



ARMIDALE SECONDARY COLLEGE

Year 11 Assessment Schedule 2020

Armidale Secondary College

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Aboriginal Languages

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Folio of evidence of learning	Evidence of learning	Research task
Timing		Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 7/8
Assessment Component				
Knowledge and understanding	30%	10	10	10
Skills	70%	15	25	30
Total	100%	25	35	40
Outcomes Assessed		6.UL.1 6.UL.2 6.UL.3 6.UL.4	6.MLC.1 6.MLC.2 6.MBC.1 6.MBC.2 6.MBC.3	6.BRC.1 6.BRC.2 6.BRC.3

Course Outcomes:

- 6.UL.1 understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language(s)
- 6.UL.2 understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types
- 6.UL.3 manipulates linguistic structures to express ideas in the target language for effective communication
- 6.UL.4 uses an Aboriginal language(s) with accurate grammar and experiments with linguistic structures and features
- 6.MLC.1 develops the capacity to solve linguistic problems in an Aboriginal language(s) and English, and to refine the production of original texts in an Aboriginal language(s)
- 6.MLC.2 demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts
- 6.MBC.1 evaluates and demonstrates the importance of being able to move between cultures
- 6.MBC.2 applies knowledge of the cultures of Aboriginal communities to the production of texts
- 6.MBC.3 investigates contemporary, international Indigenous language maintenance and revival initiatives
- 6.BRC.1 investigates strategies and demonstrates the capacity to build and extend language
- 6.BRC.2 applies knowledge of cultural protocols for the purpose of language building and extending
- 6.BRC.3 investigates contemporary, international Indigenous language maintenance and revival initiatives

Ancient History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Source Analysis <i>Investigating Ancient History</i>	Research <i>Historical Investigation</i>	Yearly Examination
Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	15	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	10
Historical inquiry and research	20%	10	10	
Communication of historical understanding in appropriate forms	20%	5	10	5
Total	100%	35	35	30
Outcomes Assessed		AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Investigation: Cells and Microscopy	Depth Study Presentation (Field Work – Week 5)	Yearly Examination
Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	10	10	20
Skills in working scientifically	60%	20	20	20
Total	100%	30	30	40
Outcomes Assessed		BIO11/12-2]1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11-9	BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11

Course Outcomes:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystems dynamics and the interrelationships of organisms within the ecosystem

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Nature of Business – Report	Business Plan	Yearly Examination
Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	5	15	20
Stimulus based skills	20%	10	5	5
Inquiry and research	20%	10	10	
Communication of business information, ideas and issues in appropriate forms	20%	5	10	5
Total	100%	30	40	30
Outcomes Assessed		P1, P2, P7, P8	P3, P6, P8, P9	P4, P5, P6, P9, P10

Course Outcomes:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Chemistry

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Task Module 1 Properties and Structure of Matter	Depth Study Research Task Submission Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination Modules 1-4
Timing		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8/9
Assessment Component				
Skills in working scientifically	60%	15	25	20
Knowledge and understanding	40%	10	10	20
Total	100%	25	35	40
Outcomes Assessed		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH11/12-7 CH11-10 CH11-11	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11

Course Outcomes:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

Community and Family Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Resource Management Interview Task	Individual and Group Research Task	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60%	20	20	20
Total	100%	30	30	40
Outcomes Assessed		P1.1, P1.2, P3.2, P4.2, P5.1, P6.1	P2.1, P2.3, P3.2, P4.1, P4.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.2, P5.1, P6.1, P6.2

Course Outcomes:

- 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

Computing Applications

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Graphics Project	Multimedia Project	Interactive Magazine/Portfolio
Timing		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 7
Assessment Component				
Knowledge and understanding of course content	60%	15	15	30
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	15	15	10
Total	100%	30	30	40
Outcomes Assessed		1.1, 1.2, 1.3, 2.1, 2.2, 3.3, 5.1	1.1, 1.2, 1.3, 2.2, 4.1, 4.3, 5.1	1.1, 1.2, 1.3, 3.1, 3.2, 4.2, 5.1

Course Outcomes:

- 1.1 describes the function and application of a variety of computer software
- 1.2 applies computing terminology appropriately in practical situations
- 1.3 uses appropriate computer software in a given context
- 2.1 describes aspects of human activity which have developed into computer applications
- 2.2 explains the principles and functions of specific hardware components
- 2.3 evaluates the suitability of hardware in a particular context
- 3.1 applies a range of project management techniques in the development of a solution
- 3.2 analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions
- 3.3 implements, tests, debugs and evaluates solutions using current common application packages
- 4.1 identifies and reflects on the social and technological implications when making decisions about the use of computer software
- 4.2 evaluates the use of a computer-based solution compared to noncomputer solutions
- 4.3 identifies social and ethical issues related to the use of computer software
- 5.1 evaluates the suitability of software applications in a particular context

Dance

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Core Composition	Core Performance Dance and prepared speech	Core Appreciation Examination
Timing		Term 2 Week 8	Term 3 Week 6	Term 3 Weeks 8/9
Assessment Component				
Core Performance	40%		40	
Core Composition	30%	30		
Core Appreciation	30%			30
Total	100%	30	40	30
Outcomes Assessed		P3.1, P3.2, P3.3, P3.4, P3.5	P2.1, P2.2, P2.3, P2.4, P2.5	P1.1, P1.2, P1.3, P1.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6

Course Outcomes:

- 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 practices
- 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 compositions
- 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
- P4.4 develops skills in critical appraisal and evaluation
- P4.5 values the diversity of dance from national and international perspectives



Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Improvisation, Playbuilding and Acting (with logbook)	Theatre History: Shakespeare	Elements of Production in Performance: Theatre practitioners
Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9
Assessment Component		Devised performance Logbook	Performance and Research	Performance and Written Examination
Making	40%	20	10	10
Performing	30%	10	10	10
Critically studying	30%		10	20
Total	100%	30	30	40
Outcomes Assessed		P1.2, P1.3, P1.5, P2.1, P2.5	P1.1, P1.4, P2.3, P3.2, P3.3	P1.3, P2.2, P2.4, P3.1, P3.2, P3.3

* Teachers will select the appropriate outcomes based on the Individual Project option selected by each student.

Course Outcomes:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements



Earth & Environmental Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Secondary Source Investigation: Minerals	Depth Study: Human Impacts	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Skills in Working Scientifically	60%	20	20	20
Knowledge and Understanding	40%	10	10	20
Total	100%	30	30	40
Outcomes Assessed		EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-8	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-6 EES11/12-7 EES11-11	EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8 EES11-9 EES11-10 EES11-11

Course Outcomes:

- EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5 analyses and evaluates primary and secondary data and information
- EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
- EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
- EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
- EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task – Comparing Economies	Labour Market Essay	Yearly Examination
Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	10	10	20
Stimulus based skills	20%		5	15
Inquiry and Research	20%	15	5	
Communication	20%	10	10	
Total	100%	35	30	35
Outcomes Assessed		P1, P4, P10, P12	P5, P7, P9, 10	P2, P3, P5, P6, P7, P8, P11

Course Outcomes:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms, institutions and governments in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues on individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines



Engineering Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Engineering Fundamentals Analysis	Engineering Solution and Report	Yearly Examination
Timing		Term 1 Week 9	Term 3 Week 5	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	60%	10	10	40
Knowledge and skills in research, problem-solving and communication related to engineering practice	40%	20	20	
Total	100%	30	30	40
Outcomes Assessed		P1.2, P2.1, P3.1, P3.3, P5.2, P6.1, P6.2	P1.1, P2.2, P3.1, P3.2, P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1

* **Mandatory task**

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Multimodal Presentation and Reflection (Reading to Write)	Critical Response (Module B)	Yearly Examination: Reading and Analytical Response (Module A)
Timing		Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	50%	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	20	15
Total	100%	30	40	30
Outcomes Assessed		EA11-1, EA11-2, EA11-9	EA11-3, EA11-7, EA11-8	EA11-1, EA11-4, EA11-5, EA11-6, EA11-8

Course Outcomes:

- 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 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses 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
- EAL11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Year 11, 2020
English Standard

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio of work and Reflection (Reading to Write)	Multimodal Presentation (Module A)	Yearly Examination: Short Answer and Analytical Response (Module B)
Timing		Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	50%	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	20	15
Total	100%	30	40	30
Outcomes Assessed		EN11-1, EN11-4, EN11-9	EN11-2, EN11-3, EN11-6	EN11-5, EN11-7, EN11-8

