



ELDERSLIE HIGH SCHOOL

PRELIMINARY RECORD OF SCHOOL ACHIEVEMENT

ASSESSMENT GUIDELINES

2024

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's 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 of 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.

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 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2024 11 Weeks Beginning 29/01/24	29/01/24 – 2/2/24	5/2/24 – 9/2/24	12/2/24 – 16/2/24	19/2/24 – 23/2/24	26/2/24 – 1/3/24	4/3/24 – 8/3/24	11/3/24 – 15/3/24 Biology	18/3/24 – 22/3/24 Assessment Period 1 Lines 1/2 <i>Legal Studies</i>	25/3/24 – 29/3/24 <i>Good Friday</i> Assessment Period 1 Lines 3/4	1/4/24 – 5/4/24 <i>Easter Monday</i> Assessment Period 1 Lines 5/6 <i>Japanese English Ext 1 Maths Ext 1</i>	8/4/24 – 12/4/24 Interim reports issued <i>Dance</i>
Term 2 2024 10 Weeks Beginning 29/04/24	29/4/24 – 3/5/24	6/5/24 – 10/5/24 Yr 7, 11-12 P/T Night	13/5/24 – 17/5/24	20/5/24 – 24/5/24	27/5/24 – 31/5/24 Yr11 reports issued	3/6/24 – 7/6/24 Assessment Period 2 Lines 1/2 <i>Legal Studies</i>	10/6/24 – 14/6/24 Assessment Period 2 Lines 3/4 <i>Japanese</i>	17/6/24 – 21/6/24 Assessment Period 2 Lines 5/6 <i>English Ext 1 Maths Ext 1</i>	24/6/24 – 28/6/24 <i>Dance</i>	1/7/24 – 5/7/24 <i>Geography</i>	
Term 3 2024 10 Weeks Beginning 22/07/24	22/7/24 – 26/6/24	29/7/24 – 2/8/24 Yr 7-12 P/T Night	5/8/24 – 9/8/24	12/8/24 – 16/8/24 <i>Design and Technology</i>	19/8/24 – 23/8/24	26/8/24 – 30/8/24 <i>Sport, Leisure and Recreation</i>	2/9/24 – 6/9/24 <i>Work Studies</i>	9/9/24 – 13/9/24	16/9/24 – 20/9/24 <i>Preliminary Examinations</i>	23/9/24 – 27/9/24 <i>Preliminary Examinations</i>	

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.

Line 7 is offline, and courses will fall within each assessment period.

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/ Misadventure/Extension Application Form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person e.g. 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 Illness/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 Illness/Misadventure/Extensions Application is upheld, students will complete an alternative 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 (e.g. 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 always follow the examination rules and teachers' instructions during 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. Plagiarism is intellectual theft wherein the work is not your own. This includes copying work (intentionally or accidentally) from other sources and using Artificial Intelligence (AI) technology to complete assessments. Proven cases of undertaking or assisting in cheating or dishonest practices may 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 for school records. If you facilitate cheating (e.g. 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 NESAs. 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 NESAs Requirements of a Course

You must make a genuine attempt at all assessment tasks (both formal and informal). NESAs requires that to satisfactorily complete a course, students must also follow the course developed or endorsed by NESAs; 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 NESAs 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

In 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 NESA will be outlined to you at this point via the ACE Website.

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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.

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

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

Preliminary ROSA Assessment 2024

Course: Agriculture

Faculty: Technology

Line(s): 3



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2024	Term 2 Week 7 2024	Term 3 Week 9 & 10 2024
		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		
	100	20	30	50
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 2024

Course: Ancient History

Faculty: HSIE

Line(s): 5 and 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 8 2024	Term 3 Week 9 & 10 2024
		Creative Task 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
	100	25	40	35
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 2024

Course: Biology

Faculty: Science

Line(s): 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 7 2024	Term 2 Week 8 2024	Term 3 Week 9 & 10 2024
		Practical Task	Depth Study	Preliminary Examination
Skills in working scientifically	60	25	30	5
Knowledge and understanding of course content	40	5	5	30
	100	30	35	35
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 2024

Course: Business Studies

Faculty: HSIE

Line(s): 5 and 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 8 2024	Term 3 Week 9 & 10 2024
		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
	100	25	35	40
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 2024

