

Wollongong



high

SCHOOL OF THE PERFORMING ARTS

2022

YEAR 11 ASSESSMENT BOOKLET

Contents

| | |
|----------------------------------------------------------------------------------|-----------|
| Higher School Certificate Course Information and Policy | 3 |
| Assessment Task Notification Form | 6 |
| Assessment Task Cover Sheet | 7 |
| Assessment Misadventure Form | 8 |
| Assessment Appeal Application | 10 |
| Course Assessment Schedule 2022 | 11 |
| Aboriginal Studies - Year 11 (Preliminary) | 12 |
| Ancient History - Year 11 (Preliminary)..... | 13 |
| Biology - Year 11 (Preliminary) | 14 |
| Business Studies - Year 11 (Preliminary)..... | 15 |
| Chemistry - Year 11 (Preliminary) | 16 |
| Community and Family Studies - Year 11 (Preliminary)..... | 17 |
| Dance - Year 11 (Preliminary) | 18 |
| Drama - Year 11 (Preliminary) | 19 |
| Earth and Environmental - Year 11 (Preliminary) | 20 |
| Economics - Year 11 (Preliminary) | 21 |
| English (Advanced) - Year 11 | 22 |
| English (EAL/D) - Year 11 | 23 |
| English (Extension) - Year 11..... | 24 |
| English (Standard) - Year 11 (Preliminary)..... | 25 |
| English Studies - Year 11 (Preliminary) | 26 |
| Food Technology - Year 11 (Preliminary) | 27 |
| Industrial Technology Timber- Year 11 (Preliminary)..... | 28 |
| Industry Based Learning (SBAT) - Year 11 (Preliminary) | 29 |
| Information Processes and Technology - Year 11 (Preliminary) | 30 |
| Investigating Science - Year 11 (Preliminary)..... | 31 |
| Legal Studies - Year 11 (Preliminary)..... | 32 |
| Marine Studies - Year 11 (Preliminary) | 33 |
| Mathematics Standard - Year 11 (Preliminary) | 34 |
| Mathematics Advanced - Year 11 (Preliminary)..... | 35 |
| Mathematics Extension 1 - Year 11 (Preliminary)..... | 36 |
| Modern History - Year 11 (Preliminary) | 37 |
| Music 1 - Year 11 (Preliminary) | 38 |
| Music 2 - Year 11 (Preliminary) | 39 |
| Numeracy - Year 11 (Preliminary)..... | 40 |
| Personal Development, Health and Physical Education - Year 11 (Preliminary)..... | 41 |
| Physics - Year 11 (Preliminary) | 42 |
| Society and Culture - Year 11 (Preliminary) | 43 |
| Sport, Lifestyle and Recreation - Year 11 (Preliminary) | 44 |
| Textiles and Design - Year 11 (Preliminary)..... | 45 |
| Visual Arts - Year 11 (Preliminary) | 46 |
| Work Studies - Year 11 (Preliminary) | 47 |
| VET Course Assessment Schedule 2022 – 2023 | 48 |
| HSC Assessment Advice for VET Courses | 49 |
| Construction | 50 |
| Entertainment Industry | 51 |
| Entertainment Industry Specialisation Study | 52 |
| Hospitality | 53 |

Higher School Certificate Course Information and Policy

Information and School Policy on the Higher School Certificate (HSC) Course Assessment and the responsibilities of the teacher, student and school are set out below.

What is the role of assessment?

An important role of assessment is to assist student learning. This is achieved in two ways:

- students know in advance which course outcomes are to be assessed
- following each assessment task, teachers provide meaningful feedback to students. This feedback clearly indicates the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do next in order to improve their level of performance.

When will internal assessment occur?

For each of your subjects (except TAFE Courses) an Assessment Schedule is provided with this document. It tells you what form the task will take, which course outcomes will be assessed, in which week of the term it occurs and it's weighting towards your final school assessment mark.

**Please note that occasionally assessment schedules and outcomes to be assessed may be subject to change and students will be reissued the adjusted specific course assessment schedule/s.*

Assessment in VET Courses

Assessment in VET courses is:

- Competency based assessment for the Australian Qualifications Framework (AQF) Qualification. This assessment may be in the form of tasks or ongoing observation.

It is mandatory that all students studying VET courses complete the **mandatory work-placement**. Failure to satisfactorily complete work-placement will result in an 'N' Determination for the course.

What are the responsibilities of the Course Teacher?

It is the responsibility of the teacher to:

- Teach the approved NSW Education Standards Authority, (NESA) course.
- Notify the students in writing of the course assessment requirements.
- Provide students with reasonable notification prior to **each** task (generally two weeks), including exams (**refer to sample notification sheet on page 6**). This notification will include:
 - date the task is due
 - a description of the task
 - weighting of the task
 - outcomes being assessed
 - method of task submission
 - criteria on which the task will be marked
- Notify students and their parents in writing ('N' warning letter) if a student fails to meet course and/or assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
- Ensure that assessment tasks are returned within a reasonable timeframe to the student with a mark or grade and explicit feedback to assist improvement in student's performance.

What are the responsibilities of each student?

- ❑ To satisfactorily complete each course in which he or she is enrolled. Satisfactory completion will be demonstrated by:
 1. following the course that has been developed or endorsed by NESAs,
 2. applying diligence and sustained effort to the set tasks and experiences provided during each course and,
 3. achieving some or all of the course outcomes.

Failure to follow any of the above requirements may result in an 'N' determination, which will place the award of the HSC in jeopardy. Students will be warned in writing. Absence from class may mean that a student is not applying his/herself with diligence and sustained effort and can therefore lead to an 'N' determination.

