

**Front cover: Sophia Munns 2018**

## SENIOR ASSESSMENT POLICY 2019

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board of Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects

A student will be considered to have satisfactorily completed the Year 11 and HSC courses, if in the principal's view there is sufficient evidence that the student has met the course completion criteria. That the student has:

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

## WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Asquith Girls High School encourages the progressive development of skills and knowledge while ensuring:

- equity
- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students

## WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT ASQUITH GIRLS HIGH SCHOOL?

At Asquith Girls High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- tests which may take a written, practical or oral form
- class essays, research tasks, assignment, portfolios, log books
- practical tasks, major works and depth studies
- projects

Students' progress in achieving course outcomes is reported on twice a year.

## DEFINITIONS

**Components** are the parts of courses or major areas to be assessed

**Weightings** are the percentages of marks to be allocated to the components

## WHAT IS THE PURPOSE OF ASSESSMENT IN THE HSC?

- Assists students in their learning
- Provides information on student achievement and progress in each course
- Provides evidence that students have satisfactorily completed a course
- Allow reporting of a standard achieved by each student at the end of a course

## WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by nesa, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- an Assessment Schedule Calendar, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task
- assessment tasks of the same type and the same weighting for all classes studying that course
- written notification at least two (2) weeks in advance of the scheduled assessment task
- at the completion of each task, students will receive:
  - a mark
  - a rank
  - an indicative cumulative rank; (where applicable)
  - the marking criteria and
  - feedback concerning areas for further improvement

In exceptional circumstances some tasks may be rescheduled or substituted, in such cases, Head Teachers or class teachers will inform students of the new arrangements in writing at least **two (2) weeks in advance**.

Official warning letters of concern will be posted home to parent/caregivers outlining the areas of unsatisfactory completion of the Year 11 and HSC Course requirements.

## WHAT ARE YOUR RESPONSIBILITIES?

- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- If tasks are submitted via email make sure you send it to the correct email address
- Students must demonstrate sustained diligence and effort in each course
- Students must complete all set tasks (not just assessment tasks) in order to achieve course outcomes
- Students must attend classes regularly and ensure their attendance does not fall below 85% to meet each course requirement
- Students are required to participate in all lessons constructively
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy
- Students must be present for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day. Failure to attend all lessons may result in disciplinary action
- Students absent from school are responsible upon their return to school to see their teachers and collect any hand out materials/information/notifications that may have been given during their absence from class

## HAND-IN ASSESSMENT TASKS

Hand-in tasks may include research essays, written reports, practical work and depth studies.

All assessment tasks are to be submitted on the due date at the time where specified. It is the student's responsibility to ensure that tasks are submitted on time

The tasks are to be submitted to the class teacher or the relevant faculty Head Teacher and students will receive a written confirmation of the submission.

In the situation where a task submission is in question it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero mark<sup>1</sup> being awarded. **Students must not leave hand-in tasks on teachers' desks.**

If the student has only completed part of the hand-in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a zero mark. In the case of illness or misadventure, it is the student's responsibility to follow the process outlined on page 10.

Students may email their hand-in assessment task to their teacher **if this is the arranged process**. In such a case students must ensure the information is sent to the correct email address. Students must keep evidence of their email and any attachments that relate to it.

## NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at an assessment task may receive a zero award in the course concerned. This may render some students ineligible for the award of the Year 11 and HSC course.
- Non-serious attempts include frivolous or objectionable material or failure to attempt whole questions
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the course concerned
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. The Head Teacher of the faculty will advise the student and her parent/caregiver of the decision in consultation with the relevant Deputy Principal.

## TECHNOLOGY AND ASSESSMENT TASKS

- Most students now use some form of electronic technology to produce their assignments and assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering her ability to submit a task by the due date. **Technology failure is NOT**, in itself, a valid reason for failure to submit a task by the due date.

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<sup>1</sup> Students may submit their hand-in task prior to the due date

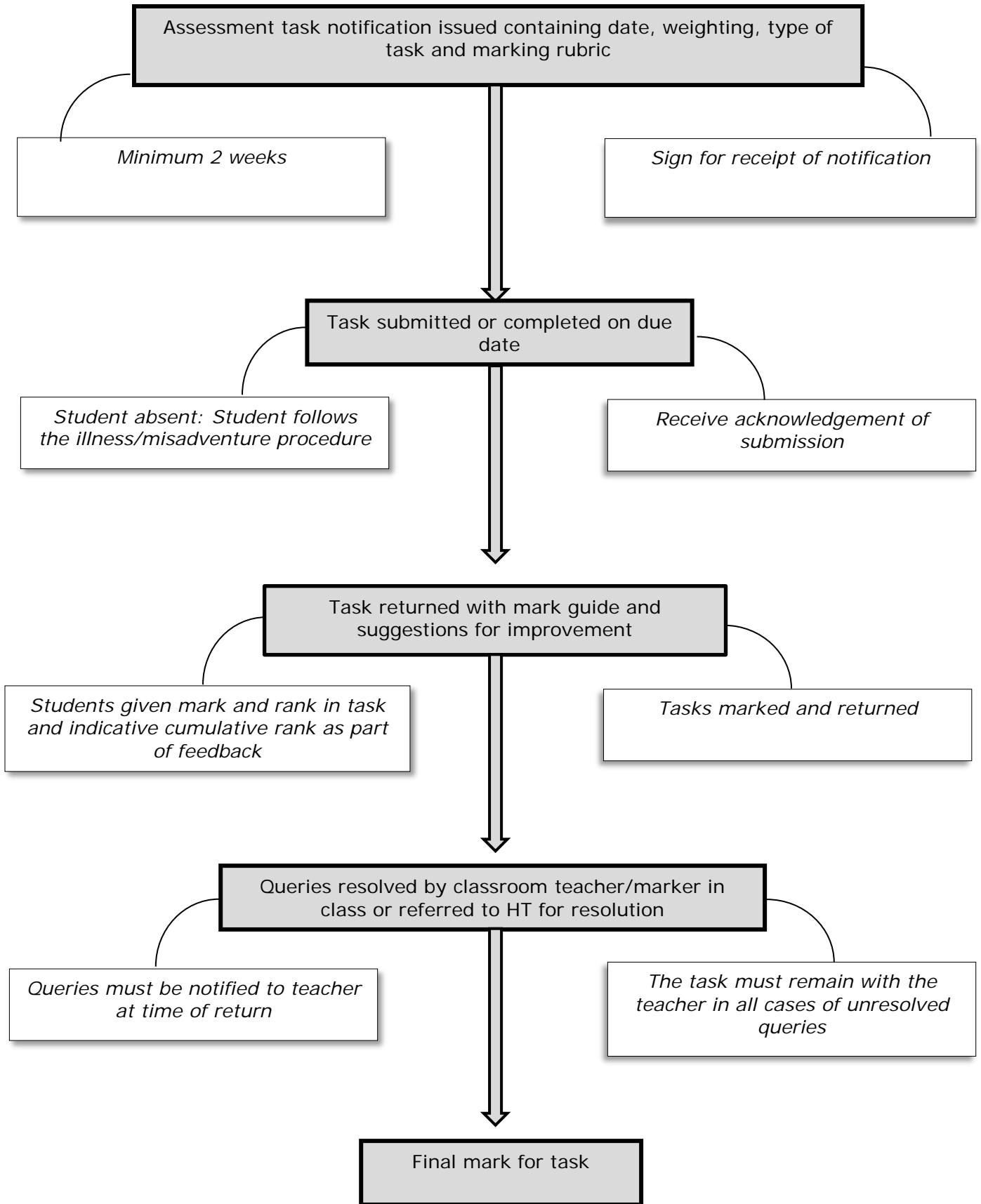
- To minimise problems in relation to technology, students should adhere to the following protocols
  - make multiple copies of work using at least three different storage devices
  - when working at home, continually back up all work on the hard drive of your computer and on an external storage device such as a flash drive/USB or email
  - when working at school, save the latest version of your work to your personal file on the school server whenever possible
  - tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
  - check the compatibility of your home software with the school's technology support specialist or your teacher
  - save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive/USB
  - when you save your work to a flash drive/USB, open it immediately to check that it has been successful
  - to submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems

**Technology failure or printer breakdown will not be accepted as a valid reason for late submission**

## **ORAL TASKS**

Students must be ready to present Oral Assessment Tasks on the specified due date. Students must submit a hard copy of their presentation on the due date of the task.

