

# NAGLE COLLEGE



Year 11

2020

ASSESSMENT HANDBOOK

## Contents

WELCOME	3
STAFF LIST	4
ASSESSMENT SCHEDULES	6
PRELIMINARY COURSE REQUIREMENTS	7
Satisfactory Completion of a Course	7
Course Completion Criteria	8
Reports	8
Allocation of grades for the ROSA	8
PRELIMINARY COURSE ASSESSMENT	9
NESA requirements	9
Component weightings	10
Failure to submit assessment tasks	10
Requirements for Principals to warn students	10
'N' Determination	11
PROCEDURES	11
Notification of assessment tasks	11
Completion of Tasks: Prepared tasks	12
Completion of Tasks: In-class tasks	12
Assessment Task Results	13
Student Query about Results	13
Cancellation or Replacement of Tasks	13
Late Submission of a Task	13
Failure to complete a Task	14
What to do if absent from school when an assessment task is due	14
Appealing a decision	15
AWARD OF A PENALTY	15
Failure to follow procedure	15
Malpractice	15
Unfair Advantage	16
WARNING TO STUDENTS	16
DISABILITY PROVISIONS	16



Nagle College is under the patronage of Nano Nagle who founded the congregation of the Presentation Sisters. Our College continues the educational emphasis which Nano Nagle first initiated when she taught in Ireland. Her educational goal was for each child to be Christian, literate and practical, so that the world may be transformed for the better by them.

Today, the College provides a rich educational environment for religious and spiritual development, for sound educational and cultural endeavour and enrichment. Our girls are invited to encompass their lives with prayer, wisdom and integrity. They are challenged to look beyond their own lives and see what they can do for others.

This booklet outlines the major parts of the Year 11 Preliminary Higher School Certificate Course which allows each girl to develop appropriate skills. This booklet provides information about the assessment and evaluation tasks. As a parent you are encouraged to be familiar with the requirements so that you may engage with your daughter in her ongoing education.

I welcome each of you, parents and students, to the challenge of Year 11. Together we can support our girls to be successful learners.

Delma Horan  
Principal

## STAFF LIST 2020

Principal	Mrs Delma Horan dhoran@parra.catholic.edu.au
Assistant Principal	Mr Michael Hall mhall@parra.catholic.edu.au
Religious Education Co-ordinator	Mr Derek Wales dwales@parra.catholic.edu.au
Leader of Teaching and Learning	Ms Dympna Reavey dreavey@parra.catholic.edu.au
Leader of Student Wellbeing	Mrs Diane Shean dshean@parra.catholic.edu.au
Year Co-ordinator	Miss Paula McNeil pmcneil@parra.catholic.edu.au

### KEY LEARNING AREA (KLA) CO-ORDINATORS

RELIGIOUS EDUCATION Religion Catholic Studies Studies of Religion 1 Studies of Religion 2	Mr Derek Wales <a href="mailto:dwales@parra.catholic.edu.au">dwales@parra.catholic.edu.au</a>
ENGLISH English Advanced English Extension 1 English Standard English Studies English as an Additional Language or Dialect	Mrs Gai Mellier <a href="mailto:gmellier@parra.catholic.edu.au">gmellier@parra.catholic.edu.au</a>
MATHEMATICS Mathematics Advanced Mathematics Extension 1 Mathematics Standard	Ms Jacky Foley <a href="mailto:jfoley@parra.catholic.edu.au">jfoley@parra.catholic.edu.au</a>
SCIENCE Biology Chemistry Physics	Mr Fikru Aberra <a href="mailto:faberra@parra.catholic.edu.au">faberra@parra.catholic.edu.au</a>

<p>CREATIVE and PERFORMING ARTS</p> <p>Dance</p> <p>Drama</p> <p>Music Course 1</p> <p>Visual Arts</p>	<p>Mrs Jaelithe Gherasim</p> <p><a href="mailto:jgherasim@parra.catholic.edu.au">jgherasim@parra.catholic.edu.au</a></p>
<p>HUMAN SOCIETY AND ITS ENVIRONMENT</p> <p>Ancient History</p> <p>Business Studies</p> <p>Economics</p> <p>Legal Studies</p> <p>Modern History</p> <p>Society and Culture</p> <p>Work Studies</p>	<p>Mr Steven Carr</p> <p><a href="mailto:scarr2@parra.catholic.edu.au">scarr2@parra.catholic.edu.au</a></p>
<p>LANGUAGES OTHER THAN ENGLISH</p> <p>(including Saturday School of Community Language)</p>	<p>Ms Dympna Reavey</p> <p><a href="mailto:dreavey@parra.catholic.edu.au">dreavey@parra.catholic.edu.au</a></p>
<p>PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION</p> <p>Community and Family Studies</p> <p>Exploring Early Childhood</p> <p>Personal Development, Health and Physical Education</p>	<p>Mrs Karyn Tillman</p> <p><a href="mailto:ktillman@parra.catholic.edu.au">ktillman@parra.catholic.edu.au</a></p>
<p>TECHNOLOGICAL and APPLIED STUDIES</p> <p>Design and Technology</p> <p>Food Technology</p> <p>Information Processes &amp; Technology</p>	<p>Ms Jacqueline McAlister</p> <p><a href="mailto:jmcalister2@parra.catholic.edu.au">jmcalister2@parra.catholic.edu.au</a></p>
<p>VOCATIONAL EDUCATION AND TRAINING (VET)</p> <p>Business Services</p> <p>Hospitality</p>	<p>Ms Tess McGlenchy</p> <p><a href="mailto:teresa.mcglenchy@parra.catholic.edu.au">teresa.mcglenchy@parra.catholic.edu.au</a></p>