- ❑ Make a serious attempt at all tasks in the Assessment Program for each course.
- ❑ Submit work that is totally the work of the student completing the task. A student who is found **guilty of malpractice** (including using a mobile phone to access information during an 'in class' assessment task) will be given a zero mark for the task and an 'N' warning will be issued.

Submission of 'Out of Class' Tasks

- ❑ Submission of the task due date and time is as per Assessment Task Notification or **before the end of the school day if no time was advised.**
- ❑ Submission of the task will be in the format specified on the Assessment Task Notification Sheet and may require an **Assessment Task Cover Sheet** attached (refer to cover sheet on page 7).
- ❑ If a student is unable to submit an assessment task by the due date, because of illness or misadventure, the student must complete and present to the teacher an "Illness/Misadventure Application" form **on the first day the student returns to school** (refer to sample form on page 8)

Completion of 'In class' Tasks

- ❑ As per the school's attendance procedure, students are expected to attend all lessons on the day an 'in class' task is to be completed.
- ❑ If a student is unable to attend school on the day of an in-class assessment because of illness or misadventure, the student must complete and present to the teacher an "Illness/Misadventure Application" form **on the first day the student returns to school** (refer to sample form on page 8)

General Information

- ❑ **Where an absence is known in advance**, the student must approach the teacher **before** the due date of the task (at least a week prior to the task) and negotiate an alternative date or task. This includes examinations. Where approval is granted, the student may be required to attempt an alternative task or may be assessed on the basis of other evidence. Where leave of absence is denied, absence or non-completion of the task will result in a zero mark.
- ❑ **Where a student is absent on the day of the task (or the day a task is due)** he/she must present to the class teacher a Doctor's Certificate (or certificate from a registered health practitioner) in the case of illness, or a satisfactory explanation in writing in the case of misadventure, **on the day they return to school.** This must be attached to the Illness/Misadventure form. Retrospective Doctor's Certificates will be considered on an individual basis and will not be accepted automatically.
- ❑ In cases where tasks may be assessed over several days (eg speeches, presentations and performances) and a student is absent, the student must be prepared to present their task on the day they return to school.

Illness / Misadventure

- Reasons for lodging an illness and misadventure form may include, but are not restricted to, unavoidable events such as:
 - Illness or injury
 - Death of a family member or friend
 - Traffic accident
 - Isolation due to weather/storm/flood/fire, etc

Reasons do not include:

- Family Holidays
 - Misinterpretation of date or nature of task
 - Technology malfunction
- Supporting documentation for illness and misadventure forms include the following:
 - Medical Certificate
 - Funeral/Death notice
 - Other supporting documentation as required.
 - The student must have relevant documentation explaining their inability to complete the task by the due date. **It is not the responsibility of the teacher to request the form.**
 - It is not to be assumed that an Illness/Misadventure Application will be granted by the class teacher or the school
 - If in the rare case a student has an event that is school sanctioned which clashes with an assessment task, they must immediately see the relevant subject Head Teacher and discuss the situation.

What happens if a student fails to fulfil his/her responsibilities?

A student who fails to fulfil his/her responsibilities as explained above may receive:

- **a zero mark for individual tasks**
- **an 'N' determination warning**

Appeals against assessment task results

If a student believes there is a mistake or inaccuracy with the mark/grade awarded for a task, he/she must appeal at the time that the task is returned. The appeal should be made verbally to the class teacher initially (and within 24 hours of receiving the mark), and then in writing to the Head Teacher if the outcome is still unsatisfactory. The form on page 10 is to be used for this process.

Assessment Task Notification Form



WOLLONGONG HIGH SCHOOL of the Performing Arts ASSESSMENT TASK NOTIFICATION

RELEVANT INFORMATION

| | |
|--------------|-----------------------|
| FACULTY: | COURSE: |
| TASK: | TASK No: |
| WEIGHTING: | METHOD OF SUBMISSION: |
| DATE ISSUED: | DATE DUE: |

OUTCOMES TO BE ASSESSED

| | |
|--|--|
| | |
|--|--|

TASK DESCRIPTION

| |
|--|
| |
|--|

ASSESSMENT CRITERIA

| |
|--|
| |
|--|



Assessment Task Cover Sheet

| | |
|------------------------------|-----------------------|
| Student Name: | Roll Class: |
| Assessment Task Title | Date submitted |
| Course | Teacher |

Academic Integrity Statement

I _____ declare that this work is my own and
(Your name in block letters)

that any quotes, information or works have been properly acknowledged and cited in the bibliography.

Student signature: _____ Date: _____

WARNING

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

✂.....✂.....✂.....✂.....✂.....✂.....✂

Assessment Receipt (Student Copy)

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Teacher: _____ Due Date: _____

The task was submitted to _____ at _____ on _____
(Teacher) (time) (date)

Student signature _____ Teacher signature _____

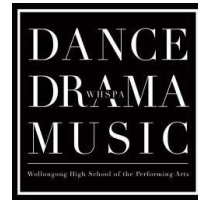
- You need to complete and attach this cover sheet to every assessment task that you submit
- Keep the assessment receipt in a safe place as it is your record of submission. Eg staple to your diary page

Assessment Misadventure Form



WOLLONGONG HIGH SCHOOL Of The Performing Arts

Lysaght Street, Fairy Meadow • PO Box 222, Fairy Meadow NSW 2519
Phone: 02 4229 6844 or 02 4229 6434 Fax: 02 4226 4128
Internet: www.wollongong-h.schools.nsw.edu.au
e-mail: wollongong-h.school@det.nsw.edu.au



Year 12 Assessment Misadventure Form

Application for Special Consideration for an Accident/misadventure/illness/special circumstances

If illness, accident, misadventure or special circumstances prevent you from completing an Assessment Task on or before the due date:

- The school must be advised immediately the situation is known, before the due date if possible and,
- On the day of returning to the school this form must be completed and handed to the Head Teacher of the particular course.

