

INGLEBURN HIGH SCHOOL



Preliminary Higher School Certificate Student Assessment Handbook

2021

Assessment and reporting supports and enhances student learning. Teachers use assessment to enhance student learning and to make judgements about student achievement of outcomes and learning habits.

CONTENTS

ASSESSMENT AND REPORTING POLICY		5
ANCIENT HISTORY	BOARD DEVELOPED	19
BIOLOGY	BOARD DEVELOPED	20
BUSINESS STUDIES	BOARD DEVELOPED	21
CHEMISTRY	BOARD DEVELOPED	22
COMMUNITY AND FAMILY STUDIES	BOARD DEVELOPED	23
ECONOMICS	BOARD DEVELOPED	24
ENGLISH ADVANCED	BOARD DEVELOPED	25
ENGLISH EXTENSION	BOARD DEVELOPED	26
ENGLISH STANDARD	BOARD DEVELOPED	27
ENGLISH STUDIES	BOARD ENDORSED	28
FOOD TECHNOLOGY	BOARD DEVELOPED	29
GEOGRAPHY	BOARD DEVELOPED	30
INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES	BOARD DEVELOPED	31
JAPANESE CONTINUERS	BOARD DEVELOPED	32
LEGAL STUDIES	BOARD DEVELOPED	33
MATHEMATICS	BOARD DEVELOPED	34
MATHEMATICS EXTENSION 1	BOARD DEVELOPED	35
MATHEMATICS STANDARD	BOARD DEVELOPED	36
MODERN HISTORY	BOARD DEVELOPED	37
MUSIC 1	BOARD DEVELOPED	38
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	BOARD DEVELOPED	39
SOCIETY AND CULTURE	BOARD DEVELOPED	40
SPORT, LIFESTYLE AND RECREATION	BOARD ENDORSED	41
VISUAL ARTS	BOARD DEVELOPED	42
WORK STUDIES	BOARD DEVELOPED	43
VET SUBJECTS		44
CONSTRUCTION		45
FINANCIAL SERVICES		46
HOSPITALITY - FOOD AND BEVERAGE		47
RETAIL SERVICES		48
APPENDICES		51

This handbook includes information on:

- Assessment and Reporting Policy
- General Guidelines
- Record of School Achievement
- Common Grade Scale
- Internal Assessment Program
- The Higher School Certificate
- Australian Tertiary Admissions Rank (ATAR)
- Responsibilities and Procedures
- Illness and Misadventure and Appeals
- Examinations
- Special Provisions
- School Reports
- Assessment Procedures for HSC
- Satisfactory Completion of Course
- Non-Serious Student
- N Determinations
- Vocational Education and Training (VET)
- Frequently Asked Questions
- Assessment Schedules
- Appendices (including Misadventure Forms)

INTRODUCTION

This Preliminary Higher School Certificate (HSC) course handbook is issued to all students in Year 11.

This handbook will:

- *Ensure all students and their parents are fully informed about course requirements, particularly the school-based assessment components for each course.*
- *Ensure students have advanced warning about the nature of each assessable task, when they will be held and the weighting in the school assessment total in each course.*
- *Enable students to plan time wisely and organise an appropriate assignment schedule and study program.*
- *Help students understand the importance of the work they will be doing in the HSC course.*
- *Encourage students to maintain a high standard of work as most aspects of their work will ultimately contribute in some way to success at the HSC.*

Assessment within the school is not only a New South Wales Education Standards Authority (NESA) requirement but can also be an important tool for teachers and students to improve teaching and learning. It helps to diagnose learning difficulties or specific areas of weakness as well as quantifying levels of knowledge, skills and understanding of key concepts within each course. Methods of assessment may vary quite considerably from one subject to another. These may include pen and paper tests, checklists, essays, assignments, practical work, performances and field studies. The types of assessment tasks can be fairly diverse.

This handbook is a valuable resource. Students should keep it with them and review its contents regularly. The rules contained in this handbook are designed to be fair to all students and to prevent students from gaining unfair advantage over others. A lack of familiarity with these rules and procedures IS NOT grounds for an appeal.

Extended Leave – Travel

Family holidays and travel are no longer considered under the Exemption from School – Procedures. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- *The Principal will determine if the leave requested is in the best educational interests of the student.*
- *If the Application for Extended Leave – Travel is approved, the student will need to complete and submit an Illness/Misadventure form, along with the Certificate of Extended Leave – Travel to the Principal*
- *If the Application for Extended Leave – Travel is declined and the student is absent for an assessment task or examination, the student will be awarded a mark of zero.*

It is important for students to understand that they should not leave their study to the end of the HSC course. Performance is judged throughout the Preliminary and HSC courses. Students should remember that they are not just competing against the other students in this school but against the many thousands of students all over the state. Students cannot afford to treat their studies lightly if they expect to do well.

I trust all of our students will put their best efforts into study for the important credential gained through the HSC. Determined effort, with support from family and teaching staff, is the key to success.

R. Cheadle
PRINCIPAL



Ingleburn High School

ASSESSMENT AND REPORTING POLICY

February 2017

Rationale

The fundamental purpose of assessment and reporting is to improve student learning. It is necessary that assessment and reporting of student learning be undertaken formally and informally for all learners.

Principles

Our school will deliver an integrated approach to teaching, learning and assessment. Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

The principles of assessment for learning and assessment as learning strategies have some common elements. Assessment for learning and assessment as learning incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment for learning and assessment as learning approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of assessment for learning into the assessment of learning.

Assessment for learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Assessment for, of and as learning – NESAs.

General guidelines for school assessment

Internal Assessment Program

All assessments are designed to produce the main features of a student's performance at each level of achievement measured against the appropriate syllabus objectives and outcomes for the course. There is no pre-determined pattern of awarding levels of attainment for each task – the level attained provides the best overall description of a student's achievement.

The five (5) levels of attainment are:

- **Outstanding achievement (A)**
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- **High achievement (B)**
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- **Sound achievement (C)**
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- **Basic achievement (D)**
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
- **Limited achievement (E)**
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Assessment programs and tasks

An assessment handbook will be produced and published for each year group and this will set out the details of the common tasks to be completed during the appropriate assessment period. This will also include an assessment program for each course. Classroom teachers will also assess student achievement on an ongoing basis through class work, homework and other activities relevant to the course. Classroom teachers will inform students of details concerning each common assessment task.

A notification of a common assessment task (Appendix 1) will be distributed to students with at least two (2) weeks' notice of the due date of the task that specifies:

- Day, date and time
- Method of assessment
- Percentage of total assessment value
- Outcomes to be assessed
- A description of the task's requirements (with any special requirements)
- Marking criteria.

The marking criteria must use a five point scale (A-E). Student achievement on each common assessment task will be expressed via a grade (A-E) and a mark.

Assessment tasks are developed in accordance with the guidelines provided by the New South Wales Education Standards Authority (NESA).

Teachers will ensure that all students in a course are assessed comparably by using common tasks and/or a standardised marking scale on common assessment occasions.

The breakdown of grade to mark ratio used in these tasks is as follows:

Grade	Mark %
A	90 - 100
B	70 - 89
C	50 - 69
D	21 - 49
E	1 - 20

Number and weighting of tasks

- Preliminary Course (Year 11) – three (3) common tasks (Terms 1,2,3)
- HSC Course (Term 4 Year 11 – Term 3 Year 12) – four (4) common assessment tasks. (Five (5) tasks for English, Music, ESL)

For its syllabuses, NESA publishes strict guidelines relating to assessment programs, including the number of tasks to be undertaken. The school requires faculties to keep the number of assessment tasks to a minimum.

In some subjects, assessments take place over a period of time. In such cases, it will be sufficient for teachers to have given students two (2) weeks' notice of the commencement of the period of assessment.

In approving the dates for assessment tasks, the Principal will endeavour to act to avoid students having to undertake more than two (2) tasks on a given day. However, experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a student has more than one task on any day, or has several successive days of assessments, providing that due notice has been given for each.