SPECIAL RESOURCE TEACHERS	
English as a Second Language (ESL)	Mrs Ros Elliott
Teacher in charge of library	Mr Ernesto Gutierrez
Careers Advisors	Mrs Marie Etherington
College Counsellor	Mr Stephen Hare
Diversity	Mrs Cheryl Godfrey

## ASSESSMENT SCHEDULES

### **BOARD DEVELOPED COURSES**

Ancient History  
Biology  
Business Studies  
Chemistry  
Community and Family Studies  
Dance  
Drama  
Economics  
English Advanced  
English as an Additional Language or Dialect  
English Extension 1  
English Standard  
English Studies  
Information Processes and Technology  
Legal Studies  
Mathematics  
Mathematics Extension 1  
Mathematics Standard  
Modern History  
Music Course 1  
Personal Development, Health and Physical Education  
Physics  
Society and Culture  
Studies of Religion 1  
Studies of Religion 2  
Textiles and Design  
Visual Arts

### **BOARD ENDORSED COURSES**

Exploring Early Childhood  
Religion Catholic Studies  
Work Studies

### **VOCATIONAL EDUCATION AND TRAINING (VET)**

## PRELIMINARY COURSE REQUIREMENTS

The Preliminary courses studied in Year 11 are a prerequisite for their respective HSC courses. While HSC examinations and assessment are based predominantly on the HSC courses, all preliminary content is presumed background knowledge for the HSC examinations and assessment. Often this material is looked at again in the HSC courses in a more sophisticated or in-depth level and so can be directly assessed or examined. Some courses DO examine and assess preliminary material directly (e.g. Mathematics, General Mathematics, Mathematics Extension 1, Languages). VET courses do not have a Preliminary and HSC division, and all content studied in Year 11 may be examined in the VET framework courses.

In addition, the study, organisational and learning skills refined in Year 11 are invaluable in preparing for Year 12.

It is expected that students at Nagle will complete all:

- course work – this includes tests, assignments and regular homework, as this is essential preparation for both formal assessment tasks and the HSC and
- Preliminary assessment tasks – these may include examinations, tests, research assignments, practical activities or projects, fieldwork and oral communication tasks.

Both of the above may be taken into account for the Principal to certify that a Preliminary course has been completed (see below). All courses satisfactorily completed are recorded on the Preliminary Record of Achievement and again on the HSC Record of Achievement.

### *Satisfactory Completion of a Course*

The following course completion criteria refer to both Preliminary and HSC courses.

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

- followed the course developed or endorsed by the Board; and
- applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the college; and
- achieved some or all of the course outcomes.

While the New South Wales Education Standards Authority, Teaching & Educational Standards does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not have been met.

**Satisfactory completion of the Preliminary Course or its equivalent is a prerequisite for entry into an HSC Course. In cases of non-satisfactory completion an 'N' determination will be submitted. Courses that were not satisfactorily completed will not be printed on the Record of Achievement.**

### *Reports*

Each student receives a set of individual subject reports and a Homeroom Teacher's report twice per year. In the subject report is a Personal Profile section, recognising the work ethic of students within each class.

Year 11 students receive information about their performance in the course (a mark out of 100 or 50) and their course rank.

### *Allocation of grades for the Record of School Achievement*

The school is required to submit grades for all students at the completion of Stage 6 Preliminary Board Developed or Board Endorsed courses. These grades should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

The Board's grading system is intended to describe the student's achievement at the end of each Stage 6 Preliminary course. Teachers will make the final judgement of the grade deserved on the basis of assessment information and with reference to the Common Grade Scale for Preliminary Courses. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes.

## PRELIMINARY COURSE ASSESSMENT

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

The assessment marks determined by the college for each course are intended to indicate students' achievements at the end of the Preliminary Course. The assessment marks will be based on achievements measured at points throughout the course. The assessment marks are based upon:

- a wider range of syllabus outcomes than may be measured by one examination and
- multiple measures and observations made throughout the course rather than at a single, final examination.

Measuring achievement at points during the course increases the accuracy of the final assessment of each student's achievement by using multiple measures. It also caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

The assessment marks determined by the college will reflect the knowledge and skills objectives of the course and the related outcomes.

A student must satisfactorily complete the Preliminary year of any course or level in order to proceed to the HSC year. Formal assessment is used to determine whether a student has completed the Preliminary Course satisfactorily.

Assessment in Years 11 and 12 will involve a variety of activities. Some activities will be nominated as formal assessment tasks. These tasks will provide a broad view of student achievement in the individual courses.

### *New South Wales Education Standards Authority (NESAs)*

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. Principals are required to certify that students have satisfactorily completed Preliminary courses. The Board does not require schools to submit assessment marks for students completing Preliminary courses. However, schools are advised to:

- specify various assessment tasks and allocate marks to each task;
- provide a schedule of tasks throughout the course;
- implement procedures relating to illness, misadventure, malpractice, late submission and non-completion of assessment tasks; and
- conduct appropriate reviews of the administration of assessment.

This booklet outlines the procedures established at Nagle College.

### *Component Weightings*

Each course has various components such as knowledge, application, graphics, practical experiments, fieldwork or research. Assessment tasks reflect the percentages allocated to each component. The component weightings for each course are included in the course grids.

### *Failure to submit Assessment Tasks*

If a student fails to complete an assessment task specified in the assessment program, she must submit a misadventure application, with any accompanying documentation, to explain why the task was not submitted. It is the role of the Leader of Teaching and Learning, in consultation with the KLA Co-ordinator and the Year 11 Co-ordinator, to consider the application and to make any recommendations to the Principal.

In exceptional circumstances, for example where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal could authorise the use of an estimate based on other appropriate evidence.

Where there is no valid reason for not completing an assessment task or failure to follow correct procedures, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

### *Requirements for Principals to warn students*

If it appears that a student is at risk of not meeting the assessment requirements in a course, a warning must be given. The Principal must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
- advise the parent or guardian in writing if the student is under 18;
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter; and
- retain a copy of the warning notice and other relevant documentation.