Course: Chemistry

Faculty: Science

Line(s): 4



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2024	Term 2 Week 7 2024	Term 3 Week 9 & 10 2024
		Practical Task	Depth Study	Preliminary Examination
Skills in working scientifically	60	25	30	5
Knowledge and understanding of course content	40	5	5	30
	100	30	35	35
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 2024

Course: Community and Family Studies

Faculty: PDHPE



Line(s): 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2024	Term 2 Week 7 2024	Term 3 Week 9 & 10 2024
		Research Task	Case study	Preliminary Examination
Knowledge and understanding of course content	40%	10	15	15
Skills in critical thinking, research methodology, analysing and communicating	60%	15	20	25
	100	25	35	40
Preliminary ROSA Outcomes Assessed in Tasks		P1.2, P2.1, P3.2, P4.1, P4.2, P6.1, P6.2	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2, P6.1	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.2, P5.1, P6.1

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 2024

Course: Dance

Faculty: CAPA

Line(s): 7



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2024	Term 2 Week 9 2024	Term 3 Weeks 9 & 10 2024
		Performance Interview Process Diary Safe Dance Analysis	Composition Written Rationale Interview Process Diary	Appreciation Preliminary Examination
Performance	40	40		
Composition	30		30	
Appreciation	30			30
	100	40	30	30
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.
- P4.2 Develops knowledge to critically appraise and evaluate dance.
- P4.3 Demonstrates the skills of gathering, classifying and recording information about dance.
- P4.5 Values the diversity of dance from national and international perspectives

Preliminary ROSA Assessment 2024

Course: **Design & Technology**

Faculty: **TAS**

Line(s): **5**

Assessment Components	Weighting %		Task 2	Task 3
			Term 3 Week 4 2024 <i>(Out of assessment period)</i>	Term 3 Week 9 & 10 2024
			Design Project and Folio 2	Preliminary Examination
Knowledge and understanding of course content.			30	40
Knowledge and skills in designing, managing, producing and evaluating design projects.			30	
Marks	100		60	40
Preliminary Outcomes Assessed in Tasks			P6.1. P5.2, P5.1, P4.3, P4.2, P4.1	P1.1, P2.1, P2.2, P3.1, P4.1, P4.3, P6.2

Outcomes:

- P1.1 Examines design theory and practice, and considers the factors affecting designing and producing in design projects.
- P2.1 Identifies design and production processes in domestic, community, industrial and commercial settings.
- P2.2 Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.
- P3.1 Investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
- P4.1 Uses design processes in the development and production of design solutions to meet identified needs and opportunities.
- P4.2 Uses resources effectively and safely in the development and production of design solutions.
- P4.3 Evaluates the processes and outcomes of designing and producing.
- P5.1 Uses a variety of management techniques and tools to develop design projects.
- P5.2 Communicates ideas and solutions using a range of techniques.
- P5.3 Uses a variety of research methods to inform the development and modification of design ideas.
- P6.1 Investigates a range of manufacturing and production processes and relates these to aspects of design projects.
- P6.2 Evaluates and uses computer-based technologies in designing and producing.

Preliminary ROSA Assessment 2024

Course: English Studies

Faculty: English

Line(s): 2



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2024	Term 2 Week 6 2024	Term 3 Week 9 & 10 2024
		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
	100	30	30	40
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

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.

Preliminary ROSA Assessment 2024

Course: English Standard

Faculty: English

Line(s): 2



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2024	Term 2 Week 6 2024	Term 3 Week 9 & 10 2024
		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
	100	30	40	30
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

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.

Preliminary ROSA Assessment 2024

Course: English Advanced

Faculty: English

Line(s): 2



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2024	Term 2 Week 6 2024	Term 3 Week 9 & 10 2024
		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
	100	30	40	30
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

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.

Preliminary ROSA Assessment 2024

Course: English Extension

Faculty: English

Line(s): 7



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 8 2024	Term 3 Week 9 & 10 2024
		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
	100	30	40	30
Preliminary ROSA Outcomes Assessed in Tasks		EE11-1,EE11-2,EE11-6	EE11-3,EE11-4,EE11-5	EE11-1,EE11-2,EE11-3

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.

Preliminary ROSA Assessment 2024

Course: Exploring Early Childhood

Faculty: PDHPE

Line(s): 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 8 2024	Term 3 Week 9 & 10 2024
		Child Growth and Development Design and Report	Starting School Written Report	Preliminary Examination
Knowledge and understanding of course content	50%	20	10	20
Skills in critical thinking, research methodology, analysing and communicating	50%	15	20	15
	100	35	30	35
Preliminary ROSA Outcomes Assessed in Tasks		P1.2, P1.3, P1.5	P2.1, P6.1	All outcomes may be assessed

Outcomes:

A student:

- P1.1 analyses prenatal issues that have an impact on development.
- P1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children.
- P1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years.
- P1.4 analyses the ways in which family, community and culture influence the growth and development of young children.
- P1.5 examines the implications for growth and development when a child has special needs.
- P2.1 analyses issues relating to the appropriateness of a range of services for different families.
- P2.2 critically examines factors that influence the social world of young children.
- P2.3 explains the importance of diversity as a positive issue for children and their families.
- P2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children.
- P2.5 examines strategies that promote safe environments.
- P3.1 evaluates strategies that encourage positive behaviour in young children.
- P4.1 demonstrates appropriate communication skills with children and/or adults.
- P4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds.
- P4.3 demonstrates appropriate strategies to resolve group conflict.
- P5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development.
- P6.1 demonstrates an understanding of decision-making processes.
- P6.2 critically examines all issues including beliefs and values that may influence interactions with others

Preliminary ROSA Assessment 2024

Course: Food Technology

Faculty: TAS

Line(s): 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 8 2024	Term 3 Week 9 & 10 2024
		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	
	100	30	40	30
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

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.

Preliminary ROSA Assessment 2024

Course: Geography

Faculty: HSIE

Line(s): 4



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2024	Term 2 Week 10 2024	Term 3 Week 9 & 10 2024
		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
	100	20	40	40
Preliminary ROSA Outcomes Assessed in Tasks		P1, P2, P3, P8, P12	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12

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.

Preliminary ROSA Assessment 2024

Course: Industrial Technology - Timber

Faculty: TAS

Line(s): 3



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2024	Term 2 Week 7 2024	Term 3 Week 9 & 10 2024
		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
	100	20	40	40
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

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.

Preliminary ROSA Assessment 2024

Course: Japanese Beginners

Faculty: English

Line(s): 7 (Offline)



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 7 2024	Term 3 Week 9 & 10 2024
		Reading & Responding Task	Listening & Responding Task	Prelim Examination
Listening	30		15	15
Reading	30	15		15
Writing	20	10		10
Speaking	20		10	10
Marks	100	25	20	50
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

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.

Preliminary ROSA Assessment 2024

Course: Legal Studies

Faculty: HSIE

Line(s): 3 and 5



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2024	Term 2 Week 6 2024	Term 3 Week 9 & 10 2024
		Topic Test	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	
	100	30	40	30
Preliminary ROSA Outcomes Assessed in Tasks		P1, P2, P3, P9	P5, P6, P4, P8	P1, P2, P3, P4, P7, P9, P10

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.

Preliminary ROSA Assessment 2024

Course: Mathematics Standard

Faculty: Mathematics

Line(s): 1



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2024	Term 2 Week 6 2024	Term 3 Week 9 & 10 2024
		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
	100	30	30	40
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

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.

Preliminary ROSA Assessment 2024

Course: Mathematics

Faculty: Mathematics (2 Unit)

Line(s): 1



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2024	Term 2 Week 6 2024	Term 3 Week 9 & 10 2024
		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
	100	35	25	40
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

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

Preliminary ROSA Assessment 2024

Course: Mathematics Extension 1

Faculty: Mathematics

Line(s): 7



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 8 2024	Term 3 Week 9 & 10 2024
		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
	100	35	25	40
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

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.

Preliminary ROSA Assessment 2024

Course: Modern History

Faculty: HSIE

Line(s): 3 and 4



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2024	Term 2 Week 7 2024	Term 3 Week 9 & 10 2024
		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
	100	25	40	35
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

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.

Preliminary ROSA Assessment 2024

Course: Personal Development, Health & Physical Education

Faculty: PDHPE

Line(s): 5 & 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 8 2024	Term 3 Week 9 & 10 2024
		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
	100	25	35	40
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

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.

Preliminary ROSA Assessment 2024

Course: Physics

Faculty: Science

Line(s): 3



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Date Due: Term 1 Week 9 2024	Date Due : Term 2 Week 7 2024	Date Due: Term 3 Week 9-10 2024
		Practical	Depth Study	Preliminary Examination
Skills in working scientifically	60	25	30	5
Knowledge and understanding of course content.	40	5	5	30
	100	30	35	35
Preliminary ROSA Outcomes Assessed in Tasks		PH11-1, PH11-7	PH11-1, PH11-7, PH11-10	PH11-1 TO PH11-11

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

Preliminary ROSA Assessment 2024

Course: Society and Culture

Faculty: HSIE

Line(s): 4



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 9 2024	Term 2 Week 7 2024	Term 3 Week 9 & 10 2024
		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
	100	30	30	40
Preliminary ROSA Outcomes Assessed in Tasks		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9

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

Preliminary ROSA Assessment 2024

Course: Sport, Leisure and Recreation

Faculty: PDHPE

Line(s): 5



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 10 2024	Term 2 Week 8 2024	Term 3 Week 6 2024
		Fact Sheet	Design and Justification	Information Booklet
Knowledge and understanding of course content	50%	20%	15%	15%
Skills	50%	10%	20%	20%
	100	30	35	35
Preliminary ROSA Outcomes Assessed in Tasks		P1.5, P3.5, P4.3	P3.1, P4.1	P1.6, P4.2, P4.5

Outcomes

Healthy Lifestyles

- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.5 analyses personal health practices
- 4.3 makes strategic plans to overcome the barriers to personal and community health

Games and Sport Application 1

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts.

Sports Administration

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.6 describes how administrative procedures that support successful performance outcomes
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 3.2 designs programs that respond to performance needs
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Preliminary ROSA Assessment 2024

Course: Visual Arts

Faculty: Creative and Performing Arts

Line(s): 3



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 11 2024	Term 2 Week 7 2024	Term 3 Weeks 9 & 10 2024
		Short answer and Artwork 1	Essay and Artwork 2	Preliminary exam and Artwork 3
Artmaking	50	10	20	20
Art History and criticism	50	15	15	20
	100	25	35	40
Preliminary ROSA Outcomes Assessed in Tasks		P1, P2, P7, P9	P3, P4, P5, P8, P10	P5, P6, P7, P8, P9, P10

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.

Preliminary ROSA Assessment 2024

Course: Work Studies

Faculty: HSIE

Line(s): 1



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 8 2024	Term 2 Week 6 2024	Term 3 Week 7 (Outside of Assessment Period) 2024
		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
	100	35	35	30
Preliminary ROSA Outcomes Assessed in Tasks		P1, P2	P3, P4, P6, P7	P5, P7, P8, P9

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 2024 – HSC 2025

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 2024 (VET)

Course: Entertainment Industry

Entertainment Industry

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CUA30420 Certificate III in Live Production and Technical Services

Cohort 2024 - 2025

Assessment Tasks for Certificate III in Live Production and Technical Services CUA30420		Task 1	Task 2	Task 3	Task 7	Yearly Examination (Optional)
		WhiteCard	Safe and Sound	Bump in the Light	First Aid (optional)	Week:
		Week: NA	Week: 5	Week: 10	Week: NA	Term:
		Term: NA	Term: 2	Term: 3	Term: NA	HSC Examinable Units of Competency
Code	Unit of Competency					
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				
CUASOU331	Undertake live audio operations		X			
CUAWHS312	Apply work health and safety practices		X			
CUALGT311	Operate basic lighting			X		
CUASTA212	Assist with bump in and bump out of shows			X		

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

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

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

Preliminary Assessment 2024 (VET)

Course: Hospitality Food and Beverage

Hospitality RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please
Code	Unit of Competency	Week 2-3 Term 3	Week 9 Term 4
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCCS011	Interact with customers		X
SITXCOM007	Show social and cultural sensitivity		X

Preliminary EXAM
Week 9-10 Term 3


Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

* **Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Preliminary Assessment 2024(VET)

Course: Primary Industries

<div>  <div> ULTIMO 90072 PRIMARY INDUSTRIES ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION: AHC20116 Certificate II in Agriculture (Release 5) Training Package: AHC – Agriculture, Horticulture and Conservation and Land Management (Version 5) </div> </div>							NESA course code 2 U X 2 YR 26811 HSC Exam: 26899 LMBR UI Code: (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%
Term 1-2	9 PRELIMINARY UOCs						240 HSC Indicative Hours over 2 years 40% Preliminary Exam 35 hrs Work placement
	AHCWHS201 AHCLSK205 AHCLSK204	Participate in work health and safety processes Handle livestock using basic techniques Carry out regular livestock observation	C E E	M E E	15 15 10	Cluster A: Working safely with Livestock Written questioning/Scenario, Direct Observation, Portfolio of evidence	
	AHCLSK202 AHCLSK211 AHCLSK209 AHCLSK206	Care for health and welfare of livestock Provide feed for livestock Monitor water supplies Identify and mark livestock	E E E E	S E E E	20 10 10 10	Cluster B: Care for Livestock Written questioning, Direct Observation, Portfolio of evidence	
Term 3	AHCWRK204 AHCINF202	Work effectively in the industry Install, maintain and repair farm fencing	C E	M E	20 15	Cluster C: Fencing Written questioning, Structured Activity (Case Study), Direct Observation	60% Trial HSC Exam
Term 4-5	9 HSC UOCs						35 hrs Work placement 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.
	AHCCHM201 AHCPMG201 AHCWRK201	Apply chemicals under supervision Treat weeds Observe and report on weather	E E E	M E E	20 10 20	Cluster D: Applying Chemicals Safely Written questioning/Scenario, Direct Observation, Portfolio of evidence	
	AHCWRK209 AHCMMOM202 AHCIBIO201	Participate in environmentally sustainable work practices Operate tractors Inspect and clean machinery for plant, animal and soil materials	E C E	M M E	15 15 10	Cluster E: Farm machinery and the Environment Written questioning, Direct Observation, Portfolio of evidence	
Term 6-7	AHCPCM201 AHCNSY203 AHC SOL202	Recognise plants Undertake propagation activities Assist with soil or growing media sampling and testing	E E E	E E E	20 20 15	Cluster F: Working with Plants Written questioning, Direct Observation, Portfolio of evidence	
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.		

Preliminary Assessment 2024 (VET)



Education

Course: Sport Coaching

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIS30521 Certificate III in Sport Coaching

Cohort 2024 - 2025

Training Package SIS Sport, Fitness and Recreation

School Name: ELDERSLIE HIGH SCHOOL

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Tournament Time		Task 2 The Community Coach		Task 3 Officiating in sport	
		Week		Week		Week	
		Term1&2		Term 2&3		Term 3&4	
Code	Unit of Competency	Date		Date		Date	
HLTWHS001	Participate in workplace health and safety	X					
SISXIND006	Conduct sport, fitness and recreation events	X					
SISSCO002	Work in a community coaching role			X			
SISSCO005	Continuously improve coaching skills and knowledge			X			
SISSOF002	Officiating in Sport					X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards the SIS30521 Certificate III in Sport Coaching.

* This course is not HSC examinable

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: ELDERSLIE HIGH SCHOOL (Sports Coaching)

Assessment Schedule Year 12 – 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Strength & Conditioning		Task 4 Coaching the Individual		Task 5 Next Level Coaching		Task 6 First Aid	
		Week		Week		Week		Week	
		Term 3 2 & 3		Term 4 & 1		Term 1& 2		Term tba	
Code	Unit of Competency	Date		Date		Date		Date	
SISXCAI009	Strength and Conditioning	X							
SISSSCO003	Meet participant coaching needs			X					
BSBOPS403	Apply business risk management processes			X					
SISSSCO012	Coach sports participants up to an intermediate level					X			
HLTAID011	Provide first aid							X	

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

* This course is not HSC examinable

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



Macarthur Trade Training Centre – Tuesday Afternoons

Preliminary and Higher School Certificate Assessment 2024-2025

Economics is being taught at Elizabeth Macarthur High School and is being taught through the Macarthur Trade Training Centre. Please contact your teachers for assessment information.

Hospitality and Primary Industries are being taught at Camden High School and are being taught through the Macarthur Trade Training Centre. Please contact your teachers for assessment information.