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Part A: To be completed by the STUDENT and handed to the class teacher. | |
| Student Name: | Course: |
| Class Teacher: | Date Due: |
| Nature of Assessment Task (Eg: Essay) | |
| Reason for Application: Please circle ILLNESS/APPROVED LEAVE/OTHER SCHOOL COMMITMENT /MISADVENTURE/OTHER | |
| Explanation: | |
| | |
| | |
| | |
| Attach supporting documents (Eg: Medical Certificate) including letter from a Parent/Caregiver | |
| Student Signature: | Date: |
| Part B: To be completed by the CLASS TEACHER before the application is submitted. | |
| Recommendation by Class Teacher/Head Teacher | |
| Teachers are requested to write a recommendation concerning this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss this application directly with the Deputy Principal or Principal. | |
| | |
| | |
| Signature: | Date: |

Part C: To be completed by the HEAD TEACHER.

Recommendation:

Signature:

Date:

NB: If there is agreement with the staff member's recommendation there may not be a need for you to attend a meeting with the Deputy Principal.

Part D: Decision at Senior Executive level (please tick or cross).

- | | |
|------------------------------------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Estimate based on all other Assessment Tasks | <input type="checkbox"/> Consideration to be given |
| <input type="checkbox"/> Extension of time granted until _____ | <input type="checkbox"/> No consideration to be given |
| <input type="checkbox"/> Estimate based on substitute Task being set and completed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Show as non-attempt: "U" Award Warning to be issued | |

Signature of Deputy Principal/Principal: _____

Date: _____

Part E:

- | | |
|----------------------------------|-------------|
| 1. Faculty informed of decision. | Date: _____ |
| 2. Student informed of decision. | Date: _____ |
| 3. Entered on data base. | Date: _____ |

Assessment Appeal Application

| ASSESSMENT APPEAL APPLICATION To Head Teacher | |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| Student Name: | Course: |
| Mark Awarded: | Task: |
| Class Teacher: | Date of Application: |
| | Has the matter be discussed with class teacher? Yes No |
| Reason for appeal: | |
| Outcome of appeal: | |
| Signature of Head Teacher: | |
| Student notified: Yes No | Date: |

Wollongong High School of the Performing Arts

Course Assessment Schedule 2022

Note:

Assessment task dates are **APPROXIMATE** and may be subject to change

Wollongong High School of the Performing Arts
Aboriginal Studies - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------|--------------------|
| Type of task | ICT Task Heritage and Identity | Comparative Study International Indigenous Communities | Local Community Case Study Research and Inquiry Methods | |
| Due Date | Term 1, Week 10 | Term 2, Week 6 | Term 3, Week 7 | |
| Outcomes assessed | Outcomes assessed P1.2, P1.3, P2.1, P3.1 | Outcomes assessed P2.2, P3.2, P3.3, P4.1, P4.3 | Outcomes assessed P4.1, P4.2 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Investigation analysis, synthesis, and valuation of information from a variety of perspectives | 5 | 5 | 5 | 15 |
| Research and inquiry methods, including aspects of a local case study | | 10 | 10 | 20 |
| Communication of information, ideas and issues in appropriate forms | 10 | 10 | 5 | 25 |
| Total % | 25 | 35 | 40 | 100 |

Wollongong High School of the Performing Arts
Ancient History - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------|
| Type of task | Source Analysis Presentation Investigating Ancient History | Essay Historical Investigation | Examination | |
| Due Date | Term 1, Week 8 | Term 2, Week 7 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed AH11-6, AH11-7, AH11-9, AH11-10 | Outcomes assessed AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9 | Outcomes assessed AH11-1, AH11-2, AH11-6, AH11-7, AH11-9 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 20 | | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 10 | 5 | 20 |
| Historical inquiry and research | 10 | 10 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 40 | 30 | 30 | 100 |

Wollongong High School of the Performing Arts
Biology - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------|
| Type of task | Practical Task: Enzyme Activity | Depth Study: Mangrove Ecosystem Field Study | Examination | |
| Due Date | Term 1, Week 9 | Term 2, Week 10 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed BIO11-2, BIO11-3, BIO11-5, BIO11-6, BIO11-8 | Outcomes assessed BIO11-1, BIO11-5, BIO11-7, BIO11-11 | Outcomes assessed BIO11-4, BIO11-5, BIO11-8 BIO11-9, BIO11-10, BIO11-11 | |
| Course Components | | | | Weighting % |
| Skills in Working Scientifically | 20 | 20 | 20 | 60 |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Business Studies - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------|
| Type of task | Case Study Nature of Business | Mid Course Examination Nature of Business, Business Management | Small Business Plan Marketing Pitch Business Planning | |
| Due Date | Term 1, Week 11 | Term 2, Week 10 | Term 3, Weeks 7 | |
| Outcomes assessed | Outcomes assessed P1, P2, P7, P8, P9 | Outcomes assessed P1, P2, P4, P5, P6, P8, P9, P10 | Outcomes assessed P3, P4, P7, P8, P10 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 5 | 20 | 15 | 40 |
| Stimulus-based skills | | 10 | 10 | 20 |
| Inquiry and research | 10 | | 10 | 20 |
| Communication of business information, ideas and issues in appropriate forms | 10 | 10 | | 20 |
| Total % | 25 | 40 | 35 | 100 |

Wollongong High School of the Performing Arts
Chemistry - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------|
| Type of task | Modelling Task: Atomic Structure and Bonding | Depth Study: Stoichiometry | Examination | |
| Due Date | Term 1, Week 11 | Term 2, Week 5 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed CH11-6, CH11-7, CH11-8, CH11-9 | Outcomes assessed CH11-1, CH11-2, CH11-3, CH11-7, CH11-9 | Outcomes assessed CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11 | |
| Course Components | | | | Weighting % |
| Skills in Working Scientifically | 15 | 25 | 20 | 60 |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Total % | 25 | 35 | 40 | 100 |

Wollongong High School of the Performing Arts
Community and Family Studies - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------|
| Type of task | Individuals and Groups | Families and Communities | Examination | |
| Due Date | Term 2, Week 1 | Term 3, Week 1 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P1.2, P4.1, P4.2, P5.1, P6.1 | Outcomes assessed P2.1, P2.3, P3.2, P4.1, P4.2, P6.2 | Outcomes assessed P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.2, P5.1, P6.1, P6.2 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Skills in critical thinking, research methodology, analysing and communicating | 20 | 20 | 20 | 60 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Dance - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------|
| Type of task | Major Study | Composition | Appreciation Performance | |
| Due Date | Term 1, Week 9 | Term 2, Week 9 | Term 3, Weeks 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P1.1, P1.2, P1.3 P2.2, P2.3, P2.4, P2.5 P3.4, P,3.6, P4.3 | Outcomes assessed P1.1, P1.2, P1.3, P1.4 P3.1, P3.2, P3.4, P3.5 | Outcomes assessed P1.1, P1.2, P1.3 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P4.1, P4.2, P4.3, P4.4, P4.5 | |
| Course Components | | | | Weighting % |
| Performance | 30 | | 10 | 40 |
| Composition | 10 | 20 | | 30 |
| Appreciation | | | 30 | 30 |
| Total % | 40 | 20 | 40 | 100 |

**Wollongong High School of the Performing Arts
Drama - Year 11 (Preliminary)**

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Type of task | Improvisation, Playbuilding & Acting Presentation of improvised group performance including logbook research and essay | Elements of Production in Performance Performance development with accompanying written analysis of design project | Theatrical Traditions and Performance Styles Individual Performance presentation demonstrating exploration of role and character. Extended essay based on workshop activities. | |
| Due Date | Term 1, Week 10 | Term 2, Week 8 | Term 3, Weeks 8 | |
| Outcomes assessed | Outcomes assessed P1.1, P1.2, P1.3 P1.4, P1.5, P1.6, P1.7 P2.1, P2.2, P2.3, P2.4, P2.5, P3.1, P3.2 | Outcomes assessed P1.3, P1.4, P1.5, P1.6, P1.7, P2.4, P2.5, P2.6, P3.1, P3.2 | Outcomes assessed P1.1, P1.2, P1.3 P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.3, P3.4 | |
| Course Components | | | | Weighting % |
| Making | 10 | 20 | 10 | 40 |
| Performing | 10 | 10 | 10 | 30 |
| Critically Studying | 10 | 10 | 10 | 30 |
| Total % | 30 | 40 | 30 | 100 |

Wollongong High School of the Performing Arts
Earth and Environmental - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------|
| Type of task | Practical Task: Earth's resources | Depth Study: Introduced Species | Examination | |
| Due Date | Term 1 Week 9 | Term 2, Week 6 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed EES11-2, EES11-3, EES12-4, EES11-5, EES11-8 | Outcomes assessed EES11-1, EES11-3, EES11-5, EES11-7, EES-11 | Outcomes assessed EES11-4, EES11-5, EES11-8, EES11-9, EES11-10, EES11-11 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding | 10 | 5 | 25 | 40 |
| Skills in Working Scientifically | 20 | 25 | 15 | 60 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Economics - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------|-----------------------------------------------------|--------------------|
| Type of task | Group Presentation Consumers and Business | Research Task Labour Markets | Examination | |
| Due Date | Term 1 Week 7 | Term 2, Week 8 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P1, P2, P7, P10, P12 | Outcomes assessed P8, P9, P10, P11 | Outcomes assessed P3, P4, P5, P6, P7, P11 | |
| Course Components | | | | Weighting % |
| Knowledge | 10 | 10 | 20 | 40 |
| Stimulus-based skills | | 10 | 10 | 20 |
| Inquiry and research | 10 | 10 | | 20 |
| Communication of economic information, ideas and issues in appropriate forms | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
English (Advanced) - Year 11

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------|
| Type of task | Extended Response Common Module: Reading to Write | Group Task: Multi-Modal Module A: Narratives that Shape our World | Examination Module B: Critical Study of Literature + Unseen and Creative | |
| Due Date | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed EA11-1, EA11-3, EA11-4, EA11-5 EA- 7, EA11-9 | Outcomes assessed EA11-1, EA11-2, EA 11-6, EA11-7, EA11-8 | Outcomes assessed EA11-1, EA11-3, EA11-4 EA 11-6, EA11-8, EA 11-9 | |
| Course Components | | | | Weighting % |
| Skills | 15 | 15 | 20 | 50 |
| Knowledge & Understanding | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
English (EAL/D) - Year 11

| Task number | Task 1 | Task 2 | Task 3 | |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------|--------------------|
| Type of task | Writing task Language, Texts and Context | Multimodal presentation Close Study of Text | Examination | |
| Due Date | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed EAL11-3, EAL11-5, EAL11-6, EAL11-9 | Outcomes assessed EAL11-2, EAL11-4, EAL11-7 | Outcomes assessed EAL11-1A, EAL11-1B, EAL11-6, EAL11-8 | |
| Course Components | | | | Weighting % |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Wollongong High School of the Performing Arts
English (Extension) - Year 11