Variation from published assessment program

Should it become necessary to change the date of an assessment task once it has been given in writing to students, the Head Teacher will negotiate a new date with the Principal and advise the students in writing. Wherever feasible, the Head Teacher will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be that:

- the date will not generally be made earlier than that originally advised
- the weighting of the task in the overall assessment program will not generally be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

Use of Technology for Assignments and Assessment Tasks

Students at Ingleburn High School are encouraged to make use of computers (school computers and/or home computers) when appropriate for completing assignments and assessments tasks. If a computer is being used to complete a task, the recommended procedures for the use of technology outlined below should be adhered to:

- Remember to save the document regularly.
- Back up work regularly. If saving to the hard drive, also save to a USB.
- Print out draft copies of work and keep these in a safe location.
- Do not leave the printing of your task until the night before it is due.
- Do not bring work to school on a USB or other electronic storage device for printing on the day that the task is due. Allow a few days if planning to print the task at school.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for illness or misadventure. Students are expected to follow the responsible practices in relation to the use of technologies, listed above.

Assessment for public credentials

In the senior years (Years 10, 11 and 12), assessments take on the special significance of contributing to the award of important public credentials – the Record of School Achievement (RoSA) and the HSC.

The Record of School Achievement

For each subject presented for Stage 5 (Year 10) and Stage 6 (Years 11 & 12), the school conducts an assessment program. The assessment tasks are designed to produce a profile of each student's learning and achievement in the particular subject. NESAs has published a set of profile 'Descriptors' for each subject, which are then used by the school to determine the appropriate grade to award to each student. There is no pre-determined pattern of grades, and the school's determination is final except in the most unusual circumstances.

Possible grades are as follows:

- A - Excellent achievement
- B - High achievement
- C - Substantial achievement
- D - Satisfactory achievement
- E - Elementary achievement
- N - Not satisfactorily completed.

An 'N' Determination can only be finalised after two (2) written warnings have been sent to parents.

The Higher School Certificate

NESA requires that, before students can progress to the HSC course in Year 12, they must satisfactorily complete the requirements of the relevant Preliminary course in Year 11.

Preliminary Courses

Throughout Year 11 (Terms 1-3), the school conducts an assessment program in each subject. The purpose of the assessment program is to enable the school to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary course. This determination is reported to NESA, and is reported on a Preliminary course record of achievement issued by NESA at the completion of a student's studies at school.

Higher School Certificate Courses

Over the four terms of Year 12 (Term 4, Year 11 and Terms 1-3, Year 12), the School conducts an assessment program in each subject. NESA requires that the school report a mark for each student in each subject that they are presenting for the HSC. The purpose of the assessment program is to determine this mark through the administration of a variety of assessment tasks.

The marks submitted to NESA are moderated by NESA, based on the examination results achieved by the school's candidates in each subject. The moderated assessment mark then comprises fifty per cent (50%) of the student's final HSC mark for each subject. Should the student suffer some misadventure at the time of the HSC examination, the moderated assessment mark can become the basis upon which NESA provides a HSC result.

Thus, in every common assessment task set in Year 11, Term 4 and in Year 12, Terms 1-3, students are working directly towards their HSC result.

Following the HSC, students will receive a result notice informing them of their:

- Examination mark
- Scaled assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Band achieved, ranging from 6 to 1, reported as follows:

Band 6 Mark from 90 to 100

Band 5 Mark from 80 to 89

Band 4 Mark from 70 to 79

Band 3 Mark from 60 to 69

Band 2 Mark from 50 to 59

Band 1 Mark from 0 to 49, regarded as Unsatisfactory.

Extension units marked out of 50 are reported differently, reported as Bands E4, E3 and E2, with E1 regarded as Unsatisfactory.

Keeping of Marks

Final HSC assessment marks are strictly confidential and may not be communicated to students at any time. Students are, however, permitted to know their rank order in each course.

Responsibilities and procedures

Responsibilities of students

Students are responsible for:

- supporting the learning of others and behaving in an appropriate manner
- reading and understanding the school's assessment policy
- attempting each assessment task to the best of their ability
- attending all 'in-class' tasks (except in cases of illness or misadventure)
- submitting all 'hand-in' tasks on time (except in cases of illness or misadventure)
- resolving any areas of concern about marks awarded or comments made as soon as possible after the task is handed back
- resolving any disputes with the subject teacher or Head Teacher
- demonstrating through application and achievement that they have met the requirements of the course.

Submitting work on the due date

Each student is responsible for completing and submitting all work in the following way:

- On the due date, the assessment task must be submitted at the time and place specified on the Assessment Task Notification.
- Tasks not handed in, in the appropriate manner or place specified, will be treated as late
- If a student arrives late to an assessment task, they will not be permitted additional time unless there is a valid reason for their late arrival
- If a student hands in a task late (without prior approval or under exceptional circumstances), they will receive zero (0) marks, however, the task is still expected to be completed.
- All tasks will be marked, regardless of any penalties imposed for lateness – marks and levels attained will show what the student would have received if the work had not been late, as well as the penalties imposed.
- Technology problems (such as computers not working or inability to print work) will not be considered as exceptional circumstances to hand work in late – students are required to back up their work and deliver it in hard copy or electronically as directed by their teacher.

Absence due to illness and misadventure

You should attend every scheduled assessment task where you are medically fit to do so, and if at all possible. If you do not attend the assessment task and your Illness/ Misadventure appeal is unsuccessful you will not receive a mark for that task. The school does not, however, expect you to attend an assessment task session against specific medical advice.

How to Appeal

1. Consult the Deputy Principal immediately upon your first day back to school. You will be provided with an official Illness/Misadventure Appeal form (Appendix 4a). Alternatively a form may be collected from the office, mailed home or downloaded from the school's internet site:
www.ingleburn-h.schools.nsw.edu.au/

If an absence occurs during a major examination period the school must be contacted and details of the absence provided. Where an absence is likely to be long term, the school must be contacted.

2. Complete Section A of the Illness/Misadventure form.
3. Section B of the Illness/Misadventure Appeal form should be completed by a health professional or another appropriate person, e.g. a counsellor or police officer. A doctor's certificate is usually not specific enough to support your appeal. If a student suffers bereavement or some other misadventure such as lateness due to public transport failure, a parent statement must be made in the relevant section.
4. Hand the completed form to the Deputy Principal within two days of collecting the form.

Students must not miss their timetabled class or come late to school to hand in or complete an assessment task due that day or a designated period.

Head Teachers will be notified of the appeal panel decision for referral to the student.

Students who do not submit an Illness/Misadventure Form to the appropriate authority (Head Teacher or Deputy Principal) will have the appropriate penalties for lateness and/or non-submission applied.

School assessment appeal panel

The school Assessment Appeal Panel oversees the implementation of the school's assessment policy for Years 10-12. The panel may comprise the following members:

- Principal
- Deputy Principal
- Counsellor
- Head Teacher/s
- Teaching Staff

Any review will be conducted, following the Review Panel Guidelines of the school, by at least three members of the panel.

Alleged Malpractice in Assessment Tasks or Examinations

Students are subject to normal school rules when an assessment task is due, particularly in attending all classes. Allegations of:

- Cheating
- Plagiarism
- Unsatisfactory conduct
- Non-serious attempts
- Inappropriate computer use

will be reported to the appropriate Head Teacher to investigate the matter and, if proven, reported to the Principal. Where the Head Teacher is satisfied there is clear evidence of malpractice, the award of zero (0) will likely be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents.

Appeals Relating to Assessments

Appeals relating to students not satisfactorily achieving the outcomes in the Preliminary course for Year 11, should be submitted in a written appeal, together with evidence, to the Principal, who will convene the Appeal Committee.

Should the student not be satisfied with the ruling of the Appeal Committee, the student has the right to further appeal to NESA within the timeframe published annually by NESA.

Examinations

Most students at Ingleburn High School will undertake very significant public examinations towards the end of their schooling. The school regards it as vital that training for the demands, skills and appropriate use of time under examination conditions should begin early. Therefore, formal examinations commence in Year 7 but become more demanding in the Senior years.

