 Plans, prepares and presents foods which reflect a range of the influences on food selection.
- P4.3 Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
- P4.4 Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
- P 5.1 Generates ideas and develops solutions to a range of food situations.

**Course: Geography**

**Faculty: HSIE**

**Line(s): 4**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		Research Task	Senior Geography Project	Preliminary Examination
Knowledge and understanding of course content	40	10	10	20
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	20		10	10
	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1, P2, P3, P8, P12	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12

# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

### Knowledge and Understanding

- P1 Differentiates between spatial and ecological dimensions in the study of geography.
- P2 Describes the interactions between the four components which define the biophysical environment.
- P3 Explains how a specific environment functions in terms of biophysical factors.
- P4 Analyses changing demographic patterns and processes.
- P5 Examines the geographical nature of global challenges confronting humanity.
- P6 Identifies the vocational relevance of a geographical perspective.
- P7 Formulates a plan for active geographical inquiry.

### Skills

- P8 Selects, organises and analyses relevant geographical information from a variety of sources.
- P9 Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries.
- P10 Applies mathematical ideas and techniques to analyse geographical data.
- P11 Applies geographical understanding and methods ethically and effectively to a research project.
- P12 Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

**Course: Industrial Technology - Timber**

**Faculty: TAS**

**Line(s): 6**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		Industry Case Study	Preliminary Project	Preliminary Examination
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the focus area	40	10	10	20
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60	10	30	20
	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1



# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

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

**Course:** Information Processes & Technology

**Faculty:** TAS

**Line(s):** Line 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1, Week 11 2022	Term 2, Week 8 2022	Term 3, Week 9/10 2022
		Research Project  (Introduction to Information Skills and Systems)	Preliminary Project	Yearly Examination
Knowledge and understanding of course content	60	10	20	30
Knowledge and skills in the design and development of information systems	40	15	15	10
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
Prelim Outcomes Assessed in Tasks		P1.1, P2.1, P6.1, P6.2	P2.1, P5.1, P6.2, P7.1, P7.2	P1.1, P2.2, P3.1, P4.1, P6.1, P7.1

# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

### Task 1

- P1.1 describes the nature of information processes and information technology
- P2.1 identifies and describes the information processes within an information system
- P6.1 analyses and describes an identified need
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need

### Task 2

- P2.1 identifies and describes the information processes within an information system
- P5.1 selects and ethically uses computer based and non-computer based resources and tools to process information
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work
- P7.2 uses and justifies technology to support individuals and teams

### Task 3

- P1.1 describes the nature of information processes and information technology
- P2.2 recognises and explains the interdependence between each of the information processes
- P3.1 identifies and describes social and ethical issues
- P4.1 describes the historical development of information systems and relates these to current and emerging technologies
- P6.1 analyses and describes an identified need
- P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work



**Course: Japanese Beginners**

**Faculty: English Line(s): 7 (Offline)**

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 7 2022	Term 3 Week 9 & 10 2022
		Reading & Responding Task	Listening & Responding Task	Prelim Examination
Listening	30		15	15
Reading	30	15		15
Writing	20	10		10
Speaking	20		10	10
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>50</b>
Preliminary ROSA Outcomes Assessed in Tasks		1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

# Preliminary ROSA Assessment 2022

## Outcomes:

### A Student

- Establishes and maintains communication in Japanese
- Manipulates linguistic structures to express ideas effectively in Japanese
- Sequences ideas and information
- Applies knowledge of the culture of Japanese-speaking communities to interact appropriately.

2.1 understands and interprets information in texts using a range of strategies

2.2 conveys the gist of and identifies specific information in texts

2.3 summarises the main points of a text

2.4 draws conclusions from or justifies an opinion about a text

2.5 identifies the purpose, context and audience of a text

2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts

3.1 produces texts appropriate to audience, purpose and context

3.2 structures and sequences ideas and information

3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese

3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

**Course:** Legal Studies

**Faculty:** HSIE

**Line(s):** 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 7 2022	Term 3 Week 9 & 10 2022
		Topic Test/Research	Case Study/Media File	Preliminary Examination
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20		10	10
Inquiry and research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	10	10	
	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1, P2, P3, P9	P5, P6, P4, P8	P1, P2, P3, P4, P7, P9, P10

# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

### Knowledge and Understanding

- 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.

