



# PLUMPTON HIGH SCHOOL

Artwork By Student:  
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# ASSESSMENT SCHEDULES

# 2024

# YEAR

# 11





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# Welcome to Year 11

## 2024 Preliminary Certificate Course

This assessment handbook for the Preliminary Course is provided in order to:

- Assist students in understanding the place of assessment in their Preliminary Course credential.
- Explain the processes of how assessment marks are determined and for requesting a review, if necessary.
- Assist students in planning and organising their time, by informing them of when assessment tasks are due.

It is **our** responsibility to provide you with these guidelines and explain them to you.

It is **your** responsibility to read and ensure that you understand them.

The links throughout this document provide extensive and further information. I strongly suggest you use them to ensure you are fully informed of your rights and responsibilities for Stage 6.

Mr Tim Lloyd  
Principal

### NSW Education Standards Authority (NESA) Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au>

This site will also allow you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and *Notes from the Marking Centre*.

In order for you to qualify for the HSC course, the principal must certify to NESA that you have:

1. satisfactorily completed a pattern of courses which meets NESA's requirements
2. completed the requirements for each course, including any set practicals, projects or work placement
3. Made a genuine attempt and completed the tasks designed by the school for the Preliminary assessment program set by the school.

### Pattern of Study

**The Preliminary course must be successfully completed before a student can commence the HSC course. It is regarded as assumed knowledge covered by all candidates prior to commencing the HSC course.**

The Preliminary course runs for three terms. Terms' 1, 2 and 3. Students must complete

- at least 6 units of NESA developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a NESA developed course in English, or English Studies
- at least 3 courses of a 2 unit value or greater (either NESA developed or NESA endorsed courses)
- at least 4 subjects (including English)

## School-Based Assessment: NESAs Policy and Procedures

### What is the assessment for?

The award of the Preliminary Certificate involves a combination of internal examinations, and other school-based assessment in all subject areas. Your Record of School Achievement (RoSA) will be updated with your Preliminary course achievements. NESAs will state that you have satisfactorily completed the Preliminary Course. VET and Life Skills courses have different requirements.

School-based assessment tasks follow NESAs policy and procedures and are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your HSC course mark.

The assessment requirements for each NESAs developed course are set out in each syllabus and are on the NESAs website.

### Final assessment rank

At the end of the Preliminary examinations, you can obtain your rank order in each course you have studied based on the school assessment program.

### Appeal against final assessment rank

If you feel that your rank in any course is not correct, you may apply to the school principal for a review. The review can only address any clerical or process errors that may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work.

### Satisfactory Completion of a Course

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

For the satisfactory completion of a course, NESAs does not mandate an attendance requirement. As a guide, however, if a student's attendance declines, the principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, the principal will regard absences seriously.

If at any time it appears that a student is at risk of receiving an "N" determination - a non-successful completion of a course - the principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their positive psychology teacher, classroom teacher, subject head teachers, head teacher administration, head teacher teaching and learning, senior study teachers and the deputy principal. Students who are in danger of receiving an "N" determination will be interviewed to create an improvement plan, if possible, and have information sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received at least two (2) written warnings may be regarded as not having satisfactorily completed the course. The principal will then issue the "N" determination.

## “N” Determinations

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks. A student who fails to fulfil his/her responsibilities in attendance, coursework or assessment will face the following consequences:

1. The student’s parents will be contacted and the student will receive a formal “N” determination warning from the class teacher.
2. If a student fails to fulfil his/her responsibilities a number of times, the student will receive further “N” determination warnings and will be interviewed by the deputy principal or the head teacher, teaching and learning and an improvement plan will be created. Parents will be provided with a copy of this plan.
3. There will be a second interview to assess if the student has successfully met the improvement plan requirements. If the student has not improved accordingly, parents will be involved in the interview at this point. This will be the final opportunity for the student to correct the situation.

If the situation is not corrected following an interview with the deputy principal, the student will be issued with an “N” determination by the principal. This means that the course will not count towards the completion of their Higher School Certificate.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

**Ultimately, it is the student’s responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.**

## Academic Integrity Policy

At Plumpton High School, we value the work and effort our students put in to completing assessment tasks. The Academic Integrity Policy (outlined below) pertain to students being honest and fair in their work. This means students must do their own work and give credit if they use someone else's ideas. When submitting work, students agree to follow the five principles:

- Act responsibility with honesty and integrity when undertaking work.
- Not falsify their academic work.
- Seek permission to use the work of others, where required.
- Acknowledge/reference appropriately the work of others including visual images.
- Take reasonable steps to ensure that other students are unable to copy or misuse their work.

## Malpractice

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat these allegations very seriously. Detected malpractice may result in losing marks for a section of a task or receiving zero for the whole task.

Malpractice includes:

- copying part or all of someone else’s work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else’s ideas without giving their source
- buying, stealing or borrowing someone else’s work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to

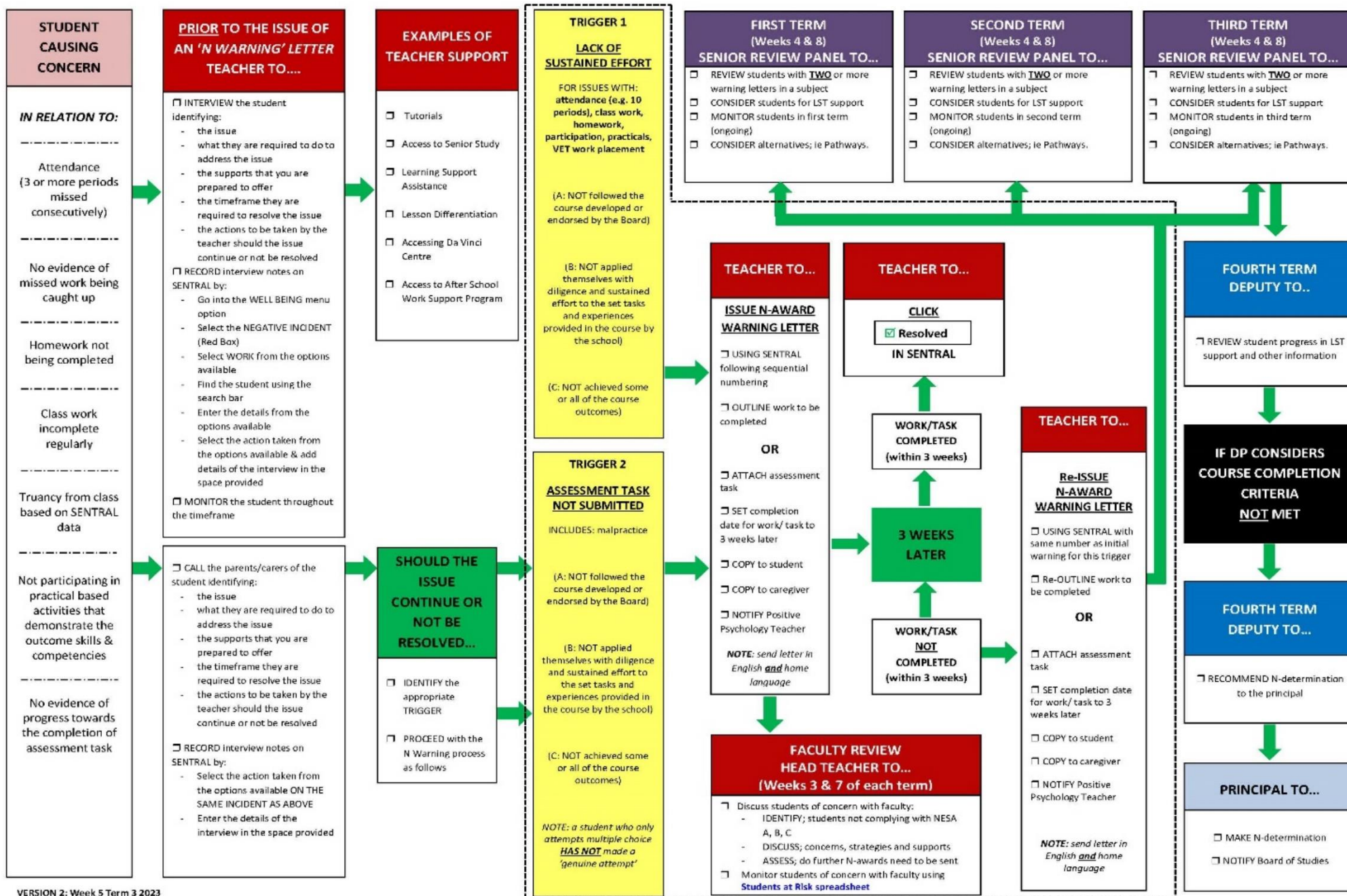
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- being responsible for actions done or omitted to be done that confer an unfair advantage in relation to the outcome of any HSC exam – or irrespective of whether such actions occur before, during or after such an exam or assessment.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills



# “N” Determination Flow Chart





## Students Requiring Additional Support

### Disability Provisions

Any Preliminary student with a disability recognised in the [Commonwealth Disability Standards for Education 2005](#) can apply for disability provisions. Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation. Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination. Students who become ill during an examination period may be eligible to make an [illness/misadventure application](#) rather than a disability provisions application.

To apply for provisions, schools must submit an online application, with evidence, to NESAs. At Plumpton, these provisions are applied for and coordinated by the staff in the da Vinci Centre. Most eligible students may have already had support prior to Year 11 and will be consulted during the course of the preliminary year. Final applications for the HSC will be prepared for submission to NESAs during Term 1 of the HSC year. It is important that medical evidence and documentation is provided to support the school's application.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. We make that judgement based on the likelihood of a successful NESAs application so that eligible students receive provisions for school-based tasks throughout Year 11 and 12. Please see your deputy principal if you want further information.

### Life Skills

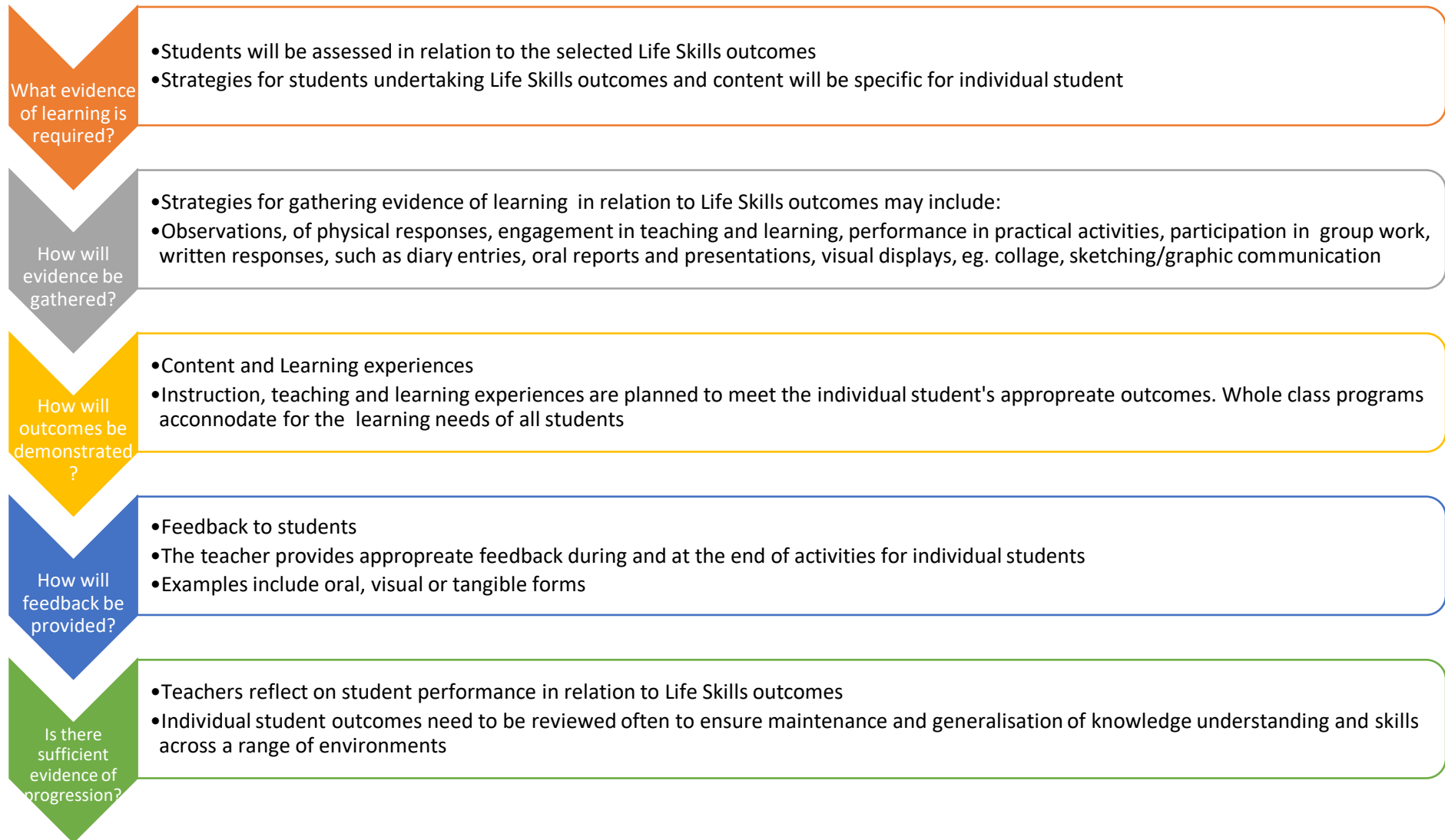
Life Skills courses have been developed by NESAs to extend the stage 6 curriculum to meet the special educational needs of students. This is in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, NESAs has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have NESAs developed status and can be used along with other NESAs developed courses to meet requirements for the award of the Higher School Certificate.

Each Life Skills course is comprised of 2–Unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An individual learning plan will be developed collaboratively with the student, teacher and a representative from the da Vinci Centre to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that students' learning needs.

**Students studying a Life Skills pattern of study are also subject to N Award warnings and determinations**



## Assessment Tasks

### Task Submission

All tasks are to be handed in at a common time. Tasks can be handed in before that time. The set time is at the **beginning of the period in which the subject occurs**. However, when the same task is set for classes on different lines the head teacher of that subject will establish a common set time.

Students must complete all tasks to the best of their ability. All tasks must be completed by the due date. Computer or printer failure cannot be taken as an acceptable reason for failure to submit a task on time. It is the student's responsibility to save, and back-up work frequently. If computer and printer failure occur, the student must submit their last printed hard copy as evidence of work completed. If the assessment task is to be submitted on a USB, the last saved copy is to be submitted.

### Absent for Submission of Task

If you are absent and cannot personally deliver a task to school, then arrangements must be made to ensure it arrives **before the period on the due date**.

On the day of a task it is expected that **all students are present for their normal timetable**, in line with school policy. If a student is not present to hand in or complete an assessment task then a completed Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form with a medical certificate, or other appropriate documentation, will be required. Forms can be copied from this book, the school website/Sentral Portal or from the Faculty Head Teacher. (See Application for Special Consideration Page 64).

### Late Submission of an Assessment Task

The precise due date for an assessment task will be provided by your classroom teacher, at least **TWO WEEKS before it is due**.

If your assessment task is not submitted on the due date **you will receive a ZERO mark**.

- If you receive a ZERO, you may lodge an Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form to the head teacher for the Deputy Principal (see page 64)
- An extension of time for the submission of an assessment task will only be granted in exceptional circumstances and only after the deputy principal has reviewed the student's Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances

If you fail to submit assessment tasks amounting to a significant percentage of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to proceed with the HSC in that course.