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|--------------------|
| Type of task | Extended Response | Research and Multimodal Presentation | Examination | |
| Due Date | Term 2, Week 4 | Term 3, Week 3 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed E11-2, E11-3, E11-6 | Outcomes assessed E11-1, E11-3, E11-4 | Outcomes assessed E11-1, E11-3, E11-5 | |
| Course Components | | | | Weighting % |
| Knowledge and Understanding of texts and why they are valued | 10 | 20 | 20 | 50 |
| Skills in complex analysis composition and investigation | 15 | 20 | 15 | 50 |
| Total % | 25 | 40 | 35 | 100 |

Wollongong High School of the Performing Arts
English (Standard) - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------|
| Type of task | Written Composition and Reflection Common Module: Reading to Write | Multimodal Presentation Module A: Contemporary Possibilities | Examination Module B: Close Study of Literature + Unseen Texts | |
| Due Date | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed 11-1, 11-3, 11-4, 11-6, 11-9 | Outcomes assessed 11-2, 11-5, 11-7, 11-9 | Outcomes assessed 11-1, 11-3, 11-6, 11-8 | |
| Course Components | | | | Weighting % |
| Skills | 15 | 20 | 15 | 50 |
| Knowledge & Understanding | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
English Studies - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|-----------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------|
| Type of task | Written response Elective Module: Playing the Game | Multimodal presentation Mandatory Module: Achieving through English | Collection of classwork All modules or optional Yearly exam | |
| Due Date | Term 1, Week 10 | Term 2, Week 8 | Term 3, Week 8 | |
| Outcomes assessed | Outcomes assessed ES11-1, ES11-5, ES11-9 | Outcomes assessed ES11-2, ES11-3, ES11-4, ES11-6 | Outcomes assessed ES11-3, ES11-5, ES11-7, ES11-8, ES 11-10 | |
| Course Components | | | | Weighting % |
| Skills | 15 | 20 | 15 | 50 |
| Knowledge and Understanding | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Wollongong High School of the Performing Arts
Food Technology - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|--------------------|
| Type of task | Food Availability and Selection Task | Nutrition task and practical experimentation | Examination | |
| Due Date | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P1.1, P1.2, P4.1, P4.2 | Outcomes assessed P2.1, P3.1, P3.2, P4.3, P4.4, P5.1 | Outcomes assessed P1.1, P1.2, P2.2, P3.1, P4.4, P5.1 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | | 30 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 10 | 20 | | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10 | 20 | | 30 |
| Total % | 30 | 40 | 30 | 100 |

Wollongong High School of the Performing Arts
Industrial Technology Timber- Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------|
| Type of task | Planning & Communication | Group Project | Examination | |
| Due Date | Term 2, Week 1 | Term 3, Week 1 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P3.1, P3.3, P5.1, P5.2 | Outcomes assessed P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P6.1 | Outcomes assessed P1.1 P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2, P6.2, P7.1, P7.2 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 15 | 15 | 40 |
| Knowledge and skills in the management, communication and production of projects | 30 | 15 | 15 | 60 |
| Total % | 40 | 30 | 30 | 100 |

Wollongong High School of the Performing Arts
Industry Based Learning (SBAT) - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------|
| Type of task | Interview and Report Interview with SBAT Coordinator and Submission of Industry-based Learning Log and Journal | Interview and Report Interview with SBAT Coordinator and Submission of Industry-based Learning Log and Journal | Interview and Report Interview with SBAT Coordinator and Submission of Industry-based Learning Log and Journal | |
| Due Date | Term 1, Week 7 | Term 2, Week 6 | Term 3, Weeks 7 | |
| Outcomes assessed | Outcomes assessed 1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1-5.3 | Outcomes assessed 1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1-5.3 | Outcomes assessed 1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1-5.3 | |
| Course Components | | | | Weighting % |
| Skills in Work | 20 | 20 | 20 | 60 |
| Knowledge & Understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Information Processes and Technology - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------|
| Type of task | Individual Project | Group Project and Journal | Examination | |
| Due Date | Term 1, Week 9 | Term 3, Week 6 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P2.1 P2.2 P5.1 P6.1 P6.2 | Outcomes assessed P2.2, P5.1, P6.1 P6.2, P7.1 P7.2 | Outcomes assessed P1.1 P1.2, P2.1 P2.2, P3.1, P4.1 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 20 | 15 | 25 | 60 |
| Skills and knowledge in the design, manufacture and management of information systems | 20 | 15 | 5 | 40 |
| Total % | 40 | 30 | 30 | 100 |

Wollongong High School of the Performing Arts
Investigating Science - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------|
| Type of task | Depth Study: (Modules 1 and 2) | Practical Investigation: (Modules 2 and 3) | Examination | |
| Due Date | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-7, INS11-8, INS11-9 | Outcomes assessed INS11-1, INS11-2, INS11-6, INS11-8, INS11-9, INS11-10, INS11-11 | Outcomes assessed INS11-4, INS11-5, INS11-6, INS11-7, INS11-8, INS11-9, INS11-10, INS11-11 | |
| Course Components | | | | Weighting % |
| Skills in Working Scientifically | 30 | 20 | 10 | 60 |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Total % | 40 | 30 | 30 | 100 |

Wollongong High School of the Performing Arts
Legal Studies - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|--------------------|
| Type of task | Report The Individual and the Law | Research and Presentation Law in Practice | Examination | |
| Due Date | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P1, P2, P3, P4, P7, P8, P9, P10 | Outcomes assessed P1, P2, P4, P6, P7, P8, P10 | Outcomes assessed P1, P2, P3, P4, P5, P6, P10 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Analysis and evaluation | 5 | 5 | 10 | 20 |
| Inquiry and research | 5 | 15 | | 20 |
| Communication of legal information, issues and ideas in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 25 | 35 | 40 | 100 |

Wollongong High School of the Performing Arts
Marine Studies - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|-----------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------|--------------------|
| Type of task | Practical Investigation: Option: Anatomy and Physiology of Marine Organisms | Case Study GBR: Option: Coral Reef Ecology | Examination | |
| Due Date | Term 1, Week 10 | Term 2, Week 8 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.2, 5.1, 5.3 | Outcomes assessed 1.1, 1.3, 2.1, 2.3, 3.1, 5.4 | Outcomes assessed All | |
| Course Components | | | | Weighting % |
| Knowledge and understanding | 10 | 20 | 20 | 50 |
| Skills Content | 20 | 10 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Mathematics Standard - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|-------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------|--------------------|
| Type of task | In Class Assessment Task Formulae and Equations, Measurement | Investigation Task Working with Financial Mathematics | Examination All Topics | |
| Due Date | Term 1 Week 8 | Term 2 Week 8 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed MS11-1, MS11-3, MS11-4, MS11-6, MS11-10 | Outcomes assessed MS11-5, MS11-6, MS11-9, MS11-10 | Outcomes assessed MS11-1 to MS 11-8 and MS11-10 | |
| Course Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 20 | 10 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Mathematics Advanced - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|-------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------|--------------------|
| Type of task | In Class Assessment Task Functions, Algebraic Techniques, Graphs | Investigation Task Trigonometric Functions | Examination All Topics | |
| Due Date | Term 1 Week 8 | Term 2 Week 7 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed MA11-1, MA11-2, MA11-9 | Outcomes assessed MA11-1, MA11-3, MA11-4, MA11-8, MA11-9 | Outcomes assessed MA11-1 to MA11-7 and MA11-9 | |
| Course Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 20 | 10 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Mathematics Extension 1 - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------|--------------------|
| Type of task | Open Book - In Class Task Polynomials, Further Work with Functions | Investigation Task Trigonometric Functions | Examination All Topics | |
| Due Date | Term 1 Week 10 | Term 2 Week 8 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed ME11-1, ME11-2, ME11-7 | Outcomes assessed ME11-1, ME11-3, ME11-6, ME11-7 | Outcomes assessed ME11-1 to ME11-5 and ME11-7 | |
| Course Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 20 | 10 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Modern History - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------|--------------------|
| Type of task | Historical Individual Analysis Museum Exhibit and Presentation | Historical Investigation Essay | Examination | |
| Due Date | Term 2, Week 1 | Term 2, Week 10 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed MH11-2, MH1-3, MH11-4, MH11-5, MH11-9 | Outcomes assessed M11-3, MH11-6, MH11-7, MH11-8, MH11-9 | Outcomes assessed MH11-1, MH11-6, MH11-9, MH11-10 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of content | 15 | 5 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | | 10 | 10 | 20 |
| Historical inquiry and research | 10 | 10 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Music 1 - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Type of task | Viva Voce and student devised Aural Analysis Presentation and written summary of viva voce, with students devised aural question and response | Composition Portfolio and Aural Analysis Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic | Performance and Viva Voce Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic. | |
| Due Date | Term 1, Week 8 | Term 2, Week 7 | Term 3, Week 8 | |
| Outcomes assessed | Outcomes assessed P2, P4, P5, P6, P8 | Outcomes assessed P3, P4, P6, P7, P8 | Outcomes assessed P1, P2, P5, P6, P8 | |
| Course Components | | | | Weighting % |
| Performance | | | 25 | 25 |
| Composition | | 25 | | 25 |
| Musicology | 15 | | 10 | 25 |
| Aural | 10 | 15 | | 25 |
| Total % | 25 | 40 | 35 | 100 |

Wollongong High School of the Performing Arts
Music 2 - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------|
| Type of task | Portfolio Development of composition portfolio including background research, critical analysis of works and development of ideas and drafts | Performance Solo or ensemble performance representing the Mandatory Topic and Additional Topic | Examination. Musicology and Aural. | |
| Due Date | Term 2, Week 9 | Term 3, Week 5 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P2, P3, P4, P5, P7, P8, P9, P11, P12 | Outcomes assessed P1, P8, P10, P11, P12 | Outcomes assessed P2, P5, P6, P7, P8, P9, P11, P12 | |
| Course Components | | | | Weighting % |
| Performance | | 25 | | 25 |
| Composition | 25 | | | 25 |
| Musicology | 10 | | 15 | 25 |
| Aural | | | 25 | 25 |
| Total % | 35 | 25 | 40 | 100 |

Wollongong High School of the Performing Arts
Numeracy - Year 11 (Preliminary)

| Task Number | Task 1 | Task 2 | Task 3 | |
|----------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------|
| Type of task | In-Class Assessment Task Whole numbers, data and measurement | In-Class Assessment Task Probability and rational numbers | In-Class Assessment All Topics | |
| Due Date | Term 1 Week 9 | Term 2 Week 9 | Term 3, Week 8 | |
| Outcomes assessed | Outcomes assessed N61.1, N61.2, N6-1.3, N6-2.1, NS-2.2, N6-2.3, N6-3.1, N6-3.2 | Outcomes assessed N61.1, N61.2, N6-1.3, N6-2.2, N6-2.3, N6-3.1, N6-3.2 | Outcomes assessed N61.1, N61.2, N6-1.3, N6-2.1, NS-2.2, N6-2.3, N6-3.1, N6-3.2 | |
| Course Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Personal Development, Health and Physical Education - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|-------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------|--------------------|
| Type of task | Core 1 Research Task on Individuals Health | Core 2 Body in Motion | Examination | |
| Due Date | Term 1, Week 8 | Term 2, Week 6 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P4, P5, P6, P15 | Outcomes assessed P7, P8, P9, P17 | Outcomes assessed P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Skills in critical thinking, research, analysis and communicating | 20 | 20 | 20 | 60 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Physics - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------|
| Type of task | Skills and Processes Task | Depth Study | Examination | |
| Due Date | Term 1, Week 8 | Term 2, Week 7 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed PH11.4, PH11.5, PH11.6, PH11.7, PH11.8 | Outcomes assessed PH11.1, PH11.2, PH11.3, PH11.7, PH11.9 | Outcomes assessed PH11.4, PH11.6, PH11.7, PH11.8, PH11.9, PH11.10, PH11.11 | |
| Course Components | | | | Weighting % |
| Skills in Working Scientifically | 20 | 20 | 20 | 60 |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Wollongong High School of the Performing Arts
Society and Culture - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|--------------------|
| Type of task | Report | Group Primary Research | Examination | |
| Due Date | Term 1, Week 5 | Term 2, Week 2 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P1, P2, P4, P7, P9, P10 | Outcomes assessed P1, P2, P6, P7, P8, P10 | Outcomes assessed P1, P2, P3, P5, P6, P10 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 10 | 25 | 50 |
| Application and evaluation of social and cultural research methodologies | 5 | 15 | 10 | 30 |
| Communication of information, ideas and issues in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 25 | 35 | 40 | 100 |

Wollongong High School of the Performing Arts
Sport, Lifestyle and Recreation - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|-----------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------|--------------------|
| Type of task | Sports Administration Research Task | Resistance Training Program | First Aid | |
| Due Date | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 5 | |
| Outcomes assessed | Outcomes assessed 1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5 | Outcomes assessed 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4 | Outcomes assessed 1.3, 2.5, 3.6, 4.2, 4.4, 4.5 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills | 20 | 20 | 10 | 50 |
| Total % | 35 | 35 | 30 | 100 |

Wollongong High School of the Performing Arts
Textiles and Design - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------|
| Type of task | Preliminary Textile Project 1 | Preliminary Textile Project 2 | Examination | |
| Due Date | Term 2, Week 4 | Term 3, Week 5 | Term 3, Week 9 and 10 (Examination Period) | |
| Outcomes assessed | Outcomes assessed P2.1, 2.2, 2.3, 3.1, 3.2, 4.1 | Outcomes assessed P1.1, 1.2, 2.1, 2.2, 2.3 | Outcomes assessed P 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1,5.1, 5.2, 6.1 | |
| Course Components | | | | Weighting % |
| Knowledge and understanding of course content | 5 | 15 | 30 | 50 |
| Skills and knowledge in the design, manufacture and management of a major textiles project | 25 | 25 | | 50 |
| Total % | 30 | 40 | 30 | 100 |

Wollongong High School of the Performing Arts
Visual Arts - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|-------------------------------|----------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------|--------------------|
| Type of task | Charcoal Self Portrait | Still Life Paintings | In-Class Essay | |
| Due Date | Term 2, Week 1 | Term 3, Week 1 | Term 3, Week 8 | |
| Outcomes assessed | Outcomes assessed P1, P2, P3, P4, P5, P6 | Outcomes assessed P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 | Outcomes assessed P6, P7, P8, P9, P10 | |
| Course Components | | | | Weighting % |
| Artmaking | 20 | 30 | | 50 |
| Art Criticism and Art History | 10 | 10 | 30 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Wollongong High School of the Performing Arts
Work Studies - Year 11 (Preliminary)

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------|--------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------|
| Type of task | Employment Application Modules 1 and 2 | Portfolio – Investigating a Range of Career Options Modules 5, 7 and 8 | Work Logbook Modules 3 and 10 Experiencing Work | |
| Due Date | Term 1, Week 9 | Term 2, Week 9 | Term 3, week 7 | |
| Outcomes assessed | Outcomes assessed 1, 2, 5, 7, | Outcomes assessed 1, 2, 3, 4, 5, 7, 8, 9 | Outcomes assessed 1, 2, 3, 4, 6, 7, 9 | |
| Course Components | | | | Weighting % |
| Skills in the Workplace | 10 | 15 | 45 | 70 |
| Knowledge & Understanding | 10 | 15 | 5 | 30 |
| Total % | 20 | 30 | 50 | 100 |

Wollongong High School of the Performing Arts

VET Course Assessment Schedule 2022 – 2023

Note:

Assessment task dates are **APPROXIMATE** and may be subject to change

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

Construction

Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

| Requirements for HSC purposes | Dates |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Work Placement (compulsory for the HSC) 70 hours in total | PREL–Weeks starting 010822 and 220822 HSC–Weeks starting 280322 and 040422 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Trial HSC 180722 - 290722 |

| Assessment Plan | | | Evidence Collection | | | HS C |
|------------------------------|--------------------------|------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------|-------------------------|
| Cluster | Unit of Competency codes | Title of Unit of Competency | Direct observation – real time, simulated environment | Product based method structured activities e.g. role plays, work samples, | Questioning – written or oral related to knowledge e.g. | NESA Status - Mandatory |
| Cluster 1 | CPCCWHS 1001 | Prepare to work safely in the construction industry (Imported) | X | X | X | Y |
| Cluster 2 | CPCCWHS 2001 | Apply WHS requirements, policies and procedures in the construction industry | X | X | X | Y |
| Cluster 3 | CPCCCM1 011 | Undertake basic estimation and costing | X | X | X | |
| | CPCCOM1 015 | Carry out measurements and calculations | | | | Y |
| Cluster 4 | CPCCPM10 13 | Plan and organise work | X | X | X | Y |
| | CPCCOM2 001 | Read and interpret plans and specifications | | | | Y |
| Cluster 5 | CPCCVE10 11 | Undertake a basic construction project | X | X | X | |
| | CPCCOM1 012 | Work effectively in the construction industry | | | | Y |
| Cluster 6 | CPCCCA20 02 | Use carpentry tools and equipment | X | X | X | |
| | CPCCCM2 005 | Use construction tools and equipment | | | | Y |
| | CPCCCA20 11 | Handle carpentry materials | | | | |
| Cluster 7 | CPCCCM2 006 | Apply basic levelling procedures | X | X | X | |
| Cluster 8 – Option 1 Joinery | CPCCJN20 01 | Assemble components | X | X | X | |
| | CPCCWP2 002 | Manufacture and assemble joinery components | | | | |