### Skills

- 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.

**Course: Mathematics Standard**

**Faculty: Mathematics**

**Line(s): 1 and 3**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2022	Term 2 Week 6 2022	Term 3 Week 9 & 10 2022
		In Class Test with Summary Sheet	Investigation Assignment	Preliminary Examination
Understanding, fluency and communication	50	20	10	20
Problem solving, reasoning and justification	50	10	20	20
	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		MS11-1, 2, 3, 4, 5, 6, 9, 10	MS11-1, 2, 6, 9, 10	MS11-1, 2, 3, 4, 5, 6, 7, 8, 9, 10



# Preliminary ROSA Assessment 2022

## 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.

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.

**Course: Mathematics**

**Faculty: Mathematics (2 Unit)**

**Line(s): 1**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2022	Term 2 Week 6 2022	Term 3 Week 9 & 10 2022
		In Class Test with Summary Sheet	Assignment/Investigation	Preliminary Examination
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50	20	10	20
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50	15	15	20
	<b>100</b>	<b>35</b>	<b>25</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		MA11.1, MA11.2, MA11.8, MA11.9	MA11.1, MA11.5, MA11.8, MA11.9	MA11.1, MA11.2, MA11.3, MA11.4, MA11.5, MA11.6, MA11.7, MA11.8, MA11.9

# Preliminary ROSA Assessment 2022

## 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 and 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

**Course: Mathematics Extension 1**

**Faculty: Mathematics**

**Line(s): 7**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 8 2022	Term 3 Week 9 & 10 2022
		In Class Test with Summary Sheet	Assignment Investigation	Prelim Examination
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.	50	20	10	20
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	50	15	15	20
	<b>100</b>	<b>35</b>	<b>25</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		ME11.1, ME11.2, ME11.3, ME11.6, ME11.7	ME11.1, ME11.2, ME11.6, ME11.7	ME11.1, ME11.2, ME11.3, ME11.4, ME11.5, ME11.6, ME11.7

# Preliminary ROSA Assessment 2022

## 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 solution 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.

**Course: Modern History**

**Faculty: HSIE**

**Line(s): 5**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2022	Term 2 Week 6 2022	Term 3 Week 9 & 10 2022
		Source analysis Case Study Modern History	Research and essay Historical Investigation	Preliminary Examination
Knowledge and understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	10	5
	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>
Preliminary ROSA Outcomes Assessed in Tasks		MH11-5 MH11-6 MH11-4	MH11-2 MH11-3 MH11-8 MH11-7	MH11-1 MH11-2 MH11-3 MH11-9

# Preliminary ROSA Assessment 2022

## 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 roles 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 of evidence to support 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.

**Course: Music**

**Faculty: Creative and Performing Arts**

**Line(s): 5**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2022	Term 2 Week 6 2022	Term 3 Weeks 9 & 10 2022
		CAPA Evening Performance Listening Examination	Composition Viva Voce Process journal	Preliminary Examination Performance Listening Examination
Performance	25	10		15
Aural	25	10		15
Composition	25		25	
Musicology	25		15	10
	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1, P4, P5, P6, P7, P8, P9, P10, P11	P2, P3, P4, P5, P6,P7, P8	P1, P4, P5, P6, P7, P8, P9, P10, P11



# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

- P1. Performs music that is characteristic of the topics studied.
- P2. Observes, reads, interprets and discusses simple musical scores characteristic of topics studied.
- P3. Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical context 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.

**Course: Personal Development, Health & Physical Education**

**Faculty: PDHPE**

**Line(s): 5**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2022	Term 2 Week 7 2022	Term 3 Week 9 & 10 2022
		In Class Task	Research Assignment	Preliminary Examination
Knowledge and understanding of course content	40	15	10	15
Skills in critical thinking, research, analysis and communicating	60	10	25	25
	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		P5, P6, P10, P15,P16, P17.	P1, P2, P3, P4, P5, P6, P12, P15, P16.	P5, P6, P7, P8, P9, P10, P11, P12, P16, P17

# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

- P1 Identifies and examines why individuals give different meanings to health.
- P2 Explains how a range of health behaviours affect an individual's health.
- P3 Describes how an individual's health is determined by a range of factors.
- P4 Evaluates aspects of health over which individuals can exert some control.
- P5 Describes factors that contribute to effective health promotion.
- P6 Proposes actions that can improve and maintain an individual's health.
- P7 Explains how body systems influence the way the body moves.
- P8 Describes the components of physical fitness and explains how they are monitored.
- P9 Describes biomechanical factors that influence the efficiency of the body in motion.
- P10 Plans for participation in physical activity to satisfy a range of individual needs.
- P11 Assesses and monitors physical fitness levels and physical activity patterns.
- P12 Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings.
- P15 Forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16 Uses a range of sources to draw conclusions about health and physical activity concepts.
- P17 Analyses factors influencing movement and patterns of participation.

**Course: Physics**

Faculty: Science

Line(s): 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Date Due: Term 1 Week 11 2022	Date Due : Term 2 Week 8 2022	Date Due: Term 3 Week 9-10 2022
		Practical	Depth Study	Preliminary Examination
Skills in working scientifically	60	25	30	5
Knowledge and understanding of course content.	40	5	5	30
	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
Preliminary ROSA Outcomes Assessed in Tasks		PH11-1, PH11-7	PH11-1, PH11-7, PH11-10	PH11-1 TO PH11-11

# Preliminary ROSA Assessment 2022

## Skills Outcomes:

### Objective

Students: develop skills in applying the processes of Working Scientifically

### Questioning and predicting

**PH11-1** Develops and evaluates questions and hypotheses for scientific investigation

### Planning investigations

**PH11-2** Designs and evaluates investigations in order to obtain primary and secondary data and information

### Conducting investigations

**PH11-3** Conducts investigations to collect valid and reliable primary and secondary data and information

### Processing data and information

**PH11-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

### Analysing data and information

**PH11-5** Analyses and evaluates primary and secondary data and information

### Problem solving

**PH11-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

### Communicating

**PH11-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## Knowledge & Understanding Outcomes:

### Objective

Students: Develop knowledge and understanding of fundamental mechanics

**PH11-8** Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

**PH11-9** Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

### Objective

Students: Develop knowledge and understanding of energy

**PH11-10** Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

**PH11-11** Explains and quantitatively analyses electric fields, circuitry and magnetism

**Course: Society and Culture**

**Faculty: HSIE**

**Line(s): 6**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2022	Term 2 Week 7 2022	Term 3 Week 9 & 10 2022
		Report The Social and Cultural World	Research Task Personal and Social Identity	Preliminary Examination
Knowledge and understanding of course content	50	10	20	20
Application and evaluation of social and cultural research methods	30	10	10	10
Communication of information, ideas and issues in appropriate forms	20	10		10
	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9

# Preliminary ROSA Assessment 2022

## Outcomes:

P1 identifies and applies social and cultural concepts

P2 describes personal, social and cultural identity

P3 identifies and describes relationships and interactions within and between social and cultural groups

P4 identifies the features of social and cultural literacy and how it develops

P5 explains continuity and change and their implications for societies and cultures

P6 differentiates between social and cultural research methods

P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias

P8 plans and conducts ethical social and cultural research

P9 uses appropriate course language and concepts suitable for different audiences and contexts

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

*Students will develop knowledge and understanding about:*

- social and cultural concepts and their application
- personal, social and cultural identity and interactions within societies and cultures
- how personal experience and public knowledge interact to develop social and cultural literacy
- continuity and change, personal and social futures
- social and cultural research methods

*Students will develop skills to:*

- apply ethical social and cultural research to investigate and analyse information from a variety of sources
- communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts

**Course: Textiles and Design**

**Faculty: TAS**

**Line(s): 3**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 2 Week 1 2022 (Out of Assessment Period)	Term 3 Week 4 2022 (Out of Assessment Period)	Term 3 Week 9 & 10 2022
		Preliminary Project 1	Preliminary Project 2	Preliminary Examination
Knowledge and understanding of course content	50	20	10	20
Skills and knowledge in the design, manufacture and management of textiles projects	50	10	30	10
	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1.1, P2.1, P4.1	P2.1, P 3.1, P3.2, P4.1	P1.2, P2.1,P2.2, P2.3,P4.1, P6.1



# Preliminary ROSA Assessment 2022

## 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 computerbased 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.
- P4.1 Identifies and selects textiles for specific end-uses based on analysis of experimentation.
- P5.2 Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries.
- P6.1 Identifies and appreciates the factors that contribute to the quality and value of textiles in society.