### Issues regarding the marking of work

Any complaint relating to the marking of a task can only be considered at the time the task results are ISSUED.

The process to follow is:

1. discuss first with the teacher – request an explanation of how the mark was arrived at.
2. if not satisfied, discuss with the head teacher.
3. if still not satisfied, see the deputy principal.

if still not satisfied, see the principal

## Examination Procedures

The Preliminary year at Plumpton High School culminates with a two-week exam period towards the end of Term 3. These exams are intended to give students an experience as close as possible to the HSC style questions and examinations. The examination timetable will be distributed two weeks before the examination period.

During the examination period students are expected to adhere to the following rules and conditions:

- Attendance is compulsory.
- Make sure that you are ready to enter the examination room no later than 10 minutes before the examination is due to start.
- Once you are told, move into the room quietly. You are not allowed to speak whilst moving to your seat.
- Full school uniform must be worn. Hats or hoodies must not be worn inside the examination room.
- During the examination time all students must remain silent.
- Eating and drinking in the examination room is banned. Water in a clear container is allowed.
- Any misbehaviour, such as turning around or distracting others, may result in your dismissal from the examination room and the cancellation of your exam paper.
- Make sure that you have been to the toilet beforehand. If you need to go to the toilet, raise your hand.
- If you have a question about the paper, raise your hand and wait for a supervisor to see you.
- No student will be allowed to leave the examination room during the examination time.
- Read all instructions carefully.
- Mobile phones and smart watches are not allowed out during exams and must be turned off and handed to the teacher on duty or remain in bags away from the exam area.
- All calculators to be used during examinations must be NESAs approved. If unsure, check with the Mathematics Department.
- Make sure that you sign on and off for every examination.
- If you are absent for an examination, you must contact the school as soon as practical so that an alternative time within the examination period can be arranged. On your first day of return to school you will need to provide the deputy principal with a completed Application for Special Consideration for Accident/Illness/ Misadventure/Special Circumstances and provide supporting documentation (usually a medical certificate).

### Accident/Illness/Misadventure/Special Circumstances

**This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or head teacher, no matter what the circumstances.**

You may lodge an **Application for Special Consideration for Accident/ Illness/ Misadventure/ Special Circumstances** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

**Students should complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.**

All **Applications for Special Consideration** relating to assessment tasks are to be lodged to the relevant head teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

**Applications for Special Consideration** *may be in respect of:*

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Regional or State representation at a sporting or cultural event.

**Applications for Special Consideration** *process does not cover:*

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

**In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.**

Your application must include:

- A statement explaining how you were affected during the assessment task
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal

The head teacher will first consider applications for Special Consideration by making a recommendation and submitting the form to the deputy principal. The final decision on an appeal will be made by the deputy principal in consultation with the principal and communicated to you by the headteacher.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and head teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible rather than rely on predictions or estimates.**

If an **exam** is missed the student must follow the same procedure as outlined above.



# PLUMPTON HIGH SCHOOL

## Application for Special Consideration

Stage  
6

### Accident / Misadventure / Illness / Special Circumstances Stage 6 (Years 11 and 12)



Students should always complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Subject / Course: \_\_\_\_\_ Teacher \_\_\_\_\_

Task/ Exam \_\_\_\_\_ Due Date: \_\_\_\_\_ Date of submission: \_\_\_\_\_

#### Student Statement: (to be completed by the student)

My appeal is being lodged for the following reason/s {please tick all those that apply ✓:

- |   |  |
|---|--|
| <input type="checkbox"/> Illness / misadventure           | <input type="checkbox"/> Final course rank                     |
| <input type="checkbox"/> The awarding of zero / N warning | <input type="checkbox"/> Acceptable reason for late submission |
| <input type="checkbox"/> Final assessment mark            | <input type="checkbox"/> Acceptable reason for non-submission  |

I did not complete/submit the task/exam on the due date for the following reasons and effect on task was:

Attach supporting documentation (e.g. medical certificate) to this sheet and return it to the faculty head teacher.

Student Signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

CRT comment re student preparation for task      Signature of CRT: \_\_\_\_\_      Date: \_\_\_\_\_

#### Head Teacher Comment:

#### Recommendation of Head Teacher:

- |   |  |
|---|--|
| <input type="checkbox"/> Non-attempt, zero awarded, N award | <input type="checkbox"/> Late submission, zero awarded |
| <input type="checkbox"/> Resit                              | <input type="checkbox"/> Estimate to be given          |
| <input type="checkbox"/> Extension of time granted          | <input type="checkbox"/> Other                         |

Signature of HT \_\_\_\_\_ Date: \_\_\_\_\_

Decision of Deputy Principal       Approved       Not approved

Comment (Optional)

Signature of DP: \_\_\_\_\_ Date: \_\_\_\_\_

# PLUMPTON HIGH SCHOOL

## Assessment Task Cover Sheet

Upon submission of any task (except formal examinations periods) students are to have the top section of their cover sheet signed as a form of receipt that the task was received. If a dispute arises as to whether a task has been completed, the student MUST be able to produce this receipt as supporting evidence.

Acknowledgement by student, I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- This assessment task is entirely my own work, except where I have included documented references to the work of others.
- I have taken proper and reasonable care to prevent this work from being copied by another student

Student Name:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Subject:

\_\_\_\_\_

Task Name/#

\_\_\_\_\_

Date Due:

\_\_\_\_\_

Date Submitted:

\_\_\_\_\_

Submitted to:

\_\_\_\_\_

(Teacher)

Signature:

\_\_\_\_\_

(Teacher)



# PLUMPTON HIGH SCHOOL

## Assessment Task Cover Sheet

~ Record of Receipt ~



Upon receipt of an assessment task students need to complete the section below and provide this to the teacher as a record that you:

- Received the task
- Are aware of the due date
- Have had the task explained to you and aware of what needs to be completed

Subject:

\_\_\_\_\_

Task Name/#

\_\_\_\_\_

Date Received

\_\_\_\_\_

Date Due:

\_\_\_\_\_

Student Name:

\_\_\_\_\_

Signature:

\_\_\_\_\_

### The Senior Study

The Senior Study is designed to provide guidance and support as you embark on your HSC journey in your last two years of school. The space provides Year 11 and 12 with opportunities to study both independently and in groups whilst being able to access a wide range of resources including a computer room and laptops to develop your learning and understanding of your chosen senior subjects.

With the help of Senior Study teachers, students will have access to teachers on a regular basis to assist with navigating all the elements that make up Stage 6 learning - assessment tasks, exams, homework, studying and class work. The senior study teachers are also available via a booking system, if a student wishes to arrange a time to sit down and discuss their progress.

Our goal is to create a busy and energetic space where students are helping each other to be the best that they can be.

### The Library

"In the nonstop tsunami of global information, Librarians provide us with floaties and teach us how to swim." Linton Weeks

The Library is a great place for research and study. Use your time wisely when you have a study period. It is important that you **follow the protocol** for study periods or periods where you are assigned to the Senior Study. Students must always report to the Senior Study in the first instance but may go to the Library once the teachers have liaised with Mrs Bailey.

If you do come to the Library ask Mrs Bailey for help to find that extra bit of information that will help you write that essay or understand what you are learning in class. There is more to research than Wikipedia and Mrs Bailey can show you the tricks to researching smarter not harder, how to find books, journal articles and credible websites. If you need assistance with your assessment tasks just ask. The Library is still a **great place to chill and read a book** but only if your assessment tasks are up to date and you need some R&R.

### Positive Psychology Team

In Year 11 students your Positive Psychology teachers and the Wellbeing head teacher offer a range of support. As students know, wellbeing is a major concern of theirs. Some of the things they can assist with include:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friends
- financial hardship
- study

Essentially, they will listen, support students practically where they can and refer students to more specialised help where necessary.



## **Classroom Teachers and Head Teachers**

Our teaching staff understand the pressures of the Preliminary and HSC courses. If students are worried about classwork or assessment tasks, they should speak with their teacher promptly rather than worry, they are able to clarify expectations and tasks. Head teachers are also available if further clarification, support or an application for Special Consideration is needed.

## **The Futures Centre**

The Futures Centre is where students should come to get advice on how to achieve their very best. If they want to discuss options for study within school and for future endeavours go to the Futures Centre and ask.

We offer advice on a variety of topics such as -

- Subject choices
- TAFE and university
- Community projects
- Scholarships
- Career planning
- ATAR information
- NESA information

The staff in the Futures Centre are happy to help.

**Ms Karan, HT Secondary Studies - Futures**

## **Principal and Deputy Principal**

Both Mr Lloyd and the Year 11 Deputy Principal are always available to discuss any issues or queries that may be concerning students. Please call in and have a chat. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if they are not available when students call in.

## **Counsellors and School Psychologist**

The counselling team at Plumpton are available to discuss any concerns that require more specialised support. Students can self-refer by using the forms outside the counsellor office, but a conversation with the principal or deputy may speed up the referral process. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others. Counsellor support can help manage an issue that maybe was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

## Rights and Responsibilities

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at Plumpton High School

### **The school is responsible for providing:**

- set tasks that will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- we must also keep records of your performance in these tasks

### **As a student, you are responsible for:**

- Meeting all course requirements.
- Applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course by being present for all timetabled classes, positive psychology assemblies, year meetings and work placements.
- Being on time for all classes and maintaining a high level of attendance.
- Making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you may receive an N determination in a course.
- Attending all exams punctually with the appropriate equipment or communicate with school if there is an issue.
- Integrity – work submitted must be your own and sources consulted must be acknowledged.
- Submitting all tasks on or before the due date, including those due during work placement.
- In the case of VET students, ensure you are properly equipped and dressed.
- Ensuring appointments are made at times when there are no scheduled assessment tasks.
- Explaining all absences to your teachers and the office, by providing documentation such as a medical certificate and a note.
- Contacting your teacher if there is an issue with work placement or other offsite requirements.
- Follow the Application for Special Consideration process where appropriate.



## Glossary of Key Words

These key HSC words give definitions, as they will be commonly used in assessment tasks at Plumpton High School.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole



# PLUMPTON HIGH SCHOOL

## PLUMPTON HIGH SCHOOL - ASSESSMENT TASK/EXAM SCENARIOS

Students should always submit or complete the task, as soon as possible & follow it up with an Application for Special Consideration to avoid a zero mark.

Scenario	Action	Follow-Up
<i>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.</i>	<ul style="list-style-type: none"> <li>Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i></li> <li>To verify the seriousness of the illness, you will require a medical certificate</li> </ul>	<ul style="list-style-type: none"> <li>Upon the first day of return to school you should see your teacher and complete/hand in the task/exam</li> <li>Complete an <b>Application for Special Consideration</b> and submit to the head teacher, with evidence, within 48 hours.</li> <li>After the deputy principal considers your appeal, you will be notified of the outcome (whether you will receive the marks gained/re sit the task/receive zero marks)</li> </ul>
<i>You are absent on day a task is to be submitted.</i>	<ul style="list-style-type: none"> <li>Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i></li> </ul>	<ul style="list-style-type: none"> <li>The task needs to be delivered to the school on (or before) the due date.</li> </ul>
<i>You become aware of an upcoming absence on the day of a scheduled task.</i>	<ul style="list-style-type: none"> <li>You are to notify class teacher as early as possible. <i>Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items.</i></li> </ul>	<ul style="list-style-type: none"> <li>Complete the <b>Application for Special Consideration</b> and submit it to the subject head teacher, with supporting evidence, including parent's signature.</li> <li>After the deputy principal considers your appeal, you will be notified of the outcome</li> </ul>
<i>You become aware that you have taken home and/or in class tasks due when you have work placement for another subject</i>	<ul style="list-style-type: none"> <li>You are to notify class teacher as early as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Hand in task: make arrangements with the teacher of that subject to hand the task in earlier or for a reliable friend/family member to hand it in on the due date on your behalf.</li> <li>In class task/exam: complete the <b>Application for Special Consideration before you start work placement</b> and submit it to the subject head teacher, with supporting evidence. The deputy principal will make a decision about when to re sit the task/exam</li> </ul>
<i>You fail to submit an assessment task at the appropriate time.</i>	<ul style="list-style-type: none"> <li>Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher will notify the head teacher.</li> <li>"N" determination warning letter will be sent to your parents along with notification of a ZERO grade.</li> <li>If you believe you have good reasons complete the <b>Application for Special Consideration</b> and submit it to the</li> </ul>



# PLUMPTON HIGH SCHOOL

Scenario	Action	Follow-Up
		subject head teacher, with supporting evidence. <ul style="list-style-type: none"> <li>• <b>You must still submit the task to satisfy HSC requirements.</b></li> </ul>
<i>You arrive at school to become aware you have accidentally left your task or equipment at home.</i>	<ul style="list-style-type: none"> <li>• You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted.</li> </ul>	<ul style="list-style-type: none"> <li>• If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.</li> </ul>
<i>You experience technical difficulties in publication of a task.</i>	<ul style="list-style-type: none"> <li>• Always back up work on a computer disk.</li> <li>• Keep draft copies of <u>all</u> work.</li> </ul>	<ul style="list-style-type: none"> <li>• No provision can be made for computer problems.</li> <li>• You <b>submit</b> handwritten copy and any available draft copies.</li> <li>• Complete the <b>Application for Special Consideration</b> if relevant and submit it to the subject head teacher, with supporting evidence/explanation.</li> </ul>
<i>You are experiencing difficulty in completing a research task.</i>	<ul style="list-style-type: none"> <li>• You must discuss any difficulties with your class teacher well before the due date.</li> <li>• <b>Written</b> application for extension may be made to the teacher/head teacher via the <b>Application for Special Consideration</b>. The deputy principal will consider this.</li> <li>• This must be submitted at least THREE days prior to due date.</li> </ul>	<ul style="list-style-type: none"> <li>• You will be advised if you have been granted an extension.</li> <li>• If an extension is granted, you must submit the task by the new due date.</li> </ul>
<i>You submit work which is not your own.</i>	<ul style="list-style-type: none"> <li>• All materials used in research must be appropriately referenced (including Internet).</li> </ul>	<ul style="list-style-type: none"> <li>• Using the work of others and presenting it as your own is a serious offence. The consequence maybe zero marks awarded for the task, "N" determination warning letter and an interview.</li> </ul>
<i>You complete task of poor quality.</i>	<ul style="list-style-type: none"> <li>• Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made, and you will be issued with an N Warning.</li> <li>• Complete the <b>Application for Special Consideration</b> if you believe you have reason and submit it to the subject head teacher, with supporting evidence.</li> <li>• You will need to resubmit the task at an appropriate standard to satisfy HSC requirements. The marks awarded from your initial submission will stand without alteration unless the Application for Special Consideration is granted.</li> </ul>



# PLUMPTON HIGH SCHOOL

Scenario	Action	Follow-Up
<i><b>You are unprepared for an oral task presentation.</b></i>	<ul style="list-style-type: none"><li>• You must be prepared to present the task on the first day listed, regardless of your position in the published order.</li></ul>	<ul style="list-style-type: none"><li>• If you are not prepared to deliver the task when called upon, a ZERO grade will be awarded, and you will be issued with an “N” determination warning letter.</li><li>• Complete the <b>Application for Special Consideration</b> if you believe you have reason and submit it to the subject head teacher, with supporting evidence.</li></ul>
<i><b>You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.</b></i>	<ul style="list-style-type: none"><li>• It is your responsibility to submit the task to your teacher/head teacher prior to leaving school.</li></ul>	<ul style="list-style-type: none"><li>• If you fail to submit the task on date due it will receive a ZERO grade/mark and you will be issued with an “N” determination warning letter.</li><li>• Complete the <b>Application for Special Consideration</b> if you believe you have reason and submit it to the subject head teacher, with supporting evidence.</li></ul>



# ASSESSMENT SCHEDULES





# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 ABORIGINAL STUDIES Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40	10	10	20
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15	5	5	5
Research and inquiry methods, including aspects of the local community case study	20	10	10	
Communication of information, ideas and issues in appropriate forms	25	5	5	15
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.2, P2.1, P2.2, P4.1, P4.2	P1.2, P3.1, P4.1, P4.3	P1.1, P1.3, P3.2, P3.3
<b>TYPE OF TASK</b>		Multimodal Presentation	Research Report	Yearly Examination
<b>DATE ISSUED</b>		Week 7 Term 1	Week 6 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 1 Term 3</b>	<b>Week 8-9 Term 3</b>

### 2. Outcomes

A student:

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices
- P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### AGRICULTURE

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Overview	15	10		5
Farm Case Study	25		10	15
Plant Production	30	20		10
Animal Production	30		20	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P1.2, P2.1, P4.1	P1.1, P2.2, P3.1	P1.1, P1.2, P2.3, P3.1, P4.1, P5.1
<b>TYPE OF TASK</b>		Experimental Report	Product Investigation	Yearly Examination
<b>DATE ISSUED</b>		Week 2 Term 1	Week 1 Term 3	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 2 Term 2</b>	<b>Week 4 Term 3</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

P1.1 describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems

P2.3 describes the farm as a basic unit of production.

P3.1 explains the role of decision-making in management and marketing of agricultural products in response to consumer and market requirements

P4.1 applies the principles and procedures of experimental design and agricultural research

P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### ANCIENT HISTORY

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40		25	15
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	15	5	
Communication of historical understanding in appropriate forms	20	10	5	5
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-5, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-4, AH11-6, AH11-7, AH11-10
<b>TYPE OF TASK</b>		Historical Investigation	Case Study	Yearly Examination
<b>DATE ISSUED</b>		Week 4 Term 1	Week 3 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 8 Term 1</b>	<b>Week 6 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### BIOLOGY

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and Understanding of Course Content	40	15	5	20
Working Scientifically Skills – Questioning and Predicting and Communicating	20	0	15	5
Working Scientifically Skills – Processing Data and Information, Planning Investigations and Problem Solving	20	5	5	10
Working Scientifically Skills – Conducting Investigations and Analysing Data and Information	20	5	15	0
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		B11-3, B11-4, B11-5, B11-8	B11-1, B11-2, B11-5, B11-7, B11-9	B11-8, B11-9, B11-10, B11-11
<b>TYPE OF TASK</b>		Practical Assessment	Depth Study	Yearly Examination
<b>DATE ISSUED</b>		Week 6 Term 1	Week 2 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- B11-1 develops and evaluates questions and hypotheses for scientific investigation
- B11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- B11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- B11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- B11-5 analyses and evaluates primary and secondary data and information
- B11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- B11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- B11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- B11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- B11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### BUSINESS STUDIES

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40	5	15	20
Stimulus based skills	20	10		10
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20		10	10
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10
<b>TYPE OF TASK</b>		Case Study - Nature of Business	Small Business Plan - Business Planning	Yearly Examination
<b>DATE ISSUED</b>		Week 6 Term 1	Week 8 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 10 Term 1</b>	<b>Week 4 Term 3</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student

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





# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### CHEMISTRY

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and Understanding of Course Content	40	10	15	15
Working Scientifically Skills – Questioning and Predicting and Communicating	20	5	10	5
Working Scientifically Skills – Processing Data and Information, Analysing Data and Information, Problem Solving	20	5	5	10
Working Scientifically Skills – Planning Investigations and Conducting Investigations	20	5	10	5
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		CH11-2 CH11-4 CH11-7 CH11-8	CH11-1 CH11-3 CH11-5 CH11-7 CH11-10	CH11-6 CH11-7 CH11-8 CH11-9 CH11-10 CH11-11
<b>TYPE OF TASK</b>		Secondary Resource Task	Depth Study	Yearly Examination
<b>DATE ISSUED</b>		Week 7 Term 1	Week 7 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 1 Term 2</b>	<b>Week 1 Term 3</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- CH11-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5 analyses and evaluates primary and secondary data and information
- CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7 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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### COMMUNITY AND FAMILY STUDIES (CAFS)

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P1.2, P4.2, P5.1, P6.1, 7.3	P2.1, P2.3, P3.2, P4.1, 7.1	P2.2, P2.4, P3.1, P6.2, 7.2, 7.4
<b>TYPE OF TASK</b>		Case Study	Research Report	Yearly Examination
<b>DATE ISSUED</b>		Week 7 Term 1	Week 6 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 10 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change 7.4 values the place of management in coping with a variety of role expectations



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### DANCE

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Performance	40	30		10
Composition	30		20	10
Appreciation	30	10	10	10
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P2.1, P2.2, P2.3, P4.2	P1.2, P3.1, P3.2, P3.3, P3.4, P4.3	P1.3, P2.4, P2.5, P3.5, P3.6, P4.1, P4.4
<b>TYPE OF TASK</b>		Presentation of Core Performance and informal interview	Presentation of Core Composition and 300-word rationale	Yearly Examination
<b>DATE ISSUED</b>		Week 1 Term 1	Week 1 Term 2	Week 9 Term 2
<b>DATE DUE</b>		<b>Week 10 Term 1</b>	<b>Week 8 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an artform
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concept/intent
- P4.1 understands the socio-historic context in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### DRAMA

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Making	40		30	10
Performing	30	10		20
Critically Studying	30	20		10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P1.3, P1.5	P2.1, P2.3, P2.4	P1.6, P2.2, P2.3, P3.2, P3.3
<b>TYPE OF TASK</b>		Monologue and Essay	Individual Project	Yearly Examination and Group Devised Performance
<b>DATE ISSUED</b>		Week 2 Term 1	Week 1 Term 2	Week 1 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 10 Term 2</b>	<b>Week 9 Term 3</b>

#### 2. Outcomes

A student:

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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### EARTH AND ENVIRONMENTAL SCIENCE

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and Understanding of Course Content	40	5	10	30
Working Scientifically Skills – Questioning and Predicting, Planning Investigations, Conducting Investigations and Communicating	30	10	15	5
Working Scientifically Skills – Processing Data and Information, Analysing Data and Information, Problem Solving	30	5	15	5
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		EES11-3 EES11-4 EES11-5 EES11-8	EES11-1 EES11-3 EES11-5 EES11-7 EES11-9	EES11-6 EES11-8 EES11-9 EES11-10 EES11-11
<b>TYPE OF TASK</b>		Practical Assessment Task	Depth Study	Yearly Examination
<b>DATE ISSUED</b>		Week 5 Term 1	Week 7 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 1 Term 3</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

EES11-1 develops and evaluates questions and hypotheses for scientific investigation

EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11-5 analyses and evaluates primary and secondary data and information

EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 ENGINEERING STUDIES Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	60	10	25	25
Knowledge and skills in research, problem solving and communication related to engineering practice	40	10	15	15
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P2.1, P3.1, P4.2	P3.2, P4.1, P4.3	P1.2, P2.2, P3.3, P6.1, P6.2
<b>TYPE OF TASK</b>		Research Report	Engineering Report	Yearly Examination
<b>DATE ISSUED</b>		Week 9 Term 1	Week 1 Term 3	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 2 Term 2</b>	<b>Week 5 Term 3</b>	<b>Week 8-9 Term 3</b>

### 2. Outcomes

A student:

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





# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### ENGLISH ADVANCED

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes	50	25	10	15
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		EA11-1 EA11-4 EA11-5 EA11-8 EA11-9	EA11-2 EA11-7 EA11-8 EA11-9	EA11-1 EA11-3 EA11-5 EA11-6
<b>TYPE OF TASK</b>		Writing Portfolio	Multimodal Presentation	Yearly Examination
<b>DATE ISSUED</b>		Week 3 Term 1	Week 2 Term 2	Week 2 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 9 Term 2</b>	<b>Weeks 8-9 Term 3</b>

#### 2. Outcomes

A student:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
- EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
- EA11-6 investigates and evaluates the relationships between texts.
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning.
- EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 ENGLISH EXTENSION 1 Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content.	50	15	20	15
Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes	50	15	20	15
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		EE11-2 EE11-3 EE11-6	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5
<b>TYPE OF TASK</b>		Extended Response & Rationale	Multimodal Task	Yearly Examination
<b>DATE ISSUED</b>		Week 4 Term 1	Week 2 Term 2	Week 4 Term 3
<b>DATE DUE</b>		<b>Week 10 Term 1</b>	<b>Week 3 Term 3</b>	<b>Weeks 8-9 Term 3</b>

### 2. Outcomes

A student:

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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### ENGLISH STANDARD

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content.	50	15	20	15
Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes	50	25	10	15
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		EN11-1 EN11-4 EN11-5 EN11-9	EN11-2 EN11-6 EN11-7	EN11-1 EN11-3 EN11-6 EN11-8
<b>TYPE OF TASK</b>		Writing Portfolio	Multimodal Task	Yearly Examination
<b>DATE ISSUED</b>		Week 3 Term 1	Week 2 Term 2	Week 2 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 9 Term 2</b>	<b>Weeks 8-9 Term 3</b>

#### 2. Outcomes

A student:

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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### ENGLISH STUDIES

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	50	15	20	15
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50	20	10	20
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		ES11-1 ES11-8 ES11-9	ES11-2 ES11-5 ES11-7	ES11-3 ES11-4 ES11-6 ES11-10
<b>TYPE OF TASK</b>		In Class Exam	Multimodal Task	Writing Portfolio
<b>DATE ISSUED</b>		Week 3 Term 1	Week 2 Term 2	Week 3 Term 1
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 9 Term 3</b>

#### 2. Outcomes

A student:

- EN11-1 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
- EN11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- EN11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- EN11-4 composes a range of texts with increasing accuracy and clarity in different forms
- EN11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- EN11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
- EN11-7 represents own ideas in critical, interpretive and imaginative texts
- EN11-8 identifies and describes relationships between texts
- EN11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- EN11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 EXPLORING EARLY CHILDHOOD Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	50	30		20
Skills	50		30	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		1.1, 2.1, 5.1, 6.1	1.2, 1.3, 1.4, 4.1	1.3, 1.4, 2.2
<b>TYPE OF TASK</b>		Case Study	Practical Picture Book	Research and Presentation
<b>DATE ISSUED</b>		Week 2 Term 1	Week 5 Term 2	Week 5 Term 3
<b>DATE DUE</b>		<b>Week 8 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 10 Term 3</b>

### 2. Outcomes

A student:

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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### INDUSTRIAL TECHNOLOGY AUTOMOTIVE

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of the organization and management of, and manufacturing processes and techniques used by, the focus area	40	30		10
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60		40	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P2.2, P5.1, P7.1	P3.1, P3.2, P3.3, P4.1, P4.2, P5.2, P6.1	P1.2, P2.1, P4.3, P6.2, P7.2
<b>TYPE OF TASK</b>		Industry Study Report	Practical Project and Folio	Yearly Examination
<b>DATE ISSUED</b>		Week 5 Term 1	Week 3 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 5 Term 3</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### INDUSTRIAL TECHNOLOGY GRAPHICS

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of the organization and management of, and manufacturing processes and techniques used by, the focus area	40	30		10
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60		40	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P2.2, P5.1, P7.1	P3.1, P3.2, P3.3, P4.1, P4.2, P5.2, P6.1	P1.2, P2.1, P4.3, P6.2, P7.2
<b>TYPE OF TASK</b>		Industry Study Report	Practical Project and Folio	Yearly Examination
<b>DATE ISSUED</b>		Week 5 Term 1	Week 3 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 5 Term 3</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment





# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### INDUSTRIAL TECHNOLOGY TIMBER

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of the organization and management of, and manufacturing processes and techniques used by, the focus area	40	30		10
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60		40	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1.1, P2.2, P5.1, P7.1	P3.1, P3.2, P3.3, P4.1, P4.2, P5.2, P6.1	P1.2, P2.1, P4.3, P6.2, P7.2
<b>TYPE OF TASK</b>		Industry Study Report	Practical Project and Folio	Yearly Examination
<b>DATE ISSUED</b>		Week 5 Term 1	Week 3 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 5 Term 3</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 INVESTIGATING SCIENCE Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and Understanding of the Course	40	0	10	30
Working Scientifically Skills – Questioning and Predicting, Planning Investigations, Conducting Investigations and Communicating	30	10	15	5
Working Scientifically Skills – Processing Data and Information, Analysing Data and Information, Problem Solving	30	15	10	5
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		INS11-3, INS-4, INS-5	INS11-1, INS11-2, INS-4, INS-5, INS11-7, INS11-9	INS11-8, INS11-9, INS11-10, INS11-11
<b>TYPE OF TASK</b>		Practical Skills Assessment	Depth Study	Yearly Examination
<b>DATE ISSUED</b>		Week 7 Term 1	Week 2 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 8-9 Term 3</b>

### 2. Outcomes

A student:

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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### LEGAL STUDIES

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1 The Legal System "Law Reform in Action"	TASK 2 The Individual and the Law	TASK 3 Yearly Examination
Knowledge and understanding of course content	40	5	5	30
Analysis and evaluation	20	10	10	
Inquiry and research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	10	10	
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10
<b>TYPE OF TASK</b>		Case Study & Report	Research Report & Oral Presentation	Yearly Examination
<b>DATE ISSUED</b>		Week 3 Term 1	Week 8 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 10 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- 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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 MATHEMATICS ADVANCED Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50	15	15	20
Problem Solving, Reasoning and Justification	50	20	15	15
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-5 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9
<b>TYPE OF TASK</b>		Assignment/ Investigation (2 parts) Topic: F1	Seen Questions Topic: C1	Yearly Examination Topics: F1, T1, T2, C1, E1, S1
<b>DATE ISSUED</b>		Week 7 Term 1	Week 7 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 9 Term 2</b>	<b>Weeks 8-9 Term 3</b>

### 2. Outcomes

A student:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-4 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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 MATHEMATICS EXTENSION 1 Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50	15	15	20
Problem Solving, Reasoning and Justification	50	20	15	15
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		50	15	15
<b>TYPE OF TASK</b>		Research Assignment with a Quiz (2 parts) Topic: F1, A1.1	Seen Questions Topics: F2, A1.2	Yearly examination Topics: F1, F2, T1, T2, C1, A1
<b>DATE ISSUED</b>		Week 9 Term 1	Week 8 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 1 Term 2</b>	<b>Week 10 Term 2</b>	<b>Weeks 8-9 Term 3</b>

### 2. Outcomes

A student:

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 MATHEMATICS STANDARD Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50	15	15	20
Problem Solving, Reasoning and Justification	50	20	15	15
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		MS11-1, MS11-2, MS11-6, MS11-9, MS11-10	MS11-2 MS11-3 MS11-4 MS11-7 MS11-8 MS11-9 MS11-10	All Outcomes inc MS11-5, MS11-6
<b>TYPE OF TASK</b>		Assignment Investigation with a Quiz (2 parts)	Seen Questions	Yearly Examination
<b>DATE ISSUED</b>		Week 7 Term 1	Week 7 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 9 Term 2</b>	<b>Weeks 8-9 Term 3</b>

### 2. Outcomes

A student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional 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 calculation mathematical terminology and/or calculations