# COMPLETING AN ASSESSMENT TASK



**NOTE: All written work must be in blue or black pen**

## **ILLNESS/MISADVENTURE**

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances beyond their control occur immediately before or during the assessment tasks, affected their performance for this assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks (eg influenza, an asthma attack, a cut hand);
- Misadventure – any other event beyond the student's control, for example the death of a family member or close friend or involvement in a car accident on the way to the school. In such cases students must provide valid documentation.

The responsibility to complete and submit an Illness/Misadventure application rests with the student. Students must report to the Deputy Principal, of the relevant year, with the valid documentation on the morning of their first day at school.

## **CHRONIC CONDITIONS**

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

## **DISABILITY PROVISIONS**

Students who have received Disability Provision(s) are only eligible for an appeal if an unforeseen episode occurs during the assessment task.

## **EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE**

- student statement: must detail how her performance was affected by the illness or misadventure
- parent/caregiver statements must detail how the student's performance was affected by the illness/misadventure
- independent evidence: doctor's certificate or other valid documentation

A medical certificate must be specially related to the assessment task that is the subject of the appeal and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance may have been affected.

In cases of misadventure, evidence from other sources (eg police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

**IMPORTANT NOTE**  
**Family Holidays are not grounds for a Misadventure**



A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness/misadventure. The student must notify the teacher/supervisor before the commencement of the task or during the task.

Students must ensure they comply with the process in cases of:

### **1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK**

- The student or family member is requested to inform the school of the misadventure/illness on the morning the task is scheduled.
- Students must report to the Deputy Principal, of the relevant year, **on the first day of their return to school**. The student must complete an Illness/Misadventure form (ATTACHMENT A). This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal **within two days** from receiving the illness/misadventure application.

### **2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESMENT TASK IS DUE TO BE SUBMITTED**

- The student or family member is requested to inform the school of the illness/misadventure on the morning of the day the task is due to be handed in.
- On the first day of the student's return to school, the student must submit the task to the relevant Head Teacher of the faculty and complete an Illness/Misadventure form (ATTACHMENT A) obtained from the Deputy Principal or reception.

### **3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT**

- The student must acknowledge her condition to the teacher/supervisor of the task during the task and before leaving the room, or sitting for the task and collect an Illness/Misadventure form from the Deputy Principal. A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness.

### **4. ILLNESS/MISADVENTURE DURING EXAMINATION PERIOD**

- The student or family member must inform the school of the illness/misadventure on the morning of the examination or inform the examination coordinator
- The examination coordinator will liaise with the student and organise a rescheduling of the affected examination(s) and return with the Head Teacher's decision to the Deputy Principal **within two days**.

### **5. GROUP PERFORMANCE ILLNESS/MISADVENTURE (ATTACHMENT B)**

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance Illness/Misadventure application from the Deputy Principal.
- This application must be returned to the relevant Deputy Principal **within two days**. The Deputy Principal (where possible) Head Teacher/Teacher will reschedule an alternative date for the performance.

- The student responsible for this group Illness/Misadventure application must complete an individual Illness/Misadventure form outlining the nature of their application. Please note that this application will be considered separately to the group's application.

In all of the above cases:

- The Illness/Misadventure application form must be completed and returned to the Deputy Principal **within two days** of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the reason for absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

**The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected.**

## **ILLNESS/MI SADVENTURE OUTCOMES**

- If the documented evidence provided supports your absence/late submission then the mark you receive for the task will be considered in determining your ranking in the course after the completion of all assessments for the course. Therefore your mark will be pending.
- If the documented evidence does not support your absence/late submission a zero mark will be awarded. A letter will be sent to your parent/caregiver informing them of this decision.

## **EXCURSIONS AND APPROVED LEAVE**

Some courses require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of a concession is at the discretion of the Principal. The same rule applies if a student has been granted approved leave from school by the Principal or their nominee (ATTACHMENT C)

**Important Note: If a student knows in advance that they will be absent on the day a hand-in assessment is due, the task should be handed in prior to the due date.**

When the task is to be completed in class, then arrangements for an alternative date must be made with the Head Teacher. These arrangements need to be noted in writing and communicated to the student by the Head Teacher.

## MALPRACTICE/PLAGIARISM

**Excerpt from NESA Register of Malpractice in HSC Assessment Tasks Guidelines and Explanatory Notes:**

***What types of proven malpractice need to be recorded?***

*Malpractice is any attempt to gain an unfair advantage over other students.*

*Types of malpractice in HSC assessment tasks may include, but are not limited to:*

- *Being in possession of unauthorised notes or electronic devices during a test or examination*
- *Using the words, ideas, designs or workmanship of others without acknowledgement*
- *Copying from another student*
- *Paying someone to write or prepare an assessment task*
- *Proven cases of malpractice may result in disciplinary action*

***Is the late submission of a task or a non-serious attempt considered malpractice?***

*Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation.*

*NB: In all cases, the illness/misadventure process must be followed*

*Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response, the issue should be recorded on the malpractice register.*

**Malpractice will render the task a zero score**

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a zero mark for the task and she could be subject to disciplinary action.

## THE ASSESSMENT REVIEW PANEL (ARP)

The ARP is comprised of the Deputy Principal and two independent Head Teachers. The ARP will consider all Illness/Misadventure appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the appeal to the Principal for a determination.

Students may appeal a decision using the procedures existing within the school. In all cases, students may appeal in writing to the Assessment Review Panel (ARP). This application must be made **within two days** of receiving the decision.

## **UNACCEPTABLE GROUNDS FOR APPEAL**

- Attendance at a sporting or cultural event, or family holiday where approval has not been given by the Principal or Nominee.
- Alleged deficiencies in tuition or long term matters relating to loss of preparation time.
- Disabilities for which NESAs has already granted special provisions, unless an unforeseen episode occurs during the test (eg a hypoglycaemic attack in a diabetic student who has been isolated but is still ill), or further difficulties which are supported by the supervising teacher and school.
- Long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test.
- Matters avoidable by the student (eg misreading of timetable, misinterpretation of assessment task)

## **SCHOOL BUSINESS (Leadership event participation)**

Students on school business must notify their teachers of their absence from school. The program coordinator must ensure all students complete the Attachment C.

# PROCEDURES FOR YEAR 11 AND HSC COURSE ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

## Step One: Student Contacts the School

Student/Parent/Caregiver is requested to inform the school of the absence



## Step Two: On first day of return

It is the student's responsibility to:

1. Report to the Deputy Principal, of the relevant year, before school.
2. Complete Illness/Misadventure Application including Head Teacher, Parent/Caregiver & Student comment and signatures
3. Submit application form to Deputy Principal, of the relevant year, within two days of their return



## Step Three: Resolution and Feedback

1. Deputy Principal reviews documentation.
2. Resolution and feedback are given to Head Teacher, student and parent/caregiver.
3. Mark pending or zero award recorded on the application



## Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of a Deputy Principal, of the relevant year, plus two Head Teachers will meet to consider application.
2. Resolution and feedback are given to Head Teacher, student and parent/caregiver.