**Course: Visual Arts**

**Faculty: Creative and Performing Arts**

**Line(s): 6**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2022	Term 2 Week 7 2022	Term 3 Weeks 9 & 10 2022
		Body of Work for Year 11 CAPA Evening	Structured Essay Visual Arts Process Diary	Preliminary Examination
Artmaking	50	25	25	
Art History and criticism	50		15	35
	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1, P4, P5, P6	P1, P2, P3, P6, P7, P9	P7, P8, P9, P10

# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

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

**Course: Work Studies**

**Faculty: English**

**Line(s): 5**



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2022	Term 2 Week 7 2022	Term 3 Week 7 (Outside of Assessment Period) 2022
		Resume development	Job Application and Mock Interviews	Small Business Proposal
Knowledge and understanding of: Work, the work environment and skills for employment.	30	10	10	10
Employment options, career management, life planning and further education and training.	30	10	10	10
Skills for success in the workplace and in critically assessing personal and social influences on individuals and groups.	40	15	15	10
	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		P1, P2	P3, P4, P6, P7	P5, P7, P8, P9

# Preliminary ROSA Assessment 2022

## Outcomes:

A student:

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

## ULTIMO RTO 90072

### VET COURSE ASSESSMENT SCHEDULES

#### Preliminary 2022 – HSC 2022

### **Vocational Education and Training (VET) Courses**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses are classified as Category B subjects and **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.


Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.


Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

# Preliminary Assessment 2022 (VET) Course: Business Services

		ULTIMO 90072 Business Services CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2022 - HSC 2023 QUALIFICATION: BSB30120 Certificate III in Business Training Package: BSB Business Services (version 7.2)				NESAs course code 2 U X 2 YR - 26111 2023 HSC Exam: 26199 LMBR UI Code: BSB3012012611B	
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
Term 1	BSBTEC201 BSBTEC202	Use business software applications Use Digital technologies to communicate in the workplace	E E	M E	15 10	<b>Cluster 1 – Let's get tech savvy</b> Direct observation, produce based method, questioning	% Preliminary Exam
Term 1/2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M M	20 20	<b>Cluster 2 – Organise business safety</b> Direct observation, produce based method, questioning	35 hrs. Work placement
Term 2/3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 5	<b>Cluster 3 – Working in industry</b> Direct observation, produce based method, questioning	
	<b>7 HSC UOCs</b>						35 hrs. Work placement
Term 4	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	<b>Cluster 4 - Wellbeing</b> Direct observation, produce based method, questioning	Trial HSC Exam
Terms 4-5	BSBPEF301 BSBTEC301	Organise work priorities Design and produce business documents	E E	M E	25 25	<b>Cluster 5 – Mastering document design</b> Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	<b>Cluster 6 – Sharing is caring</b> observation, produce based method, questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	<b>Cluster 7– Thinking critically</b> Direct observation, produce based method, questioning	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours	225	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

# Preliminary Assessment 2022 (VET)

Course: Construction

		ULTIMO 90072 CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2022 - HSC 2022 QUALIFICATION: CPC20221 Certificate II in Construction Pathways Training Package: CPC08 Construction, Plumbing and Services (version 9.7)				NESAs course code 2 U X 2 YR - 26201 2022 HSC Exam: 26299 LMBR UI Code: (11 OR 12) CPC20221526201B	
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	40% Preliminary Exam 35 hrs. Work placement
	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table Practical</b> , Teacher observations and written test.	
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test	35 hrs. Work placement
	<b>7 HSC UOCs</b>						
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	<b>Cluster E - School Project – Concreting</b> Practical, Teacher observations and written test.	35 hrs. Work placement  60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCCM2006B	Apply basic levelling procedures	E	E	15	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	<b>Cluster F – Wall and Floor Tiling</b> Practical, Teacher observations and written test	
	NESAs requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.



# Preliminary Assessment 2022 (VET) Course: Entertainment Industry



Education

**ULTIMO 90072**  
**ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**  
**Preliminary Year 2022 - HSC 2022**


QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services  
 Training Package: CUA Creative Arts and Culture (version 4.1)

**NESA code**  
 2 U X 2 YR - 26401  
**2022 HSC Exam: 26499**  
**LMBR UI Code:**  
 (11 OR 12) CUA30415326401B

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	<b>6 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCOHS1001A	Work safely in the construction industry	C	M	10	<b>Cluster A – Work Safely</b> Written Test, Structured Activity Site Inspection and Oral Report	35 hrs Work placement
Term 1/2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	<b>Cluster B – Safe and Sound</b> Audio Practical and Portfolio and Written Task	40% Preliminary Exam
Term 3	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20	<b>Cluster C – Let’s See It!</b> Written Questioning, Direct Observation of Practical Work and Evaluation, Portfolio of Evidence and Research Task	
Term 4/5	<b>6 HSC UOCs</b>						
	CUASOU306 CUASTA301 CUALGT301	Operate sound reinforcement systems Assist with production operations for live performances Operate basic lighting	E E E	E M M	20 25 25	<b>Cluster D – Setting the Scene</b> Written Questioning, Direct Observation of Practical Work, Portfolio of Evidence	35 hrs Work placement  60% Trial HSC Exam
Term 6/7	CUASTA202 CUASMT301 BSBCMM201	Assist with bump in and bump out of shows Work effectively backstage during performances Communicate in the workplace	E E E	E E E	20 25 15	<b>Cluster E – Behind the Scenes</b> Written Questioning, Portfolio of Evidence, Direct Observation of Practical Work	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
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.	


# Preliminary Assessment 2022(VET)

Course: Hospitality Food and Beverage

						ULTIMO 90072 HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2022 - HSC 2022 QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)			<b>NESA Course Code</b> 2 U X 2 YR – 26511 <b>2022 HSC Exam: 26589</b> <b>LMBR UI Code</b> (11 OR 12) SIT20316126511B
Term	Unit Code	Units Of Competency	AQF COR E/	HSC STAT US	HSC INDI	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%		
<b>9 PRELIMINARY UOCs</b>						<b>Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively</b>			
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b>  Scenario, written task, case study, observation of practical work	240 Indicative Hours over 2 years  35 hrs Work placement  40% Prelim Yearly Exam		
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	<b>Cluster B: Sustainable Kitchen Practices</b>  Scenario, written task, case study, observation of practical work			
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.			
<b>6 HSC UOCs</b>									
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	35 hrs Work placement 60% HSC Trial Exam  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.		
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection			
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 245			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>			

# Preliminary Assessment 2022(VET)

Course: Primary Industries

 <b>ULTIMO 90072</b> <b>PRIMARY INDUSTRIES ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2022 - HSC 2022</b> QUALIFICATION: AHC20116 Certificate II in Agriculture (Release 5) Training Package: AHC – Agriculture, Horticulture and Conservation and Land Management (Version 5)							<b>NESA course code</b> 2 U X 2 YR 26811 <b>HSC Exam: 26899</b> <b>LMBR UI Code:</b> (11 or 12) AHC20116226811B
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>							240 HSC Indicative Hours over 2 years
Term 1-2	AHCWHS201	Participate in work health and safety processes	C	M	15	<b>Cluster A: Working safely with Livestock</b> Written questioning/Scenario, Direct Observation, Portfolio of evidence	40% Preliminary Exam  35 hrs Work placement
	AHCLSK205	Handle livestock using basic techniques	E	E	15		
	AHCLSK204	Carry out regular livestock observation	E	E	10		
Terms 2-3	AHCLSK202	Care for health and welfare of livestock	E	S	20	<b>Cluster B: Care for Livestock</b> Written questioning, Direct Observation, Portfolio of evidence	60% Trial HSC Exam
	AHCLSK211	Provide feed for livestock	E	E	10		
	AHCLSK209	Monitor water supplies	E	E	10		
	AHCLSK206	Identify and mark livestock	E	E	10		
Term 3	AHCWRK204	Work effectively in the industry	C	M	20	<b>Cluster C: Fencing</b> Written questioning, Structured Activity (Case Study), Direct Observation	35 hrs Work placement
	AHCINF202	Install, maintain and repair farm fencing	E	E	15		
<b>9 HSC UOCs</b>							35 hrs Work placement
Term 4-5	AHCCHM201	Apply chemicals under supervision	E	M	20	<b>Cluster D: Applying Chemicals Safely</b> Written questioning/Scenario, Direct Observation, Portfolio of evidence	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	AHCPMG201	Treat weeds	E	E	10		
	AHCWRK201	Observe and report on weather	E	E	20		
Term 5-6	AHCWRK209	Participate in environmentally sustainable work practices	E	M	15	<b>Cluster E: Farm machinery and the Environment</b> Written questioning, Direct Observation, Portfolio of evidence	
	AHCMOM202	Operate tractors	C	M	15		
	AHCPIO201	Inspect and clean machinery for plant, animal and soil materials	E	E	10		
Term 6-7	AHCPCM201	Recognise plants	E	E	20	<b>Cluster F: Working with Plants</b> Written questioning, Direct Observation, Portfolio of evidence	
	AHCNSY203	Undertake propagation activities	E	E	20		
	AHCSOL202	Assist with soil or growing media sampling and testing	E	E	15		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 270		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

## HSC Assessment 2022 (VET)

**Course: Sports Coaching**

ULTIMO 90072

SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIS30519 Certificate III in Sport Coaching

Training Package: SIS Sport, Fitness and Recreation (Version 4)

**NESA Course:**

50418

**LMBR UI Code:**

(11 or 12)

**SIS30519150418**

TERM	Unit Code	Units Of Competency	AQF CORE / ELECT	HSC STS	HSC IND HS Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 1-2	<b>5 Preliminary UOC's</b>						240 Indicative hours over 2 years
	HLTWHS001	Participate in workplace health and safety	C	C	15	<b>Cluster A: Tournament Time</b>	
	SISXIND006	Conduct sport, fitness and recreation events	E - E	E	30	Direct Observation, Product Based Method and Questioning.	
Term 2-3	SISSCO003	Meet participant coaching needs	C	C	30	<b>Cluster B: Playing it Safe</b>	
	BSBRSK401	Identify risk and apply risk management procedures	C	C	25	Direct Observation, Product Based Method and Questioning.	
Stand alone Unit Term 1-3	HLTAID003	Provide First Aid  <b>(to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)</b>	C	C	20	<b>Cluster F: First Aid</b> Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
Term 4	<b>5 HSC UOCs</b>						Minimum 35 hrs mandatory work placement  35 hrs Work placement
	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	<b>Cluster C:</b> (Complete 2 of the 3 elective options)	

	SIXCAI009	Instruct strength and conditioning techniques	E-E	E	25	<b>Officiating in Sport</b> – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation
	SIXDIS001	Facilitate inclusion for people with a disability	E-E	E	20	
Term 5-6	SISSCO002	Work in community coaching role	C	C	30	<b>Cluster D: The Community Coach</b>  Research and Questioning, Portfolio of Evidence and Classroom Discussion
	SISSCO005	Continuously improve coaching skills and knowledge	C	C	30	
Term 7	SISSCO012	Coach sports participants up to an intermediate level	E-A	E	30	<b>Cluster E: Next Level Coaching</b>  Direct Observation, Product Based Method and Questioning.
<p><i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i></p>			<p>Total hours: 250/255</p>		<p><i>This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.</i></p>	



# **Preliminary and Higher School Certificate Assessment 2022-2022**

**Macarthur Trade Training Centre – Tuesday Afternoons**

**Business Services is being taught at Mount Annan High and is being taught through the Macarthur Trade Training Centre. Please contact your teachers for assessment information.**

**Hospitality Kitchen Operations is being taught at Camden High School and is being taught through the Macarthur Trade Training Centre. Please contact your teachers for assessment information.**



## **Preliminary and Higher School Certificate Assessment 2022-2022**

### **Community of Schools - Tuesday Afternoons**

Economics is being taught at Elizabeth Macarthur High School and is being taught through the Community of Schools. Please contact your teachers for assessment information.

Japanese is being taught at Elderslie High School and is being taught through the Community of Schools. Please contact your teachers for assessment information.