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Multimodal Presentation (Elective G: Local Heroes)	Portfolio of Classwork	Yearly Examination
Timing		Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8/9
Assessment Component		Elective Module G: Local Heroes	Elective Module E: Playing the Game	Mandatory Common Module: Achieving through English
Knowledge and understanding of course content	50%	15	20	15
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50%	15	20	15
Total	100%	30	40	30
Outcomes Assessed		ES11-2, ES11-3, ES11-6, ES11-7, ES11-8, ES11-9	ES11-1, ES11-3, ES11-4, ES11-7	ES11-1, ES11-4, ES11-5, ES11-6, ES11-10

Course Outcomes:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, 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

English Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Imaginative Response	Multimodal Presentation (on independent related project)	Yearly Examination Critical and Creative Response
Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of complex texts and of how and why they are valued	50%	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50%	15	20	15
Total	100%	30	40	30
Outcomes Assessed		EE11-2, EE11-3	EE11-1, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Multimodal Presentation (including listening component) Module A	Extended Response Module B: Close Study of Text	Reading and Writing Task Module C: Language, Texts and Context (Yearly Examination)
Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	50%	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	15	20
Total	100%	30	30	40
Outcomes Assessed		EAL11-1A, EAL11-3, EAL11-6, EAL11-7, EAL11-8	EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-7	EAL11-1B, EAL11-, EAL11-7, EAL11-9

Course Outcomes:

- EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL11-6 investigates and explains the relationships between texts
- EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds
- EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Exploring Early Childhood

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Pregnancy and Childbirth Written Task	Child Growth and Development Case Study	Yearly Examination
Timing		Term 1 Week 8	Term 2 Week 4	Term 3 Weeks 8/9
Assessment Component				
Physical and emotional implications of pregnancy and childbirth	40%	20		20
Impact of children on partners, family members and friends	30%	10	10	10
Contributing factors of healthy child growth and development	30%		20	10
Total	100%	30	30	40
Outcomes Assessed		1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1	1.1, 1.2, 1.3, 1.5, 2.4, 4.1, 5.1, 6.1

Course Outcomes:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4 examines ways in which family, community and culture influence the growth and development of young children
- 1.5 examines implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

French Beginners

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Audio presentation Response to spoken text	Response to written text/interview	Yearly Examination Response to spoken and written texts/report
Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Listening	30%	20		10
Reading	30%		20	10
Speaking	20%	10	10	
Writing	20%			20
Total	100%	30	30	430
Outcomes Assessed		1.1, 2.1, 2.2, 3.1, 3.2, 3.3	1.1, 1.2, 2.1, 2.2, 2.6	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4

Course Outcomes:

- 1.1 establishes and maintains communication in French
- 1.2 manipulates linguistic structures to express ideas effectively in French
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of French-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 French-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 French
- 3.4 applies knowledge of the culture of French-speaking communities to the production of texts

Geography

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task Biophysical Interactions	Senior Geography Project	Yearly Examination
Timing		Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	10	10	20
Stimulus based skills	20%	5	10	5
Inquiry and research	20%	5	10	5
Communication	20%		10	10
Total	100%	20	40	40
Outcomes Assessed		P1, P2, P3, P7, P8	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12

Course Outcomes:

- 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
- 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 written and/or oral, cartographic and graphic form

Industrial Technology - Timber

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Industry Case Study	Preliminary Project	Yearly Examination
Timing		Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10	10	20
Knowledge and skills in the management, communication and production of projects	60%	10	30	20
Total	100%	20	40	40
Outcomes Assessed		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

Course Outcomes:

- 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

Investigating Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Investigation Modules 1 and 2	Depth Study Research and Presentation Modules 2 and 3	Yearly Examination Modules 1-4
Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Skills in working scientifically	60%	20	20	20
Knowledge and understanding	40%	10	20	10
Total	100%	30	40	30
Outcomes Assessed		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9 INS11-10	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11

Course Outcomes:

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops and engages with modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

Japanese Beginners

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Oral presentation – Q&A with teacher	Response to written text/interview	Yearly Examination Response to spoken and written texts/report
Timing		Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Listening	30%	20		10
Reading	30%		20	10
Speaking	20%	10	10	
Writing	20%			20
Total	100%	30	30	40
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	1.1, 1.2, 2.1, 2.2, 2.6	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4

Course Outcomes:

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 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 text

Japanese Continuers

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Oral presentation and response to visual/spoken texts	Response to written texts Designing an information brochure	Yearly Examination Response to spoken and written texts, written composition
Timing		Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Listening	30%	20		10
Reading	30%		20	10
Speaking	20%	10		10
Writing	20%		10	10
Total	100%	30	30	40
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1

Course Outcomes:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text (written or spoken texts created by students incorporating their own ideas)
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an option
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task The Legal System	Case Study The Individual and the Law	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	10	10	20
Analysis and evaluation	20%		10	10
Inquiry and research	20%	10	10	
Communication	20%	10	10	
Total	100%	30	40	30
Outcomes Assessed		P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10

Course Outcomes:

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects, organises, synthesises and analyses 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

Mathematics Advanced

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Investigation	Open Book Test	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 8/9
Assessment Component				
Understanding, fluency and communicating	50%	10	15	25
Problem solving, reasoning and justification	50%	20	15	15
Total	100%	30	30	40
Outcomes Assessed		MA11-1 MA11-2	MA11-1, MA11-2 MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-8, MA11-9

Course Outcomes:

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

Mathematics Standard

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Investigation	Question Bank Test	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 8/9
Assessment Component				
Understanding, fluency and communicating	50%	15	10	25
Problem solving, reason and justification	50%	15	20	15
Total	100%	30	30	40
Outcomes Assessed		MS11-1, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1 TO MS11-10

Course Outcomes:

- 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 and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations



Mathematics Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		In-class test (open book)	Investigation	Yearly Examination
Timing		Term 1 Week 10	Term 3 Week 6	Term 3 Weeks 8/9
Assessment Component				
Understanding, fluency and communicating	50%	15	10	25
Problem solving, reasoning and communication	50%	15	20	15
Total	100%	30	30	40
Outcomes Assessed		ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-4, ME11-6	ME11-1, ME11-2, ME11-4, ME11-5, ME11-6, ME11-7

Course Outcomes:

- 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

Modern History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Essay Historical investigation	Source Study The American Civil War	Yearly Examination
Timing		Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	35%		20	15
Source-based skills	20%	10	5	5
Historical inquiry and research	20%	15		5
Communication of historical understanding in appropriate forms	25%	15	5	5
Total	100%	40	30	30
Outcomes Assessed		MA11-1, MH11-3, MH11-8, MH11-9, MH11-10	MH11-1, MH11-3, MH11-5, MH11-6, MH11-7, MH11-8	MA11-1, MH11-5, MH11-7, MH11-9

Course Outcomes:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups in their historical context
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Music 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Topic 1 Portfolio	Topic 2 Portfolio	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Performance	25%	5	10	10
Composition	25%	5	10	10
Aural and Musicology	50%	10	20	20
Total	100%	20	40	40
Outcomes Assessed		P1-8	P1-8	P1-8

Course Outcomes:

- P1 performs music that is characteristic of topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of the topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a wide variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P8 demonstrates a willingness to accept and use constructive criticism

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Topic 1 Portfolio	Topic 2 Portfolio	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Performance	25%	5	10	10
Composition	25%	5	10	10
Aural and Musicology	50%	10	20	20
Total	100%	20	40	40
Outcomes Assessed		P1-12	P1-12	P1-12

Course Outcomes:

Through activities in performance, composition, musicology and aural, a student:

- P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8 understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
- P9 identifies, recognises, experiments with, and discusses the use of technology in music
- P10 performs as a means of self-expression and communication
- P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 demonstrates a willingness to accept and use constructive criticism



Numeracy (HiRD)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio review and classroom tasks engagement	Problem solving assignment and portfolio	Final portfolio
Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
Assessment Component				
Number sense (qualifying numbers, additive and multiplicative strategies and number patterns etc)	60%	20	20	20
Algebra	20%		10	10
Measurement and geometry	10%		10	
Statistics and probability	10%			10
Total	100%	20	40	40
https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-numeracy-learning-progression/number-sense-and-algebra/				



**Personal Development, Health, and
Physical Education (PDHPE)**

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task Core 1	Skills Analysis and Report Core 2	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60%	20	20	20
Total	100%	30	30	40
Outcomes Assessed		P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P15

Course Outcomes:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affects an individual's health
- P3 describes how a range of factors determines an individual's health
- 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
- 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

Philosophy

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Communities of Inquiry (ongoing in class)	Extended Essay – Personal Interest Project	Yearly Examination
Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9
Assessment Component				
Critical and Creative Thinking	30%	10	10	10
Collaborative Thinking	20%	10	10	
Total	50%	20	20	10
Outcomes Assessed		KS1-3, VA1-3	KS1-5, VA1	KS1-5

Course Outcomes:

KS 1:

- 1.1 student constructs logically valid arguments
- 1.2 student differentiates between logic, rhetoric and fallacies
- 1.3 student asks creative questions which consider issues from multiple perspectives

KS 2:

- 2.1 student understands how knowledge is acquired, justified and applied in a variety of fields
- 2.2. student presents knowledge with justification
- 2.3 student critically examines the validity of knowledge from multiple philosophical and scientific perspectives

KS 3:

- 3.1 student develops an understanding of models of ethical decision-making
- 3.2 student applies ethics to evaluate a range of decisions and consequences

KS 4:

- 4.1 student differentiates between appearance and reality
- 4.2 student understands the complexity of the human condition
- 4.3 student demonstrates understanding of a variety of philosophical theories when discussing metaphysical problems

KS 5:

- 5.1 student communicates ideas effectively, using a range of modes, models and technologies
- 5.2 student conducts independent research using a variety of research tools
- 5.3 student synthesises information from multiple sources

VA1 student reflects explicitly on personal values and beliefs

VA2 student develops an understanding that each individual can make a difference

VA3 student develops a tolerant for divergent philosophies

Photography, Video and Digital Imaging

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio Review and Case Study	Final Portfolio and VAPD	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 8/9
Assessment Component				
VAPD	10%	5	5	
Making	60%	25	35	
Critical and historical studies	30%	10		20
Total	100%	40	40	20
Outcomes Assessed		M1, M3, M4, M5 CH1, CH2, CH4, CH5	M1-6	CH1, CH2, CH3, CH4

Course Outcomes:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research and Presentation Kinematics	Depth Study Practical Investigation and Report Dynamics	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Skills in Working Scientifically	60%	20	30	10
Knowledge and understanding	40%	10	10	20
Total	100%	30	40	30
Outcomes Assessed		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11

Course Outcomes:

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
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
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

Society and Culture

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Infographic and Critique	Research Task	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
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
Total	100%	30	30	40
Outcomes Assessed		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8	P3, P4, P7, P8, P9

Course 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 appropriate for different audiences and contexts
- P10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Software Design & Development

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Project 1	Project 2	Yearly Examination
Timing		Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	50%	10	10	30
Knowledge and skills in the management, communication and production of projects	50%	20	20	10
Total	100%	30	30	40
Outcomes Assessed		P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1

Course Outcomes:

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



Sport, Lifestyle and Recreation Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Fitness Analysis Report	Resistance Training Program	Yearly Examination
Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10	20	10
Skills in critical thinking, research methodology, analysing and communication	60%	20	20	20
Total	100%	30	40	30
Outcomes Assessed		P1.2, P2.1, P2.2, P2.5, P3.2, P3.3	P1.2, P1.3, P2.1, P2.2, P2.3, P2.5, P3.2, P3.3, P4.4	Selected Outcomes 1.1 to 4.5

Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio Development	Portfolio of Work and Case Study	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Artmaking	40%	20	20	
VAPD	10%	5	5	
Critical and Historical	50%		15	35
Total	100%	25	40	35
Outcomes Assessed		P1, P3, P5, P6	P1, P2, P4, P5, P6, P7, P8, P10	P7, P8, P9, P10

Course Outcomes:

Content

Preliminary Course

A student:

Artmaking

practice

P1: explores the conventions of practice in artmaking

conceptual framework

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

frames

P3: identifies the frames as the basis of understanding expressive representation through the making of art

representation

P4: investigates subject matter and forms as representations in artmaking

conceptual strength and meaning

P5: investigates ways of developing coherence and layers of meaning in the making of art

resolution

P6: explores a range of material techniques in ways that support artistic intentions

Critical and Historical

practice

P7: explores the conventions of practice in art criticism and art history

conceptual framework

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

frames

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

representation

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio Review	Portfolio Review and Research assignment	Final Portfolio Review and Case Study
Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8
Assessment Component				
Designing and Making	70%	25	25	20
Critical and Historical Studies	30%		10	20
Total	100%	25	35	40
Outcomes Assessed		DM1, DM2, DM4, DM5, DM6	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3

Course Outcomes:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task Team Work & Enterprise Skills	Personal Finance	End of Course Examination
Timing		Term 1 Week 10	Term 3 Week 6	Term 3 Week 9
Assessment Component				
Knowledge and understanding	30%	10	10	10
Skills	70%	20	20	30
Total	100%	30	30	40
Outcomes Assessed		P3, P5, P6, P7, P8, P9	P4, P5, P7, P8, P9	P1-P9

Course Outcomes:

- 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 and 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 assessed influences on peoples working lives
- P9 evaluates personal and social influences on individuals and groups

NESA COURSE: 2020 Business Services
BSB20115 Certificate II in Business
Student Competency Assessment Schedule

Assessment Events for Business Services BSB20115 Certificate II in Business		Event One	Event Two	Event Three	Work Placement
		Work, health and safety	Working in a business and keyboarding	Finance and spreadsheets	
		Term 1 Weeks: 10&11	Term 2 Weeks: 9&10	Term 3 Weeks: 9&10	
Code	Unit of Competency				
BSBWHS201	Contribute to health and safety of self and others	✓			
BSBITU211	Produce digital text documents	✓	✓		
BSBITU307	Develop keyboarding speed and accuracy	✓	✓		
BSBIND201	Work effectively in a business environment		✓		
BSBITU212	Create and use spreadsheets			✓	
TLIP2029	Prepare and process financial documents			✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Statement of Attainment towards a Certificate II in Business**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

School Name: Armidale Secondary College
Course: Preliminary Construction 2020

Student Competency Assessment Schedule

Assessment Events for Certificate II Construction Pathways CPC20211		Course Prerequisite	Event 1	Event 2	Event 3
		Construction GIT	Apply OHS requirements, policies and procedures	Carpentry & Joinery	Work Placement
		Date: 2020 Week: 1-5 Term: 1	Date: 2020 Week: Ongoing Term: 1-3	Date: 2020 Week: Ongoing Term: 1-3	Date: 2020 Week: 1-10 Term: 3
Code	Unit of Competency				
CPCCWHS1001	Work safely in the construction Industry	X			
CPCCCM1015A CPCCCM2001A	Carry out measurements and calculations** Read and interpret plans and specifications**		X		
CPCCCM1013A	Plan and organise work**		X		
CPCCOHS2001A	Apply OHS requirements, policies and procedures**		X	X	
CPCCCA2011A CPCCCA2002B CPCCJN2001A CPCCJN2002B	Handle carpentry materials Use carpentry tools and equipment Assemble components Prepare for off-site manufacturing processes			X X X X	
CPCCCM1014A	Conduct workplace communication			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

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

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

**** Your assessor will gather evidence for these units from this assessment. Evidence is required from other assessment events.**

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

**NESA COURSE: Hospitality Curriculum Framework
SIT20416 Certificate II in Kitchen Operations**
Preliminary 2020
Student Competency Assessment Schedule

Assessment Events for Hospitality Kitchen Operations SIT20416 Certificate II in Kitchen Operations		Topic quiz	Event 1	Event 7	Event 2	Work Placement
		Online	Breaky Brunch	E-Portfolio Checks 1 & 2	Resource Management	
		These quizzes combined with event assessments will determine outcome of units		Week: 9 Term 3, 2020	Term 2, 2020 Term 3, 2020	Date Due: one week after work placement Term 3, 2020
Code	Unit of Competency					
SITXWHS001	Participate in safe work practices	Term 1 Wk 6	✓	Portfolio check and feedback on students' skill and knowledge development		
SITXFSA001	Use hygienic practices for food safety	Term 1 Wk 11	✓			
SITXFSA002	Participate in safe food handling practices	Term 2 Wk 6				
BSBSUS201	Participate in environmentally sustainable work practices	Term 3 Wk 1			✓	✓
BSBWOR203	Work effectively with others	Term 3 Wk 6	✓			

The possible Preliminary qualification outcome is a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen Operations**. Assessments are competency based. Students will need to be able to consistently 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.