# YEAR 11 AND HSC COURSE ILLNESS/MISADVENTURE APPLICATION

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task: \_\_\_\_\_ Weighting: \_\_\_\_\_ Date Given: \_\_\_\_\_ Due Date: \_\_\_\_\_

**To be completed by DP (Tick as appropriate)**

Medical Certificate attached  Other verification (please specify): \_\_\_\_\_

Student's comment: (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/caregiver support comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher/Nominee: \_\_\_\_\_ Application submitted on (date): \_\_\_\_\_

**Tick as appropriate**

Task/Alternative task was completed/submitted on (date): \_\_\_\_\_

Task/Alternative task to be completed/submitted on (date): \_\_\_\_\_

Outcome:  Mark pending

Zero Mark

Head Teacher's Recommendation:

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed by Deputy Principal**

Date recommendation received by DP: \_\_\_\_\_

Outcome: \_\_\_\_\_

DP signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy to  Student  Student File  Relevant HT informed

## YEAR 11 AND HSC COURSE GROUP PERFORMANCE PROCEDURES FOR ILLNESS/MISADVENTURE

Students wishing to make application for Group Illness/Misadventure must follow the procedure outlined below:

### Step One:

Student affected applies for the Group Illness/Misadventure from Deputy Principal, of the relevant year



### Step Two: Contact Head Teacher

It is the student's responsibility to:

1. Complete Group Illness/Misadventure Application including Head Teacher comments.
2. Report to the Head Teacher of the faculty concerned.
3. Submit application form to Deputy Principal, of the relevant year, within **two** days

NOTE: If a student is responsible for this group Illness/Misadventure application, they must complete an individual illness/misadventure application outlining the nature of their application. Please note that this application will be considered separately to the Groups application.



### Step Three: Resolution and Feedback

1. Deputy Principal reviews documentation.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver.
3. Mark pending or zero award recorded.



### Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of a Deputy Principal, of the relevant year, plus two Head Teachers will meet to consider application after an interview process.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver in writing.

ATTACHMENT B



**GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION**

SECTION A

To be completed by Class Teacher:

List of students affected (attach list of names)

Course: \_\_\_\_\_ Year: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Name of Group Performance: \_\_\_\_\_ Weighting (%) \_\_\_\_\_ Due Date: \_\_\_\_\_

Outline reasons for this application:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Attention: If a student is responsible for this Group Illness/Misadventure application they MUST also complete an individual illness/misadventure form otherwise they may be awarded a mark of zero.**

SECTION B

To be completed by the Head Teacher/Supervisor and forwarded to the Deputy Principal

Head Teacher: \_\_\_\_\_ Faculty: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Receipt Date of Illness/Misadventure form: \_\_\_\_\_

Task submitted/completed?  Yes  No

If no, date of rescheduled task: \_\_\_\_\_ Date completed: \_\_\_\_\_

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

SECTION C

To be completed by the Assessment Review Panel

ARP Members: \_\_\_\_\_

Resolution:

\_\_\_\_\_  
\_\_\_\_\_

Copy to:  Relevant Head Teacher  Student  Parent-Caregiver  Student File



# ILLNESS/MISADVENTURE APPEAL



You will need to complete this form if you appeal against an illness/misadventure decision. This form must be handed in with all necessary documentation to Deputy Principal, of the relevant year, **within two days** of decision.

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Title of the affected assessment task: \_\_\_\_\_

Outline reasons for this application and attach all relevant documentation

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Caregiver Name: \_\_\_\_\_ Parent/Caregiver Signature: \_\_\_\_\_

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**ASSESSMENT REVIEW PANEL**

ARP Members: \_\_\_\_\_ Date: \_\_\_\_\_

Issues discussed:

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Decision reached:

Refer to Principal:

Resolution:

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ARP Members signatures: \_\_\_\_\_

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Date: \_\_\_\_\_

Inform of decision in writing to:

Student/Parent/Caregiver:

Relevant HT:

Copy Student file:



**APPROVED LEAVE – SCHOOL BUSINESS**

Teacher making the request: \_\_\_\_\_ Faculty: \_\_\_\_\_

Reason for the request:  
\_\_\_\_\_

Educational outcome:  
\_\_\_\_\_

Head Teacher Approved (circle one)      YES      NO      Date: \_\_\_\_\_

Students Name: \_\_\_\_\_ Year: \_\_\_\_\_

First Day of Leave: \_\_\_\_\_ Date: \_\_\_\_\_

Last Day of Leave: \_\_\_\_\_ Date: \_\_\_\_\_

Approval given by Principal (circle one)      YES      NO      Principal Sign: \_\_\_\_\_

Upon Principal's approval the student must ensure an alternative assessment time has been negotiated and the class teacher and faculty Head Teacher.

Course	Assessment Task	Due Date	NEW Due Date	Class Teacher	Signature	Head Teacher	Signature

Once the form is completed forward copies to:

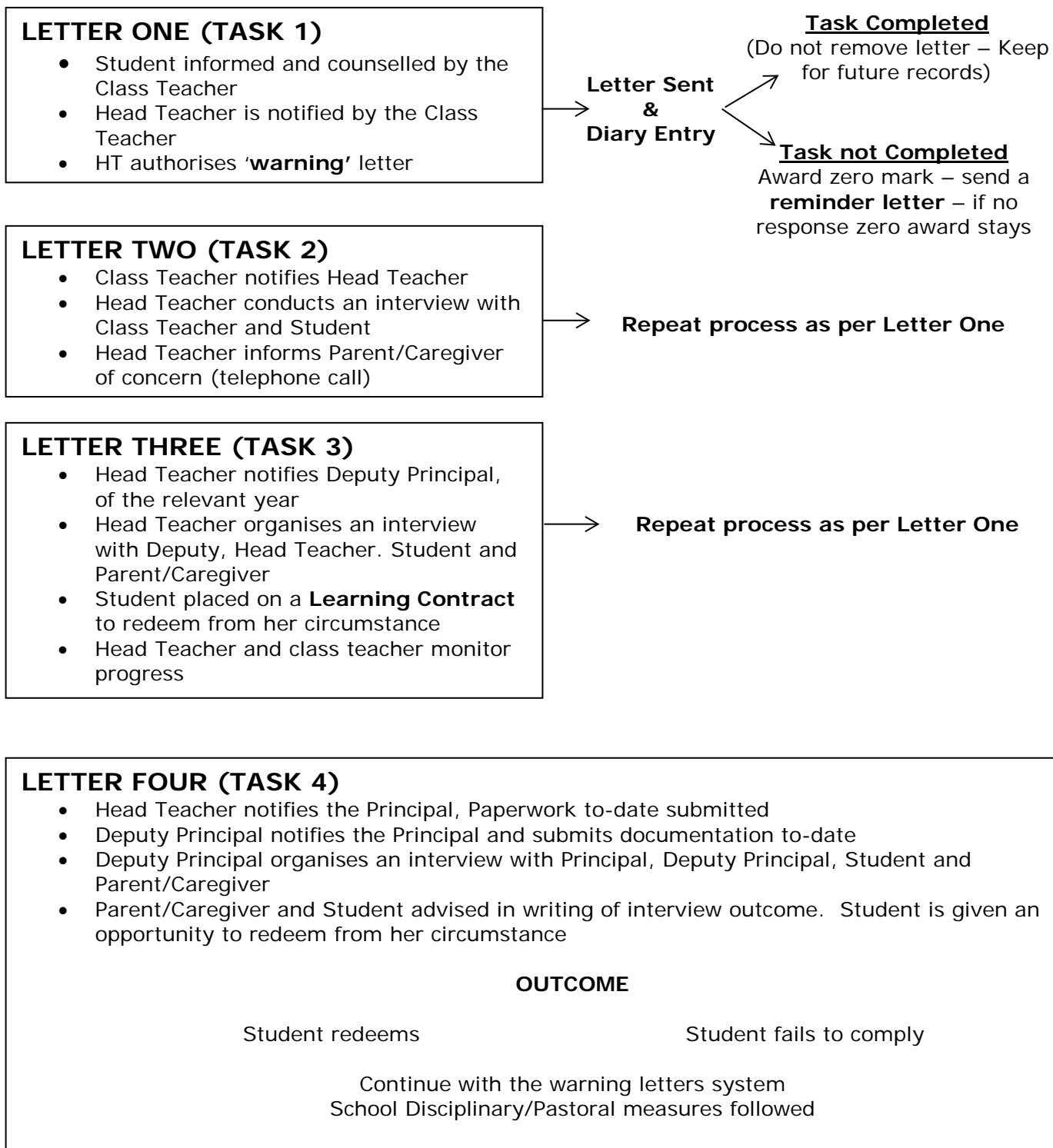
Student/Parent/Caregiver:

Faculty Head Teacher:

Student File:

# PROCESS FOR DETERMINING AN 'N' AWARD FOR YEAR 11 AND HSC

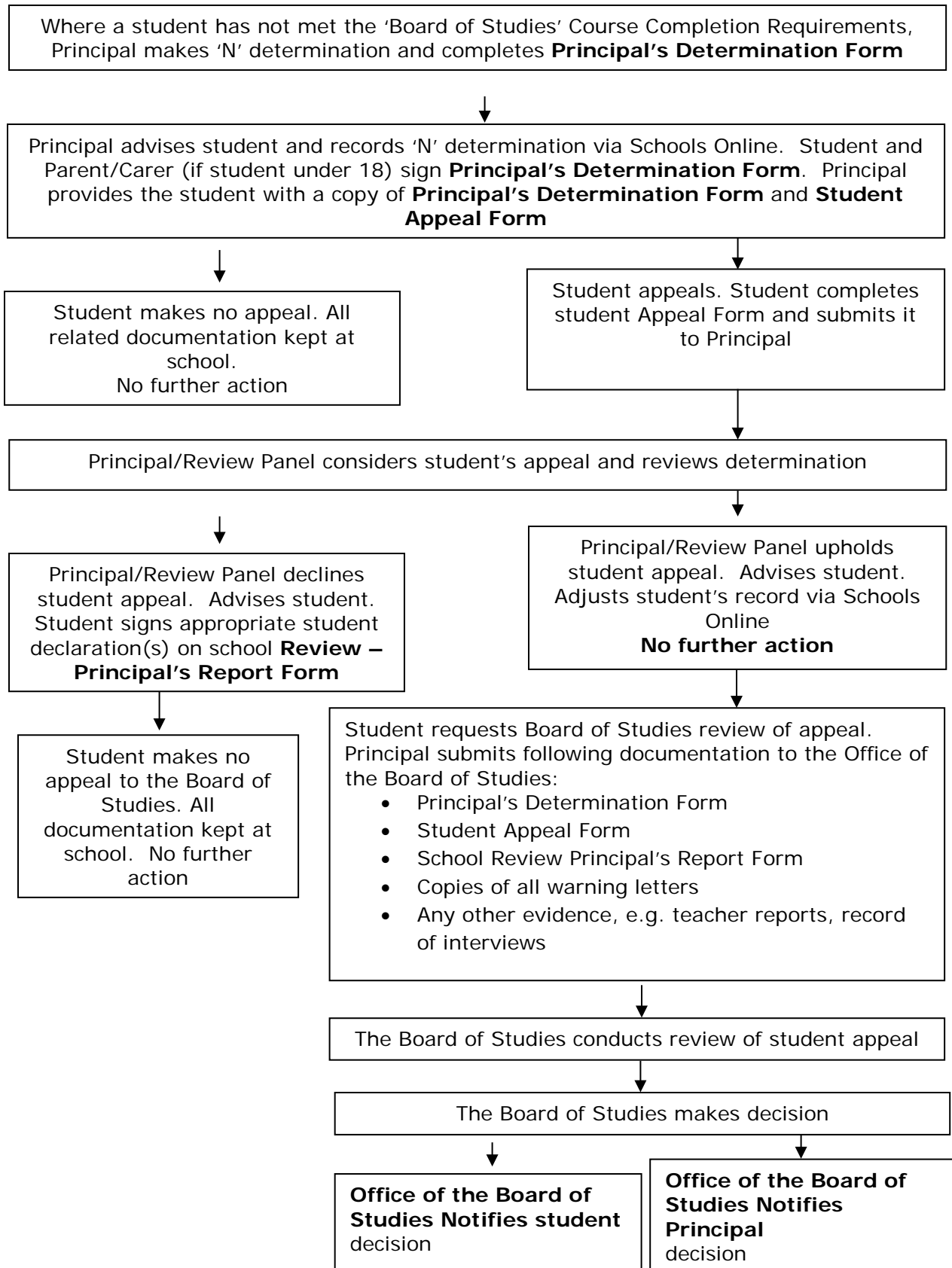
## COURSE



'N'

**DETERMINATION PROCESS BEGINS AT END OF THE COURSE**

**NESA Procedures for appeals against 'N' determination  
for  
Non-completion of Year 11 and HSC Course requirements**



## VOCATIONAL EDUCATION COURSES

**Vocational Education** courses are taught and assessed through competencies in Stage 5, this should reflect the acceleration of AGHS students, Year 11 and HSC and in the HSC years. Vocational Education courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for VET courses within industry curriculum frameworks has two distinct purposes:

- a. Assessment for ASQA (Australian Skills Quality Authority) VET qualifications – competency based assessment
- b. Assessment for the ATAR if it is a Board Developed Course.

Assessment for ASQA Certification is competency based. Tasks may be holistic to demonstrate the acquired skills, knowledge and attitudes. Students are given the opportunity to develop skills over time and are required to demonstrate competence to qualified assessors. All competencies and work placement must be completed for NESAs in the allocated time. Students withdrawing from VET examinations must do so at this time by completing the appropriate form.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Assessment evidence gathering techniques and events include practical tasks, observation, questioning, written activities and may also involve third party reports from work placement. Assessment may be conducted at the delivery site, in simulated work environments, through work placement, or through a combination of these modes. Compulsory assessment tasks called Cluster Tasks are mandated by the RTO and must be completed as part of the assessment requirements.

### **The Year 11 and HSC and HSC Examination**

The examination for 240-hour VET courses only is independent of competency based assessment requirements for ASQA qualifications.

### **Internal Examinations**

In order to ensure that students at Asquith Girls High School are equipped to exercise this option, all 240 hour VET Framework students will be required to practise appropriate written skills by completing examinations in the usual examination periods. These examinations will also be used as sources of evidence of competence in some units and therefore will contribute to the competency based assessment program.

### **Work Placement**

Work Placement is a mandatory requirement for each course within the VET frameworks and forms an essential part of the total course assessment. Indicative hours have been assigned and must be addressed. Work Placement will occur in Year 10, 11 and Year 12, at times to be advised. Each course requires Work Placement for 35 hours per year. Failure to complete Work Placement in the allotted time will render the student ineligible for the award of a Year 11 and HSC credential in the VET course.

### **Other Course Requirements**

VET courses have an underlying premise that each lesson is an opportunity for assessment. Attendance at every lesson is vital because aspects of competency will be tested.

## SCHOOL BASED VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Year 11 and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

### AQF Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competency skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as the "competency achieved" or "not achieved".

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at the time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

- H&S requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

### Higher School Certificate (HSC)

Students will be awarded units towards their Year 11 and HSC by studying a VET Course.

Some VET Courses e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET Courses.

VET courses will be listed on the Year 11 HSC Certificate Record of Achievement. No mark will be listed for competency achieved.

## Workplacement

Workplacement is a **mandatory HSC requirement** of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements and will therefore not be able to be accredited with the 2 units of study. Learning in the workplace will enable students:

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

### Note:

- **Information and Digital Technology course** may simulate 35 hours of workplacement. This must be documented and authorised by the school.

## Assessment Schedule

Information regarding mandatory assessment tasks, called 'Cluster Tasks', will be set out in an assessment schedule. These tasks will be used as evidence of competency.

## Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

## Recognition of Prior Learning (RPL)

Students may apply, to a qualified assessor, for recognition of prior learning with evidence.

## EXTERNAL VET COURSES (EVET)

External VET courses are 2 unit courses that are part of the HSC. Successful completion requires attention to attendance and assessment.

### Attendance

Students are expected to attend every TAFE class, or external provider, (even in exam times). Classes last for up to 4 hours and learning is sequential. Students missing a lesson may find it difficult to follow what is being taught when they return to class. Courses are made up of modules. A module might be of four hours duration. Missing the lesson may result in the student missing the module.

Missing a TAFE or external provider course day is the same as missing a school day (or part of a day) in that a parent note **MUST** be supplied to the school explaining the absence. The absence will be recorded on the school roll and appear on the school reports.

When students miss a day they must:

- Tell the EVET co-ordinator at school (Careers Adviser) and supply an explanation note – if you went to a doctor bring doctor's certificate.
- Talk to the EVET teacher on return to find out how to catch up on the missed work.
- Students on a compulsory school activity must tell the school's EVET co-ordinator and he or she will write an explanation note for the EVET teacher.
- Students must be ready to start on time and not expect to leave class early.

## Assessment

The EVET teacher will give students an assessment schedule on the first day.

Similar to HSC subjects at school, assessments are a compulsory requirement for successful completion of EVET courses.

Missing an assignment task due to illness will require a doctor's certificate, and an alternative time will be organised. Students will be notified if they are in danger of not satisfying EVET (and HSC) requirements with regard to any aspect of their course through Board of Studies letters warning of unsatisfactory completion of a course. Students should reply via the return slip and take steps to resolve the problem.

**NOTE:** The student's EVET course maybe part of the units required to successfully complete the Year 11/HSC.

**Remember the school's EVET co-ordinator (Careers Adviser) is the first contact for any problems associated with TAFE Delivered VET course.**

## BOARD ENDORSED COURSES

Students studying Board Endorsed Courses are reminded that unsatisfactory progress in these courses (as outlined in this assessment guide) may lead to an 'N' determination. This may result in a student not being eligible for a Record of Achievement for a Year 11 and HSC Course and receiving only a Certificate of Attainment.

Students not fulfilling the requirements of the course (e.g. unattempted assignments) will be warned, as will their parents, that they may be deemed unsatisfactory.

## STUDENTS STUDYING OUTSIDE COURSES

These include courses studied

- at Saturday School of Community Languages
- at TAFE Colleges and external providers
- with an Outside Tutor
- at the Open High School

Each of these alternatives have different requirements for attendance and assessment. It is the responsibility of the student to:

- notify the Principal of her intention to study outside courses.
- meet the requirements of these bodies.
- ensure they notify the relevant Deputy Principal, and Career Adviser/Course coordinator of any variation to their study of the courses.

Students studying with an outside tutor must see the relevant Deputy Principal with the necessary documentation for course endorsement and NESAs entry.

Failure to complete a course studied outside school may reduce the number of units being studied to less than the minimum acceptable. This could mean the student may not qualify for a Year 11 HSC or HSC Course.

## CONCERNS

If you are experiencing any difficulty in assessment for a course you should seek help from the Head Teacher in charge of that course.

Any clarification of this policy should be sought from the Assessment Review Panel chairperson (relevant Deputy Principal)



## **DISCONTINUATION OF A COURSE**

Students are reminded that they must have the written approval of the relevant Deputy Principal before discontinuing the study of any course, to ensure that they have sufficient units to satisfy requirements for the Year 11 HSC Course, the HSC or a ATAR. This approval is subject to parent/caregiver request and Head Teacher consent. Students must ensure all assessment tasks for this course are completed prior to this request. This discontinuation of a Year 11 HSC course must be completed by the published timeline. This is necessary to ensure a student has demonstrated successfully the minimum achievement for the course of study.



**Asquith Girls High School**  
Nurturing personal best and global citizenship  
in every student by providing a safe and vibrant  
learning environment with inspiring teaching

**Elizabeth Amvrazis**  
B ASc Dip Ed  
Principal

## YEAR 11 ASSESSMENT NOTIFICATION

**COURSE:**

**ISSUE DATE:**

**WEIGHTING:**

**DUE DATE:**

**OUTCOMES:**

**TASK DESCRIPTION:**

**CRITERIA FOR ASSESSING LEARNING:**

**MARKING CRITERIA:**

**Asquith Girls High School**

Stokes Ave Asquith NSW 2077

abn 74 722 990 875

[www.asquithgir-h.schools.nsw.edu.au](http://www.asquithgir-h.schools.nsw.edu.au)

CRICOS Provider: NSW Department of Education

**phone** (02) 9477 6411

**fax** (02) 9482 2524

**email** [asquithgir-h.school@det.nsw.edu.au](mailto:asquithgir-h.school@det.nsw.edu.au)

CRICOS provider code: 00588M

# HAND-IN TASKS/PROJECTS ASSESSMENT TASK COVER SHEET



Student Name:	Year
Assessment Task Title	Date Submitted:
Course:	Teacher:

## Academic Integrity Statement

I \_\_\_\_\_ declare that this work is my own and that any quotes,  
(Your name in BLOCK letters)

Information or works have been properly acknowledge 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.



----- cut here -----

## Assessment Receipt *Student Copy*

Name of student: \_\_\_\_\_ Year: \_\_\_\_\_ Course: \_\_\_\_\_

Task Title: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Due Date: \_\_\_\_\_

This task was submitted to \_\_\_\_\_ on \_\_\_\_\_  
Teacher's name Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## **Record of School Achievement (RoSA)**

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Year 11 Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

### **Eligibility for the Record of School Achievement (RoSA)**

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or the Board; and
- completed Year 10.
- a student must attend until the final day of Year 10 at their school.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

### **A credential for school leavers**

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through 'Students Online'.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

### **Life Skills**

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

## **'N' determinations**

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

A principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

## **Year 11 grades**

Schools are responsible for awarding each student studying and completing a Stage 6 Year 11 course a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's RoSA. Teachers use the Common Grade Scale for Year 11 Courses to determine grades for all Board Developed and Board Endorsed Courses. Grade descriptions are derived from the knowledge, skills and understandings developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level from A to E.

## **Common Grade Scale for Year 11 Courses**

The Common Grade Scale shown below should be used to report student achievement in the Year 11 Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

**A** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

**B** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

**C** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

**D** The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

**E** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

## A Glossary of Key Words (HSC)

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features

Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

# ***ASSESSMENT SCHEDULES BY COURSE***



## Ancient History

### Outcomes:

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 presents reasoned conclusions, using relevant evidence from a range of sources

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

Component	Weighting %	Task 1 Term 1 Week 7	Task 2 Term 2 Week 10	Task 3 Term 3 Week 8/9
		Research and Oral Presentation	Historical Investigation – Hand-in	Examination
	Outcomes assessed	AH11-1, AH11-2, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-3, AH11-4, AH11-5, AH11-6, AH11-9, AH11-10
Knowledge and understanding of course content	40	15	5	20
Historical skills in the analysis and evaluation of sources and interpretation	20	5	5	10
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	10	5
Total	100%	30%	35%	35%

## BIOLOGY

### Outcomes

- BIO11/12-1 develops and evaluates questions and hypothesis for scientific investigation  
 BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information  
 BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information  
 BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  
 BIO11/12/5 analyses and evaluates primary and secondary data information  
 BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  
 BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose  
 BIO11-8 describes single cells as the basis for all life by analyzing and explaining cells' ultrastructure and biochemical processes  
 BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms  
 BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialization for selected habitats and evolution of species

Assessment Components	Task 1 Term 1 Week 9	Task 2 Term 3 Week 4	Task 3 Term 3 Week 9	Weighting %
	Field Trip	Depth Study Presentation	Yearly Examination	
	Outcomes assessed BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-7, BIO11-10, BIO11-11	Outcomes assessed BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8 BIO11-9	Outcomes assessed BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30%	30%	40%	100%

## BUSINESS STUDIES

### Outcomes

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

Assessment Components	Weighting	Task 1 Term 1 Week 8	Task 2 Term 2 week 9	Task 3 Term 3 Week 8/9
		Media File and Business Report	Business Plan	Yearly Examination
	Outcomes Assessed	P2, P7, P8, P9	P4, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9
Knowledge and understanding of course content	40	10	15	15
Stimulus based skills	20	5		15
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	10	5
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

## CHEMISTRY

### Outcomes

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Ch11/12-5	analyses and evaluates primary and secondary data information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

Assessment Components	Task 1 Term 1 Week 8	Task 2 Term 3 Week 6	Task 3 Term 3 Week 9	Weighting %
	<b>Practical Test</b>  Module 1 Properties and Structure of Matter	<b>Depth Study Report</b>  Module 2 Quantitative Chemistry  Module 3 Reactive Chemistry	<b>Yearly Examination</b>	
	CH11/12-1, CH11/12-2 CH11/12-4, CH11/12-7 CH11-8	CH11/12-1, CH11/ 12-4 CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1 to CH11/12- 7 And CH11-8 to CH11-11	
Skills in working scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total	30%	40%	30%	100%

## COMMUNITY AND FAMILY STUDIES

### Outcomes

- 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
- P 6.1 – distinguishes those that enhance well being
- P6.2 – uses critical thinking skills to enhance decision making
- P7.1 – appreciates the differences among individuals, groups and families within communities and values their contributions to society
- P7.2 – develops a sense of responsibility for the wellbeing of themselves and others
- P7.3 – appreciates the value of resource management in response to change
- P7.4 – values the place of management in coping with a variety of roles

Assessment Components	Weighting	TASK 1 Term 1 W9	TASK 2 T2 W7	TASK 3 T3 W8/9
		Resource Management Task	Leadership Task	Yearly Examination
		P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1 – P7
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking research methodology, analysing and communicating	60	20	20	20
	100	30	30	40

## DANCE

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  
 P1.4 values the diversity of dance as an artform and its inherent expressive qualities  
 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

P2.6 values self-discipline, commitment and consistency in technical skills and performance  
 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  
 P3.7 values their own and others' dance activities as worthwhile  
 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  
 P4.5 values the diversity of dance from national and international perspective

Assessment Components	Syllabus Weighting	TASK 1 Term 1 Week 8	TASK 2 Term 2 Week 9-10	TASK 3 Term 3 Week 8 & 9
		<u>Core Performance and Viva Voce</u> Performance of Core Performance Dance followed by a prepared Viva Voce on Safe Dance Practice.	<u>Core Composition and Interview</u> Interview on the process of composition, followed by performance of Core Composition with submission of process diary.	<u>Yearly Examinations</u> Performance of Core Performance Dance followed by an interview on Safe Dance Practice. Written examination on Dance Analysis and Australian Dance.
Outcomes assessed		P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P2.4, P2.4	P1.1, P1.3, P3.1, P2.4, P2.5, P3.2, P3.3, P3.4, P3.5, P3.6	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P2.4, P2.4, P4.1, P4.2, P4.3, P4.4, P4.5
Performance	40	20	5	15
Composition	20		20	
Appreciation	20			20
Additional	20	10	5	5
TOTAL	100%	30%	30%	40%

## DESIGN & TECHNOLOGY

### Outcomes

- P1.1 - examines design theory and practice, and considers the factors affecting designing and producing in design projects
- P2.1 - identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2 - explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
- P3.1 - investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- P4.1- uses design processes in the development and production of design solutions to meet identified needs and opportunities
- P4.2 - uses resources effectively and safely in the development and production of design solutions
- P4.3 - evaluates the processes and outcomes of designing and producing
- P5.1 - uses a variety of management techniques and tools to develop design projects
- P5.2 - communicates ideas and solutions using a range of techniques
- P5.3 - uses a variety of research methods to inform the development and modification of design ideas
- P6.1 - investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P 6.2 - evaluates and uses computer-based technologies in designing and producing

Assessment	SYLLABUS WEIGHTING	TASK 1 Term 1 Week 8	TASK 2 Term 2 Week 5	TASK 3 Term 3 Week 8/9
	Outcomes Assessed	Designer Case Study	Year 11 Project	Yearly Examination
		P1.1, P2.1, P6.1	P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, managing, producing and evaluating design projects	60	20	30	10
Total	100%	30%	40%	30%

## DRAMA

### Outcomes

Making – The 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 to performance

P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action

P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration

P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole

Performing – The student:

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

P2.5 understands and demonstrates the commitment, collaboration and energy required for a production

P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance

Critically Studying – The student:

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

P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Assessment Components	Syllabus Weighting	TASK 1 Term 1, Week 9/10	TASK 2 Term 2, Week 9	TASK 3 Term 3, Week 8/9
		Acting Workshops and Talent Fest	Australian Theatre	Mock Individual Project and Written Exam
		Acting & Theatrical Traditions and Performance styles Workshops Performances and in class essay	Theatrical Traditions and Performance styles Class Play Logbook	Improvisation, Playbuilding, Acting. Theatrical Traditions and Performance Styles Practical exam and written exam
	Outcomes Assessed	P1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3,	P1.1, P1.4, P1.5, P1.6, P2.3, P2.4, P2.6, P3.2, P3.3, P3.4	P1.1, 1.3, 1.6, 1.7, 2.6, 3.1, 3.2, 3.3, 3.4
Making		10	10	10
Performing		10	10	10
Critically Studying		10	10	20
TOTAL	100%	30%	30%	40%



## ENGLISH ADVANCED

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

<b>Assessment Component</b>	<b>Weighting</b>	<b>TASK 1 Term 1, Week 11</b>	<b>TASK 2 Term 2, Week 10</b>	<b>TASK 3 Term 3, Week 8-9</b>
		Reading to Write	Module A	Common Module, Module A and Module B
		Portfolio of Texts and Annotations	Multimodal Presentation	Yearly Examination
		Outcomes assessed: EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-8, EA11-7, EA11-9	Outcomes assessed: EA11-2, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	Outcomes assessed: EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
	100%	30%	30%	40%

## ENGLISH STANDARD

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

Assessment Task Description	Weighting	TASK 1 Term 1, Week 11	TASK 2 Term 2, Week 10	TASK 3 Term 3, Week 8-9
		Reading to Write	Module A	Common Module, Module A and Module B
		Portfolio of Texts and Annotations	Multimodal Presentation	Yearly Examination
		Outcomes assessed: EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8, EN11-9	Outcomes assessed: EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	Outcomes assessed: EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-8
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
	100%	30	30	40

## ENGLISH - EAL/D

- EAL11-1A A student responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL11-1B A student communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL11-2 A student uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL11-3 A student identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EAL11-4 A student applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL11-5 A student thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL11-6 A student investigates and explains the relationships between texts
- EAL11-7 A student understands and assesses the diverse ways texts can represent personal and public worlds
- EAL11-8 A student identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- EAL11-9 A student reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Assessment Task Description	Weighting	TASK 1 Term 1, Week 8	TASK 2 Term 2, Week 8	TASK 3 Term 3, Week 8/9
		Module A: Language, Texts and Contexts	Module B: Close Study of Text	Module C: Texts and Society
		Reading and Writing Task	Multimodal Presentation	Yearly Examination
		Outcomes assessed: EAL11-6, EAL11-7, EAL11-8	Outcomes assessed: EAL11-1B, EAL11-2, EAL11-5, EAL11-8, EAL11-9	Outcomes assessed: EAL11-1A, EAL11-3, EAL11-4
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
	100%	30%	40%	30%

## ENGLISH – EXTENSION 1

- EE11-1 A student 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 A student analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 A student 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 A student develops skills in research methodology to undertake effective independent investigation
- EE11-5 A student articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 A student reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Assessment Task Description	Weighting	TASK 1 Term 1, Week 11	TASK 2 Term 2, Week 9	TASK 3 Term 3, Week 9
		Creative Response	Critical Response	Multimedia Presentation
		Outcomes assessed: EE11-1, EE11-2, EE11-4 , EE11-6	Outcomes assessed: EE11-1, EE11-2, EE11-3, EE11-5	Outcomes assessed: EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
	100%	30	30	40

## Exploring Early Childhood

**Outcome:**

- 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 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
- 2.2 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
- 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
- 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 process

Assessment Components	Weighting	Task 1 Term 1, Week 10	Task 2 Term 2, Week 4	Task 3 Term 3, Week 9
		Parenting Task  Caregiver report and Reflection	Research and  Practical Component	Field Trip and Writing  Report & Safety  Research Folder
		Outcomes assessed:  1.3, 2.4, 2.5, 4.2, 6.1	Outcomes assessed:  1.5, 2.3, 4.1, 4.2, 5.1	Outcome assessed:  1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 4.1, 4.2, 5.1
Knowledge and Understanding of course content	40	10	10	20
Skills in critical thinking, analyzing, communicating and interacting	60	10	20	30
	100%	20%	30%	50%

## FOOD TECHNOLOGY

### Outcomes

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

Assessment Components	Syllabus Weighting	Task 1 Term 1, Week 8/9	Task 2 Term 2, Week 8	Task 3 Term 3, Week 8/9
		Nutrition	Food Quality	Yearly Examination
	Outcomes Assessed	P2.1, P3.1, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1,P2.2, P4.4, P5.1
Knowledge and understanding of course content	40	10		30
Knowledge and skills in designing, researching, analyzing and evaluating	30	15	15	
Skills in experimenting with preparing food by applying theoretical concepts	30	10	20	
Total	100%	35%	35%	30%

## FRENCH BEGINNERS

### Outcomes:

- 1.1 establishes and maintains communication in French
- 1.2 manipulates linguistic structures to express ideas effectively in French
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of French speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the tone, purpose, context or audience of a text
- 2.6 identifies and explains aspects of the culture of French- speaking communities
- 3.1 produces texts appropriate to audience, purpose and content
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structure to convey information and express original ideas in French
- 3.4 applies knowledge of the culture of French-speaking communities to the production of texts

Components	Weighting	Task 1 Term 1 Week 10	Task 2 Term 2 Week 10	Task 3 Term 3 Week 8/9
		Responses in English (Listening) and French	Responses in French	Yearly Examination
		2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4
Listening	30	15		15
Reading	30	15		15
Speaking	20		15	5
Writing	20		15	5
Total	100%	30%	30%	40%

## FRENCH CONTINUERS

### Outcomes:

The Student:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Response to French Aural Stimuli	Responses in French	Nature of Task Yearly Examination	
	Timing Term 1, week 8/9	Timing Term 2, Week 8/9	Timing Term 3, Week 8/9	
	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 3.1, 3.2	Outcomes assessed 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening	20		10	30
Reading		20	10	30
Speaking	10		10	20
Writing		10	10	20
Total %	30%	30%	40%	100%



## GEOGRAPHY

### Outcomes

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

Assessment Modules	Syllabus Weighting	TASK 1 Term 4 Week 7	TASK 2 Term 2 Week 8	TASK 3 Term 3 Week 8
		Skills Portfolio	Half Yearly Examination	Senior Geography Project
		P9, P10	P1, P2, P3, P4, P5	P7, P8, P11, P12
Knowledge and understanding of course content	40		40	
Geographical tools and skills	20	20		
Geographical inquiry and research, including fieldwork	20			20
Communication of geographical information, ideas and issues in appropriate forms	20			20
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

## JAPANESE BEGINNERS

### Outcomes

- 1.1 establishes and maintains communications in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately.
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the tone, purpose, context or audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts.
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

Components	Weighting	Task 1 Term 1 Week 10	Task 2 Term 2 Week 10	Task 3 Term 3 Week 8/9
		Responses in English (Listening) and Japanese	Responses in Japanese	Yearly Examination
		2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4
Listening	30	15		15
Reading	30	15		15
Speaking	20		15	5
Writing	20		15	5
Total	100	30	30	40

## JAPANESE CONTINUERS

### Outcomes:

The Student:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Response to Japanese Aural Stimuli	Responses in Japanese	Nature of Task Yearly Examination	
	Timing Term 1, week 8/9	Timing Term 2, Week 8/9	Timing Term 3, Week 8/9	
	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 3.1, 3.2	Outcomes assessed 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening	20		10	30
Reading		20	10	30
Speaking	10		10	20
Writing		10	10	20
Total %	30%	30%	40%	100%

## LEGAL STUDIES

### Outcomes

- 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 differing perspectives and interpretations of legal information and issues

Assessment Components	Syllabus weighting	TASK 1 Term 2 Week 2	TASK 2 Term 3 Week 2	TASK 3 Term 3 Week 8/9
		The Legal System: Research Task and Oral Presentation	Law in Practice: Research Task	Yearly Examination
	Outcomes Assessed	P1, P2, P4, P5, P8, P9	P3, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9
Knowledge and understanding of course content	40	10	10	20
Research	20	10	10	
Communication	20	10	10	
Analysis & Evaluation	20	5	10	10
Total	100%	30%	40%	30%

## MATHEMATICS STANDARD

### Outcomes

- MS11-1 uses algebraic and graphical technique to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Assessment Components	Syllabus weighting	TASK 1 Term 1 Week 9	TASK 2 Term 2 Week 6	TASK 3 Term 3 Week 8
		Research / Investigative Task	In Class Test	Formal Examination
	Outcomes Assessed	MS11-2, MS11-7, MS11-9, MS11-10	MS11-2, MS11-3, MS4, MS11-5, MS11-6, MS11-10	MS11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7 MS11-8, MH11-10
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
Total	100%	30%	30%	40%

## MATHEMATICS Advanced

Course outcomes:

- 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 solutions
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometrical shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

Assessment Components	Syllabus Weighting	Task 1 Term 1 Week 8	Task 2 Term 2 Week 6	Task 3 Term 3 Week 8
		Research / Investigative Task	In Class Test	Formal Examination
	Outcomes Assessed	Outcomes Assessed MA11-1, MA11-2, MA11-8, MA11-9	Outcomes Assessed MA11-1, MA11-3, MA11-4, MA11-9	Outcomes Assessed MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9
<b>Concepts, skills and techniques</b>  Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50	15	15	20
<b>Reasoning and communication</b>  Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50	15	15	20
Total	100%	30%	30%	40%

## MATHEMATICS – EXTENSION 1

### Outcomes

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 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

Assessment Components	Syllabus Weighting	TASK 1 Term 1 Week 9	TASK 2 Term 2 Week 8	TASK 3 Term 3 Week 8
		Research / Investigative Task	In Class Test	Formal examination
	Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7
<b>Concepts, skills and techniques</b> Use of concepts, skills and techniques, to solve mathematical problems in a wide range of theoretical and practical contexts	50	15	15	20
<b>Reasoning and communication</b> Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50	15	15	20
Total	100%	30%	30%	40%

## MODERN HISTORY

### Outcomes:

MH11-1Accounts for the nature of continuity and change in the modern world

MH11-2proposes ideas about the varying causes and effects of events and developments

MH11-3Analyses the role of historical features, individuals, groups and ideas in shaping the past

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

MH11-5 Examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6Analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7Discusses and evaluates differing interpretations and representations of the past

MH11-8plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9communicates 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

Assessment Components	Syllabus Weighting	Task 1 Term 1 Week 10	Task 2 Term 2 Week 8	Task 3 Term 3 Week 8/9
		Portfolio Task - Hand in	Historical Investigation – Hand-in	Yearly Examination
		Outcomes assessed: MH11-2, MH11-5, MH11-6, MH11-9, MH11-10	Outcomes assessed: MH11-1, MH11-2, MH11-3, MH11-4, MH 11- 6, MH11-7, MH11-8, MH12-9	Outcomes Assessed: MH12-2, MH12-3, MH12-5, MH12- 7, MH12-8, MH12-9,
Knowledge and understanding of course content	40	10	5	25
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	5	10
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# MUSIC 1

## Outcomes

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets, and discusses simple musical scores that are characteristic of the topics studied
- P3 improvises and composes melodies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discuss 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, and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Performance and Musicology Task	Viva Voce Aural Task	Composition and Portfolio and Performance
	Outcomes Assessed	P1, P2, P6	P2, P4, P6	P1, P3, P5, P7, P8
Performance	25	10		15
Musicology	15	15		
Aural	25		25	
Viva	10		10	
Composition	25			25
Total	100%	25%	35%	40%

## MUSIC 2

### Outcomes:

- P1 confidently performs repertoire that reflects the mandatory and additional topics both as a soloist and as a member of an ensemble
- P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols reflecting those characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies and accompaniments for familiar sources in solo and/ or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses, discusses compositional processes with stylistic, historical, cultural, social and musical considerations
- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concept of music in works representative of the mandatory and additional topics
- P8 understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
- P9 Identifies, recognises, experiments with, and discusses the use of technology in music.

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Performance and Musicology /Aural task	Composition and Portfolio	Musicology / Aural task and Performance
	Outcomes Assessed	P1, P2, P7	P3, P4, P5, P6, P8, P9	P1, P2, P7
Performance	25	10		15
Musicology / Aural	50	25		25
Composition and Portfolio	25		25	
Total	100%	35%	25%	40%

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

### Outcomes

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 forms opinions about health-promoting actions based on a critical examination of relevant information
- P14 uses a range of sources to draw conclusions about health and physical activity concepts
- P15 analyses factors influencing movement and patterns of participation

Assessment Components	Weighting	TASK 1 T1 W 9	TASK 2 T2 W7	TASK 3 T3 W8/9
		Core 2 Task	Core 1 Task	Yearly Examination
Outcomes		P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P15, P16	P1 – P17
Knowledge and Understanding of course content	40	10	10	20
Skills in critical thinking, research, analysis and communicating	60	20	20	20
	100	30	30	40

## PRELIMINARY INDUSTRIAL TECHNOLOGY & MULTIMEDIA ASSESSMENT SCHEDULE 2019

### Outcomes:

- P1.1 Describes the organisation and management of an individual business within the focus area industry
- P1.1 identifies appropriate equipment, production and manufacturing techniques, including new and developing techniques
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketched, produces and interprets drawings in the production of projects
- P3.2 applies research and problem solving skills
- P3.3 demonstrates appropriate design principals 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 communications 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 principals 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 ne related industry on social and the environment

Assessment components	Syllabus Weighting %	TASK 1 Term 1, Week 10	TASK 2, Term 3, Week 3	TASK 4 Term 3, Week 8/9
		<i>Multimedia Major Project Practical &amp; Portfolio</i>	<i>Multimedia Major Project Practical &amp; Portfolio</i>	<i>Yearly Examination</i>
		P3.2, P4.1, P4.3, P5.1, P5.2	P1.2, P2.1, P3.1, P3.3, P4.1, P5.2	P1.1, P6.1, P6.2, P7.1, P7.2
Knowledge and understanding of the organization and management of , and manufacturing processes and techniques use by, the focus industry	40	10	10	20
Knowledge , skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the production of projects	60	20	30	10
	100%	30%	40%	30%

## PHYSICS

### Outcomes

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

Assessment Components	Task 1 Term 2 Week 1	Task 2 Term 2 Week 9	Task 3 Term 3 Week 9	Weighting %
	Portfolio and Open Book Examination  Kinematics and Dynamics	Processing and analysis data  Waves and Thermodynamics	Yearly Examination  All Modules	
	Outcomes assessed PH11/12-4, P11, 12-5, PH11/12-6 PH11-8, PH11-9	Outcomes assessed PH11/12-1, PH11/12-2, PH11/12-3 PH11/12-7, PH11-10	Outcomes assessed PH11/12-1, PH11/12-5, PH11/12-6 PH11-8, PH11-9 PH11-10, PH11-11	
Skills in Working Scientifically	20	30	20	60
Knowledge and Understanding	15	10	15	40
Total	35%	30%	35%	100%

## SOCIETY AND CULTURE

**Outcomes:**

- 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 and features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment Components	Syllabus weighting	TASK 1 Term 2 Week 1	TASK 2 Term 3 Week 1	TASK 3 Term 3 Week 8/9
		Research Task – Mini PIP	Personal and Social Identity – Research and Presentation	Yearly Examination
	Outcomes Assessed	P1, P3, P6, P7, P8, P10	P1, P2, P7, P9, P10	P1, P2, P3, P4, P5, P9, P10
Knowledge and Understanding of Course Content	50	20	10	20
Application and evaluation of social and cultural research methodologies	30	10	15	5
Communication of information, ideas and issues in appropriate forms	20	5	5	10
Total	100%	35%	30%	35%

## STUDIES OF RELIGION II

### Outcomes

- P1 describes the characteristics of religion and belief systems
- P2 identifies the influence of religion and belief systems on individuals and society
- P3 investigates religious traditions and belief systems
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects and uses relevant information about religion from a variety of resources
- P7 undertakes effective research about religion, making appropriate use of time and resources
- P8 uses appropriate terminology related to religion and belief systems
- P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment Components	Syllabus Weighting	Task 1 Term 1 Week 9	Task 2 Term 2 Week 8	Task 3 Term 3 Week 8/9
		Nature of religion and beliefs and religious tradition Research and Oral Presentation	Religious tradition Religion of Ancient Origin Hand in research task	Yearly Examination
Outcomes Assessed		P1, P2, P3, P4, P6, P7, P8	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9
Knowledge and understanding of course content	40	10	10	20
Source-based skills	20		5	15
Investigation and research	20	10	10	
Communication of information	20	10	5	5
Total	100%	30%	30%	40%

## VISUAL ARTS

ARTMAKING	ART CRITICISM AND ART HISTORY
<p>A student:</p> <p>P1 explores the conventions of practice in artmaking</p> <p>P2 explores the roles and relationships between the concepts of artist, artwork, world and audience</p> <p>P3 identifies the frames as the basis of understanding expressive representation through the making of art</p> <p>P4 investigates subject matter and forms as representations in artmaking</p> <p>P5 investigates way of developing coherence and layers of meaning in the making of art</p> <p>P6 explores a range of material techniques in ways that support artistic intentions</p>	<p>P7 explores the conventions of practice in art criticism and art history</p> <p>P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art</p> <p>P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art</p> <p>P10 explores ways in which significant art histories, critical narratives and other Documentary accounts of the visual arts can be constructed.</p>

### YEAR 11 VISUAL ARTS

TASK NO.	UNIT OF WORK	COMPONENT	WEIGHTING	DATE	OUTCOMES
Task 1	Media Release	Art Criticism and Art History Artmaking	15% 20%	Term 1 Week 10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Task 2	Inhabitation	Artmaking	30%	Term 2 Week 10	P1, P2, P3, P4, P5, P6
Task 3	Yearly Examination	Art Criticism and Art History	35%	Term 3 Week 9	P7, P8, P9, P10



**School Name:**
**Student Competency Assessment Schedule**
**Course: YEAR 11 Hospitality – Kitchen Operations and Cookery**
**2019**

Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling	
		Week: 8 Term:1	Week: 8 Term:2	Week: 6 Term:3	
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA001	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

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

The assessment components in this course are competency based. This means that 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.

# Student Assessment Planner 2019

<b>Term 1</b>	<b>Tasks to complete</b>	<b>Term 2</b>	<b>Tasks to complete</b>
<b>WEEK 1</b>		<b>WEEK 1</b>	
<b>WEEK 2</b>		<b>WEEK 2</b>	
<b>WEEK 3</b>		<b>WEEK 3</b>	
<b>WEEK 4</b>		<b>WEEK 4</b>	
<b>WEEK 5</b>		<b>WEEK 5</b>	
<b>WEEK 6</b>		<b>WEEK 6</b>	
<b>WEEK 7</b>		<b>WEEK 7</b>	
<b>WEEK 8</b>		<b>WEEK 8</b>	
<b>WEEK 9</b>		<b>WEEK 9</b>	
<b>WEEK 10</b>		<b>WEEK 10</b>	
<b>WEEK 11</b>			

# Student Assessment Planner 2019

<b>Term 3</b>	<b>Tasks to complete</b>		
<b>WEEK 1</b>			
<b>WEEK 2</b>			
<b>WEEK 3</b>			
<b>WEEK 4</b>			
<b>WEEK 5</b>			
<b>WEEK 6</b>			
<b>WEEK 7</b>			
<b>WEEK 8</b>			
<b>WEEK 9</b>			
<b>WEEK 10</b>			