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### MODERN HISTORY

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40	25		15
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	10	5
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		MH 11-2, MH11-3, MH11-6, MH 11-7, MH11-10	MH11-3, MH11-4, MH11-5, MH 11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH 1-2, MH11-4, MH11-6, MH 11-7, MH11-9
<b>TYPE OF TASK</b>		Source Portfolio Case Study	Historical Investigation	Yearly Examination
<b>DATE ISSUED</b>		Week 3 Term 1	Week 3 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 10 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

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 and groups in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, places, 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





# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### MUSIC 1

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Aural	25		10	15
Performance	25			25
Composition	25	10	15	
Musicology	25	15	10	
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P2, P3, P7	P4, P5, P8	P1, P5, P6, P9
<b>TYPE OF TASK</b>		Musicology Composition Task	Viva Voce Composition Task	Yearly Exam
<b>DATE ISSUED</b>		Week 2 Term 1	Week 10 Term 1	Week 1 Term 3
<b>DATE DUE</b>		<b>Week 7 Term 1</b>	<b>Week 6 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- 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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### NUMERACY

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and Understanding	50	15	15	20
Skills	50	20	15	15
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		N6-1.1, N6-1.2 N6-2.1, N6-2.3 N6-2.4, N6-2.5 N6-3.1, N6-3.2	N6-1.1, N6-1.2 N6-1.3, N6-2.1 N6-2.2, N6-2.3 N6-2.4, N6-2.5 N6-3.1, N6-3.2	N6-1.1, N6-1.2 N6-1.3, N6-2.1 N6-2.2, N6-2.3 N6-2.4, N6-2.5 N6-3.1, N6-3.2
<b>TYPE OF TASK</b>		Report Assignment	Interest Project	Cars Around the Moon Project
<b>DATE ISSUED</b>		Week 7 Term 1	Week 7 Term 2	Week 3 Term 3
<b>DATE DUE</b>		<b>Week 9 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 5 Term 3</b>

#### 2. Outcomes

A student:

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research, analysis and communicating	60	20	20	20
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P2, P3, P5, P6, P15, P16	P7, P8, P11	P1, P4, P9, P10, P12, P17
<b>TYPE OF TASK</b>		Research Task	Movement Analysis	Yearly Examination
<b>DATE ISSUED</b>		Week 8 Term 1	Week 7 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 11 Term 1</b>	<b>Week 10 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### PHYSICS

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and Understanding of Course Content	35	5	5	25
Working Scientifically Skills – Questioning and Predicting, Planning Investigations, Conducting Investigations and Communicating	30	10	15	5
Working Scientifically Skills – Processing Data and Information, Analysing Data and Information, Problem Solving	35	15	10	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		PH11-4 PH11-5 PH11-6 PH11-7 PH11-8	PH11-1 PH11-2 PH11-3 PH11-5 PH11-7 PH11-10	PH11-8 PH11-9 PH11-10 PH11-11 PH11-6
<b>TYPE OF TASK</b>		Practical Assessment	Depth Study	Yearly Examination
<b>DATE ISSUED</b>		Week 5 Term 1	Week 4 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 7 Term 1</b>	<b>Week 3 Term 3</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- PH11-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5 analyses and evaluates primary and secondary data and information
- PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 SOCIETY AND CULTURE Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and Understanding of course content	50	10	10	30
Application and evaluation of social and cultural research methods	30	15	15	
Communication of information, ideas and issues in appropriate forms	20	5	5	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P1, P3, P6, P9, P10	P2, P3, P5, P7, P8, P10	P1, P3, P4, P6, P7, P9, P10
<b>TYPE OF TASK</b>		Research task Social and Cultural Issue	Research task Intergenerational Study	Yearly Examination
<b>DATE ISSUED</b>		Week 6 Term 1	Week 5 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 8 Term 1</b>	<b>Week 7 Term 2</b>	<b>Week 8-9 Term 3</b>

### 2. Outcomes

A student:

- 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 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, organizes 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.



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024 SOFTWARE ENGINEERING Preliminary Course

### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	50	10	15	25
Knowledge and skills in the design and development of software solutions	50	15	25	10
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		SE-11-01, SE-11-02, SE-11-06, SE-11-07	SE-11-03, SE-11-04, SE-11-08, SE-11-09	SE-11-02, SE-11-03, SE-11-05, SE-11-07
<b>TYPE OF TASK</b>		Programming Fundamentals (Research)	Mechatronic Project / OOP Project	Yearly Examination
<b>DATE ISSUED</b>		Week 4 Term 1	Week 4 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 10 Term 1</b>	<b>Week 2 Term 3</b>	<b>Week 8-9 Term 3</b>

### 2. Outcomes

A student:

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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### SPORT, LIFESTYLE AND RECREATION (SLR)

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding outcomes and course content	50	20	15	15
Skills outcomes and content	50	15	20	15
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		1.5, 3.5, 4.3, 5.1, 5.3	1.3, 2.1, 3.1, 3.2, 4.2	1.4, 2.3, 4.1
<b>TYPE OF TASK</b>		Research Task	Practical Task	Planning Task
<b>DATE ISSUED</b>		Week 5 Term 1	Week 5 Term 2	Week 1 Term 3
<b>DATE DUE</b>		<b>Week 8 Term 1</b>	<b>Week 8 Term 2</b>	<b>Week 4 Term 3</b>

#### 2. Outcomes

A student:

- 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
- 2.1 explains the principles of skill development and training
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.2 designs programs that respond to performance needs
- 3.5 analyses personal health practices
- 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
- 5.1 accepts responsibility for personal and community health
- 5.3 values the importance of an active lifestyle





# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### VISUAL ARTS

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Art Making	50	15	20	15
Critical and Historical Studies	50	15	15	20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		P2, P3, P8, P9	P1, P4, P5, P6, P7	P7, P8, P9, P10
<b>TYPE OF TASK</b>		<b>1A)</b> Expressive Forms Portfolio <b>1B)</b> Written Response	<b>2A)</b> Preliminary BOW <b>2B)</b> Written Response	Yearly Examination
<b>DATE ISSUED</b>		Week 3 Term 1	Week 2 Term 2	Week 1 Term 3
<b>DATE DUE</b>		<b>Week 10</b> <b>Term 1</b>	<b>Week 10</b> <b>Term 2</b>	<b>3A) Week 10</b> <b>Term 3</b> <b>3B) Week 8-9</b> <b>Term 3</b>

#### 2. Outcomes

A student:

- 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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### VISUAL DESIGN

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Art Making	70%	30%	30%	10%
Critical and Historical Studies	30%	10%	10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		CH2, DM3, DM5, DM6	CH1, CH4, DM2, DM6	CH3, DM1, DM4
<b>TYPE OF TASK</b>		Design task 1	Design task 2	Yearly exam
<b>DATE ISSUED</b>		Week 2 Term 1	Week 9 Term 1	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 8 Term 1</b>	<b>Week 6 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

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



# PLUMPTON HIGH SCHOOL

## Assessment Schedule 2024

### WORK STUDIES

Preliminary Course

#### 1. Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding	30	10	10	10
Skills	70	20	20	30
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>		1, 3, 4, 5	2, 5, 6, 8	1, 3, 7, 9
<b>TYPE OF TASK</b>		Career Plan Stimulus based	Scenario based Analysis	Yearly Examination
<b>DATE ISSUED</b>		Week 5 Term 1	Week 1 Term 2	Week 6 Term 3
<b>DATE DUE</b>		<b>Week 7 Term 1</b>	<b>Week 3 Term 2</b>	<b>Week 8-9 Term 3</b>

#### 2. Outcomes

A student:

- 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



Education

Construction

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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Plumpton High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
		Week 10	Week 5	Week 6	Week 3	Week 8-9
		Term 1	Term 2	Term 3	Term 4	Term 3
Code	Unit of Competency	Date 03/04/24	Date 31/05/24	Date 28/08/24	Date 30/10/24	Date 9/09/2024
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

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



Education

Entertainment Industry

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

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

Cohort 2024 - 2025

Training Package CUA Creative Arts and Culture (Release 6.0)

School Name: Plumpton High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 1 White card	Task 2 Plan a career *	Task 3 Safe and sound	Task 4 Bump in the light	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 11	Week 10	Week 5	Week 10	Week 8/9
		Term 1	Term 4	Term 2	Term 3	Term 3
Code	Unit of Competency					HSC Examinable units of competency
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				
CUAIND314	Plan a career in the creative arts industry		Post WPL			
CUAWHS312	Apply work health and safety practice			X		
<u>CUASOU331</u>	<u>Undertake live audio operations</u>			<u>X</u>		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

\* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

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

\* Examinable units to be confirmed by teacher.

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



Education

Hospitality  
Qualification: SIT20322 Certificate II in Hospitality  
Cohort 2024 - 2025  
Training Package SIT Tourism, Travel and Hospitality

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

School Name: Plumpton High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
<b>Code</b>	<b>Unit of Competency</b>	Week 9 Term 2 Date 27/06/24	Week 10 Term 3 Date 26/09/24	Week 8-9 Term 3 Date 9/09/24
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

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

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



Education

Information and Digital Technology

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

Qualification: ICT30120 Certificate III in Information Technology

Cohort 2024 - 2025

Training Package Information and Communications Technology

School Name: Plumpton High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for ICT30120 Certificate III in Information Technology		Task 1 Safe Digital Work	Task 2 Team Web
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			
<b>Code</b>	<b>Unit of Competency</b>	Week 1	Week 10
		Term 2	Term 2
		Date 2/05/24	Date 4/07/24
BSBWHS311	Assist with maintaining workplace safety	X	
ICTWEB305	Produce digital images for the web	X	
BSBXTW301	Work in a team		X
ICTWEB304	Build simple web pages		X

EXAM (Optional)
Week: 8-9
Term: 3
Date: 9/09/24

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward ICT30120 Certificate III in Information Technology.

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

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





Education

Primary Industries

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

Qualification: AHC20122 Certificate II in Agriculture Release 1

Cohort 2024 - 2025

Training Package AHC Agriculture, Horticulture and Conservation and Land Management Release 9.0

School Name: Plumpton High School

Blended Assessment Schedule Year 11 - 2024

Assessment Tasks for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 WHS	Task 2 Communicate and Work Effectively	Task 3 Operate Tractors	Task 4 Biosecurity	Task 5 Handle and Observe Livestock	Task 18 Soil	Task 16 Recognise plants	EXAM (Optional)
			Week 7	Week 1	Week 9	Week 1	Week 1	Week 6	Week 2	Week 8-9
			Term 1	Term 2	Term 2	Term 3	Term 4	Term 4	Term 1	Term 3
Code	Unit of Competency	HSC Examinable Unit								
AHCWHS202	Participate in workplace health and safety processes	√	X							
AHCWRK212	Work effectively in industry	√		X						
AHCWRK213	Participate in workplace communications			X						
AHCMOM202	Operate tractors				X					
AHCMOM304	Operate machinery and equipment				X					
AHC BIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity					X				
AHCLSK205	Handle livestock using basic techniques						X			
AHCLSK204	Carry out regular livestock observation						X			
AHCSOL203	Assist with soil or growing media sampling and testing							X		
AHCPCM204	Recognise Plants								X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward AHC20122 Certificate II in Agriculture.

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

**School Name:**

**Student Competency Assessment Schedule 2024**

**Course: Retail Services - Preliminary**

Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Yearly Exam (Optional)
		Safety	Customer Service: You in Retail	Are You Being Served?	
Assessment Due:		Week: 8 Term: 1	Week: 8 Term: 2	Week: 10 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SIRXWHS002	Contribute to workplace health and safety	X			
SIRXCEG001	Engage the customer		X		
SIRXCOM002	Work effectively in a team		X		
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Retail SIR30216** or a **Statement of Attainment towards a Certificate III in Retail SIR30216**.

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

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

## PRELIMINARY ASSESSMENT TIMELINE TERM 1 2024

<b>TERM 1 2024</b>		
<b>Week 1</b>		
<b>Week 2</b>		Primary Industries Task 16
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		Music 1 Task 1 Physics Task 1 Primary Industries Task 1 Work Studies Task 1
<b>Week 8</b>		Ancient History Task 1 Exploring Early Childhood Task 1 Retail Services Cluster A SLR Task 1 Society & Culture Task 1 Visual Design Task 1
<b>Week 9</b>		Aboriginal Studies Task 1 Biology Task 1 Drama Task 1 Earth and Environmental Science Task 1 English Advanced Task 1 English Standard Task 1 English Studies Task 1 Investigating Science Task 1 IT Automotive Task 1 IT Graphics Task 1 IT Timber Task 1 Legal Studies Task 1 Mathematics Advanced Task 1 Mathematics Standard Task 1 Numeracy Task 1
<b>Week 10</b>		Business Studies Task 1 CAFS Task 1 Construction Task 1 Dance Task 1 English Extension 1 Task 1 Modern History Task 1 Software Engineering Task 1 Visual Arts Task 1
<b>Week 11</b>		Entertainment Industry Task 1 PDHPE Task 1

## PRELIMINARY ASSESSMENT TIMELINE TERM 2 2024

<b>TERM 2 2024</b>		
<b>Week 1</b>		Chemistry Task 1 Information and Digital Technology Task 1 Mathematics Extension 1 Task 1 Primary Industries Task 2
<b>Week 2</b>		Agriculture Task 1 Engineering Studies Task 1
<b>Week 3</b>		Work Studies Task 2
<b>Week 4</b>		
<b>Week 5</b>		Construction Task 2 Entertainment Industry Task 3
<b>Week 6</b>		Ancient History Task 2 Music 1 Task 2 Visual Design Task 2
<b>Week 7</b>		Society & Culture Task 2
<b>Week 8</b>		Dance Task 2 Retail Services Cluster B SLR Task 2
<b>Week 9</b>		Biology Task 2 CAFS Task 2 English Advanced Task 2 English Standard Task 2 English Studies Task 2 Exploring Early Childhood Task 2 Hospitality Task 1 Investigating Science Task 2 Mathematics Advanced Task 2 Mathematics Standard Task 2 Modern History Task 2 Numeracy Task 2 Primary Industries Task 3
<b>Week 10</b>		Drama Task 2 Information and Digital Technology Task 2 Legal Studies Task 2 Mathematics Extension 1 Task 2 PDHPE Task 2 Visual Arts Task 2

## PRELIMINARY ASSESSMENT TIMELINE TERM 3 2024

<b>TERM 3 2024</b>		
<b>Week 1</b>		Aboriginal Studies Task 2 Chemistry Task 2 Earth and Environmental Science Task 2 Primary Industries Task 4
<b>Week 2</b>		Software Engineering Task 2
<b>Week 3</b>		English Extension 1 Task 2 Physics Task 2
<b>Week 4</b>		Agriculture Task 2 Business Studies Task 2 SLR Task 3
<b>Week 5</b>		Engineering Studies Task 2 IT Automotive Task 2 IT Graphics Task 2 IT Timber Task 2 Numeracy Task 3
<b>Week 6</b>		Assessment Free Period Construction Task 3
<b>Week 7</b>		Assessment Free Period
<b>Week 8</b>		<b>Yearly Examinations</b>
<b>Week 9</b>		<b>Yearly Examinations</b> English Studies Task 3 (No exam)
<b>Week 10</b>		Entertainment Industry Task 4 Exploring Early Childhood Task 3 Hospitality Task 2 Retail Services Cluster C Visual Arts Task 3A

Entertainment Industry Task 2– Week 10 Term 4  
 Primary Industries Task 5 – Week 1 Term 4  
 Primary Industries Task 18 – Week 6 Term 4