



MILLER TECHNOLOGY HIGH SCHOOL
PER CULTURAM—Promoting Growth and Development

2023

**PRELIMINARY
HSC
ASSESSMENT
HANDBOOK &
COURSE
GUIDELINES**

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CONTENTS

PRELIMINARY HSC ASSESSMENT GUIDELINES	3
Principles of Effective Assessment	3
Assessment Activities will.....	3
Assessment Booklet Goals	3
ASSESSMENT POLICY	4
Requirements for the Award of the HSC.....	4
The Responsibility of the School	4
Monitoring of the Preliminary Course Assessment program	4
Examinations and Reports in 2023.....	5
Non Completion of a Preliminary Course.....	5
Satisfactory Completion of a Course.....	5
Non-completion of Preliminary HSC Assessment Tasks – Late Submission and Absence.....	5
Students at risk of receiving an N Determination.....	6
Vocational Education and Training (VET) Courses	6
Student Responsibilities	7
Higher School Certificate Assessment Program, 2023 - 2024.....	8
PRELIMINARY / HSC COURSE ASSESSMENT.....	9
COURSES SCHEDULES AND OUTCOMES	11

PRELIMINARY HSC ASSESSMENT GUIDELINES

The purpose of this booklet is to introduce parents/caregivers and students to the general goals and policies which underpin Miller Technology High School's assessment policy.

The booklet contains general information on the school's policies and procedures and the assessment schedules for subjects in each faculty area.

Assessment can enhance student engagement and motivation. It is important that students develop good work habits, consistent attendance and good study skills. Personal attributes such as self-confidence, perseverance, concentration and active involvement in their own learning are integral to improved learning outcomes.

Parents/Caregivers are encouraged to contact the school if they wish to discuss any aspect of the school's assessment policy as outlined in this booklet.

Assessment is integral to teaching and learning and has multiple purposes.

PRINCIPLES OF EFFECTIVE ASSESSMENT

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes;
- Enables students to demonstrate what they know and can do;
- Clarifies student understanding of concepts and promotes deeper understanding;
- Provides evidence that current understanding is a suitable basis for future learning.

ASSESSMENT ACTIVITIES WILL

- Be based on syllabus outcomes;
- Include information that explains to students what aspects of learning are being assessed;
- Enable students to demonstrate their learning in a range of task types;
- Enable students and teachers to use feedback effectively and reflect on the learning process;
- Be inclusive of and accessible for all students;
- Be part of an ongoing process where progress is monitored over time.

ASSESSMENT BOOKLET GOALS

- To encourage students to assume ownership of and responsibility for their academic development;
- To develop an understanding of how study for each subject is undertaken;
- To develop in students a comprehensive work ethic;
- To set up structures whereby regular study is rewarded by academic success;
- To develop in students independent learning and research skills;
- To develop in students an understanding of technology and an appreciation of its benefits.

ASSESSMENT POLICY

REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for the award of the HSC, students must have satisfactorily completed courses that meet the pattern of study required by NESAs. To qualify students must satisfactorily complete the HSC pattern of study comprising at least 10 units. Both Preliminary and HSC students must undertake a program of study comprising:

- 12 units of Preliminary courses; and
- 10 units of Higher School Certificate courses.

Both Preliminary and HSC course patterns must include:

- at least 6 units of Board Developed Courses
- a 2 Unit course in English
- three courses of 2 units value or (greater); and
- at least four subjects

No more than six units of courses in Science can contribute to HSC eligibility.

Students must also:

- Complete the oral, practical or project works required for specific courses
- Satisfactorily complete the internal assessment requirements for each course
- Sit for and make a serious attempt at the HSC examinations

THE RESPONSIBILITY OF THE SCHOOL

In determining student assessment marks, schools are required to ensure that their procedures are consistent with the following requirements:

1. The assessment marks submitted for a particular course are intended to measure students' achievements relative to prescribed course outcomes over the assessment period.
2. The assessment tasks encompass all syllabus outcomes in complying with the assessment guidelines for each subject.
3. While NESAs will indicate the components of the assessment in terms of groupings of syllabus outcomes and the weighting to be attached to these components, the school will determine the various tasks, such as tests, assignments and projects on which assessment marks are based and marks allocated to each task.
4. Teachers are expected to provide effective feedback on student performance for each task and maintain records for each student to support their submitted assessment marks.

MONITORING OF THE PRELIMINARY COURSE ASSESSMENT PROGRAM

The number of tasks for each course will be apparent in each subject summary. The maximum number of tasks for two-unit courses will be 3. The Deputy Principal will be responsible for monitoring the assessment program in consultation with Head Teachers.

Students will be given two weeks' notice, in writing, prior to each assessment task. The name of students who submitted the tasks will be recorded by the teacher and a receipt issued upon submission of each task.

The assessment programs for each subject are listed at the end of this policy information. Make sure you have copies of the subjects you study in your subject folders.

EXAMINATIONS AND REPORTS IN 2023

Mid-Course reports issued at Parent Teacher Evening – Term 2, week 10

Preliminary Course Final Exams – Term 3, weeks 8 and 9

Final Reports will be issued in Term 4.

NON COMPLETION OF A PRELIMINARY COURSE

Students who are deemed as being “N” Non-Award in a Preliminary Course at the end of Term 3, 2023, may be accepted on probation into the HSC course in Term 4. However, they will not be eligible to attempt HSC courses in 2024 unless they have completed the Preliminary Course requirements as set out by the relevant Head Teacher. Students will be advised in writing of their requirements to satisfactorily complete the particular course.

SATISFACTORY COMPLETION OF A COURSE

Principals are required to certify that students have satisfactorily completed Preliminary HSC Courses. The course completion criteria are as follows. A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESAs
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Principals may determine that, as a result of absence, course completion requirements have not been met. Students will receive early warnings in writing if they are in danger of receiving an “N” determination (non-completion of course requirements) for any course.

According to Department of Education policy, students over 17 years of age can be expelled from a government school for Unsatisfactory Participation in Learning, based on a documented pattern of unsatisfactory completion and /or non-serious attempts to achieve course outcomes.

NON-COMPLETION OF PRELIMINARY HSC ASSESSMENT TASKS – LATE SUBMISSION AND ABSENCE

Students must make a genuine attempt at assessment tasks that, taken together, contribute in excess of 50 % of the available assessment marks for the course. Completion of tasks that carry a weight of exactly 50 % is not sufficient; tasks with a total in excess of 50 % must be attempted. If this is not the case, then it will be deemed that course has not been satisfactorily attempted. All assessment tasks must be completed to avoid this situation.

Assessment tasks not completed on/by the due date will receive a zero mark for assessment purposes. If a student is absent from school on the day of an assessment task, it is the responsibility of the student on the first day of his/her return to school to approach the Head Teacher of that subject and present a doctor’s certificate for illness or other verifiable evidence of a legitimate personal circumstance which prevented him/her from attending school on the day in question. In this case, an illness/misadventure form must be completed (SEE PAGE 9).

When the student can establish that the work was not completed on time because of illness or misadventure, then a reasonable extension of time with a substituted task will be given without any penalty to the student. A doctor's certificate covering an extended period between the issue of the task and completion will need to be provided with the request for an extension. The illness/misadventure form must be completed and handed, with the appropriate doctor's certificate, to the teacher/Head Teacher. Work commitments are not deemed a reasonable excuse for an extension.

STUDENTS AT RISK OF RECEIVING AN N DETERMINATION

Students will be provided with written warnings if their progress in a particular course is unsatisfactory. Parents/caregivers will be informed of what is required for the student to satisfactorily complete the course. The school retains copies of all warning notices sent.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Hospitality – Kitchen Operations / Food & Beverage, Retail Services, Sports Coaching, Entertainment Industry, Construction.

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 NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License, or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. 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), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any 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/ 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 and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can 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 after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESAs.

Stage 6 Board Endorsed VET Courses 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 mandatory or recommended industry specific work placement.

STUDENT RESPONSIBILITIES

Students are responsible for:

- reading this Preliminary HSC Assessment Information Booklet carefully, understanding the significance of course and task components and weightings
- storing the outlines for each subject in their folder and monitoring their assessment schedule
- showing that through genuine effort and achievement they have met all requirements of the courses they are studying
- participating in all course experiences and lessons actively and cooperatively
- attending school and timetable classes regularly
- completing all class work and homework satisfactorily
- cooperating in regular progress reviews of practical components of courses

HIGHER SCHOOL CERTIFICATE ASSESSMENT PROGRAM, 2023 - 2024

HSC courses will commence at the beginning of Term 4, 2023 and conclude Term 3, 2024.

All students must have satisfactorily completed 12 units of Preliminary courses. All HSC coursework must be satisfactorily completed in a subject to be eligible for award of the HSC. NESA requires the school Principal to certify satisfactory completion. The assessment of HSC courses commences in Term 4 after Week 5. Changes to the HSC study program should not occur after this date.

Students changing their Preliminary study pattern for the HSC must complete the appropriate subject change form and return all subject materials. The form requires a parent/caregiver signature and discussion with the Head Teacher, Careers Adviser and Year Adviser. This is to ensure students remain eligible for the HSC and an ATAR if seeking one.



PRELIMINARY / HSC COURSE ASSESSMENT

APPLICATION FOR SPECIAL CONSIDERATION FOR ACCIDENT - MISADVENTURE - ILLNESS - SPECIAL CIRCUMSTANCE

If illness, accident, misadventure or special circumstances prevent a student from completing an ASSESSMENT TASK on or by the due date:

The school must be advised immediately the situation is known (before the due date if possible) and

On the day of returning to school this form must be completed and handed to the Deputy Principal.

PART A: TO BE COMPLETED BY THE STUDENT BEFORE COMPLETION BY TEACHERS

STUDENT'S NAME ROLL GROUP: YEAR:

COURSE: CLASS TEACHER:

NATURE OF ASSESSMENT TASK:

DATE SET: /..... /..... Date due: /..... /.....

REASONS FOR CONSIDERATION

Attach supporting documents (e.g. medical certificates, supporting comments, etc)

Note: in the case of an application on medical grounds a medical certificate must accompany the application.

Signature of student..... Date: /..... /.....

PART B AND C TO BE COMPLETED ON THE BACK OF THIS FORM

PART B: TO BE COMPLETED BY THE CLASS TEACHER

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Recommendation by Class Teacher

Teachers are requested to write a recommendation for the assessment task for this student. If you have any difficulties in doing this please refer this application to your Head Teacher.

Signature of Class Teacher Date:/..../....

PART C

Decision of Head Teacher

Signature of Head Teacher Date:/..../....

Note: Original to student / Copy 1 to Central file / Copy 2 to Head Teacher.

COURSES SCHEDULES AND OUTCOMES

Ancient History – Preliminary (Year 11).....	12
Automotive – Preliminary (Year 11).....	14
Biology – Preliminary (Year 11).....	16
Business Studies – Preliminary (Year 11).....	18
Chemistry – Preliminary (Year 11).....	20
Community and Family Studies – Preliminary (Year 11).....	22
Design and Technology – Preliminary (Year 11).....	24
English Advanced – Preliminary (Year 11).....	25
English EAL/D – Preliminary (Year 11).....	27
English Extension – Preliminary (Year 11).....	28
English Standard – Preliminary (Year 11).....	29
English Studies – Preliminary (Year 11).....	31
Industrial Technology Timber – Year 11.....	33
Information Processes and Technology – Year 11.....	35
Modern History - Preliminary (Year 11).....	37
Legal Studies - Preliminary (Year 11).....	39
Mathematics Advanced– Preliminary (Year 11).....	41
Mathematics Extension 1 – Preliminary (Year 11).....	43
Mathematics Standard – Preliminary (Year 11).....	44
Mathematics in Trade - Preliminary (Year 11).....	45
Music - Preliminary (Year 11).....	47
Personal Development, Health and Physical Education – Preliminary (Year 11).....	49
Physics – Preliminary (Year 11).....	50
Sport, Lifestyle and Recreation – Preliminary (Year 11).....	51
Society and Culture – Preliminary (Year 11).....	52
Visual Arts – Preliminary (Year 11).....	53
Work Studies – Preliminary (Year 11).....	55
VET COURSE ASSESSMENT SCHEDULES.....	57

Ancient History – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis	Research, Essay and Presentation Historical Investigation	End of Course Features of Ancient Societies Written Paper	
Timing	Term 1: Week 8	Term 3: Week 3	Term 3: Weeks 8 & 9	
Outcomes assessed	AH11-2 AH11-6, AH11-9, AH11-10	AH11-6, AH11-7, AH11-8, AH11-9, AH-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5 AH11-7	
Components	Weighting %			Total
Knowledge and understanding of course content	10	5	20	35
Historical skills in the analysis and evaluation of sources and interpretations	10	10	10	25
Historical Inquiry and Research		10		15
Communication of historical understanding in appropriate forms	10	10	5	25
Total %	30	35	35	100

OUTCOME – Ancient History

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Automotive – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Case Study	Preliminary Project	Yearly Examination	
Timing	Term 1: Week 9	Term 2: Week 8	Term 3: Weeks 8 & 9	
Outcomes assessed	P1.1, P3.2, P5.1, P6.2, P7.1	P2.1, P2.2, P3.1, P4.1, P4.2, P5.2	P1.2, P3.3, P4.3, P6.1, P7.2	
Components	Weighting %			Total
Knowledge and understanding of course content	10	10	30	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

OUTCOME – Automotive

- 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

Biology – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Task Module 1 and 2	Depth Study: Modules 3 and 4	Final Course Examination All Modules	
Timing	Term 1: Week 9	Term 2: Week 7	Term 3: Weeks 8 & 9	
Outcomes assessed	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11-7, BIO11-8	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-9, BIO11-10	BIO11/12-4, BIO11/12-5, BIO11/12- 6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components	Weighting %			Total
Knowledge and understanding of course content	10	10	20	60
Skills in working scientifically	20	30	10	40
Total %	30	40	30	100

OUTCOME - Biology Standard

- 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 ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies – Preliminary (Year 11)

Task Number	Task 1	Task 2	Task 3	
Nature of task	Nature of Business Media File and Business Report	Business Planning Business Plan for an SME	All Topics Exam	
Timing	Term 1: Week 8	Term 3: Week 5	Term 3: Week 8 & 9	
Outcomes assessed	P2, P7, P9	P1, P2, P4, P6, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components	Weighting %			Total
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills		5	15	20
Inquiry and research	10	10		20
Communication of business information, ideas and information in appropriate forms	10	5	5	20
Total %	30	30	40	100

OUTCOME – Business Studies

- 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 – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Test Module 1 Properties and Structure of Matter	Depth Study Report Module 3 Reactive Chemistry Reaction Rates	Final Course Examination	
Timing	Term 1: Week 8	Term 2: Week 6	Term 3: Weeks 8 & 9	
Outcomes assessed	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7 and CH11-8, CH11-9, CH11-10, CH11-11	
Components	Weighting %			Total
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	15	35	10	60
Total %	20	40	40	100

OUTCOME - Chemistry Standard

- 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 – Preliminary (Year 11)

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Management Interview & Report	Individuals and Groups Google Presentation: Power Bases	Yearly Examination	
Timing	Term 1: Week 8	Term 2: Week 6	Term 3: Weeks 8 & 9	
Outcomes Assessed	P1.2, P4.1, P4.2, P6.1	P2.3, P4.2, P6.2	All outcomes can be assessed	
Component	Weighting %			Total
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysing and communicating	30	25	5	60
Total %	40	40	20	100

OUTCOME - Community and Family Studies

- 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
- 7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2** develops a sense of responsibility for the wellbeing of themselves and others
- 7.3** appreciates the value of resource management in response to change
- 7.4** values the place of management in coping with a variety of role expectations

Design and Technology – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Designers Case Study	Preliminary Designer Project & Portfolio	End of the Course Examination	
Timing	Term 1: Week 9	Term 2: Week 7	Term 3: Weeks 8 & 9	
Outcomes assessed	P1.1, P6.1	P5.1, P5.2, P5.3,	P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P6.2	
Components	Weighting %			Total
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100

OUTCOME – Design and Technology

- 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 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

English Advanced – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Reading to Write Imaginative Text with Reflection	Narratives that Shape our World Multimodal Presentation	Yearly Examination Critical Response	
Timing	Term 1: Week 9	Term 2: Week 9	Term 3: Weeks 8 & 9	
Outcomes assessed	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Components	Weighting %			Total
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

OUTCOME - Advanced English

- 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

English EAL/D – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Point of view writing task Language, Texts and Context	Multimodal presentation (including listening) Close Study of Text	Yearly Examination Texts and Society	
Timing	Term 1: Week 9	Term 2: Week 9	Term 3: Weeks 8 & 9	
Outcomes assessed	EAL11-1B, EAL11-3, EAL11-4	EAL11-3, EAL11-4, EAL11-7, EAL11-8	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	
Components	Weighting %			Total
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

OUTCOME – English EAL/D

- 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

English Extension – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative Response	Independent Research and TED Talk Multimodal Presentation	Yearly examination Critical Response Formal Essay	
Timing	Term 1: Week 9	Term 2: Week 9	Term 3: Weeks 8 & 9	
Outcomes assessed	EE11-1 / EE11-2	EE11-1 / EE11-2	EE11-5 / EE11-6	
Components	Weighting %			Total
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

OUTCOME - Extension English

- 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

English Standard – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative Text with Reflection Reading to Write	Interactive ICT Presentation (Multimodal Presentation) Contemporary Possibilities	Yearly Examination	
Timing	Term 1: Week 9	Term 2: Week 9	Term 3: Weeks 8 & 9	
Outcomes assessed	EN11-3, EN11-5, EN11-9	EN11-2, EN11-5, EN11-7	EN11-1, EN11-6, EN11-8	
Components	Weighting %			Total
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

OUTCOME - Standard English Stage 6

- 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

English Studies – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Seeking Employment Assessment Task Mandatory Module: Achieving Through English	Travel Blog Presentation Elective Module: On the Road-English and the Experience of Travel	Mandatory Classwork Portfolio Elective Module: Digital Worlds-English for the Web	
Timing	Term 1: Week 8	Term 2: Week 7	Term 3: Week 8 & 9	
Outcomes assessed	ES11-1, ES11-4, ES11-6	ES11-2, ES11-3, ES11-9	ES11-4, ES11-7, ES11-10	
Components	Weighting %			Total
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately, and effectively 	15	15	20	50
Total %	30	30	40	100

OUTCOME - English Studies

- 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

Industrial Technology Timber – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Preliminary Project	Industry Case Study	Yearly Examination	
Timing	Term 2: Week 9	Term 3: Week 5	Term 3: Weeks 8 & 9	
Outcomes assessed	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components	Weighting %			Total
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	30	10	20	60
Total %	40	20	40	100

OUTCOMES – Industrial Technology Timber

- 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
- 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

Information Processes and Technology – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Introduction to Skills and Systems CENTRAL Case Study	Tools for Information Processes Database Activity	Yearly Examination	
Timing	Term 1: Week 8	Term 2: Week 8	Term 3: Weeks 8 & 9	
Outcomes assessed	P1.1, P2.1, P2.2, P6.1, P6.2	P5.1, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2	
Components	Weighting %			Total
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	20	20	60
Total %	30	30	40	100

OUTCOME – Information Processes and Technology

- P1.1** describes the nature of information processes and information technology
- P1.2** classifies the functions and operations of information processes and information technology
- P2.1** identifies and describes the information processes within an information system
- P2.2** recognises and explains the interdependence between each of the information processes
- P3.1** identifies and describes social and ethical issues
- P4.1** describes the historical developments of information systems and relates these to current and emerging technologies
- P5.1** selects and ethically uses computer based and non-computer based resources and tools to process information
- P6.1** analyses and describes an identified need
- P6.2** generates ideas, considers alternatives and develops solutions for a defined need
- P7.1** recognises, applies and explains management and communication techniques used in individual and team-based project work
- P7.2** uses and justifies technology to support individuals and teams

Modern History - Preliminary (Year 11)

Task Number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis	Historical Investigation	Yearly Examination	
Timing	Term 1: Week 8	Term 3: Week 3	Term 3: Weeks 8 & 9	
Outcomes assessed	MH11-6, MH11-9, MH11-10	MH11-3, MH11-5, MH11-6, MH11-8, MH11-9	MH11-1, MH11-2, MH11-4, MH11-7	
Components	Weighting %			Total
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations		5	15	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	5	5	20
Total %	30	30	40	100

OUTCOME – Modern History

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

Legal Studies - Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	The Legal System/The Individual and the Law Task/Media File	Law in Practice Research Based in-Class Essay	End of Course All Topics Examination	
Timing	Term 1: Week 10	Term 3: Week 5	Term 3: Weeks 8 & 9	
Outcomes assessed	P1, P3, P4, P6, P8, P9	P2, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Components	Weighting %			Total
Knowledge and understanding of course content	15	15	30	60
Research	15	10	-	25
Communication	10	5	-	15
Total %	40	30	40	100

OUTCOME – Legal Studies

- P1.** identifies and applies legal concepts and terminology
- P2.** describes the key features of Australian and international law
- P3.** describes the operation of domestic and international legal systems
- P4.** discusses the effectiveness of the legal system in addressing issues
- P5.** describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6.** explains the nature of the interrelationship between the legal system and society
- P7.** evaluates the effectiveness of the law in achieving justice
- P8.** locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9.** communicates legal information using well-structured responses
- P10.** accounts for differing perspectives and interpretations of legal information and issues

Mathematics Advanced– Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Open Book Task	Learning Task Assignment Take Home project	Yearly Examination	
Timing	Term 1: Week 10	Term 2: Week 9	Term 3: Weeks 8 & 9	
Outcomes assessed	MA11-1, MA11-2, MA11-9	MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	
Components	Weighting %			Total
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

OUTCOME - Mathematics Advanced

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 Extension 1 – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Open Book Task	Learning Task Assignment Take Home project	Yearly Examination	
Timing	Term 1: Week 10	Term 2: Week 9	Term 3: Weeks 8 & 9	
Outcomes assessed	ME11-1, ME11-6, ME11-7	ME11-3, ME11-4, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	
Components	Weighting %			Total
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

OUTCOME - Mathematics Extension 1

- 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

Mathematics Standard – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Open Book Task	Learning Task Assignment Take Home Project	Yearly Examination	
Timing	Term 1: Week 10	Term 2: Week 9	Term 3: Weeks 8 & 9	
Outcomes assessed	MS11-1, MS11-2, MS11-6, MS11-10	MS11-3, MS11-4, MS11-5, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10	
Components	Weighting %			Total
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

OUTCOME - Mathematics Standard

- 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 in Trade - Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Learning Task Take Home Project/Class Project	Learning Task Assignment Take Home Project	Portfolio	
Timing	Term 1: Week 10	Term 2: Week 9	Term 3: Weeks 8 & 9	
Outcomes assessed	MS11-1, MS11-6, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-5, MS11-5, MS11-7, MS11-9, MS11-10	
Components	Weighting %			Total
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

OUTCOME - Mathematics Standard

- 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

Music - Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Performance and Viva Voce Topic 1 Solo or ensemble performance and in class viva voce demonstrating an understanding of a variety of performing media and expressive techniques	Logic Composition and Aural Exam Topic 2 Composition and in class aural exam demonstrating an understanding of concepts of music relevant to the chosen topic	Performance, Viva Voce and Aural Exam Topic 3 Solo or ensemble performance, viva voce demonstrating an understanding of chosen instrument and aural exam demonstrating an understanding of concepts of music relevant to the chosen topic	
Timing	Term 1: Week 9	Term 2: Week 5	Term 3: Weeks 8 & 9	
Outcomes assessed	P1, P2, P3, P5, P6, P7	P3, P4, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8	
Components	Weighting %			Total
Performance	10		15	25
Composition		25		25
Musicology	15		10	25
Aural		10	15	25
Total %	25	35	40	100

OUTCOME - Music

- P1** performs music that is characteristic of the topics studied
- P2** observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3** improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4** recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5** comments on and constructively discusses performances and compositions
- P6** observes and discusses concepts of music in works representative of the topics studied
- P7** understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8** identifies, recognises, experiments with and discusses the use of technology in music
- P9** performs as a means of self-expression and communication
- P10** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11** demonstrates a willingness to accept and use constructive criticism

Personal Development, Health and Physical Education – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of Task	Better Health for Individuals Research Task	First Aid Theory Exam & Practical Scenario	Yearly Examination	
Timing	Term 2: Week 4	Term 3: Week 7	Term 3: Weeks 8 & 9	
Outcomes Assessed	P3, P5, P15	P6, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Component	Weighting %			Total
Knowledge and understanding of course content	5	20	15	40
Skills in critical thinking, research, analysing and communicating	25	20	15	60
Total %	30	40	30	100

OUTCOME - Personal Development, Health and Physical Education

- 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 (Option 1)
- 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

Physics – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study Dynamics	Practical Task Thermodynamics and Waves	Final Course Examination	
Timing	Term 1: Week 10	Term 2: Week 8	Term : Weeks 8 & 9	
Outcomes assessed	PH-11/12-1, PH11/12-2, PH11/12-3, PH11/12-7, PH11-8, PH11-9	PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-10	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Components	Weighting %			Total
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	35	15	10	60
Total %	40	20	40	100

OUTCOME – Physics Standard

- PH-11/12-1** 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

Sport, Lifestyle and Recreation – Preliminary (Year 11)

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Sports Administration Sporting Event Organisation	Fitness Fitness Program	Yearly Examination	
Timing	Term 1: Week 9	Term 2: Week 7	Term 3: Weeks 8 & 9	
Outcomes Assessed	1.1, 1.6, 4.2	2.2, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 1.6, 2.2, 2.4, 3.2, 3.3, 3.7, 4.1, 4.2, 4.5	
Component	Weighting %			Total
Knowledge and understanding	15	15	20	50
Skills	25	20	5	50
Total %	40	35	25	100

OUTCOME - Sport, Lifestyle and Recreation

- 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
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.2 analyses the fitness requirements of specific activities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Society and Culture – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Presentation The Social and Cultural World	In-Class Essay Personal and Social Identity	Exam All Topics	
Timing	Term 1: Week 9	Term 2: Week 8	Term 3: Week 8 & 9	
Outcomes assessed	P1, P3, P6, P9, P10	P1, P2, P3, P10	P1, P3, P4, P7, P8, P9	
Components	Weighting %			Total
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	40	30	100

OUTCOME – Society and Culture

- 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

Visual Arts – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Portfolio of Experimental Works and Portrait Painting Submission of 5–10 exploratory artworks Accompanying VAPD including evidence of material and conceptual experimentation and final teacher portrait	Extended Written Response Using research on selected artists as the basis for an in-class extended response Analysis of the Artist / World relationship through the Postmodern Frame with reference to a range of contemporary artist's practice Submission of research	Submitted Artwork with Oral Presentation Submission of completed artwork(s) with oral presentation on the representation of the artist / audience relationship demonstrated in student's artmaking practice Yearly Examination	
Timing	Term 2: Week 8	Term: Week 10	Term 3: Weeks 8 & 9	
Outcomes assessed	P1, P3, P4, P5, P6	P7, P8, P9, P10	P1, P2, P4, P5, P6, P8	
Components	Weighting %			Total
Artmaking	20		30	50
Critical and Historical Study	10	20	20	50
Total %	30	20	50	100

OUTCOME – Visual Arts

- P1** explores the conventions of practice in artmaking
- P2** explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3** identifies the frames as the basis of understanding expressive representation through the making of art
- P4** investigates subject matter and forms as representations in artmaking
- 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

Work Studies – Preliminary (Year 11)

Task number	Task 1	Task 2	Task 3	
Nature of task	Career Planning Interview and Report My Working Life	Research Assignment In the Workplace and Workplace Issues	End of Course Examination All Topics	
Timing	Term 2: Week 1	Term 3: Week 4	Term 3: Weeks 8 & 9	
Outcomes assessed	P4, P3	P5, P6	P1, P2, P7, P8, P9	
Components	Weighting %			Total
Knowledge and understanding of work, the work environment and skills for employment	10		5	15
Knowledge and understanding of employment options, career management, life planning and further education and training	10		5	15
Skills for success in the workplace	5	15	15	35
Skills in critically assessing influences on individuals and groups	5	15	15	35
Total %	30	30	40	100

OUTCOME - Work Studies

- 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

VET COURSE ASSESSMENT SCHEDULES

Preliminary 2023 – HSC 2024

The following VET Courses are delivered at Miller Technology High School.

- Construction
- Entertainment Industry
- Hospitality (Food and Beverage)
- Hospitality (Kitchen Operations)
- Sport Coaching

Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)

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 NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. 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), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any 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/ 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 and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can 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 after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESAs.

Stage 6 Board Endorsed VET Courses 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 mandatory or recommended industry specific work placement.

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 and the course is suitable for their individual needs, knowledge and skills.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 – HSC 2024

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)

NESA course code
2 U X 2 YR - 26211

2022 HSC Exam:
26299

TERM	Unit Code	Units Of Competency	AQF CORE /	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 years
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	40% Preliminary Exam
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	35 hrs. Work placement
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	
Term 3	CPPCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
11 HSC UOCs							35 hrs. Work placement
Terms 4/5	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery	60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		235-240	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture (version 5.1)

NESA code

2 U X 2 YR – 26401

2023 HSC Exam: 26499

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCWHS1001	Prepare to work safely in the construction industry	E	M	10	Cluster 1 – White Card Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered.....	35 hrs Work placement
Term 1/2	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	E E	M M	15 25	Cluster 2 – Safe and Sound Written Questioning, Direct Observation, Product based methods, portfolio	40% Preliminary Exam
Term 2/3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	E E	M E	25 20	Cluster 3 – Bump in the Light Written Questioning, Practical documentation, Direct Observation of Practical Work	
Term 3	CUAIND311	Work effectively in the creative arts industry	C	M	20	Cluster 4 – Working in the Industry TBC	
	6 HSC UOCs						
Term 4/5	SITXCCS006 CUASOU306 CUAVSS312	Provide services to customers Operate sound reinforcement systems Operate vision systems	E E E	M E M	20 20 25	Cluster 5 – To Project and Serve Direct observation of simulated project-based activity, Research and response, Quiz, Case studies, Direct observation of role play	35 hrs Work placement 60% Trial HSC Exam
Term 6/7	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	E E C	M E E	25 20 20	Cluster 6 – Showtime! Knowledge Questions, Product based methods, Portfolio of Evidence, Direct Observation, Career Research and Resume Writing	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 265			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



PUBLIC SCHOOLS NSW ULTIMO RTO 90072
HOSPITALITY-FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Education

Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIT20322 Certificate II in Hospitality (Release 1)

Training Package: SIT – Tourism, Travel and Hospitality (Release 2.1)

The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA Course Code
 2 U X 2 YR – 26511
 2022 HSC Exam: 26589

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
To Be Advised						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND007 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years 35 hrs Work placement 40% Prelim Yearly Exam
Term 1	SITXFSA005 SITXWHS005 SITHCCC025	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	15 15 20	To Be Advised	
TBA	SITXFSA006 SITXCCS011 SITHFAB024 SITHFAB027 SITHIND006 SITHIND007	Participate in safe food handling practices Interact with customers Prepare and serve non-alcoholic beverages Serve food and beverage Source and use information on the hospitality industry Use hospitality skills effectively Show social and cultural sensitivity Work effectively with others	E C E E C C C C	M M M M E E E E	20 20 15 40 20 25 10 15	Unit of competency grouping and order of delivery is still to be determined	35 hrs Work placement 60% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. 35 hrs Work placement 60% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 215				



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIT20421 Certificate II in Cookery

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA course code
2 U X 2 YR –

HSC Exam:

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	To Be Advised					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
	SITXFSA005	Use hygienic practices for food safety	C	M	15	To Be Advised	40% Prelim Yearly Exam
	SITXWHS005	Participate in safe work practices	C	M	15		35 hrs
	SITHCCC025	Prepare and present sandwiches	E	E	20		Work placement
TBA	SITXFSA006	Participate in safe food handling practices	E	M	20	Unit of competency grouping and order of delivery is still to be determined	60% Trial HSC Exam 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.
	SITXCCS011	Interact with customers	E	M	20		
	SITHCCC027	Prepare dishes using basic methods of cookery	C	M	40		
	SITHKOP009	Clean kitchen premises and equipment	C	M	15		
	SITHCCC034	Work effectively in a commercial kitchen	C	E	25		
	SITXINV006	Receive, store and maintain stock	C	E	15		
	SITHCCC024	Prepare and present simple dishes	E	E	20		
	SITXCOM007	Show social and cultural sensitivity	E	E	10		
	SITHCCC023	Use food preparation equipment	C	M	20		
	SITHCCC026	Package prepared food stuffs	E	E	10		
7 core and 6 electives are required from the training package. NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023

NESA Course:
50418

QUALIFICATION: SIS30521 Certificate III in Sport Coaching
 Training Package: SIS Sport, Fitness and Recreation (Version 4)

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
4 Preliminary UOC's							240 Indicative hours over 2 years
Term 1-2	HLTWH5001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	Cluster 1: Tournament Time Direct Observation, Product Based Method and Questioning.	
Term 2-3	SISSSCO002 SISSSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	Cluster 2: The Community Coach Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion	Minimum 35 hrs mandatory work placement
6 HSC UOCs							
Term 3-4	SISSSOF002 SISXCAI009	Continuously improve officiating skills and knowledge Instruct strength and conditioning techniques	E-E E-E	E E	15 25	Cluster 3: a) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation b) Strength and Conditioning – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation	
Term 5-6	SISSSCO003 BSBOPS403	Meet participant coaching needs Apply business risk management processes	C C	C C	30 25	Cluster 4: Coaching the Individual Direct Observation, Product Based Method and Questioning.	
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster 5: Next Level Coaching Direct Observation, Product Based Method and Questioning.	
Stand alone Unit delivered in Term 7	HLTAID011	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster 6: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 240/245/250		This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.		

