

# JAMES FALLON HIGH SCHOOL

## PRELIMINARY HSC COURSE ASSESSMENT BOOKLET

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## JAMES FALLON HIGH SCHOOL

### PRELIMINARY COURSE ASSESSMENT IN THE HIGHER SCHOOL CERTIFICATE.

The Higher School Certificate will use a fully standards-referenced approach for assessing and reporting student achievement in 2013. Internal Assessment programs contain a wider variety of Assessment tasks. Tasks increasingly reflect student achievement of syllabus outcomes. Students will be informed of which outcomes are being assessed in assessment tasks.

All two unit courses will comprise two components - a Preliminary and an HSC Course. All students must satisfactorily complete the Preliminary Course before commencing the HSC Course.

At James Fallon High School in 2013, students will study the Preliminary component of two unit courses for the first three terms of Year 11 . Satisfactory completion of this Preliminary Course will allow students to begin study of the HSC component in Term 4 of Year 11. A student who does not fulfill the requirements for satisfactory completion of the Preliminary Course may not proceed to the HSC course of study.

The major focus of the HSC examination will be on the HSC content with the Preliminary content comprising "assumed knowledge".

#### Satisfactory Completion of HSC Course Requirements

A student will be considered to have satisfactorily completed the Preliminary Course if, in the school's view, there is sufficient evidence of:

- Satisfactory Attendance
- Satisfactory Application
- Satisfactory Completion of Work.

The Principal will make the final decision regarding satisfactory completion, based on evidence presented by faculties.

At James Fallon High School the **Preliminary HSC Assessment** will commence after Week 4 of Term 1 2013 and will continue up to Week 10 Term 3 2013.

To ensure uniformity of approach between subjects and to avoid possible areas of confusion, the Principal has set out a number of guidelines which all subjects must follow:

1. All subject policies must follow the rules as set out by the Board of Studies. This schedule provides an outline for students of the intended Assessment Program for each subject. Each subject outline will provide students with the following information:
  - **Syllabus Components** (where applicable) that relate to each assessment task.
  - **Syllabus Outcomes** that will be assessed by each task.
  - **Intended time** (term & week) of each task.
  - **Weighting** (relative mark value) of each task

Subject Assessment outlines will include information relating to which syllabus outcomes are being assessed in each task. These are referred to by number in this book, and students can read about these in full in the syllabus outlines. **Students should be given an outline of all syllabus outcomes for each subject.** This information should be used together with the information provided in this book.

2. The information contained in this booklet regarding assessment tasks, their weight and timing may in some situations be varied. *Details of Assessment tasks will be notified in writing and will include a clear indication of submission/completion times and conditions.* **Students will always be given at least 10 working days written notice of details of an assessment task and of any changes to the advertised information.**
3. **Staff may choose to alter the timing of a task for a number of reasons.** Should any task require alteration in timing, the teacher of the course **MUST** consult with :
  - **The Deputy Principal Curriculum**
  - **The Head Teacher of the Subject**
  - **The Deputy Principal Administration.**
4. The assessment rank will be available at the end of the course for each student by individual consultation.
5. No assessment item will be programmed in the one week period prior to the Preliminary HSC Course Examinations, which will be held in Weeks 8 and 9 of Term 3, 2012.

6. **Please note: Failure of technology is not deemed a reasonable excuse for lateness or non submission of a task.**

7. Parents will be informed in writing where a student's progress is deemed to be unsatisfactory.

The Board of Studies requires that parents be informed where a student has failed to meet the requirements for an assessment task. The formal notification warns a student of the consequences if they fail to meet Satisfactory Completion requirements for a particular subject and provides a new completion date by which the student must satisfy these requirements. (Appendix 1)

8. Students are permitted, by the Board of Studies, to make an appeal against their final rank order in cases where an error seems to have occurred. It should be noted that students cannot appeal against marks awarded for individual assessment tasks - they can only appeal against their final position in a subject. Most of these appeals should be resolved by the subject teacher and the Head Teacher of that subject.

In cases where a satisfactory solution is not reached a student may appeal to the Review Committee. This Review Committee will consist of:-

- The Principal or his/her nominee
- The Head Teacher concerned or his/her nominee
- A Teacher nominated by the student.

9. All instances of dispute concerning the application of subject rules and policies should be referred to the Principal. The Principal shall be the final arbiter in all matters involving Higher School Certificate Assessment.

## CONDITIONS RELATING TO ASSESSMENT TASKS

10. In the case of absence from tasks, non-submission or late submission, the following will apply :

(a) **Non-submission on the due date - zero marks.**

(b) All assignments are to be submitted on or before the due date. *Where specific submission times are notified, they must be adhered to strictly in order to avoid loss of marks.* Where exceptional circumstances prevail, students may make application before the due date for permission to submit an assignment after the due date. Students submitting assignments late without permission will receive zero marks. Where any doubt exists, students must consult with the Head Teacher of the faculty. The Deputy Principal Curriculum will attempt to ensure consistency of interpretation across faculties.

(c) If a student is to be absent from an assessment task, he/she must consult with the Deputy Principal - Curriculum and the Head Teacher **prior** to the absence. The Deputy Principal - Curriculum, together with the Head Teacher of the faculty involved will negotiate an alternative time and circumstances for completion of the task. The new negotiated date and time becomes an assessable date and all assessment requirements apply. **In the case of an unexpected absence, the front office is to be contacted by phone and the school informed of the reason for the absence.** This must be done, before the task is conducted and the student is to report to the Deputy Principal - Curriculum immediately upon return to school.

An alternative time will be arranged for the completion of the task or an equivalent, substitute task. Students should expect to be required to complete the task immediately upon their return or at the first acceptable opportunity. Once again, all Assessment requirements apply to this newly negotiated task.

In both cases, students are required to complete the '**Variation From Assessment**' form. These are available from the Deputy Principal - Curriculum and a specimen is included in the Appendix 2. **Appropriate documentary evidence will also be required explaining the reason for the absence eg. a Medical Certificate.**

- (d) Any student found cheating or taking an **unfair advantage** over others will receive zero for that task. Students may not absent themselves from class the day of an assessment task and hence gain extra preparation time. If students do not make a serious attempt at an examination, the result will be recorded as a non-attempt. Where tasks totalling 50% or more of available marks are not attempted no examination mark or assessment mark will be awarded and eligibility for the Higher School Certificate may come into question. The Principal will make the final decision where malpractice has occurred.

This policy aims to protect students against another student gaining unfair advantage in completing a task. Unfair advantage may be deemed to have been gained in a variety of circumstances. It is not possible to anticipate nor to list all of these circumstances however the examples below will illustrate some situations where a student may be unfairly advantaged.

- Inappropriate use of another student's material or support.
- Absences from school prior to an assessment task which may allow additional preparation time not available to other students.
- Unauthorised non attendance or non participation at lessons or events that other students are required to attend, which may provide additional preparation time.

Every effort will be made to ensure that the Assessment process will be fair and equitable to all students.

**Students are reminded of the principles learnt through the completion of "All my own work" modules which aim to develop a clear understanding of appropriate circumstances for the completion of HSC units of work.**

**ANCIENT HISTORY 2 Unit****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

<b>COMPONENTS</b> (as per syllabus)	<b>WEIGHTINGS</b> (as per Syllabus)	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>		<b>TASK 4</b>		<b>TASK 5</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		1	7	2	2	2	8	3	4	3	9
		<b>TASK TYPE &amp; NAME</b>									
		<b>Introduction to Archaeology</b>	<b>Case Studies</b>	<b>Ancient Society</b>	<b>Historical Investigation</b>	<b>Final Exam</b>					
<b>Research</b>	25		10		15						
<b>Source Analysis</b>	25	10		5	10						
<b>Oral Presentation</b>	10		10								
<b>Examinations and Tests</b>	40			10					30		
<b>OUTCOMES FOR EACH TASK</b>		P3.1, 3.3, 4.1	P3.1, 3.5, 4.2	P1.1,4.1	P3.4, 3.6, 2.1	ALL					
<b>Marks /100</b>		<b>10</b>	<b>20</b>	<b>15</b>	<b>25</b>	<b>30</b>					

**BIOLOGY**  
**ASSESSMENT PROGRAM**  
**PRELIMINARY COURSE**

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3			
		T	W	T	W	T	W	T	W
		1	10	2	5	2	9	3	9
		Research Task	Practical Task	Mid Course Exam	Final Exam				
Knowledge and Understanding	45	5		15	25				
Practical Skills	25	10	15						
Skills in scientific thinking, problem solving, & in communicating understanding and conclusions	30	5	5	5	15				
<b>OUTCOMES FOR EACH TASK</b>		P2, 5, 10, 12, 13, 14,	P5, 7, 8, 11, 12, 13, 14, 15	P4,5,6,10,11,12,13,14,15,16	ALL				
	<i>Marks /100</i>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>				

**BUSINESS STUDIES 2 Unit****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3		TASK 4	
		T	W	T	W	T	W	T	W
		1	11	2	6	2 2 3	1 9 6	3	9
TASK TYPE & NAME									
		Media File and Business Report – investigation into contemporary issues	Oral Presentation – based on an investigation into the operation of a local business	Business Plan of a Hypothetical Business A Planning Schedule B Preliminary Report, C Final Report		Preliminary Course Examination			
Knowledge and understanding of content	40	5	5	10		20			
Stimulus based skills	20		5	5		10			
Inquiry and Research	20	5	5	10					
Communication of business information, ideas and issues in appropriate forms	20	5	5	5		5			
OUTCOMES FOR EACH TASK		P1, 2, 7, 9		P1,2,3,7,9		P1,6,7,8,9,10		P1,2,3,4,5,6,9,10	
	<i>Marks /100</i>	<b>15</b>		<b>20</b>		<b>30</b>		<b>35</b>	

\* Planning Schedule – 5 marks; Preliminary Report – 15 marks; Final report – 80 marks

**CHEMISTRY****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		1	10	2	9	3	9
		TASK TYPE & NAME					
		Topic Test	Practical Test	Final Exam			
Knowledge and Understanding	40	10	4	26			
Practical Skills	30	3	20	7			
Skills in scientific thinking, problem solving, & in communicating understanding and conclusions	30	9	4	17			
OUTCOMES FOR EACH TASK		P2, 3, 6, 10, 12, 14	P10, 11, 12, 13, 14, 15	ALL			
	<i>Marks /100</i>	<b>22</b>	<b>28</b>	<b>50</b>			



**COMMUNITY AND FAMILY STUDIES 2 Unit**

**ASSESSMENT PROGRAM**

**PRELIMINARY COURSE**

<b>COMPONENTS (as per syllabus)</b>	<b>WEIGHTINGS (as per Syllabus)</b>	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>		<b>TASK 4</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		1	8	2	8	3	6	3	8/9
		<b>TASK TYPE &amp; NAME</b>							
		Resource Management Short answer test	Individuals and Groups Essay	Families and Communities Research & Report	Preliminary Course Exam				
Knowledge and understanding factors that impact on wellbeing	40	10	10	10	10				
Skills in applying management processes and planning	25	5	5	5	5				
Knowledge and understanding in research methodology and skills in critical thinking, analyzing and communicating	35		10	10	15				
<b>OUTCOMES FOR EACH TASK</b>		<b>P1.1,1.2,4.2</b>	<b>P2.1,2.3,4.1,6.2</b>	<b>P2.4,5.1,6.1</b>	<b>P2.2,3.1,3.2</b>				
	<b>Marks /100</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>35</b>				



**DRAMA 2 UNIT****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

<b>COMPONENTS (as per syllabus)</b>	<b>WEIGHTINGS (as per Syllabus)</b>	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>		<b>TASK 4</b>		<b>TASK 5</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		1	8	2	8	3	2	3	7	3	9
		<b>TASK TYPE &amp; NAME</b>									
		<b>Playbuilding (group based task)</b>	<b>Australian Theatre</b>	<b>Monologue (Performance and Logbook)</b>	<b>Style Study</b>	<b>Final Exam</b>					
<b>Making</b>	40	20		10	10						
<b>Performing</b>	30	20		10							
<b>Critically Studying</b>	30		20			10					
<b>OUTCOMES FOR EACH TASK</b>		<b>P1.1,1.2,1.4, 1.5,1.6,1.7, 1.8, 2.1,2.2,,2.3, 2.4,2.5,2.6</b>	<b>P3.1,3.2</b>	<b>P1.1,1.2,1.3, 1.5,1.6</b>	<b>P2.4,2.5. 2.6,3.2</b>	<b>P2.6,3.2, 3.3,3.4</b>					
	<b>Marks /100</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>10</b>					

**DESIGN AND TECHNOLOGY 2 UNIT****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

<b>COMPONENTS</b>	<b>WEIGHTINGS</b>	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>		<b>TASK 4</b>		<b>TASK 5</b>	
		T	W	T	W	T	W	T	W	T	W
		1	10	2	1	2	9	3	7	3	8/9
		<b>Design Skills</b>		<b>Design Study</b>		<b>Light</b>		<b>Children's Playground</b>		<b>Exam</b>	
Designing and Producing	50	10				20		20			
Presentation of Research	25			25							
Test Type tasks	25									25	
Outcomes for each Task		4.1, 4.3, 5.2, 6.2		2.1, 2.2, 5.3		1.1, 3.1, 4.3, 5.2, 5.3		4.2, 4.3, 5.1, 5.2, 6.1		4.3, 5.1, 5.3, 6.1	
	<b>100</b>	<b>10</b>		<b>25</b>		<b>20</b>		<b>20</b>		<b>25</b>	

**ENGLISH ADVANCED AND STANDARD COURSES 2 UNIT**  
**ASSESSMENT PROGRAM**  
**PRELIMINARY COURSE**

COMPONENTS (see syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3		TASK 4	
		T	W	T	W	T	W	T	W
		1	9-Std 10-Adv	2	7	3	5	3	9
		Portfolio Presentation	Advanced: Poetry Standard: Film Study		Speaking Seminar		Final Exam		
Common	40	20						20	
Electives	60			20		30		10	
<b>MODES</b>									
Listening	15					15			
Speaking	15					15			
Reading	25	15						10	
Writing	30	5		5				20	
Viewing/ Representing	15			15					
<b>OUTCOMES FOR EACH TASK</b>		Standard P1, 7, 10		Standard P4, 5, 12		Standard P3, 9, 13		Standard P2, 6, 8, 11	
		Advanced P1, 7, 10		Advanced P4, 5,12,12A		Advanced P3, 9, 13		Advanced P2,2A,6,8,11	
	<i>Marks /100</i>	20		20		30		30	

**ENGLISH EXTENSION 1 UNIT****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

Texts, Culture & Value	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3	
		T	W	T	W	T	W
		2	2	3	4	3	9
Modes:		Response to Stimulus Texts		Tutorial Presentation		Final Exam	
Speaking/ Listening	10			10			
Reading/ Writing	30	15				15	
Viewing/ Representing	10	5				5	
OUTCOMES FOR EACH TASK		P1, 3		P1, 2		P1,3	
	<i>Marks</i> <i>/50</i>	<b>20</b>		<b>10</b>		<b>20</b>	

**ENGLISH STUDIES****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

<b>COMPONENTS (as per syllabus)</b>	<b>WEIGHTINGS (as per Syllabus)</b>	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>		<b>TASK 4</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		1	9	2	8	3	5	3	9
		Portfolio Part 1	Multimedia Presentation Listening Task	Portfolio Part 2	Final Exam				
<b>Mandatory</b>	40	20			20				
<b>Electives</b>	60		30	30					
<b>MODES/COMPONENTS</b>									
Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning	30	10		15	5				
Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	30		20	10					
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25	10			15				
Students will develop skills in planning and working individually and collaboratively.	15		10	5					
<b>OUTCOMES FOR EACH TASK</b>		<b>P1.1,1.2,2.1</b>	<b>P4.1,4.2,3.1</b>	<b>P1.4,2.3,3.2</b>	<b>P1.3,2.2</b>				
	<b>Marks /100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>				

## Industrial Technology

### Automotive Technologies (Preliminary)

<b>COMPONENTS</b>	<b>WEIGHTINGS</b>	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>		<b>TASK 4</b>	
		T	W	T	W	T	W	T	W
		1	10	2	1	3	7	3	8/9
		<b>Individual Project</b>	<b>Industry Study</b>	<b>Individual Project/Folio</b>	<b>Exam</b>				
Industry Study	20		10	5	5				
Designing, Planning and Management	20	5	5	10					
Workplace Communication	10	5			5				
Industry Specific Context	50	10	5	25	10				
Outcomes for each Task		2.1, 3.1, 3.3, 4.1, 5.2	1.1, 2.2, 6.1, 6.2, 7.1	2.1, 3.1, 3.3, 4.2, 4.3, 6.1	1.2, 3.2, 5.1, 6.1, 6.2, 7.1				
	<b>100</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>				



## General Mathematics

### Assessment Program

#### Preliminary Course

<b>COMPONENTS (as per syllabus)</b>	<b>Weightings</b>	<b>Task 1</b>		<b>Task 2</b>		<b>Task 3</b>		<b>Task 4</b>	
		Term	Week	Term	Week	Term	Week	Term	Week
		1	10	2	8	3	5	3	9-Oct
		Open Book Test		Project		Project		Final Exam	
<b>Knowledge &amp; Skills</b>	50	20		5		5		20	
<b>Applications</b>	50	10		10		10		20	
<b>Outcomes For Each Task</b>		MGP-1, 2, 3, 5, 6, 7, 9, 10		MGP- 1, 2, 3, 5, 6, 7, 8, 9, 10		MGP- 1, 2, 3, 5, 6, 7, 8, 9, 10		MGP- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
	<b>Marks (/100)</b>	<b>30</b>		<b>15</b>		<b>15</b>		<b>40</b>	

**MATHEMATICS****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

<b>COMPONENTS</b> (as per syllabus)	<b>WEIGHTINGS</b> (as per Syllabus)	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		1	10	2	9	3	9
		<b>Open Book Test</b>	<b>Open Book Test</b>	<b>Final Exam</b>			
<b>Knowledge &amp; Skills</b>	80	25	25	30			
<b>Applications</b>	20		10	10			
<b>OUTCOMES FOR EACH TASK</b>		<b>P2, 3,</b>	<b>P5, 6, 7.</b>	<b>P2, 3, 4, 5, 6, 7, 8</b>			
	<b>Marks /100</b>	<b>25</b>	<b>35</b>	<b>40</b>			

**MATHEMATICS EXTENSION 1****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

<b>COMPONENTS (as per syllabus)</b>	<b>WEIGHTINGS (as per Syllabus)</b>	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		1	11	2	9	3	9
		<b>Open Book Test</b>	<b>Open Book Test</b>	<b>Final Exam</b>			
<b>Knowledge &amp; Skills</b>	70	20	20	30			
<b>Applications</b>	30	10	10	10			
<b>OUTCOMES FOR EACH TASK</b>		<b>PE2, PE3.</b>	<b>PE2, PE3, PE5, PE6.</b>	<b>PE3, PE4, PE5, PE6</b>			
	<b>Marks /100</b>	<b>30</b>	<b>30</b>	<b>40</b>			

**Personal Development Health & Physical Education**  
**2 Unit**  
**Assessment Schedule ~ Preliminary Course**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Option 3: Fitness Choices</b>	<b>Core 1: Better Health for Individuals</b>	<b>Core 2: The Body in Motion</b>	<b>End Course Exam</b>	
	<b>Week 9 Term 1</b>	<b>Week 4 Term 2</b>	<b>Week 3 Term 3</b>	<b>Week 9/10 Term 3</b>	
	P4, P6, P10	P1, P3, P5, P15	P8, P11, P16	P2, P4, P7, P9, P12, P17	
Knowledge and understanding of factors that affect health and the way the body moves.		<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Skills in influencing personal and community health and taking actions to improve participation and performance in physical activity	<b>5</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>30</b>
Skills in critical thinking, research and analysis	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>30</b>
<b>Marks</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>35</b>	<b>100</b>

**PHOTOGRAPHY, VIDEO & DIGITAL IMAGING**  
**CEC Course 2 Unit**

**ASSESSMENT PROGRAM**

**PRELIMINARY COURSE**

Students will be assessed on their knowledge, development of skills and understanding of the processes, both technical and conceptual, in the making of photographic, video and digital imagery. Students will be assessed on their increasingly accomplished investigations into the three disciplines.

The portfolio is the students' journal of both practical and theoretical work, it is an essential part of the course. The tasks refer to **submission dates**. At the end of the week indicated all digitally stored classwork, portfolio notes and hard copies (where applicable) will be marked.

"Making" includes the study of the theoretical concepts behind each created image(s) as well as the image(s) itself. Class notes, study, demonstration and lecture are all components of **making** as well as **critical/historical study**.

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3		TASK 4	
		T	W	T	W	T	W	T	W
		1	9	2	9	3	8/9	3	10
TASK TYPE & NAME									
		Portfolio & Classwork Modules WP1 WP4 OH&S		Portfolio & Classwork Modules D11 D14		Final Exam Practical & Theory		Individual or Collaborative Project * Module G1	
<b>Making</b>	70	14		14		7		30	
<b>Critical Historical Study</b>	30	6		6		3			
<b>OUTCOMES FOR EACH TASK</b>		M2 M3 M4 M5 M6 CH1 CH2 CH4		M1 M2 M3 M4 M5 M6 CH1 CH2 CH4		M4 CH3 CH5		M1 M2 M3 M4 M5 M6 CH4	
		<b>20</b>		<b>20</b>		<b>10</b>		<b>30</b>	

Item Marked \* may be submitted within week one of term four subject to approval of any formal application to do so.

**PHYSICS****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

<b>COMPONENTS (as per syllabus)</b>	<b>WEIGHTINGS (as per Syllabus)</b>	<b>TASK 1</b>		<b>TASK 2</b>		<b>TASK 3</b>		<b>TASK 4</b>	
		<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>W</b>
		1	9	2	1	3	2	3	9
		<b>TASK TYPE &amp; NAME</b>							
		<b>Topic Test</b>	<b>Research Assignment</b>	<b>Practical Test</b>	<b>Final Exam</b>				
<b>Knowledge and Understanding</b>	40	5	10		25				
<b>Practical Skills</b>	30	5		15	10				
<b>Skills in scientific thinking, problem solving,&amp; in communicating understanding and conclusions</b>	30	5	5	10	10				
<b>OUTCOMES FOR EACH TASK</b>		<b>P4, 7, 8, 12, 14</b>	<b>P4, 7, 12, 13</b>	<b>P6, 12, 13, 14</b>	<b>All</b>				
	<b>Marks /100</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>45</b>				

**SENIOR SCIENCE**  
**ASSESSMENT PROGRAM**  
**PRELIMINARY COURSE**

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3		TASK 4	
		T	W	T	W	T	W	T	W
		1	9	2	7	3	3	3	9
		Practical Task	Theory	Second Hand Data	Final Exam				
Knowledge and Understanding	40		10	5	25				
Practical Skills	30	15		5	10				
Skills in scientific thinking, problem solving, & in communicating understanding and conclusions	30		10	10	10				
<b>OUTCOMES FOR EACH TASK</b>		P2, 8, 11, 12, 13, 14, 15	P4, 6, 7, 10	P3, 4, 7, 12, 13, 14, 15	All				
	<i>Marks /100</i>	<b>15</b>	<b>20</b>	<b>20</b>	<b>45</b>				

## VISUAL ARTS 2 Unit

### ASSESSMENT PROGRAM

#### PRELIMINARY COURSE

The assessment of this course reflects the structure & relationship between practical and theoretical learning in Visual Arts. **Theory (C1)** components are assessed as in class tasks during notified periods, **Practical (C2)** components are assessed at the conclusion of the working period as of the *last day* of the specified week.

\* **Practical tasks may change sequence but not duration or weighting**

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3			
		T	W	T	W	T	W		
		1	9	2	9	3	10		
		TASK TYPE & NAME							
		PRACTICAL 1 FIGURATIVE		PRACTICAL 2 LANDSCAPE		PRACTICAL 3 SCULPTURAL			
<b>C2 Artmaking</b>	50	16		17		17			
<b>OUTCOMES FOR EACH TASK</b>		P1, P2, P3, P4, P6		P1, P2, P3, P4, P6		P1, P2, P3, P4, P5, P6			
		<b>16</b>		<b>17</b>		<b>17</b>			

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3		TASK 4		
		T	W	T	W	T	W	T	W	
		1	8	2	7	3	5	3	9	
		TASK TYPE & NAME								
		Research Task Compiled in class – prepared material		Essay One Prior Research material & notes for task		Essay Two Prior Research & preparation. No notes for task		End of Course Examination		
<b>C1 Art History/Criticism</b>	50	8		12		15		15		
<b>OUTCOMES FOR EACH TASK</b>		P7, P8, P9,		P7, P8, P9, P10		P7, P8, P9, P10		P7, P8, P9, P10		
<b>Marks /50</b>		<b>8</b>		<b>12</b>		<b>15</b>		<b>15</b>		



## WORK STUDIES 2013

The work studies course is a non ATAR subject. There is no external examination of students in the Stage 6 *Work Studies* Content Endorsed Course. When completed as an HSC course, *Work Studies* will have an unmoderated school assessment mark recorded on the HSC Record of Achievement

The aim of the *Work Studies Course* is to assist young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Students will develop:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups.

### Work Placement

Work placement is a mandatory requirement of the Work Studies course and the required hours have been assigned to work placement.

2013 Work Studies			
Topic: Career Planning			
Task	Weighting	Due Date	Week / Term
VET Online Work booklets	15%	Ongoing throughout the Preliminary course. The booklets will be completed primarily in class time.	Term 1 Term 2 Term 3
Career Profile	20%	8 <sup>th</sup> April 2013	Week 11 Term 1
Resume	20%	17 <sup>th</sup> June 2013	Week 8 Term 2
Work placement and Report Report from Employer Report from Student	25%	Within 2 weeks of the completion of work placement	Term 3 *

*\*The due date will depend on the date the work placement is completed by individual students.*

## Vocational Education and Training (VET) Subjects

Preliminary Course subjects for 2013

- Hospitality
- Metals and Engineering
- Retail Services
- Information Technology

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students
- provide a flexible structure within which students can prepare
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and social development.

VET courses give students the opportunity to gain credit towards the Higher School Certificate and towards national vocational qualifications under the Australian Qualifications Framework. The Retail Services Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They also acquire underpinning knowledge and skills related to work, employment and further training within the retail and/or wholesale industries. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure that will assist them to make informed career choices.

Information in this section relates to the Board of Studies requirements for assessing and reporting achievement in the Higher School Certificate. In this case *assessing* refers to competency-based assessment and to external examinations.

### **Competency-based assessment**

The courses within VET Frameworks are competency based. The Board of Studies and the Vocational Education and Training Accreditation Board (VTAB) require that the competency based approach to assessment be used and that a record be held by the RTO of competencies achieved.

In a competency based course, assessment of competencies is standards referenced. This means that a participant's performance is assessed against a prescribed standard, not against the performance of other participants. The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving skills and the capacity to apply both skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. Assessment is fair, valid, consistent and to industry standard.

### **The Competency Record Book**

The competency record book forms a permanent record of all the units and elements of

competency demonstrated by students undertaking courses within the VET Frameworks Achievement of elements of competency and units of competency should be progressively recorded in the student log. It should be noted that:

- all performance criteria need to be met to demonstrate the achievement of an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.

### **Work Placement**

Work placement is a mandatory HSC requirement of each course within the VET frameworks and the required hours have been assigned to the work placement requirement for each course.

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the key competencies.

The mandatory work placement requirements in VET frameworks are not intended to indicate the time required for the achievement of units of competency. The amount of workplace learning required for competency achievement will vary from student to student.

### **Examinations**

Students will sit for the Preliminary Course Final Examination, the Year 12 Half Yearly Examination and the Trial HSC in each VET framework. Performance on these examinations will be used where necessary to provide a final HSC Assessment.

**HOSPITALITY**  
**ASSESSMENT PROGRAM**  
**PRELIMINARY COURSE**

***Certificate II in Hospitality – SIT20207***  
**Multi-Skilling**

		Task 1 Practical Exam	Task 2 Half Year Test	Task 3 Research Assignment	Task 4 Yearly Exam
		Week 1 Term 2	Week 9 Term 2	Week 7 Term 3	Week 9
<b>Components</b>	<b>Weighting</b>	<b>Content Area</b> Follow Workplace Hygiene Procedures	<b>Content Area</b> Follow Workplace Hygiene Procedures Work with Colleagues and Customers Work in a socially diverse environment	<b>Content Area</b> Develop and Update Hospitality Industry Knowledge. Work with Customers and Colleagues Work in a socially diverse environment	<b>Content Area</b> Develop and Update Hospitality Industry Knowledge. Work with Customers and Colleagues Work in a socially diverse environment Follow Workplace Hygiene Procedures Clean Premises and Equipment Implement Food Safety Procedures
<b>Knowledge</b>	<b>50</b>		<b>20</b>		<b>30</b>
<b>Practical</b>	<b>30</b>	<b>30</b>			
<b>Research</b>	<b>20</b>			<b>20</b>	
<b>Marks</b>	<b>100%</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
<b><u>Work Placement 2013</u></b>					
<p>“Work placement is a mandatory HSC requirement of each course within this framework and the required hours have been assigned to the work placement requirement for each course”.</p> <p>(Board of Studies, Hospitality Curriculum Framework, Syllabus, page 32)</p> <p>As such, students must complete all work placements during the allocated times or they will not be eligible for a HSC in this subject.</p>					

**METALS AND ENGINEERING****ASSESSMENT PROGRAM****PRELIMINARY COURSE**

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3		TASK 4	
		T	W	T	W	T	W	T	W
		1	10	2	8	3	9	3	10
		Sash Clamp		Post puller		EXAM		Group project	
Measure with Grad. Devices apply Quality systems		Manufacture & Construction project		As in Task 1				To be determined	
Designing, Planning and Management		Related Competencies		#					
Workplace Communication		#		#					
Perform routine Oxy Welding		#		#					
<b>OUTCOMES FOR EACH TASK</b>		MEM18.1/2AA MEM5.12AA MEM9.2AA MEM3.3AA		MEM18.1/2AA MEM5.12AA MEM9.2AA MEM3.3AA				MEM18.1/2AA MEM5.12AA MEM9.2AA MEM3.3AA	
	<i>Marks /100</i>	<b>20</b>		<b>20</b>		<b>20</b>		<b>40</b>	

**Foundation units:**

- MEM1.1FA Undertake interactive workplace communication.  
MEM1.2FA Apply principles of WHS in work environment.  
MEM1.3FA Apply quality procedures.  
MEM1.4FA Plan to undertake routine task

**Core unit:**

- MEM2.1C12A Apply quality systems

Are not to be delivered in isolation but must be embedded and contextualised throughout entire course. Assessment of these units is to be included in all work, particularly practical tasks.

\* In accordance with Board of Studies requirements.

## Information Technology - VET

### Assessment Program

### Preliminary Course Schedule     2013

COMPONENTS (as per syllabus)	WEIGHTINGS (as per Syllabus)	TASK 1		TASK 2		TASK 3		TASK 4	
		T	W	T	W	T	W	T	W
		1	8	2	8	3	8 / 9	3	9
		WHS in the Workplace		Install & Optimise Operating System		EXAM		Implement System software Changes	
Compulsory Modules		20		20		40			
Elective Modules								20	
<b>OUTCOMES FOR EACH TASK</b>		<b>BSBOHS302B</b> <b>BSBSUS301A</b> <b>ICAICT202A</b>		<b>ICAICT301A</b> <b>ICAICT302A</b> <b>ICASA301A</b>		<b>BSBOHS302B</b> <b>BSBSUS301A</b> <b>ICAICT301A</b> <b>ICAICT202A</b> <b>ICAICT302A</b> <b>ICASA301A</b>		<b>ICAICT203A</b> <b>ICAICT304A</b> <b>ICAICT307A</b>	
	<i>Marks /100</i>	<b>20</b>		<b>20</b>		<b>40</b>		<b>20</b>	

#### Units of Competency Delivered

BSBOHS302B	Participate effectively in WHS communication & consultative processes
BSBSUS301A	Implement and monitor environmentally sustainable work practices
ICAICT202A	Work and communicate effectively in an IT environment
ICAICT301A	Create user documentation
ICAICT302A	Install and optimise operating system software
ICASAS301A	Run standard diagnostic tests
ICAICT203A	Operate application software packages
ICAICT304A	Implement system software changes
ICAICT307A	Customise packaged software applications for clients

## RETAIL SERVICES

### ASSESSMENT PROGRAM

#### PRELIMINARY COURSE

Retail Services is a VET course and is assessed primarily through the acquisition of competencies. Student progress is monitored through maintaining a Log Book. For this reason, the Assessment Program outlined below is in a different format to Board Developed Courses.

Preliminary course Assessment Program:

<u>TASK 1</u>		<u>TASK 2</u>		<u>TASK 3</u>		<u>TASK 4</u>		<u>TASK 5</u>	
T	W	T	W	T	W	T	W	T	W
1	8	2	5	2	9	3	5 –10 (ongoing)	3	8/9
<u>TASK TYPE AND NAME</u>									
Working Effectively in a customer service Environment		Customer Service		Loss Prevention & WHS		Merchandising/Using Retail Technology		All modules	
Class Test		Case Study/Observation		Class Test		Practical		Preliminary Examination	
WE1.1-WE2.6, IC1.1 – IC2.8		WE3.1 – WE4.6 CS1.1 - CS1.4 APS1.1 – APS5.5		LP1.1 – LP3.3 WS1.1 –WS2.3 BP1.1 – BP2.5		RT1.1, - RT3.3 M1.1, - M4.1 CD1.1 – CD4.2		ALL	
<b>20</b>		<b>20</b>		<b>20</b>		<b>20</b>		<b>20</b>	

**NB:** Due to the practicalities of integrated assessment tasks, students are observed over a number of weeks, and so have ample opportunity to demonstrate their competence. This is particularly pertinent to students' operation of Café J.

## “Crossroads” Mandatory Course of Study

Crossroads is a course which is **mandatory** for all students to study in Stage 6 (Year 11 or 12). Students who miss material will be expected to complete alternate activities.

“Crossroads provides young people with an opportunity to discuss issues which are important to them and to develop skills, action plans and strategies for managing issues that they may confront in their lives.” – Crossroads syllabus 1999.

At this stage James Fallon High has decided to run the course in year 11. The format for the delivery of this course is **a three day camp, held in week 10 of term 3**. This allows for the use of agencies and individuals from within our local community to facilitate some of the focus areas. There is a cost involved in this course to cover the camp. Parents and students will be informed of final details via the Family Newsletter and student information notes.

The course builds upon the 7 – 10 PDHPE course. There are 2 focus areas and four themes:

### Working at Relationships

1. Being an Individual
2. Developing and maintaining relationships
3. Changing relationships
4. Intimate relationships

### Drug Issues

1. Values and Drugs
2. Understanding drug use
3. Drug use and others
4. Drug issues in the community



**JAMES FALLON HIGH SCHOOL  
VARIATION FROM ASSESSMENT**

**PRELIMINARY COURSE**

**APPLICATION FORM**

NAME .....

YEAR.....

SUBJECT .....

DATE OF ASSESSMENT TASK.....

PERIOD/S.....

REASON FOR REQUESTED VARIATION (To be completed by student)

.....

.....

.....

.....

SIGNED .....

DATE .....

To be completed by Deputy Principal - Curriculum.

DATE RECEIVED..... EVIDENCE PRESENTED Yes \_\_\_\_ No\_\_\_\_

DECISION: SATISFACTORY UNSATISFACTORY

COMMENTS

.....

.....

SIGNED: ..... Deputy Principal - Curriculum

To be completed by Head Teacher.

DATE RECEIVED..... TIME RECEIVED .....

DECISION: .....

SIGNED: ..... Head Teacher

CLASS TEACHER NOTIFIED ..... Class Teacher

EXAM ORGANISER NOTIFIED (where applicable) Signed: .....

Students must return this form to the Deputy Principal - Curriculum who will file it for future reference.

**BOARD OF STUDIES WARNING LETTER**  
**UNSATISFACTORY COMPLETION OF A PRELIMINARY COURSE**

Student's name: .....Date: .....

Dear

The purpose of this letter is to warn you that..... is in danger of receiving an unsatisfactory ('U') determination in the course listed below. This determination will mean that he/she will not receive a result in this course on his/her Preliminary Record of Achievement. It may also mean that he/she is unable to proceed to the HSC Course as he/she has not satisfactorily completed the Preliminary Course.

Course in jeopardy: .....

The following information specifies those areas where he/she is failing to meet Board of Studies course requirements:

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

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

He/she has not to date satisfactorily met .....(a), (b), (c) or all of the above

The following list notifies you of those tasks not yet completed and/or for which \_\_\_\_\_ has not made a genuine attempt. In order for him/her to satisfy course requirements the following tasks need to be satisfactorily completed.

<b>Task Name</b>	<b>Past Date Due</b>	<b>New Date Due</b>
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**Please regard this letter as an official warning.** The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the \_\_\_\_\_ warning we have issued concerning \_\_\_\_\_ (course)

The Board requires principals to issue two course-specific warnings prior to a final 'U' determination being made for a course.

Please discuss this most important matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely,

---

Class Teacher/Head Teacher

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Principal