### *'N' Determination*

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed course in which they are enrolled in accordance with the requirements issued by the Board.

The principal will determine if there is sufficient evidence that each student has applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination. In such cases the subject will not appear on a student's transcript of study.

In addition, the principal may determine that, as a result of absence, the course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

If a student is to be given an 'N' determination, the Principal must submit the 'N' determination and advise the student of the determination, its consequences and the student's right to a College review and subsequent appeal to the New South Wales Education Standards Authority, Teaching and Educational Standards using the form supplied by the Board. A student seeking a review of an 'N' determination must apply to the Principal in writing.

## **PROCEDURES**

### *Notification of Assessment Tasks*

1. All tasks are listed in the individual course assessment schedules. These schedules contain details of tasks, due dates, components and weightings.
2. An assessment calendar of all Preliminary tasks will be provided. As soon as this is issued students are encouraged to write the dates into their diaries.
3. A detailed notification of the requirements for each task will be notified in class, in writing, at least 2 weeks prior to the due date for the task. This is also fulfilled through the issue of the calendar.
4. Students will be issued with marking guidelines to assist them.
5. KLA Co-ordinators reserve the right, given adequate consultation with the Leader of Teaching and Learning, to change details (such as due date, outcomes) contained in

this booklet. Students will, however, be given such notice, in writing, at least two weeks before the task is due.

6. Each student will be given feedback on her level of achievement in each task. Should problems occur with marks or ranks, students should discuss the matter immediately with their class teacher in the first instance.

### *Completion of Assessment Tasks*

Prepared tasks – assignments, research tasks, major works

- Students will be required to electronically submit most tasks via Turnitin.
- All tasks must be submitted NO LATER THAN 8.45 am in the morning that the task is due.
- Where a task cannot be submitted via Turnitin, it must be given to a representative of the appropriate department outside the student foyer NO LATER THAN 8.45 am in the morning that the task is due.
- When a task is submitted after 8.45 a.m., it will be considered late. The student will have to complete an illness/misadventure form, with appropriate written evidence, explaining the late submission. Late tasks are to be submitted to the Leader of Teaching and Learning upon the student's arrival at school.
- It is the student's responsibility to ensure that the task is securely stapled and clearly labelled. It is also the student's responsibility to ensure that she signs the submission roll. Where appropriate. Should a task be misplaced, this role will be evidence that the task has been submitted. Claims of stolen tasks will be subject to investigation. A copy of written tasks should always be kept by the student.
- When students use technology in the preparation of tasks, they must remember that a breakdown of that technology is always possible. Appropriate time management skills should be employed when completing tasks so that, if the computer or printer fails, there will still be time to complete the task.
- In the case of tasks submitted on a USB, hard copies should be kept both during and at the end of the task preparation period. Backing up work is an important part of a student's learning. Consideration will not be given for faulty technology, including printers. It is the student's responsibility to plan ahead to ensure that there is time to print out a hard copy of each task.
- The College will not be responsible for printing out student's work from a disc or flash drive.

In-class tasks - tests, prepared essays, examinations

Students must ensure that they have the appropriate equipment for the task. The required equipment will be published on the Assessment Task Notification sheet and in the assessment task description.

Normal examination conditions will apply to all in-class tasks unless stated prior to the task.

### *Assessment Task Results*

The marking of assessment tasks is carefully undertaken using the marking criteria given to the students. Students will receive meaningful feedback on all assessment tasks, generally within two weeks depending on the size of the group.

When a task is returned, the student should check the mark and feedback. It is important that the addition of marks is checked carefully.

Marked assessment tasks will provide students with a variety of meaningful feedback for improving their work. Students will receive a mark and/or written feedback for every completed task. Parents are asked to sign the acknowledgement slip attached to each task and ensure that it is returned to the class teacher.

### *Student Query About Results*

If a student has a query about an assessment mark for an individual task, she should speak to the relevant Key Learning Area (KLA) Co-ordinator after first consulting the teacher of the course. This query must occur at the time that the task is returned.

### *Cancellation or Replacement of Tasks*

The policy of the New South Wales Education Standards Authority is that assessment tasks must accurately measure the achievement of students and discriminate between different levels of achievement. If an assessment task does not adequately fulfil these requirements (i.e. produces invalid or unreliable results), the Principal reserves the right to amend the weighting of the task or order a new task to be set.

### *Late submission of a Task*

When a task is submitted after 8.45 a.m., it will be considered late. The student will have to complete an illness/misadventure form, with appropriate written evidence, explaining the late submission. Late tasks are to be submitted to the Leader of Teaching and Learning upon the student's arrival at school.

The penalties for late submission of tasks without a valid reason are as follows:

- For the first day that a task is late, 25% of the marks awarded for the task will be deducted.
- On the second day that the task is late, 50% of the marks awarded for the task will be deducted.
- On the third day that a task is late, the task will receive a mark of zero.

When a student is penalised for the late submission of a task, a warning letter will also be issued.

### *Failure to Submit a Task or Attend a Task*

If a student does not submit/attend a task after three days, and does not have an acceptable reason, she will receive zero for that task . A warning letter will be issued and the student will be required to complete the task.

### *What to do if Absent from School When an Assessment is Scheduled*

If a student is absent on the day of an in-class assessment or examination, a parent must phone the College and inform us of the student's illness and/or inability to attend the set task. Please ask for this information to be passed onto the relevant teacher/KLA Co-ordinator and the Year 11 Co-ordinator. The student must complete an Illness/Misadventure Form and attach the necessary documentation (doctor's certificate, funeral notice, court notice, etc) to explain the absence with a written explanation from a parent/guardian. The Illness/Misadventure Form and documentation must be submitted to the Leader of Teaching and Learning no later than 3 days from the date of the student's return.

If a student is absent on the day of a hand-in assessment, it is the student's responsibility to delegate a person (e.g. parent/guardian) to submit the task on her behalf if it cannot be submitted through Turnitin.

In cases where it is impossible for the task to be submitted on the due date, it must be handed to the Leader of Teaching and Learning before school on the first day that the student returns to school .

The penalty for failing to submit an assessment task on time on the due date without observing the procedures outlined above will be significant as described above. A letter from the College will be sent to parents.

### *Appealing a decision*

The College Assessment Review Panel consists of the Assistant Principal, Leader of Teaching and Learning, Year 11 Co-ordinator and KLA Co-ordinator. The written appeal is considered and a recommendation is made to the Principal.

Students wishing to appeal the decision must submit a written appeal , together with evidence and signed by parents, to the Leader of Teaching and Learning for review within 3 days of receiving the original decision. The appeal will be considered by the College Assessment Review Panel.

The recommendation may be:

- an extension of time granted;
- an alternative task;
- an approved assessed mark determined;
- a late penalty or
- a zero mark.

Please note:

- An Illness/Misadventure Form for non-submissions should be completed, whatever the reason.
- Missing an assessment task or not handing it in will only be justified if the reason is deemed sufficiently serious. This would generally not include forgetting to bring a task, nor would it include a known absence where an alternative arrangement was not made.
- Handing in an Illness/Misadventure Form is not a guarantee that it will be approved.
- Illness would have to be serious enough to affect your ability to do the assessment task. It would not be an acceptable excuse where the illness occurred briefly near the time of submitting an assessment task for which you had substantial time to complete the task but left it until the last minute.
- Illness must be substantiated by a doctor's certificate. The certificate must clearly state why the task could not be attempted. A simple statement that the student was not able to come to school is not sufficient. Where there is a pattern of recurring illness affecting submission of assessment tasks, the school will require a doctor's certificate.
- The following cases are examples where absence from an assessment task would not generally be acceptable: dental/orthodontist appointments, holidays or sporting events.
- In cases where there are extenuating circumstances and the school is notified well before the due date of the task, approval may be granted to complete the task or a substitute task.

## **AWARD OF A PENALTY**

The following penalties will be awarded in the following circumstances:

### *Failure to follow procedure*

Failure to follow the procedures as outlined previously (including the failure to provide the appropriate documentation) will result in the award of a **zero mark**.

### *Malpractice*

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice. Malpractice includes, but is not limited to, plagiarism, cheating, copying and collaboration, and is unacceptable. Allegations of malpractice will be treated seriously and detected malpractice will limit a student's marks and jeopardise her HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

If an allegation of malpractice is proven, students will receive no credit for the task. A warning letter will be issued and the student will be required to repeat the task. However, a zero will be recorded for the task in the faculty mark book.

### *Unfair Advantage*

If a student absences herself from a class prior to the completion of a task or is away from school prior to a task without a satisfactory reason and/or a doctor's certificate, she may be deemed to have gained an unfair advantage. 25% of the marks awarded for the task will be deducted.

### **WARNING TO STUDENTS**

The award of a zero mark may affect the student's ability to receive the HSC. Students and parents or caregivers will be notified by letter in the event of the award of any penalty. The student will be provided with details for completion/submission of task(s).

### **DISABILITY PROVISIONS**

Students can apply to NESAs for Special Provisions in Year 12 for examination purposes only. The College may make a determination to provide disability provisions for a student for tests or examinations based on:

- previous Disability Provision application;
- intended Year 12 application;
- recent diagnostic assessment; and
- information provided by the student and parent(s).

However, until NESAs has approved a student's application for Disability Provisions for the 2021 HSC examinations, we cannot be sure that the student will be granted those provisions. In such cases, students would be encouraged to complete examinations without the use of Disability Provisions.

# **BOARD DEVELOPED COURSES**

# ANCIENT HISTORY

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Research Task</b>	<b>Case Study Seminar/Presentation</b>	<b>Examination</b>	
<b>Format</b>	Written	Presentation	Examination	
<b>Date</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 7</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	AH11-1, AH11-2, AH11-5, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9	AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Source-based skills	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
Historical inquiry and research	<b>10</b>	<b>5</b>	<b>5</b>	<b>20</b>
Communication of historical understanding	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

# BIOLOGY

## Assessment Components, Weightings and Tasks

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Practical Examination</b>	<b>Depth Study</b>	<b>Examination</b>	
<b>Format</b>	First-hand investigation (in class)	Field Study/ Presentation (field trip + in class)	Examination	
<b>Date</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 9</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	BIO11-8, BIO11/12-2 BIO11/12-3, BIO11/12-4 BIO11/12-5, BIO11/12-7	BIO11-11, BIO11/12-1 BIO11/12-2, BIO11/12-3 BIO11/12-7	BIO11-8, BIO11-9, BIO11-10, BIO11-11 BIO11/12-4, BIO11/12-5 BIO11/12-6, BIO11/12-7	
<b>Syllabus weighting</b>				
Skills in Working Scientifically	<b>25</b>	<b>25</b>	<b>10</b>	<b>60</b>
Knowledge and Understanding	<b>5</b>	<b>5</b>	<b>30</b>	<b>40</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

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 specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

# BUSINESS STUDIES

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Business Management</b>	<b>Business Planning</b>	<b>Preliminary Course Exam</b>	
<b>Format</b>	Extended Response (hand in)	Business Plan/Report (hand in)	Examination	
<b>Date</b>	<b>Term 1, Week 8</b>	<b>Term 3, Week 5</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P2, P5, P6, P8, P9	P1, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Stimulus-based skills	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>
Inquiry and research	<b>10</b>	<b>10</b>		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the 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

# CHEMISTRY

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Properties of matter</b>	<b>Reaction energy Depth Study</b>	<b>Preliminary examination</b>	
<b>Format</b>	Secondary source investigation (hand in)	First hand investigation (in class)	Examination	
<b>Date</b>	<b>Term 1, Week 10</b>	<b>Term 3, Week 4</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	CH11-2, CH11-3, CH11-5, CH11-6, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-11	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
<b>Syllabus weighting</b>				
Working scientifically	<b>20</b>	<b>30</b>	<b>10</b>	<b>60</b>
Knowledge and understanding	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

A student:

CH11-1 develops and evaluates questions and hypotheses for scientific investigation

CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5 analyses and evaluates primary and secondary data and information

CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

# COMMUNITY and FAMILY STUDIES

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Resource Management and Individuals and Groups</b>	<b>Individuals and Groups and Families and Communities</b>	<b>All topics</b>	
<b>Format</b>	Hand in	Hand in	Preliminary Course Exam	
<b>Date</b>	<b>Term 2, Week 1</b>	<b>Term 3, Week 1</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P1.1, P1.2, P4.2, P5.1, P6.1, P6.2	P2.1, P2.2, P2.3, P3.2, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	<b>20</b>	<b>20</b>	<b>20</b>	<b>60</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision making

# DESIGN & TECHNOLOGY

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Design Dynamics</b>	<b>The Great Aussie Dream</b>	<b>Preliminary Examination</b>	
<b>Format</b>	Research Report and Oral Presentation	Design Project and Portfolio	Examination	
<b>Date</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 8</b>	<b>Tem 3, Week 9</b>	
<b>Syllabus outcomes</b>	P1.1, P2.1, P6.2	P3.1, P4.1, P4.2, P4.3, P5.2, P5.2, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	<b>20</b>	<b>30</b>	<b>10</b>	<b>60</b>
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

A student:

- 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
- P5.2 communicates ideas and solutions using a range of techniques to develop design projects
- 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
- P6.2 evaluates and uses computer-based technologies in designing and producing

# DRAMA

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Group Performance</b>	<b>Directorial, Design Analysis and Performance</b>	<b>Preliminary Examination</b>	
<b>Format</b>	Performance and Logbook	Creative Task and Logbook	Examination	
<b>Date</b>	<b>Term 1, Week 9</b>	<b>Term , Week 2</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P1.1, P1.2, P1.3, P1.8, P2.4, P2.5 P2.6	P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.2, P2.3, P2.4	P3.1, P3.2, P3.3, P3.4	
<b>Syllabus weighting</b>				
Making	<b>20</b>	<b>20</b>		<b>40</b>
Performing	<b>15</b>	<b>15</b>		<b>30</b>
Critically Studying			<b>30</b>	<b>30</b>
<b>Weighting</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

A student:

P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles

P1.2 explores ideas and situations, expressing them imaginatively in dramatic form

P1.3 demonstrates performance skills appropriate to a variety of styles and media

P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively

P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through 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

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

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

# ENGLISH ADVANCED

## Assessment Components and Tasks

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Common Module: Reading to Write</b>	<b>Module A: Narratives that Shape our World</b>	<b>Preliminary Course Examination</b>	
<b>Format</b>	Writing Portfolio	Multimodal Presentation	Examination	
<b>Date</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

# ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

## *Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TOTAL</b>
<b>Name</b>	<b>Module A: Language, Texts and Contexts</b>	<b>Module B: Close Study of a Text</b>	<b>All Modules</b>	
<b>Format</b>	Creative response and reflection Submission	Multimodal Presentation Submission	Examination (including listening)	
<b>Date</b>	<b>Term 1, Week 10</b>	<b>Term 3, Week 4</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus Outcomes</b>	EAL11-1A, EAL11-1B, EAL11-2, EAL11-3, EAL11-9	EAL11-1A, EAL11-1B, EAL11-3, EAL11-7	EAL11-1A, EAL11-3, EAL 11-4, EAL11-5	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

A student:

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 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 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 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

EAL11-6 investigates and explains the relationships between texts

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

# ENGLISH EXTENSION 1

## *Assessment Components, Weightings and Tasks*

<b>Name</b>	<b>Creative Writing and Critical Reflection</b>	<b>Independent Research Project</b>	<b>Preliminary Course Examination</b>	<b>Total</b>
<b>Format</b>	Submission	Multimodal Presentation	Examination	
<b>Date</b>	<b>Term 2, Week 2</b>	<b>Term 3, Week 4</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5,EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5,EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5,EE11-6	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

# ENGLISH STANDARD

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Common module – Reading to Write: Transition to Senior English</b>	<b>Module A: Contemporary Possibilities</b>	<b>Examination</b>	
<b>Format</b>	Writing Portfolio	Multimodal Presentation	Examination	
<b>Date</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	EN11-1, EN11-2, EN11-3, EN11-4, EN11-6, EN11-8, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

# ENGLISH STUDIES

## Assessment Components, Weightings and Tasks

Name	Mandatory module – Achieving through English: English in education, work and community	The Big Screen: English in filmmaking	All Modules	Total
Format	Resume, Cover Letter, Job Interview	Multimodal presentation	Collection of classwork	
Date	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Week 6</b>	
Syllabus outcomes	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9, ES11-10	ES11-1, ES11-2, ES11-5, ES11-6, ES11-9, ES11-10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-7, ES11-8, ES11-10	
Syllabus weighting				
Knowledge and understanding of course content	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Skills in: * comprehending texts * communicating ideas * using language accurately, appropriately and effectively	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

# FOOD TECHNOLOGY

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>Food Availability and Selection</b>	<b>Nutrition</b>	<b>Examination</b>	
<b>Format</b>	Investigation and Practical	Research and Design Task/Practical	Written Examination	
<b>Date</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 8</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P1.1, P1.2, P4.1, P4.2, P4.4	P2.1, P2.2, P3.1, P3.2, P4.3, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P5.1	
<b>Syllabus weighting</b>				
Knowledge understanding of course content	<b>5</b>	<b>5</b>	<b>30</b>	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	<b>15</b>	<b>15</b>		<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	<b>15</b>	<b>15</b>		<b>30</b>
<b>Total</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

A student:

P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

P2.1 explains the role of food nutrients in human nutrition

P2.2 identifies and explains the sensory characteristics and functional properties of food

P3.1 assesses the nutrient value of meals/diets for particular individuals and groups

P3.2 presents ideas in written, graphic and oral form using computer software where appropriate

P4.1 selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food

P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection.

P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups

P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.

P5.1 generates ideas and develops solutions to a range of food situations.

# LEGAL STUDIES

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Law Reform</b>	<b>Contemporary Study</b>	<b>Preliminary Examination</b>	
<b>Format</b>	Research Essay	Research Digital Presentation	Examination	
<b>Date</b>	<b>Term 2, Week 2</b>	<b>Term 3, Week 4</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P1, P2, P4, P6, P8, P9	P1, P4, P5, P6, P7, P8, P9	P2, P3, P4, P7, P9, P10	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>15</b>	<b>15</b>	<b>30</b>	<b>60</b>
Inquiry and research	<b>10</b>	<b>10</b>		<b>20</b>
Communication of Legal Studies information, issues and ideas in appropriate forms	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

P1. identifies and applies legal concepts and terminology

P2. describes the key features of Australian and international law

P3. describes the operation of domestic and international legal systems

P4. discusses the effectiveness of the legal system in addressing issues

P5. describes the role of law in encouraging cooperation and resolving conflict as well as initiating and responding to change

P6. explains the nature of the interrelationship between the legal system and society

P7. evaluates the effectiveness of the law in achieving justice

P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9. communicates legal information using well-structured responses

P10. accounts for differing perspectives and interpretations of legal information and issues

# MATHEMATICS ADVANCED

## Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Total
<b>Name</b>	<b>Function and Graphs</b>	<b>Trigonometry and Differentiation</b>	<b>Preliminary Course Examination (All topics)</b>	
<b>Format</b>	Investigation	Test	Examination	
<b>Date</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 7</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-5, MA11-8, MA 11-9	MA11-1, MA11-2, MA11-3, MA11-5, MA 11-7, MA11-8, MA 11-9	
<b>Syllabus weighting</b>				
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

**MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

**MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems

**MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

**MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

**MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

**MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

**MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

**MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

**MA11-9** provides reasoning to support conclusions which are appropriate to the context

# MATHEMATICS EXTENSION 1

## Assessment Components, Weightings and Tasks

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	Combinatorics, Inequalities and Parametrics	Polynomials investigation	All Topics	
<b>Format</b>	In class test	Investigation/Test	Trial Examination	
<b>Date</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 9</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
<b>Syllabus weighting</b>				
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	<b>20</b>	<b>10</b>	<b>20</b>	<b>50</b>
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

**ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

**ME11-2** manipulates algebraic expressions and graphical functions to solve problems

**ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

**ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

**ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering

**ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

**ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

# MATHEMATICS STANDARD

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Finance, Algebra and Measurement</b>	<b>Statistical Analysis</b>	<b>All Topics</b>	
<b>Format</b>	Class Test	Investigation/Test	Preliminary Course Examination	
<b>Date</b>	<b>Term 2, Week 1</b>	<b>Term 2, Week 10</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	MS11 - 1, 2, 3, 4, 5, 6, 9, 10	MS11 - 2, 7, 9, 10	MS11 - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
<b>Syllabus weighting</b>				
Understanding, fluency and communicating	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Problem solving, reasoning and justification	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

# MODERN HISTORY

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Historical Investigation Project</b>	<b>Romanov Essay</b>	<b>Preliminary Examination</b>	
<b>Format</b>	Report	Formal Essay In class (prepared response)	Examination	
<b>Date</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 3</b>	<b>Term 3, Week 8</b>	
<b>Syllabus outcomes</b>	MH 11-4, MH 11-6, MH 11-7, MH 11-8, MH 11-9, MH 11-10	MH11-1; MH11-2; MH11-3; MH11-4; MH11-5; MH11-6; MH11-7; MH11-9	MH11-1 MH11-3 MH11-5 MH11-9	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
Historical inquiry and research	<b>10</b>	<b>5</b>	<b>5</b>	<b>20</b>
Communication of historical understanding in appropriate forms	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

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

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

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

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

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

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

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

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

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well- structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

# MUSIC COURSE 1

## *Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>Total</b>
<b>Name</b>	<b>An Instrument &amp; Its Repertoire</b>	<b>The Musical</b>	<b>Preliminary Course Examination</b>	
<b>Format</b>	Composition Hand in	Performance & Viva Voce and Performance	Performance & Aural Exam	
<b>Date</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 8</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus Outcomes</b>	P3, P5, P7, P8	P1, P2, P4, P5, P6, P7, P8, P9	P1, P2, P4, P5, P6, P7, P8, P9	
Musicology		25		25
Performance		10	15	25
Composition	25			25
Aural			25	25
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

A student:

P1- performs music that is characteristic of topics studied

P2 - observes, reads, interprets, and discusses simple musical scores characteristic of the topics studied

P3 – improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 - recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 - comments on and constructively discusses performances and compositions

P6 – observes and discusses concepts of music in works representative of the topics studied

P7 - understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 - identifies, recognises, experiments with and discusses the use of technology in music

P9 - performs as a means of self-expression and communication

P10 - demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11 – demonstrates a willingness to accept and use constructive criticism

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Better Health for Individuals</b>	<b>The Body in Motion</b>	<b>All Topics</b>	
<b>Format</b>	Extended Responses (in class)	Movement Analysis (Hand in)	Preliminary Examination	
<b>Date</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 9</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P2, P3, P4, P5, P6, P15, P16	P.7, P.8, P.17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P12, P15, P16, P17	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Skills in critical thinking, research, analysis and communicating	<b>20</b>	<b>25</b>	<b>15</b>	<b>60</b>
<b>Total</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

A student:

P1 identifies and examines why individuals give different meanings to health

P2 explains how a range of health behaviours affect an individual's health

P3 describes how an individual's health is determined by a range of factors

P4 evaluates aspects of health over which individuals can exert some control

P5 describes factors that contribute to effective health promotion

P6 proposes actions that can improve and maintain an individual's health

P7 explains how body systems influence the way the body moves

P8 describes the components of physical fitness and explains how they are monitored

P9 describes biomechanical factors that influence the efficiency of the body in motion

P10 plans for participation in physical activity to satisfy a range of individual needs

P11 assesses and monitors physical fitness levels and physical activity patterns

P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)

P15 forms opinions about health-promoting actions based on a critical examination of relevant information

P16 uses a range of sources to draw conclusions about health and physical activity concepts

P17 analyses factors influencing movement and patterns of participation

# PHYSICS

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Kinematics</b>	<b>Waves and Thermodynamics</b>	<b>Preliminary Examination</b>	
<b>Format</b>	Practical Investigation (in class)	Depth Study, Research and Presentation (in class)	Preliminary Course Examination	
<b>Date</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 9</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11-8	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-5 PH11/12-7, PH11-10	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6 PH11-8, PH11-9 PH11-10, PH11-11	
<b>Syllabus weighting</b>				
Skills in Working Scientifically	<b>20</b>	<b>30</b>	<b>10</b>	<b>60</b>
Knowledge and Understanding	<b>5</b>	<b>5</b>	<b>30</b>	<b>40</b>
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

A student:

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

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

# SOCIETY AND CULTURE

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>The Social and Cultural World</b>	<b>Personal and Social Identity</b>	<b>Preliminary Course Examination</b>	
<b>Format</b>	In class	Hand in	Examination	
<b>Date</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 8</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P1, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2,P3, P4 P5, P6, P7, P8,P9, P10	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>10</b>	<b>15</b>	<b>25</b>	<b>50</b>
Application and evaluation of social and cultural research methods	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
Communication of information, ideas and issues in appropriate forms	<b>10</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

# STUDIES OF RELIGION I

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Nature of Religion and Beliefs</b>	<b>Study: Islam</b>	<b>All units</b>	
<b>Format</b>	Oral presentation In-class	Research and writing task Hand-in	Preliminary Examination	
<b>Date</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 8</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P8, P9	
<b>Syllabus weighting</b>				
Knowledge and understanding of course content	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
Source-based skills			<b>10</b>	<b>10</b>
Investigation and research	<b>5</b>	<b>5</b>		<b>10</b>
Communication of information, ideas and issues	<b>5</b>	<b>5</b>		<b>10</b>
<b>Total</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>

A student:

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 sources

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

## STUDIES OF RELIGION II

### *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Nature of Religion and Beliefs</b>	<b>Study: Christianity</b>	<b>All units</b>	
<b>Format</b>	Oral presentation In-class	Research and writing task Hand-in	Preliminary Examination	
<b>Date</b>	<b>Term 1, Week 5</b>	<b>Term 2, Week 8</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P8, P9	
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Source-based skills			<b>20</b>	<b>20</b>
Investigation and research	<b>10</b>	<b>10</b>		<b>20</b>
Communication of information, ideas and issues	<b>10</b>	<b>10</b>		<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

A student:

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 sources

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

# VISUAL ARTS

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Body of Work 1</b>	<b>Body of Work 2</b>	<b>Preliminary Exam</b>	
<b>Format</b>	Body of Work submission	Body of Work submission	Written responses	
<b>Date</b>	<b>Term 2, Week 3</b>	<b>Term 3, Week 7 3.9.20</b>	<b>Term 3, Exam Block</b>	
<b>Syllabus outcomes</b>	P1, P3, P4, P5, P6	P2, P3, P4, P5, P6	P7, P8, P9, P10	
Artmaking	<b>20</b>	<b>30</b>		<b>50</b>
Art Critical/ Historical			<b>50</b>	<b>50</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

A student:

P1: explores the conventions of practice in artmaking

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

P3: identifies the frames as the basis of understanding expressive representation through the making of art

P4: investigates subject matter and forms as representations in artmaking

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

P7: explores the conventions of practice in art criticism and art history

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10: Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

# **BOARD ENDORSED COURSES**

# EXPLORING EARLY CHILDHOOD

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>Pregnancy and Childbirth</b>	<b>Child Growth and Development &amp; Promoting Positive Behaviour</b>	<b>Play and the Developing Child</b>	
<b>Format</b>	Case Study Options for Childbirth (Hand in)	Research Report and Presentation	Development of a Child's Toy (Hand in)	
<b>Date</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 5</b>	<b>Term 3, Week 5</b>	
<b>Syllabus outcomes</b>	1.1, 1.4, 2.1, 6.1, 6.2	1.4, 2.1, 2.2, 2.4, 6.1	1.3, 1.4, 2.2, 2.3, 2.4, 4.2	
<b>Syllabus weighting</b>				
Knowledge and understanding	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>
Skills	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.3 examine the nature of different periods in childhood – infant, toddler, preschool and the early years.
- 1.4 examines ways in which family, community and culture influence the growth and development of young children
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social, physical, cognitive, behavioural and language development 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.
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds.
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds.
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