COURSE: Preliminary 2020 Manufacturing & Engineering – Introduction
Student Competency Assessment Schedule
**Preliminary outcome: MEM10119 Certificate I in Engineering &
SOA towards MEM20413 Certificate II in Engineering Pathways**

Assessment Events for Certificate I in Engineering MEM10119		Cluster 1	Cluster 2	Cluster 3	Yearly Exam*
		Welcome to the Industry	Right tool, Right job	Engineering in Practice	
		Week: 10 Term: 1 2020	Week: 2 Term: 2 2020	Week: 10 Term: 3 2020	Week: 8 Term:
Code	Unit of Competency				
MEM13015	Work safely and effectively in manufacturing and engineering	✓			
MEM16006	Organise and communicate information	✓			
MEM11011	Undertake manual handling	✓			
MEM18001	Use hand tools		✓		
MEM18002	Use power tools/hand held operations		✓		
MEM12024	Perform computations			✓	
MEM16008	Interact with computer technology			✓	
MEM07032	Use workshop machines for basic operations			✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate I in Engineering MEM10119** or a Statement of Attainment towards a **Certificate I in Engineering MEM10119**. 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”. * Indicates no mark is collected for external assessment.

School Name: Armidale Secondary College

Student Competency Assessment Schedule
Course: SIS20213 180 Hours in Outdoor Recreation Preliminary 2020

Assessment Events for SIS20213 Certificate II in Outdoor Recreation (Must be edited to suit school delivery – refer to TAS)			Event 1	Event 2	Event 3	Event 4	Event	Event
			Week 10 Term 1	Week 4 Term 2	Week 8 Term 2	Week 10 Term 2	Week 3 Term 3	Week 7 Term 3
Cluster	Code	Unit of Competency						
	SISOCNE201A SISOKYK201A SISOCNE201A	Demonstrate simple Canoeing skills Demonstrate simple Kayaking skills Perform Deep Water Rescues	X					
	SISOSRF201A SISOSRF202A	Demonstrate Surf survival and self-rescue skills Demonstrate Basic Surfing Manoeuvres in controlled conditions		X				
	HLTAID003	Provide first aid			X			
	SISXOHS101A SISXCAI102A	Follow occupational health and safety policies Assist in preparing and conducting sport and recreation sessions				X		
	SISXIND101A	Work effectively in sport and recreation environments					X	
	SISOOPS201A	Minimise environmental impact						X
	SISONAV201A SISOBWG201A	Demonstrate Navigation skills in a controlled environment Demonstrate bushwalking skills in a controlled environment						X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards a SIS20213 Certificate II in Outdoor Recreation

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

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

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

School: Armidale Secondary College
Student Competency Assessment Schedule
Course: Preliminary Primary Industries – Agriculture 2020

Assessment Events for AHC20116 Certificate II Agriculture (Must be edited to suit school delivery – refer to TAS)			Event 1	Event 2	Event 3	Event	Event
						Event Work Placement 1*	Preliminary Yearly Exam**
			Date: Week 11 Term 1	Date: Week 10 Term 2	Date: Week 10 Term 3	Date: Week TBA Term	Date: Week 8 Term 3
Cluster	Code	Unit of Competency					
Cluster 1 Participate in WHS Processes	AHCWHS201	Participate in WHS processes	X				
Cluster 2 Working in the Industry	AHCWRK204 AHCWRK205	Work effectively in the industry Participate in workplace communications		X			
Cluster 7 Tractors	AHCMOM202 AHC BIO201 AHCMOM304	Operate tractors Inspect and clean machinery for plant, animal and soil material Operate machinery and equipment	X				
Cluster 8 Feeding and Watering Livestock – Extensive Livestock Operations	AHCLSK211 AHCLSK209	Provide feed for livestock Monitor water supplies		X			
Cluster 9 Fencing	AHCINF202 AHCINF201	Install, maintain and repair farm fencing Carry out basic electric fencing			X		
Cluster 11 Show time	AHCLSK316	Prepare livestock for competition			X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Horticulture (AHC20116) or a Statement of Attainment towards a Certificate II in Agriculture (AHC20416).

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

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

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