Examinations are conducted as follows:

Year 11	End of Preliminary course examinations in Term 3
Year 12	Trial HSC examinations in Term 3 HSC examinations in Term 4

Rules relating to examinations

Please note that rules relating to absence due to Illness or Misadventure, Failure to Submit or Undertake an Assessment Task and Alleged Malpractice, also apply to senior school examinations.

Students should arrive at least 15 minutes prior to the commencement of an examination. The instructions of the supervisor must be strictly adhered to. Students should ensure that they have all necessary equipment required for the examination. Equipment cannot be borrowed during an examination. A clear plastic container should be used to bring equipment into an examination. Any malpractice during the examination will be dealt with accordingly. Matters involving malpractice in internal examinations will be referred to the appropriate Head Teacher, who may direct the matter to the Appeal Committee. Matters involving external examinations will be referred to NESAs.

Students should refer to the procedures outlined in the relevant rules and procedures booklet published by NESAs.

Special Provisions

NESA may approve special examination provisions for the HSC examinations if a student has a special need that would, in a normal test situation, prevent them from:

- reading and interpreting the test or examination questions, and/or
- communicating knowledge or understanding to a marker as effectively as a student without that special need.

Applications for Special Provisions for Years 11 and 12 must be made on the official NESAs application form and are usually due by the end of the year prior to the student sitting the external examination. Application forms and assistance in completing the forms can be obtained from the Wellbeing Deputy Principal.

Typical reasons for the granting of special provisions include visual or auditory impairment, learning difficulties or fine motor difficulties. Successful applicants will be granted provisions deemed appropriate by NESAs.

These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on coloured paper.

Once NESAs has granted a special provision, the school will also endeavour to make the same provision during its own examinations.

The school is ultimately bound by the judgements made by NESAs and must heed NESAs decisions in such matters.

Application for the extension of special examination provisions to tasks other than trial examinations must be made to the Principal. The Learning Support Team will provide other Head Teachers with details concerning students' eligibility for special provisions and the nature of the provision to be offered.

The Teaching and Learning Head Teacher is responsible for ensuring that the approved special provisions are adequately catered for throughout the assessment period.

However, students who are eligible for external teacher aid funding or students with special circumstances, may make application on the appropriate form for special examination provisions. Where possible, applications will be assessed externally and the special provisions granted should be comparable to the current provisions granted by NESAs for similar circumstances.

Administration of Special Provisions within the School

Some special provisions, such as the provision of a writer and/or reader, require considerable personnel resources which may, at times, be beyond the ability of the school to provide. To maximise the possibility of meeting the requirements of students, the following procedures should be noted:

- (a) The Learning Support Team will be responsible for the administration of all special provisions.
- (b) Students with approved special provisions are not required to take further action in relation to formal school examinations. Support learning staff will endeavour to ensure that the requirements of all such students are accommodated.
- (c) Approved students requiring extra time for assessment tasks (such as in-class tests) should notify their teacher as soon as such an assessment task is notified. It will be the responsibility of the teacher to liaise with the Teaching and Learning Head Teacher to accommodate the student's extra time internally. Separate supervision may not always be provided.
- (d) For students requiring a reader and/or writer or the use of a personal computer (or another provision requiring extra personnel) for assessment tasks, it is the responsibility of the student to advise the Deputy Principal, Wellbeing Coordinator with at least FIVE (5) working days' notice of their need for this assistance. Failure to give adequate notice may prejudice the school's ability to meet the request. Students requiring assistance of this sort may be required to undertake the assessment task at a different time (such as after school hours) from the remainder of the class to suit the requirements of the people assisting them.
- (e) Where the use of a personal computer is allowed, the Computer Co-ordinator will be responsible for providing a computer, if required. They will ensure that there is no inappropriate material stored on the computer, and will, so far as is possible, disable functions which are not permitted in assessment situations.

The following rules will apply:

- Students may not use functions such as 'spell check' or 'grammar check' or other computer functions which may give them an advantage over other candidates sitting a pen and paper examination. Cutting and/or copying and pasting, however, are permitted.
- Students are not to format their work beyond simple paragraphing and other conventions which would be accessible to students sitting a pen and paper examination.
- A computer calculator is not an approved calculator for the purposes of NESA examinations.
- Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.
- The choice of software made available on computers used for this purpose will be made by the school.
- For the purposes of ensuring compliance with these rules, students using personal computers may be closely supervised.
- The school will not be responsible for technical failures which may occur at the time of an assessment task or examination.

School reports

The school formally reports on student progress at least two times each year with a full school academic report for:

- Year 11 in the middle of Term 2 and at the start of Term 4
- Year 12 in the middle of Term 2
- Year 12 at the end of Term 3 on completion of the HSC course

Full school reports provide detailed information concerning the student's progress within each course, including:

- Course description
- Areas of learning which reflects each student's achievement in different outcomes over the reporting period
- Attitudes to learning which reflects each student's involvement and commitment to learning
- Teacher's comment

Final marks for reports

For Years 11-12:

Final marks for end of course reports for Year 11 Preliminary course and Year 12 HSC course in Term 3 will be derived from the year's work to that time. However, as final assessment marks are required by NESA to remain confidential, they cannot be reported by the school. Therefore, only the student's final place in course will be included on the school report.

Head Teachers have responsibility to ensure that appropriate marking procedures are followed to ensure a consistency of marking across different classes within the same course. Particular care is exercised with Year 12 assessment tasks and examinations.

In each faculty, the Head Teacher oversees the administration of procedures to safeguard the integrity of marking. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed, the common purpose is to ensure, so far as is possible, that there is a consistency of marking. Each Head Teacher is responsible for developing a policy in relation to this matter, ensuring that staff are aware of procedures and implement them at all times.

These procedures may include:

- One marker only marking an entire question or task
- Pilot marking (i.e. teachers mark in teams to agree on the standards)
- Double marking (i.e. two teachers mark each paper)
- Check marking (i.e. a teacher checking the marking of others for consistency)
- Group marking (i.e. teachers mark in teams, with comparable standards)

Support Unit Stage 6 Units of Study

Stage 6 Life Skills courses offered stress the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students. Students will engage with a pattern of study that will enable them to acquire a number of practical and important living and working skills. Students also have the opportunity to enrol in mainstream subjects of interest if available.

Course outlines

Life Skills English

The English Life Skills Stage 6 course aligns with the rationale, aim and objectives of the English Stage 6 curriculum. The course focuses on the development of effective communication and literacy skills that enhance the participation of students in all aspects of post-school life. Students are encouraged to value the English language in its various forms to become thoughtful and effective communicators in a diverse global world.

Life Skills Mathematics

The Mathematics Life Skills course focuses on developing fundamental mathematics skills for life and applying these effectively in meaningful contexts. Students engage in lessons to develop number sense and basic numeracy skills, which they can use to solve problems in a range of contexts and applications. The course allows students to further develop and apply their knowledge, skills and understanding in real-life situations, further increasing the relevance of the course for students in everyday and post-school working life.

Life Skills Society and Culture

The Society and Culture Life Skills course provides opportunities for students to develop an understanding of themselves, their own society and culture, as well as the societies and cultures of other countries and time periods. Students explore the interactions between persons, societies, cultures, environments and time. Study of this course contributes to students' skills of individual and/or collaborative research.

Life Skills Work and the Community

The Work and the Community Life Skills course is designed to prepare students to transition into post school life in a way that reflects the evolving nature of the role of work in our communities. The course develops students' literacy and numeracy skills, self-determination, independence, social participation and employability skills so that they have the confidence to recognise themselves as valuable contributors to society and to know what support is available for them. It is expected that all students enrolled in this course will gain practical experience in the workforce through students participating in regular work experience across the community.

Life Skills Science

Each course in the Stage 6 Syllabus aligns with the rationale, aim, objectives and outcomes of the Investigating Science Syllabus. The content for each course has been developed from the corresponding disciplines of Science, providing opportunities for independent or integrated delivery with other Science Stage 6 courses. Students are offered four topics in the Science Life Skills Stage 6 Syllabus:

- Investigating Science Life Skills
- Physical World Science Life Skills
- Earth and Space Science Life Skills
- Living World Science Life Skills

Life Skills Technology

The aim of the Technology Life Skills Syllabus is to provide opportunities for students to engage with a range of technologies and acquire knowledge, understanding and skills which are transferable into real life situations. Students will experience success in a diverse range of practical and creative activities using a variety of resources, materials, tools and techniques to solve problems and meet identified needs. The syllabus modules provide students with opportunities to use a range of technologies for researching, designing, manipulating and producing products, systems and environments.

The Stage 6 Technology Life Skills Syllabus includes the following courses:

- Agriculture Life Skills
- Design and Technology Life Skills
- Food Technology Life Skills
- Industrial Technology Life Skills
- Information Processes and Technology Life Skills
- Textiles and Design Life Skills
- Technology Life Skills

Attendance

It is the school's expectation that you attend all timetabled lessons except if you are ill or if approved leave has been granted by the Principal. Teachers at the school are supportive of students wishing to catch up on missed work, however, the consequences of poor attendance are serious.

Your teacher and/or Head Teacher will discuss attendance concerns with you. Following such discussions, in order to meet satisfactory requirements, the school may:

- interview you to negotiate a course of action
- require you to catch up on missed work
- make phone contact and/or interview you (with parent/guardians if you are under 18)

Each course is to be over 85% to ensure maximum participation in all course work and class activities in order to be successful. Absences need to be explained in writing, medical certificates are REQUIRED for absences. Exemptions should be sought via the Principal for extended absences.

Family holidays and travel are no longer considered under the **Exemption from School – Procedures**. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Principal.

FREQUENTLY ASKED QUESTIONS

Q: What should I do if I know that I will be absent from classes for an extended period of time (eg. a week or more)?

A: Firstly, you need to go to the front office before you go on leave to receive a note called "Application for Extended leave". Your parents must fill this application out and return to the school before you leave to see if your leave will be approved. Secondly, you need to see all Head Teachers for the subjects you are undertaking to gain work in advance, or to gain work that you have missed whilst you have been off for that time.

Q: What should I do if I have an extended period of absence (eg. 3 or more days in a row)?

A: Contact the school by phone or email and explain your situation to the Principal, Deputy Principal or your Year Adviser. We strongly recommend that you contact your class teachers regarding work so that you don't fall behind in the course.

Q: What should I do if I miss an Assessment task?

A: * If possible phone the school

* Get an Illness/Misadventure form from the Deputy Principal the first day that you return to the school and follow the appropriate steps.

* In the case of illness we strongly recommend that a medical certificate accompany each Illness and Misadventure form.

* Upon returning to the school be prepared to submit/complete the task

Q: Who do I see if I am not coping?

A: Don't let yourself get to a stage that you feel that you cannot cope with the workload or a particular problem. Discuss the issue with your Year Adviser, the Counsellor, Deputy Principal, Principal, Careers Adviser, Learning Assistance Staff or your teacher.

Q: Are there any subjects that I must study for a HSC?

A: At least 2 Units of English in Preliminary and HSC.

Q: Can I gain an ATAR if I choose to do English Studies?

A: Yes, but only if you sit the HSC examination for English. Please see the English Head Teacher for more information.

Q: Will a VET course count towards an ATAR?

A: Yes, provided you sit for the HSC examination in that course and this is the only Category B course you are counting. For further information please see the Careers Adviser, Principal or Deputy Principal.

Q: If I am enrolled in a VET course, how important is attending work placement?

A: Work placement is mandatory for completing all VET courses. Also be aware that the more VET courses you are enrolled in, the more work placements you have to complete. For instance if you elect to do 3 VET courses, the third work placement MUST be completed in your own time.

Q: What is Pathways?

A: A part-time pattern of study in which you can take up to 5 years (maximum) to complete your HSC courses.

Q: If I repeat an HSC subject will my best result count towards an ATAR?

A: No, only your latest examination result will count towards your ATAR.

Q: Does attendance affect Centrelink payments?

A: Yes. For example, too many unexplained absences will result in a reduction in Youth Allowance payments. NB: An unexplained absence is where no reason is given for the absence or the reason is unsatisfactory. Ask your Deputy Principal or Year Adviser if you have issues regarding your attendance.

PERSONAL PLANNER - PRELIMINARY COURSE ASSESSMENT

Week	Term 1	Term 2	Term 3
1			
2			
3			
4			
5			
6			
7			
8			
9			Preliminary Examination Period
10			Preliminary Examination Period
11			

SOME KEY WORDS

To help develop a consistent understanding of some key words for the HSC, the following glossary provides the meaning of these words as they generally apply across subject areas.

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

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

ANCIENT HISTORY

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students will study two case studies, incorporating ancient sites and sources of evidence. Students will also examine two features (weapons and warfare) of ancient societies (Carthage and Assyria) as part of a comparative study. Lastly, students will undertake a historical investigation on a topic of their choosing.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Case Study Source based task	Historical Investigation	Preliminary Examination	
Due Date:	T1 Wk8	T2 Wk9	T3 Wk9/10	
Task % Weighting:	30	30	40	
Outcomes:	AH11-3, AH11-5, AH11-6	AH11-2, AH11-8, AH11-9	AH11-1, AH11-4, AH11-7, AH11-10	
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	5	10	20
Task % Weighting	30	30	40	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

BIOLOGY

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students will study: Cells and the Basis of Life, Organisation of Living Things, Biological Diversity, Ecosystem Dynamics.

Component	Task 1	Task 2	Task 3	Task % Weighting
<p>Due Date:</p> <p>Task % Weighting:</p> <p>Outcomes:</p>	Practical report	Depth Study	Preliminary Examination	
	T1 Wk9	T2 Wk9	T3 Wk9/10	
	30	40	30	
	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7	
Skills in Working Scientifically <ul style="list-style-type: none"> • Questioning and Predicting • Planning and Investigation • Conducting Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	20	30	10	60
Knowledge and Understanding of Course Content	10	10	20	40
Task % Weighting	30	40	30	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

BUSINESS STUDIES

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Business studies empowers students to become informed and responsible citizens by developing knowledge, understanding, skills and values relevant to their interactions with business and participation in a dynamic business environment. The preliminary year focuses on three central topics – Nature of Business, Business Management and Business Planning.

Component	Task 1	Task 2	Task 3	Total % weighting
	Topic Test (Nature of Business and Business Management Examination)	Research Task Business Plan Research Task	Preliminary Examination	
Due Date:	T1 W9	T2 W10	T3 Wk9/10	
Task % weighting:	25	35	40	
Outcomes:	P1, P2, P5	P7, P8	P4, P9, P10	
Knowledge and understanding of the course content	15	5	20	40
Stimulus based skills	5	5	10	20
Inquiry and research		20		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total % weighting	25	35	40	100

- P1 describes the nature of business and its role in society
- P2 explains the internal and external influences on business
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses responsibilities of businesses 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

CHEMISTRY

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students will study: Properties and Structure of Matter, Introduction to Quantitative Chemistry, Reactive Chemistry and Drivers of Reactions.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Problem Solving Task Quantitative Chemistry	Depth Study Reactive Chemistry	Preliminary Examination	
Due Date:	T1 Wk9	T2 Wk9	T3 Wk9/10	
Task % Weighting:	25	35	40	
Outcomes:	CH11/12-5, CH11/12-6, CH11-9	CH11/12-1, CH11/12-3, CH11/12-5, CH11/12-7, CH11-10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10 CH11-11	
Working Scientifically Skills	15	30	15	60
Knowledge and Understanding	10	5	25	40
Task % Weighting	25	35	40	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

COMMUNITY AND FAMILY STUDIES

BOARD DEVELOPED

SUBJECT DESCRIPTION:

This course aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Resource Management	Individuals and Groups	Preliminary Examination	
Due Date:	T1 Wk8	T2 Wk9	T3 Wk9/10	
Task % Weighting:	30	30	40	
Outcomes:	P1.1, P2.1, P4.1, P4.2, P5.1, P6.1	P1.1, P2.1, P2.3, P4.1, P4.2, P5.1	P2.3, P3.1, P3.2, P4.1, P4.2, P6.2	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Task % Weighting	30	30	40	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

ECONOMICS

BOARD DEVELOPED

SUBJECT DESCRIPTION:

This course provides students with opportunities to learn about the challenges and issues in a contemporary Australian economic context through an examination of different economic agents and markets. Students develop their analytical, problem solving and communication skills to make informed judgements about economic issues.

Components	Task 1	Task 2	Task 3	Task % Weighting
Due Date: Task % Weighting: Outcomes:	Stimulus and Research	In-class Essay	Preliminary Examination	
	T1 Wk9	T2 Wk9	T3 Wk9/10	
	30	30	40	
	P1, P2, P7, P12	P8, P9, P10, P11	P3, P4, P5, P6, P11	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms		10	10	20
Task % Weighting	30	30	40	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

SUBJECT DESCRIPTION:

Students study a variety of fiction and non-fiction texts and develop their skills in written, verbal and visual responses. In particular, they learn about language use and identify language and visual techniques used in texts to make meaning.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Reading to Write Imaginative text with reflection	Narratives that Shape our World Multimodal Presentation	Preliminary Examination	
Due Date:	T1 Wk9	T2 Wk9	T3 Wk9/10	
Task % Weighting:	30	40	30	
Outcomes:	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
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
Task % Weighting	30	40	30	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

SUBJECT DESCRIPTION:

Students study a variety of fiction and non-fiction texts and develop their skills in written, verbal and visual responses. In particular, they learn about language use and identify language and visual techniques used in texts to make meaning.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Creative Writing Submission	Multimodal Research Presentation	Preliminary Examination	
Due Date:	T1 Wk9	T2 Wk10	T3 Wk9/10	
Task % Weighting:	30	40	30	
Outcomes:	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Task % Weighting	30	40	30	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

ENGLISH STANDARD

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students study a variety of fiction and non-fiction texts and develop their skills in written, verbal and visual responses. In particular, they learn about language use and identify language and visual techniques used in texts to make meaning.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Reading to Write Imaginative text with reflection	Contemporary Possibilities Multimodal Presentation	Preliminary Examination	
Due Date:	T1 Wk9	T2 Wk9	T3 Wk9/10	
Task % Weighting:	30	40	30	
Outcomes:	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
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
Task % Weighting	30	40	30	100

- 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 context
- 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 world
- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

ENGLISH STUDIES

BOARD ENDORSED

SUBJECT DESCRIPTION:

Students study a variety of fiction and non-fiction texts and develop their skills in written, verbal and visual communication. In particular, they learn about how language is used to inform, persuade, entertain and instruct and compose written, verbal and visual texts to communicate for a variety of everyday purposes and situations.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Multimodal Presentation Mandatory Module: Achieving through English	Media Submission Module 2	Coursework Portfolio: Collection of classwork All modules	
Due Date:	T1 Wk8	T2 Wk10	T3 Wk9/10	
Task % Weighting:	30	30	40	
Outcomes:	ES11-2, ES11-3, ES11-5, ES11-6, ES11-7	ES11-1, ES11-2, ES11-4, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9	
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
Task % Weighting	30	30	40	100

- 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, mediums, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

SUBJECT DESCRIPTION:

The aims of *Food Technology Stage 6* are to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Component	Task 1	Task 2	Task 3	Task % Weighting
Due Date: Task % Weighting: Outcomes:	Nutrition Investigation Report	Experiments and Food Presentation	Preliminary Examination	
	T1 Wk9	T2 Wk9	T3 Wk9/10	
	30	40	30	
	P2.1, P3.1, P3.2, P4.3, P5.1	P2.2, P3.2, P4.1, P4.2, P4.4	P1.1, P1.2, P2.1, P2.2, P4.4, P5.1	
Knowledge and understanding of course content	10		20	30
Knowledge and skills in the management, communication and production of projects	10	20	10	40
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Task % Weighting	30	40	30	100

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 generates ideas and develops solutions to a range of food situations

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

GEOGRAPHY

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students are engaged in a study of the Biophysical Environment and as part of a case study will engage in fieldwork to examine the interactions of the four spheres. A major research project (the SGP) is undertaken, engaging students in a primary research investigation with a topic of their own choosing. Students will also analyse a range of Global Challenges, including electives chosen from: Population Geography, Political Geography, Natural Resource Use and Development Geography.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Biophysical Interactions Task	Senior Geography Project	Preliminary Examination	
Due Date:	Fieldwork T1 Wk10 (15%) Essay T2 Wk1 (15%)	T2 Wk9	T3 Wk9/10	
Task % Weighting:	30	30	40	
Outcomes:	P2, P8, P9	P7, P10, P11	P4, P10, P12	
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	5	5	10	20
Geographical inquiry and research, including fieldwork	10	10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Task % Weighting	30	30	40	100

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES

BOARD DEVELOPED

Subject Description:

The aim of the Industrial Technology Stage 6 Syllabus is to help students develop competence in designing, managing and communicating within a relevant industry context.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Industry Study	Practical Project	Preliminary Examination	
Due Date:	T1 Wk9	T2 Wk9	T3 Wk9/10	
Task % Weighting:	30	40	30	
Outcomes:	P1.2, P2.1, P2.2, P3.1, P5.1, P4.3, P6.2, P7.1	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of course content	10	20	10	40
Knowledge and skills in the management, communication and production of projects	20	20	20	60
Task % Weighting	30	40	30	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

JAPANESE CONTINUERS

BOARD DEVELOPED

SUBJECT DESCRIPTION:

The aim of the course is to further develop students' understanding of the Japanese language and culture, through the topics of family, home and friends, daily routine, neighbourhood and school life. Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Japanese. Students will also develop knowledge of the culture of Japanese-speaking communities.

Component	Task 1	Task 2	Task 3	Task % Weighting
<p>Due Date:</p> <p>Task % Weighting:</p> <p>Outcomes:</p>	Listening and Reading	Writing and Speaking	Preliminary Examination	
	T1 Wk9	T2 Wk10	T3 Wk9/10	
	30	30	40	
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Listening and Responding	15		15	30
Reading and Responding	15		15	30
Writing in Japanese		15	5	20
Speaking in Japanese		15	5	20
Task % Weighting	30	30	40	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

LEGAL STUDIES

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students develop an understanding of the nature and functions of law through the examination of the law-making process and institutions. Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports. Students investigate contemporary issues that illustrate how the law operates in practice.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Law Reform Research Essay	Disadvantaged Groups Oral Presentation	Preliminary Examination	
Due Date:	T1 Wk9	T2 Wk9	T3 Wk9/10	
Task % Weighting	30	30	40	
Outcomes:	P5, P8, P10	P1, P4, P7	P6, P9	
Knowledge and understanding of course content	10	10	20	40
Analysis and Evaluation	5	5	10	20
Inquiry and Research	10	10		20
Communication of Legal Studies information, issues and ideas in appropriate forms	5	5	10	20
Task % Weighting	30	30	40	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATHEMATICS

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students will learn about the important mathematical ideas such as functions and graphs, calculus, algebra and coordinate geometry. They will also study Geometry and Trigonometry in depth.

Component	Task 1	Task 2	Task 3	Task % Weighting
<p style="text-align: right;">Due Date:</p> <p style="text-align: right;">Task % Weighting:</p> <p style="text-align: right;">Outcomes:</p>	Topic Test	Assignment	Preliminary Examination	
	T1 Wk8/9	T2 Wk9/10	T3 Wk9/10	
	30	30	40	
	MA11-1, MA11-2, MA11-8, MA11-9	MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-6, MA11-7	
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	15	15	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	15	15	20	50
Task % Weighting	30	30	40	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATHEMATICS EXTENSION 1

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students will learn about the important mathematical ideas such as further functions, inverse functions, polynomials, further trigonometry and permutations and combinations.

Component	Task 1	Task 2	Task 3	Task % Weighting
<p style="text-align: right;">Due Date:</p> <p style="text-align: right;">Task % Weighting:</p> <p style="text-align: right;">Outcomes:</p>	Test	Test	Preliminary Examination	
	T1 Wk8/9	T2 Wk9/10	T3 Wk9/10	
	30	30	40	
	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-3, ME11-6, ME11-7	ME11-4, ME11-5, ME11-6, ME11-7	
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	15	15	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	15	15	20	50
Task % Weighting	30	30	40	100

- ME11-1 uses algebraic and graphical concepts in the modelling and solving problems involving functions
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse functions involving compound angles in the solution of problems
- ME11-4 applies understanding of concepts of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of changed
- ME11-5 uses concepts of permutation and combinations to solve problems involving counting and 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATHEMATICS STANDARD

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students will study Mathematics looking at the topics of Algebra, Financial Maths, Statistics, Probability and the focus studies of Communication, Driving and applications of Financial Maths.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Formulae and Equations Linear Relationships	Applications of Measurement Working with Time Perimeter, Area and Volume Earning and Managing Money	Preliminary Examination All Topics	
Due Date:	T1 Wk8/9	T2 Wk9/10	T3 Wk9/10	
Task % Weighting	30	30	40	
Outcomes:	MS11-1, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	All Outcomes	
Knowledge and understanding of course content	15	15	20	50
Communication of mathematical understanding in appropriate forms	15	15	20	50
Task % Weighting	30	30	40	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MODERN HISTORY

BOARD DEVELOPED

SUBJECT DESCRIPTION:

In this subject, students develop an understanding of the nature of Modern History through an investigation of relevant methods and issues, namely the contestability of the past. Students then investigate two historical case studies – the Cuban Revolution and the Decline and Fall of the Romanov Dynasty. Students will also complete an independent Historical Investigation. Students conclude with a study of World War I as part of the unit Shaping the Modern World.

Component	Task 1	Task 2	Task 3	Task % weighting
	Case Study Structured Response	Historical Investigation	Preliminary Examination	
Due Date:	T1 Wk8	T2 Wk10	T3 Wk9/10	
Task % weighting:	30	30	40	
Outcomes:	MH11.1, MH11.2, MH11.3, MH11.9	MH11.2, MH11.4, MH11.6, MH11.8, MH11.9	MH11.3, MH11.4, MH11.5, MH11.6, MH11.9	
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations		15	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total % weighting	30	30	40	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MUSIC 1

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students will develop knowledge and skill about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Aural and Composition Task	Musicology and Performance Task	Preliminary Examination (Aural and Viva Voce)	
Due Date:	T1 Wk9	T2 Wk9	T3 Wk9/10	
Task % Weighting:	30	30	40	
Outcomes:	P3, P7, P8, P10	P1, P5, P7, P9, P10, P11	P4, P6, P10	
Performance		25		25
Composition	25			25
Musicology		5	20	25
Aural	5		20	25
Task % Weighting	30	30	40	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students will study two core areas: Better Health for Individuals, and The Body in Motion. Students will also study two options from four choices. The anticipated options will be First Aid and Fitness Choices.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Body in Motion	Better Health for Individuals	Preliminary Examination	
Due Date:	T1 Wk8	T2 Wk9	T3 Wk9/10	
Task % Weighting:	30	30	40	
Outcomes:	P7, P8, P9	P1, P2, P4, P5, P6	P1, P3, P4, P5, P7, P8, P9	
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research and analysis	15	15	30	60
Task % Weighting	30	30	40	100

- 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)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

SOCIETY AND CULTURE

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students will complete topics on the Social and Cultural World, Personal and Social Identity and Intercultural Communication. The aim is to provide students with an understanding of interactions between different groups and people across societies and time, how identity develops and how people perceive their world.

Component	Task 1	Task 2	Task 3	Total % weighting
	Social and Cultural world: Cross cultural study	Personal and social identity: Mini - PIP	Preliminary Examination	
Due Date:	T1 Wk8	T2 Wk10	T3 Wk9/10	
Task % weighting:	25	35	40	
Outcomes:	P.1, P.5, P.10	P.6, P.7, P.8	P.2, P.3	
Knowledge and understanding of course content	15	10	25	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total % weighting	25	35	40	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

SPORT, LIFESTYLE AND RECREATION

BOARD ENDORSED

SUBJECT DESCRIPTION:

Students will study the following modules: Sports Administration, Sports Coaching, First Aid, Team Sports, Passing Games and Fitness Circuits.

Component	Task 1	Task 2	Task 3	Task % Weighting
<p>Due Date:</p> <p>Task % Weighting:</p> <p>Outcomes:</p>	Sports Administration	Sports Coaching	First Aid	
	T1 Wk9	T2 Wk9	T3 Wk9/10	
	35	35	30	
	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 2.2	1.3, 2.5, 3.6, 4.2, 4.5	
Knowledge and understanding of course content	15	15	20	50
Skills	20	20	10	50
Task % Weighting	35	35	30	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

VISUAL ARTS

BOARD DEVELOPED

SUBJECT DESCRIPTION:

Students explore art making practices and historical studies through the mediums of painting and drawing and the Frames. Students' skills and ideas are challenged with focus on historical and contemporary art practices.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Critical Study and Artmaking	Artmaking and VAPD	Preliminary Examination	
Due Date:	T1 Wk9	T2 Wk10	T3 Wk9/10	
Task % Weighting:	40	40	20	
Outcomes:	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Artmaking	20	30		50
Critical/Historical	20	10	20	50
Task % Weighting	40	40	20	100

- 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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

WORK STUDIES

BOARD DEVELOPED

SUBJECT DESCRIPTION:

The Work Studies program is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the *Work Studies* program is a focus on the development of essential workplace skills.

Component	Task 1	Task 2	Task 3	Task % Weighting
	Resume and portfolio	Work placement	Preliminary Examination	
Due Date:	T1 Wk9	T2 Wk9	T3 Wk9/10	
Task % Weighting:	30	30	40	
Outcomes:	1,2 3, 5	6, 7	4, 8	
Knowledge and understanding	10	5	15	30
Skills	20	25	25	70
Task % Weighting	30	30	40	100

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

VET SUBJECTS



TERM	Unit Code	Units of Competency	AQF CORE/ ELECTIVE	NESA MAINSTREAM / ELECTIVE	HSC INDICATIVE Hrs.	Assessment Task Cluster and Methods of Assessment	Prelim and HSC Examination weightings to total 100%**
5 PRELIMINARY UOCs							
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	240 Indicative Hours over 2 years 50% Preliminary Examination 35 hrs Work placement 50% Trial HSC Examination 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.
Terms 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical Teacher observations and written test.	
Terms 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster D – Skills in Action Observations, portfolio and written test	
9 HSC UOCs							
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test. * Training can be undertaken from Term 1 onwards to develop student skills and collect evidence to contribute to assessment	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A CPCCCM2001A	Carry out concreting to simple forms Read and interpret plans and specifications	E C	E M	20 20		
Terms 6/7	CPCCJN2001A CPCCJN2002A	Assemble components Prepare for off-site manufacturing process	E E	E E	15 10	Cluster F – Joinery Practical, Teacher observations and written test.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235- 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster and Methods of Assessment	HSC requirements Examination estimate mark and weighting to total 100%
Terms 1-2	7 PRELIMINARY UOCs					Cluster A: The financial services you use Written questioning, structured activity (scenario), direct observation of practical work, portfolio of evidence (ASIC Be MoneySmart Modules 1-5)	240 Indicative Hours over 2 yrs 35 hrs Work placement
	BSBWHS201	Contribute to health and safety of self and others	C	E	10		
	BSBWOR204	Use business technology	C	E	15		
	FNSFLT301	Be MoneySmart	E	E	25		
Term 2	FNSACC313	Perform financial calculations	E	M	10	Cluster B: Calculating finances in the School Shop Written questioning, structured activity (scenario), direct observation of practical work	50% Preliminary Examination
	BSBITU304	Produce spreadsheets	E	E	20		
Term 3	BSBWOR203	Work effectively with others	C	M	15	Cluster C: Customer service in the School Shop Written questioning, structured activity (scenario), direct observation of role play	
	FNSINC301	Work effectively in the financial services industry	C	M	30		
Terms 4-5	6 HSC UOCs					Cluster D: Process Transactions, Receipts and Payments in the School Shop Written questioning, scenario, Structured Activity Role Play, Portfolio of Evidence	35 hrs Work placement 50% Trial HSC Examination 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.
	FNSACC311	Process financial transactions and extract interim reports	E	M	45		
	FNSACM302	Prepare, match and process receipts	E	E	10		
	FNSACM303	Process payment documentation	E	S	20		
Term 6-7	FNSRTS308	Balance cash holdings	E	S	15	Cluster E: Serving customers and keeping accurate records in the School Shop Written questioning, scenario, Structured Activity Role Play, Portfolio of Evidence	
	BSBRKG303	Maintain business records	E	S	20		
	FNSRTS301	Provide customer service in a retail agency	E	S	20		
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 255		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		



Education

ULTIMO 90072

HOSPITALITY - FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)

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

NESA Course Code
2 U X 2 YR – 26511
2021 HSC Exam: 26589
LMBR UI Code
(11 OR 12)
SIT20316126511B

TERM	Unit Code	Units of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster and Method of Assessment	Prelim and HSC Examination weightings to total 100%**
9 PRELIMINARY UOCs						Evidence will be collected during Preliminary and HSC Course for the unit of competency SITHIND202 Use hospitality skills effectively	240 Indicative Hours over 2 years
Term 1	SITXFSA001	Use hygienic practices for food safety	E	M	10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	50% Preliminary Yearly Examination
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	10		
Terms 2 and 3	SITXFSA002	Use hygienic practices for food safety	E	E	15	Cluster B: Introduction to Food Preparation Scenario, written task, case study, observation of practical work	35 hrs Work placement
	SITHCCC002	Participate in safe work practices	E	E	20		
	BSBSUS201	Prepare and present sandwiches	E	E	15		
Term 3	SITHFAB004	Prepare and serve non-alcoholic beverages	E	S	15	Cluster C: Non-alcoholic beverages Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	50% HSC Trial Examination
	SITXCOM002	Show social and cultural sensitivity	C	E	10		
	SITXCOM001	Source and present information	E	E	10		
6 HSC UOCs							
Terms 4 - 6	SITXCCS003	Interact with customers	C	S	15	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	35 hrs Work placement 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.
	SITHFAB005	Prepare and serve espresso coffee*	E	S	15		
	SITHFAB007	Serve food and beverage	E	S	40		
	SITHIND003	Use hospitality skills effectively	C	E	20		
Term 7	BSBWOR203	Work effectively with others	C	M	15	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
	SITHIND002	Source and use information on the hospitality industry	C	M	20		
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. Highlight indicates assessment requires industry experience	



Education

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RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)

Training Package: SIR Retail Services (Release 5)

NESA course code
2 U X 2 YR - 26911
HSC Exam: 26999
LMBR UI Code:
(11 OR 12)
SIR30216126911B

TERM	Unit Code	Units of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Examination estimate mark and weighting to total 100%	
		7 PRELIMINARY UOCs						
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety	C	M	15	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	240 Indicative Hours over 2 years	
		Organise and maintain a store environment	E	E	10			
Terms 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment	C	M	20	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work Placement	
		Work effectively in a team	C	M	15			
Terms 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer	C	M	20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	50% Preliminary Examination	
		Assist with customer difficulties	C	E	20			
		Build customer relationships and loyalty	C	E	20			
		7 HSC UOCs						50% Trial HSC Examination
Terms 4-5	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer	C	M	15	Cluster D: Sales & Security Questioning, scenario, role play	35 hrs Work Placement	
		Follow point of sale procedures	E	M	15			
		Identify and respond to security risks	C	M	15			
Terms 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays	E	S	20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	The final estimate examination mark will only be used as the HSC examination mark in the event of misadventure. This mark should be derived from two examinations.	
		Advise on products and services	E	S	20			
Term 7	SIRRINV002 SIRRINV001	Control stock	E	E	20	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work		
		Receive and handle retail stock	E	E	15			
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.		

VOCATIONAL EDUCATION and TRAINING (VET)

SATISFACTORY COMPLETION OF A VOCATIONAL COURSE

As with all other HSC courses, students undertaking VET courses such as Construction, Retail Services and Hospitality- Food and Beverage may be deemed either satisfactory or unsatisfactory. A student has satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that a student has:

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

UNSATISFACTORY COMPLETION OF A VET COURSE

If a student fails to undertake the mandatory work placement component of a VET course, the Principal may deem that the student has not made a genuine attempt to satisfactorily complete the course and therefore may apply the N-Determination. The minimum mandatory hours spent in a workplace setting is 70 hours in the 240 hour course.

If at any time it appears that a student is at risk of being given an N-Determination in any VET course, the Principal must follow the same procedure as for any other HSC course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an N-Determination in a VET course, that course will not appear on the student's Record of Achievement. No Vocational Certificate or Statement of Attainment will be issued to students who receive an N-Determination.

ASSESSMENT IN VOCATIONAL COURSES

The purpose of assessment is to attribute competence on the basis of performance demonstrated against the assessment criteria. A student is either judged as competent or not yet competent.

Assessment in all VET courses is ongoing therefore students will be able to successfully complete competencies until the end of the course. Students opting for the award of an ATAR will be eligible to sit for the HSC examination relevant to the course studied.

Teachers delivering VET courses will adopt a system of moderated assessment. This means that the assessment of competencies may be monitored not only by the teacher delivering the course, but also by another individual with the appropriate qualifications. This may be by another staff member at either Ingleburn High School or a nearby school, or a qualified assessor in industry.

Assessment of student achievement will meet the requirements to achieve dual accreditation.

A record of demonstrated learning outcomes will be maintained. This is the Electronic Competency Record (ECR). The ECR is a permanent record of learning outcomes demonstrated to industry standards. The ECR does not generate a mark. The ECR will be verified by the Principal as a true and accurate record of all learning outcomes demonstrated. The ECR is progressively completed and a central, backup hardcopy along with an electronic copy is kept and updated on a regular basis.

FORMULATING ASSESSMENTS

Each subject faculty will determine the tasks which will contribute to assessing competencies in VET courses. A list of the major tasks and the related competencies are described in the specific subject information sections of this handbook.

It is also important to understand that some competencies are assessed in an ongoing informal manner during class time, or while students are observed at work placement.

REPORTING COMPETENCIES

Students will be given a mid-course report and, at the beginning of Term 4, a final course report. These will contain competencies that the student is competent in.

RE-ATTEMPTING COMPETENCIES

As assessment of competencies is ongoing, a student may, where practical, be given a maximum of three attempts for the same or similar task, to prove competence.

However, if a student fails to submit an assessment task on time or is absent without the necessary documentation they will be unable to make multiple attempts at achieving competency.

VET COURSE APPEALS

In the instance where a student appeals a decision made by their classroom teacher regarding an achievement of a competency the Principal will organise for an independent assessment from an external assessor.

With regards to appeals concerning an unsatisfactory determination for a Preliminary Course, they must do so on the forms sent to the school by NESAs. The actual marks achieved for specific tasks will not be considered in any appeal at the end of the course. The review would investigate whether any mistake had been made in the assessment procedures in that course, or whether the assessment procedure was correctly set up.

If you have any questions about this policy and need clarification about any aspect of how the school monitors and assesses your student's work or progress please contact us at your earliest convenience.

APPENDICES

Appendix 1a



COMMON ASSESSMENT TASK NOTIFICATION

Faculty:	Year / Class:
Course:	Weighting:
Task Title:	Class Teacher/s:
Due Date:	

TASK INSTRUCTIONS & REQUIREMENTS:

OUTCOMES ASSESSMENT:

Marking Criteria

A Outstanding		Mark range
B High		Mark range
C Sound		Mark range
D Basic		Mark range
E Limited		Mark range

Appendix 1b

Student: _____



COMMON ASSESSMENT TASK NOTIFICATION

Faculty:	Year / Class:
Course:	Weighting:
Task Title:	Class Teacher/s:
Due Date:	

Marking Criteria

A Outstanding		Mark range
B High		Mark range
C Sound		Mark range
D Basic		Mark range
E Limited		Mark range

Teacher Feedback:



Appendix 4a ILLNESS/MISADVENTURE FORM YEARS 10-12 INFORMATION FOR STUDENTS

Date collected from
Deputy Principal:

Introduction

Before completing the attached Illness/Misadventure appeal form read the following information carefully in conjunction with your Assessment Guide.

Illness/Misadventure appeals are to be used when a student:

- is prevented from attending an assessment task due to illness or misadventure; or
- considers that their performance in an assessment task has been affected by illness or misadventure immediately prior to (no more than five (5) days) or during the examination period.

Appeals received after assessment task results are released will not be considered.

Do not hesitate to approach the Deputy Principal, if you require advice or assistance.

Attendance at Formal Assessment Tasks

You should attend every scheduled assessment task where you are medically fit to do so, and if at all possible. If you do not attend the assessment task and your Illness/Misadventure appeal is unsuccessful you will not receive a mark for that task. The School does not, however, expect you to attend an assessment task session against specific medical advice.

How to Appeal

1. Consult the Deputy Principal immediately upon your first day back to school. You will be provided with an official Illness/ Misadventure Appeal form. Alternatively, a form may be collected from the office, mailed home or downloaded from the school's internet site:

www.ingleburn-h.schools.nsw.edu.au/

If an absence occurs during a major examination period the school must be contacted and details of the absence provided. Where an absence is likely to be long term, the school must be contacted.

2. Complete Section A of the Illness/Misadventure form.
3. Section B of the Illness/Misadventure appeal form should be completed by a health professional or another appropriate person, e.g. a counsellor or police officer. A Doctor's Certificate is usually not specific enough to support your appeal. If a student suffers bereavement or some other misadventure such as lateness due to public transport failure, a parent statement must be made in the relevant section.
4. Hand the completed form to the Deputy Principal within two (2) days of collecting the form.

Only if a student is incapacitated may an appeal be submitted by a parent/guardian on the student's behalf and no later than two (2) days after the assessment task.

Restrictions on Appeals

You cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time as a result of illness or some other difficulty the same grounds for which you received special provisions, unless you experience additional difficulties during the examination session;
- alleged deficiencies in tuition; or
- misreading the examination timetable.

Processing of Appeals

All fully completed appeals received by the Deputy Principal will be reviewed by the Illness/Misadventure Review Committee chaired by the Deputy Principal. Students applying for Illness/Misadventure are required to attend a review meeting at a time scheduled by the Committee.

SECTION B (continued)

Information for Health Professional/ Counsellor etc:

For the Illness/Misadventure Review Committee to accurately assess the circumstances of this student's appeal, the following information is required:

1. In the case of illness, the date of onset of the illness, plus any additional dates of consultations. In the case of misadventure, the date and time of the occurrence and subsequent events is required.
2. The specific details of the illness/misadventure should be outlined. In the case of illness, health professionals must describe the student's symptoms and describe how these symptoms impeded the student's assessment task performance. If the student was unable to attend an assessment task it is imperative that details be provided in the space below.
3. If possible, some indication of the duration of the condition should be given.

Details of Person Providing Statement

Name: _____

Profession: _____

Address: _____ OR

Telephone: _____

Signature: _____

Official Stamp

Information for Parent Making Statement:

This statement must only relate to a misadventure or bereavement as described on the previous page.

I declare that all the information I have supplied is true.

Parent Signature:

Date:

SECTION C

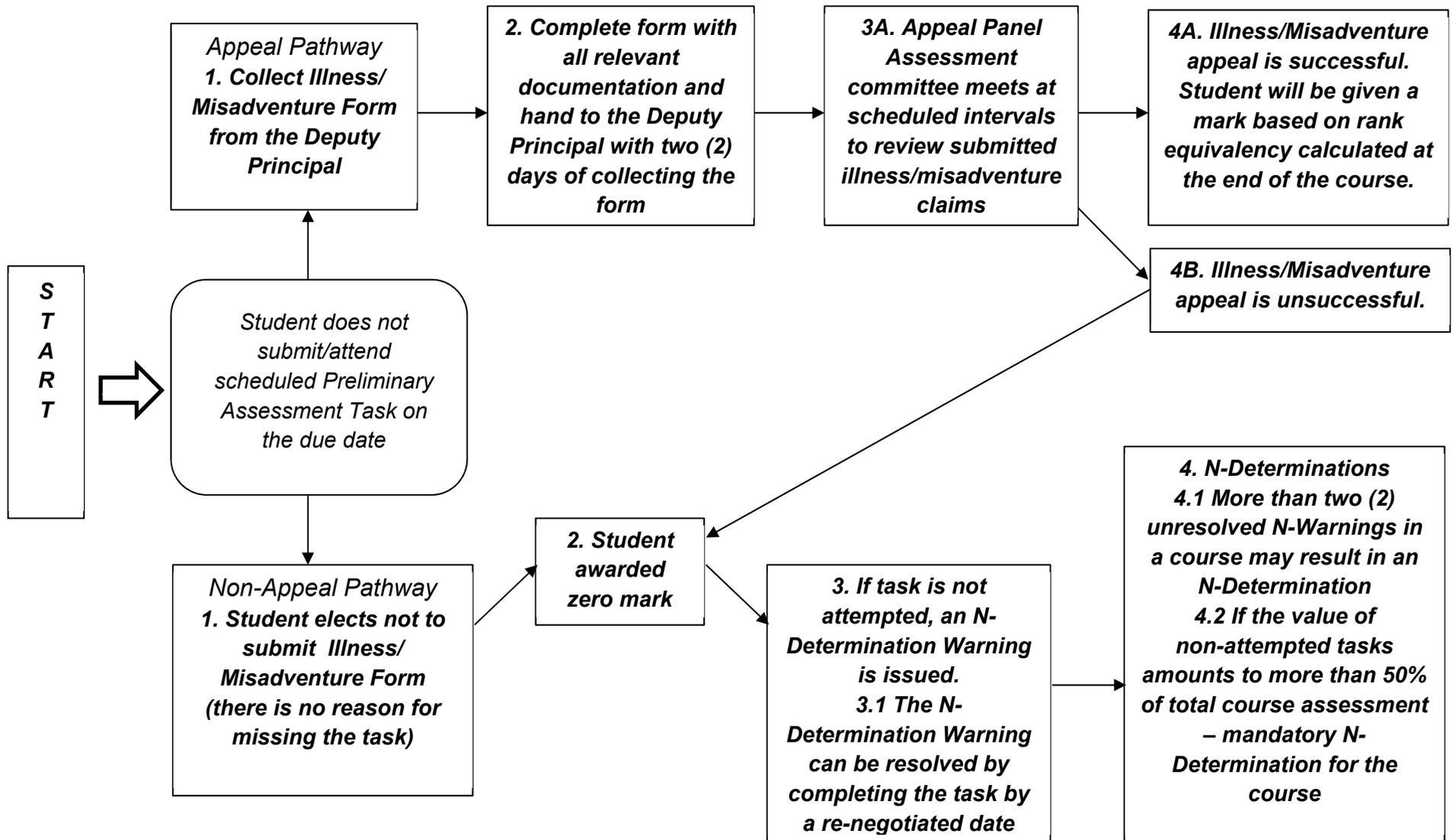
Assessment Committee Recommendation:

Signed on behalf of the Assessment Committee:

Date:

Appendix 4b

ASSESSMENT NON-SUBMISSION FLOW CHART



Appendix 5

Statutory Declaration OATHS ACT 1900, NSW, EIGHTH SCHEDULE

I, _____, do solemnly and sincerely declare that
[name of declarant]

and I make this solemn declaration conscientiously believing the same to be true, and by virtue of the provisions of the Oaths Act 1900.

Declared at: _____ on _____
[place] [date]
[signature of declarant]

in the presence of an authorised witness, who states:

I, _____, a _____,
[name of authorised witness] [qualification of authorised witness]

certify the following matters concerning the making of this statutory declaration by the person who made it:

[* please cross out any text that does not apply]

1. *I saw the face of the person OR *I did not see the face of the person because the person was wearing a face covering, but I am satisfied that the person had a special justification for not removing the covering, and
2. *I have known the person for at least 12 months OR *I have confirmed the person's identity using an identification document and the document I relied on was
.....
[describe identification document relied on]

[signature of authorised witness] [date]