# RELIGION: CATHOLIC STUDIES

## *Assessment Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Name</b>	<b>The Search for Meaning</b>	<b>Jesus of History, Christ of Faith</b>	<b>A Christian Vision of the World</b>	
<b>Format</b>	Extended response In class	Source analysis In class	Oral presentation In class	
<b>Date</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 4</b>	<b>Term 3, Week 5</b>	
<b>Syllabus outcomes</b>	C6.1, C6.9, C6.10, C6.11, C6.12	C6.2, C6.9, C6.10, C6.11, C6.12	C6.6, C6.9, C6.10, C6.11, C6.12	
<b>Weighting</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>

A student:

C6.1 discusses the nature and characteristics of God in the Christian and other traditions

C6.2 analyses the nature and influence of Jesus in Christian and other faith traditions

C6.6 assesses significant aspects of ethics and morality in the Christian tradition

C6.8 critiques different views about the role and place of religion in society

C6.9 gathers, analyses and synthesises information about religion, independently and in teams

C6.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts

C6.11 applies appropriate and correct terminology and concepts, related to religion and belief systems

C6.12 names, reflects on and integrates life experience within a response to the Christian story and vision

# **VOCATIONAL EDUCATION AND TRAINING (VET)**

## Vocational Education and Training Framework Courses

School delivered Vocational Courses offered for the Preliminary/HSC year:

School Delivered

- BSB20112 Business Services- 240 hours
- SIT20316 Hospitality – 240 hours

VET framework courses deliver dual qualifications for the HSC and for industry and have dual assessment systems for these qualifications.

### 1. Competency Based Assessment

VET Courses are assessed against competency standards. These competency standards are set out in Part B of the syllabus for each VET course. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competency is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continuous basis.

The techniques used for collecting evidence of competency may include:

- workplace performance
- role play/simulation
- oral questioning
- tests or examinations
- demonstration of specific skills/knowledge
- a project
- written exercises
- oral presentations
- finished products

Remember : In competency based assessments you are either competent or not yet competent. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

## Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance benchmarks, you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the VET Leader of Learning.
3. The Leader of Learning will discuss your concerns with you.

4. A joint meeting will be arranged between you, the teacher and the VET Leader of Learning so that your concerns and those of the teacher can be addressed.
5. The outcome of this meeting may be:
  - (a) original result stands;
  - (b) a revised assessment by the teacher;
  - (c) a new assessment task for part of the disputed tasks; or
  - (d) a full assessment task to be completed in place of the disputed task.

## 2. Standards Referenced Assessment

Students studying VET courses can choose to sit the HSC Examination and may have one VET course mark counted towards their ATAR. The external HSC Examination for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR must sit the HSC examination.

The marking of the HSC examination is standards referenced as is the marking of general HSC courses. Some tasks and internal examinations will be based on standards referenced assessment to give students HSC practice. Internal examinations such as the Trial HSC in Year 12 will be the basis for determining an HSC ESTIMATE MARK for each student. A HSC estimate mark is a prediction of the likely performance of each student in the HSC examination based on internal evidence and the professional judgement of the teacher. The HSC estimate mark will only be used if the student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination.

A schedule of standards referenced tasks, assessment and examinations, is set out below.

- Year 12 Mid-Course Examination ● The Trial HSC Examination WORK PLACEMENT
- Students undertaking VET Industry Curriculum Framework courses (Business Services and Hospitality) should note that work placement is a COMPULSORY component of their course. Thirty five hours each year of the course is a mandatory requirement for all VET courses.

- Work placement allows the student to apply the theory and practical skills learnt in class.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject.
- Students will be offered placement in the Sydney Metropolitan area. Students are required to accept the place offered.
- Students will complete their work placement during a nominated time. Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance and students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement.
- Students must complete and submit all paperwork regarding work placement ON TIME to confirm their placement and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The VET Leader of Learning will assess the application and students will be informed as to the success of their application.
- Students, parents/caregivers and employers will be required to complete the Student Placement Record. This form outlines expected behaviour whilst the student is on work placement.

Absences from work placement MUST be reported to the employer and to the school. In the case of illness a medical certificate MUST be produced upon returning to school and any hours lost in the workplace will be made up at another time.

VET Business Services (2017)

BSB20112

Type of Course: Board Developed (ATAR – Category B)

Unit Value: 2

Preliminary Assessment Grid

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Course Components	Syllabus Weightings	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
		Term 1 2018	Term 2 2018	Term 3 2018	Term 4 2018	Term 1 2019	Term 2 2019
Work Place Health and Safety	Competent or Progressing Towards Competency	✓					
Touch Type			✓				
Business and Technology				✓			
Workplace Information					✓		
Sustainable Innovations						✓	
Records Management						C	✓
Competencies to be assessed		BSBWHS201 BSBIND201A	BSBWOR204A BSBITU201A BSBITU303A	BSBADM311A BSBITU304A BSBITU202A	BSBCMM201A BSBCUS201B BSBWOR203B	BSBINM201A BSBWOR202A	BSBSUS201A
Type of Task		Questioning, Observation & Structured Activities					

VET Hospitality

SIT20316

Type of Course: Board Developed (ATAR – Category B)

Unit Value: 2

Preliminary Assessment Grid

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Course Components	Syllabus Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 2018	Terms 2 and 3 2018	Term 4 2018 to Term 3 2019	Term 1 2019 to Term 3 2019
Safety and Hygienic Workplaces	Competent or Progressing Towards Competency	✓			
Kitchen Skills			✓		
Food & Beverage Skills				✓	
Hospitality Industry					✓
Competency Assessed		SITXWHS001 SITXFSA001 SITXFSA002	SITHKOP001 SITHCCC001 SITHCCC003 SITHCCC002	SITHFAB004 SITHFAB005 SITHFAB007 BSBWOR203 SITXCCS003 SITHIND003	SITHIND002 SITXCOM002
Type of Task		Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities