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

| TERM | Unit Code | Units Of Competency <i>*Subject to RTO changes</i> | AQF CORE/ ELECTIVE | HSC STATUS | HSC INDICATIVE Hrs. | Assessment Task Cluster and Methods of Assessment * | HSC requirements Exam estimate mark & weighting to total 100% |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------|---------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1 | PRELIMINARY UOCs | | | | | | 245 Indicative Hours over 2 years |
| | CPCCWHS1001 | Prepare to work safely in the construction industry | E | E | 10 | Cluster 1 – The White Card Direct observation Product based method Questioning | |
| Term 1 Term 2 | CUAWHS312 CUASOU331 | Apply work health and safety practice Undertake live audio operations | E E | M M | 15 25 | Cluster 2 – Safe and Sound Direct observation Product based method Questioning | 35 hrs Work placement |
| Term 2 Term 3 | CUALGT311 CUASTA212 | Operate basic lighting Assist with bump in and bump out of shows | E E | M E | 25 20 | Cluster 3 – Bump in the Light Direct observation Product based method Questioning | |
| Term 4 | HSC UOCs | | | | | | |
| | CUAIND311 | Work effectively in the creative arts industry | C | M | 20 | Cluster 4: - Working in the Industry Direct observation Product based method Questioning | |
| Term 4 Term 5 | SITXCCS006 CUASOU306 CUAVSS312 | Provide service to customers Operate sound reinforcement systems Operate vision systems | E E E | M E M | 20 20 25 | Cluster 5 – To Project and Serve Direct observation Product based method Questioning | Trial HSC Exam Please Note: All Core (C) units are HSC examinable The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. |
| Term 4 Term 5 Term 6 Term 7 | CUASTA311 CUASMT311 CUAIND314 | Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry | E E C | M E M | 20 20 25 | Cluster 6 – Show Time Direct observation Product based method Questioning | |
| NESEA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. Specialisation Units – studied in HSC year- bold – not examinable in HSC Exam | | | Total Hours 245 | | | Units of competency from the HSC focus areas will be included in the optional HSC examination. | |

| TERM | Unit Code | Units Of Competency <i>*Subject to RTO changes</i> | AQF CORE/ ELECTIVE | HSC STATUS | HSC INDICATIVE Hrs. | Assessment Task Cluster and Methods of Assessment * | HSC requirements Exam estimate mark & weighting to total 100% |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------|--------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Delivered and assessed at any time over the HSC course in line with the availability of a large-scale show. | 3 HSC UOCs | | | | | Cluster 7 – Specialisation Direct observation Product based method Questioning | Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course. <i>No additional work placement is required.</i> |
| | CUFLGT314 | Install and operate follow spots | E | E | 20 | | |
| | CUAPPR314 | Participate in collaborative creative projects | C | E | 20 | | |
| | BSBPEF301 | Organise personal work priorities and development | C | E | 20 | | |
| <i>NESA requires students to study a minimum of 60 hours to meet HSC requirements.</i> | | | Total Hours 60 | | <i>No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.</i> | | |
| Assessment Task Cluster and Methods of Assessment Direct observation – real time, simulated environment Product based method – structured activities e.g. role plays, work samples, presentation, reports Questioning – written or oral related to knowledge e.g. quizzes, interviews | | | | | | | |

Assessment Summary for SIT20316 Certificate II in Hospitality

| | |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | Term 3 29 th August 2022 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | End of Term 3 2022. |

| Assessment Plan | | | Evidence Collection | | | | HSC |
|-------------------------------------------------|------------------|-----------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------|
| Cluster | Competency codes | Title of competency | Direct observation – real time, simulated environment | Product based method – structured activities e.g. role plays, work samples, presentation, reports | Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks | Questioning – written or oral related to knowledge e.g. quizzes, interviews | NESA Status Mandatory |
| Cluster 1 – Working Together | BSBWOR203 | Work effectively with others | | X | | X | Y |
| | BSBCMM201 | Communicate in the Workplace | | X | | X | - |
| Cluster 2 – Safe and hygienic food preparation | SITXFSA001 | Part A Use hygienic practices for food safety | X | | | X | Y |
| | SITHCCC001 | Part B Use food preparation equipment | X | X | | X | - |
| | SITXFSA002 | Participate in safe food handling practices | X | X | | X | - |
| Cluster 3 – Café Skills | SITHFAB005 | Part A Prepare and serve espresso coffee | X | X | X | X | Y |
| | SITHFAB004 | Part B Prepare and serve non-alcoholic beverages | X | X | X | X | Y |
| Cluster 4 – Safe and Sustainable work practices | SITXWHS001 | Participate in safe work practices | X | X | | X | Y |
| | BSBSUS201 | Participate in environmentally sustainable work practices | X | X | | X | - |
| Cluster 5 – Interacting with diverse customers | SITXCCS003 | Interact with customers | X | X | | X | Y |
| | SITXCOM002 | Show social and cultural sensitivity | X | X | | X | - |
| Cluster 6 – Serving food and beverages | SITHFAB007 | Serve food and beverage | X | X | X | X | Y |
| Cluster 7 – Keeping up to date with industry | SITHIND002 | Source and use information on the hospitality industry | | | | X | Y |
| Cluster 8 – Use hospitality skills effectively | SITHIND003 | Use hospitality skills effectively | X | X | X | X | - |

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved