

**MURRAY  
HIGH  
SCHOOL  
YEAR 11  
PRELIMINARY  
COURSE  
ASSESSMENT**

**2019**



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**MURRAY HIGH SCHOOL  
HIGHER SCHOOL CERTIFICATE  
PRELIMINARY COURSE ASSESSMENT**

**YEAR 11 2019**

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## INTRODUCTION

To the student,

Welcome to the Senior School at M.H.S. With this new role comes increased responsibility created by the HSC and the Assessment of each course.

## PRELIMINARY AND HSC COURSES

The NSW Higher School Certificate requires candidates to

- a) Follow the course of study provided by the BOSTES and the teacher.
- b) Apply yourself with diligence and sustained effort to set tasks.
- c) Achieve the course outcomes

in Preliminary Courses before HSC courses are attempted. The Preliminary HSC Courses will be undertaken in Year 11 and involves study over the first 3 terms of this year.

All two unit courses (and 1 unit extension courses in English and Mathematics) comprise two components - a Preliminary and an HSC Course. Failure to satisfy the requirements in one course may prevent a student from completing the HSC in the normal 2 year period.

Students must also satisfactorily complete all requirements in one unit courses and any Vocational Education and Training courses they undertake.

Murray High School's Assessment Policy and specific course guidelines for your formal assessment program are contained in this booklet. However, students enrolled in courses with the Distance Education and/or TAFE, **must also follow the assessment procedures established by these institutions.**

To be eligible for the award of the HSC you must satisfactorily complete at least 12 units in your preliminary study pattern and **at least 10 units in your HSC study pattern.**

Both study patterns must include:

- at least 2 units of a Board Developed course in English
- at least 6 units of Board Developed courses
- at least three courses of 2 unit value or greater
- at least four subjects (with no more than 6 units of Science courses)

## COURSES AVAILABLE

All courses available at Murray High School in 2018 are listed in the table below.

| Line 1  | Line 2                            | Line 3   | Line 4  | Line 5   | Line 6  | Off line  |
|---|-----------------------------------|--|---|--|---|---|
| English<br>Advanced<br>English<br>Standard<br>English Studies | Mathematics<br>Textile&<br>Design | Biology<br>Community and<br>Family Studies<br>Chemistry<br>Construction<br>Business<br>Studies<br>French | Biology<br>Legal Studies<br>Hospitality<br>Physics<br>PDHPE | Society & Culture<br>Biology<br>Timber-Furniture<br>Engineering Studies<br>Chinese Beginners<br>Aboriginal Studies<br>Information<br>Processes and<br>Technology | Modern History<br>Visual Arts<br>Geography<br>Sport Lifestyle and<br>Recreation<br>Photographic Media | Extension<br>English<br>Extension<br>Mathematics<br>Visual Design |

*It is YOUR responsibility to follow the procedures outlined below.*

### **How Am I Notified Of Assessment Task?**

You will be given written notification of assessment tasks at least two weeks before the date of the task. If you do not attend a lesson where an assessment task is notified, this will not give you an extension on the task. It is your responsibility to obtain any material, including assessment tasks, issued during the absence.

If you know that you will be absent, it is your responsibility to check your Preliminary Course Assessment Booklet to see if you have any assessment tasks coming up and to see your teacher regarding notification for these tasks. It is your responsibility to follow this procedure if you are going to be absent for any reason, including school authorised such as work placements, TAFE and school excursions.

If you experience an illness or misadventure on the day when notification is given of an assessment task, this does not automatically give you an extension for the task. It is your responsibility to contact your teacher and seek the notification of the task. If you feel that you have been disadvantaged by illness or misadventure, then you may submit an Absence from Assessment Task form applying for an extension, accompanied by supporting documentation such as a medical certificate.

### **Rules For Oral Tasks**

You must be present for every lesson until your oral task has been delivered. If you do not attend a lesson without following the procedures in this policy for missing an assessment task, you will receive a mark of zero. This includes circumstances where you are aware beforehand of an absence. If you are aware that you will be absent for a lesson during oral presentations for any reason, including but not limited to appointments or excursions, it is your responsibility to arrange with the Head Teacher to complete your oral presentation before this absence.

### **Rules For Examination**

Attendance at Year 11 examinations is **compulsory**. For the end of Year 11 final examinations, students do not attend roll call. Attendance will be monitored at all examinations.

If you have an illness or misadventure:

- and can't attend an exam – follow the procedure set out in the Assessment Booklet under “What to do if you are going to miss an Assessment Task due to illness or misadventure”
- Contact the Deputy Principal immediately ph.6025 4711
- if before the exam but you can still attend - tell Deputy Principal when you arrive
- if during an exam and it may have affected your performance, tell the Supervising Teacher.

**An Absence from Assessment Task form** (see Deputy Principal) must be completed upon your return to school and alternative arrangements made to complete examinations missed. This contact with the Deputy Principal must be done upon your first return to school.

Students are to be at school 20 minutes prior to the start of their examinations.

No paper is to be taken into the examination room. All paper required will be issued.

Students are to use black or blue pen to answer questions. Pencils are to be used for diagrams and multiple choice questions only. The use of these devices during an examination will constitute academic misconduct and result in a mark of zero being awarded.

Students are not to have phones/programmable watches/fit bits (or similar devices) in the examination room. The use of these devices during an examination will constitute academic misconduct and will result in a mark of zero being awarded.

Students are to follow all written and verbal instructions from the examination supervisor.

Students are to bring all of their own equipment (eg calculators, rulers, pencils, pens). Borrowing of equipment will not be permitted during examinations.

Students must remain in the examination room until the scheduled completion of the examination.

## **FULL SCHOOL UNIFORM MUST BE WORN.**

When not required for examinations, students may elect to study at home. The library will also be available for this purpose.

### **What to do if you know you are going to miss an Assessment Task**

1. Report to the Deputy Principal with a note from parents/carers and any relevant documentation explaining the situation.
2. Complete the "Known Absence form an Assessment Task form".
3. Return the Known Absence form an Assessment Task" form to Deputy Principal.
4. Report to the Deputy Principal before school on the day of your return to school to organise the completion of their tasks.
5. Complete the task as instructed.

***Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.***

### **What to do if you are going to miss an Assessment Task due to illness or misadventure**

1. Contact the school immediately or when practicable.
2. Organise a doctor's certificate or appropriate documentation.
3. Report to the Deputy Principal with the appropriate documentation before school on the day of your return to school to organise the completion of your task.
4. Complete the "Illness and Misadventure Form" form.
5. Return the "Illness Misadventure Form" form to the Deputy Principal.
6. Complete the task as instructed on the day of returning to school.

***Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.***

## ASSESSMENT OF OUTCOMES

All schools are required to submit an Assessment of Student Achievement to the Board of Studies Teaching and Educational Standards at the end of both Year 11 and Year 12 whether it be a BEC (Board Endorsed Course) or a Board Developed Course. These assessments will reflect the total achievement of the outcomes of each course relative to other students in a course.

The assessment mark is a measure of your achievement in more than a single examination. It will be calculated from results on a series of tasks which assess your abilities in a wider range of course outcomes than are measured by the external examination. The components, weightings and types of tasks are listed in the subject guidelines contained in this booklet. They are also in keeping with the rules established by BOSTES.

In addition to the formal assessment program you will also be required to attempt other tasks, e.g. tests, essays, research assignments etc. which will provide you with opportunities to practise your skills and to provide you and your teachers with information about progress. These tasks are important and if you consistently fail to attempt such tasks you may not satisfy the requirements for a particular course.

Murray High School's Assessment Policy and specific course guidelines for your formal assessment program are contained in this booklet. Students enrolled in courses with Distance Education and/or TAFE must also follow the assessment procedures established by these institutions.

### **What Is An Assessment Mark?**

The assessment mark is a measure of your achievement in more than a single examination. It will be calculated from results on a series of tasks which assess your abilities in a wider range of course outcomes than is measured by the external examination. These outcomes, weightings and types of tasks are listed in the subject guidelines contained in this booklet. They are also in keeping with the rules established by the Board of Studies. The assessment requirements for each Board Developed course are set out in each syllabus. School-based assessment counts for 50% of your overall mark in each course, and is reported on your HSC Record of Achievement. You are required to complete school-based assessment tasks for the Board Developed HSC courses you study. (VET and Life Skills courses have different requirements).

### **What Will Happen To The Assessment Marks Submitted By The School?**

The raw assessment marks provided by the school in any Board Course are moderated. This means that the raw marks will be scaled so that they have the same mean and spread as the HSC exam marks scored by the school in that subject. However, the order of merit and the relative differences between students in the course will remain the same as that provided by the school.

Board Endorsed Course (BEC) assessment marks will not be moderated. Your achievement in any BEC course in Year 12 is only measured against other students in the course at Murray High and your result will be the actual mark you obtained through the assessment process.

### **What Will Be On The HSC?**

If you meet all the requirements, you will be awarded a Higher School Certificate. You will actually receive three documents, the HSC, the Record of Achievement and the Course Report. The certificate shows your name and school. The Board of Studies issues the HSC Record of Achievement to students who have satisfactorily completed any Preliminary or HSC courses. Students accumulating their courses will receive a Record of Achievement for each calendar year of study. HSC results of courses satisfactorily completed appear on the **HSC Record of Achievement** and on a **Course Report**.

Results of Board Developed Courses are recorded under the following headings on the **Record of Achievement**.

- A moderated Assessment Mark awarded for your assessment marks at school
- An Examination Mark awarded for the external examination.
- An HSC Mark - an average of the combined Examination Mark and the Assessment Mark
- A Performance Band - showing your level of achievement in that course.

This information will also be contained in a **Course Report**, which will be issued for each course completed. The report will include descriptions for each Performance Band which provide a summary of what students know and are able to do.

**NB** No assessment mark is shown for VET courses. For 240 hour VET courses an Examination Mark, HSC Mark and Performance Band will only be shown for students who have undertaken the optional HSC examination.

Students who satisfactorily complete VET HSC courses (including TAFE delivered Vet courses) will also receive an additional VET credential, which may be an AQF Certificate or a Statement of Attainment.

### **What About University Entrance?**

Entry from Year 12 into University courses in Australia generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio.

The ATAR is calculated by Universities, not the Board of Studies, and is reported on a scale of 0 to 99.95. Your ATAR indicates your position relative to the students who started Year 7 high school with you.

To be eligible for the ATAR, you must study at least 10 units of Board Developed HSC courses. (Details of ATAR requirements can be found in the Universities Admissions Centre (UAC) handbook).

### **When Will I Be Assessed?**

For all Board Courses, formal assessment for Preliminary Courses will not begin until after Week 5, Term 1, 2016.

This booklet also contains a calendar which schedules the assessment tasks for different HSC course subjects.

Assessment tasks will not be set for completion in the week before the Trial Examinations.

### **What Will Be Assessed?**

This booklet contains details about the assessment tasks for different courses that will measure your performance in each component of a course.

Information will be provided at least 2 weeks before the scheduled task, outlining:

- the components and their weightings
- when the assessment will take place
- the mark value of each task
- the nature of the assessment task e.g. test, assignment
- the task outcomes

If you do not attend a lesson where an assessment task is notified, this will not give you an extension on the task. It is your responsibility to obtain any material, including assessment tasks, issued during the absence

### **When Will Assessment Tasks Be Handed In?**

Assessment tasks which are completed at home **MUST** be handed to the Faculty concerned **by 9.00am on the due date**, which will usually be a Monday. Other assessment tasks, i.e., those undertaken during class time and examinations, will be handed in at the end of the allocated time.

### **What Must I Do When I Hand In An Assessment Task?**

For each assessment task, except examinations and tasks undertaken during class time, you will need to complete a "**Submission of Assessment Work**" form. These forms are available from the Front Office. This form will be signed by your teacher and the tear off section should be kept by you as your record of the task having been completed.



### **Will I Know How I Am Achieving In Assessment Tasks?**

Each assessment task will be returned to you with a mark or grade on it. Your teacher will also be able to tell you your position in the group in that task and provide relevant feedback and marking guidelines used to assess the intended outcomes.

When you think about your position in any task you should also think about the weighting of that task and its influence on your ranking in that course.

It is important to note that you **will NOT** be informed about your final assessment mark awarded by the school in each subject. However, you will receive an assessment rank reported on your Year 12 Mid-Course Report and your Trial HSC Report.

### **Can I Question The Marking Of An Assessment Task?**

As a general rule no. The teachers' judgements of an individual assessment task are not subject to review. However, if it appears that marks have been added incorrectly on your task, or if you have questions about how the marks were allocated, then you must ask the teacher about it when the task is handed back to you. If there has been a mistake it can be corrected at this stage but not later.

### **What Happens If I Fail To Hand In An Assessment Task On Time?**

#### **LATE SUBMISSION OF TASKS**

It should be clearly understood that responsibility for submitting required work by the due date rests with you. The Board of Studies requires that, "*If there is no valid reason for failing to complete an assessment task, a zero mark must be awarded for that task.*" (Board of Studies ACE website). Submission or completion of tasks after the date due without legitimate reason will result in a student being awarded zero in that task, and receiving an 'N' warning.

Where a student is absent on the day an assessment task is due either for medical reasons or for any other reason, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection by the teacher or posting it to arrive at the school by the due date. Where you have been absent on the day the assessment task was due and the task was not handed in by arrangement, due to misadventure, the student must hand the task to their teacher on their first day of attendance.

#### **SICKNESS**

**If you are absent for a task, you must bring in a medical certificate on the first day you return to school and give it to the Deputy Principal. If you fail to do this you will receive a zero mark and an 'N' warning letter.** When your sickness has been verified by a medical certificate, the Deputy Principal Curriculum will arrange for you to sit for the missed task or an alternative task. Appeals due to illness only apply for illness that would affect your ability to complete the assessment task. They also do not cover long term illness, such as glandular fever, asthma or epilepsy – unless there is evidence of a sudden recurrence during the time of the assessment task. (Higher School Certificate Rules and Procedures)

#### **MISADVENTURE**

Where you claim a "misadventure" has caused you to miss doing a task you must get a misadventure claim form from the Deputy Principal, fill it in and return it to the Deputy with any relevant documentation. The Deputy Principal, along with the relevant Head Teacher, will decide on the outcome of your appeal. Once the decision is made, you have the right of final appeal to the Principal.

#### **ACCEPTANCE OF EXCUSE FOR NON-COMPLETION OF ASSESSMENT TASK**

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated. A doctor's certificate on the day of an assessment task that has a hand in component **must be supported by evidence of previous work on that task.**

***Remember that the responsibility rests on you to get your work in on time.***

## **What Happens If I Am Absent On The Day An Assessment Task Is Scheduled?**

If you know that you are going to be away on the day of an assessment task, then you **MUST** advise the Deputy Principal-Curriculum in writing, **BEFOREHAND**. The appropriate form is available from the Deputy Principal - Curriculum. Applications for extensions must be completed at **least two school days** prior to the due date. Should an extension not be granted, the task must be submitted on or before the due date. If the extension is declined and the task is submitted late, zero marks will be recorded for the task.

Holidays or attendance at family functions are not a valid reason to miss an assessment task.

If you are away unexpectedly then it is ***your responsibility*** to contact the DP-Curriculum, **BEFORE** the commencement of the task. ***As soon as you return to school and before going to any class*** you **MUST** see the DP-Curriculum and arrange for the task to be completed.

Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.

If the reason for your absence is unsatisfactory, as determined by the DP-Curriculum, then a "non-attempt" will be recorded for you on that task. However, if the reason for your absence is valid (e.g., illness supported by a medical certificate or approved leave), then the Faculty Head in consultation with your teacher will decide whether to let you do the assessment task at an alternate time or award a mark based on a substitute task or give you an estimate based on your performance in similar tasks.

### **Partial Absence or truancy on the date of an assessment task**

If a student undertakes an in-class or examination assessment task, but does not attend school that day until the time that the task is scheduled, or truant's class for any or all of the lessons leading up until the time that the task is scheduled, this constitutes an unfair advantage over all of the other students in the course. In these circumstances, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

### **Suspension**

Under no circumstances does a suspension from school entitle a student to submit a take home assessment after the due date. It remains the student's responsibility to ensure the task is submitted on the due date.

It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of the assessment. Where appropriate, the student may be asked to complete the task on return from suspension.

A student who misses an assessment task must report to the Deputy Principal before 9am on the day of their return to school to organise the completion of their task.

## **What Happens If I Am Caught Cheating Or Seeking To Gain An Unfair Advantage In An Assessment Task?**

This is an extremely serious matter as all work done for the assessment is to be essentially your own. The Board of Studies requires incidences of cheating to be recorded on the malpractice register.

If a student has not made a genuine attempt or does not have a valid reason for not completing a task, or an investigation shows that there is evidence of serious malpractice, such as plagiarism and cheating, the Principal will rule on the penalty to be imposed which could include a zero mark, a non-attempt or other sanctions.

## **HSC: All My Own Work**

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

At Murray High School this program has been completed during the Preliminary Course.

All Students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed **HSC: All My Own Work**.

It is then necessary for ***you to adhere to the principles*** addressed by this program.

## **What Happens If Tasks Are Not Attempted?**

You are expected to complete the tasks that are part of the assessment program. If you fail to hand in an assessment task, both you and your parents will be advised.

If the school rules that you have made a "non-attempt" at assessment tasks in any subject then it may be ruled that you are not eligible to present that subject for the HSC. In this case, the Principal will advise you of the school's decision, the consequences and your subsequent rights.

To receive a result in each case, you must satisfactorily complete the course. This involves:

- following the course developed or endorsed by the BOSTES.
- achieving some or all of the course outcomes
- applying yourself with diligence and sustained effort to the set school tasks.

### **Non-genuine attempt at assessment tasks**

The Board of Studies states that its, "*minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.*" (Board of Studies ACE website) A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete, or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirements of the set task and which has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the assessment records of the course as a non-genuine attempt
- an 'N' Award letter will be sent home
- parents/caregivers will be notified of the non-genuine attempt and sent a photocopy of the submitted assessment task by the Head Teacher. The task will need to be resubmitted or completed. The original mark will still be recorded.

## **MONITORING PROCEDURES – STUDENT PROGRESS**

### **The Department of Education and Communities (DEC) Policy**

The DET's 1999 document "Procedures for the Suspension and Expulsion of School Students" details the circumstances in which students of post-compulsory age [ 17+] **may be expelled from a school because of unsatisfactory participation in learning.** This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work;
- non-serious attempts to meet course objectives
- non-compliance with Board of Studies requirements for the award of an HSC.

### **The Board of Studies (BOS) Policy**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- *followed the course developed or endorsed by the Board; and*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and*
- *achieved some or all of the course outcomes;*
- *made a genuine attempt at assessment tasks, which contribute in excess of 50% of available marks, and*
- *[in a competency - based course] made a genuine attempt to complete the course.*

For individual subjects, specific warnings are issued. The Board requires principals to **issue a minimum of two warnings before a final 'N' determination is made.** If this occurs then the subject will not appear on the Year 12 Record of Achievement. If a determination reduces the total number of units studied to less than ten, the student will not be eligible for the award of the HSC.

## **MONITORING PROCEDURES - ATTENDANCE**

The Board of Studies policy states that, "*For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. While the Board of Studies does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.*" (Board of Studies ACE website).

The Department of Education and Communities requires that you attend a minimum of 85% of lessons. Where your attendance falls below this, a written warning will be issued. If your attendance continues to be unsatisfactory, the Principal will issue a final

warning. If after a period of time, typically two weeks, your attendance has not shown improvement, the Principal, in following the guidelines of the Department of Education and Communities, may expel you. You have the right to appeal this expulsion decision.

### **Expulsion**

You may be expelled for “non-satisfactory participation in learning”. This means you have not met the outcomes of your courses because of:

- absences, or
- failure to complete course work.

Before an expulsion occurs you must have received one written warning and been given the opportunity to show improvement. You have the right to appeal a decision to expel you.

### **Work Placement in Vocational Education and Training Courses**

Work placement is a mandatory component of VET Industry Curriculum Framework courses. For each 120 hours of course studied students must complete 35 hours of work placement. Failure to complete mandatory work placement will mean that a student will receive an “N” award for the VET course where the hours have not been completed.

### **PROCEDURES TO BE FOLLOWED IF IT'S CONSIDERED THAT YOU ARE NOT MEETING BOARD OF STUDIES REQUIREMENTS.**

#### **THE 'N' - WARNING PROCESS**

An 'N' warning letter lets you know that you are unsatisfactory in a particular course. The process is designed to identify if you are an "at risk" student and to provide solutions in the form of school support. It is aimed at helping you rather than excluding you

You will have two weeks to “redeem” yourself by completing the work which is listed on the 'N' warning letter. If the work is done in the time the warning is redeemed. If you do not complete the work the warning remains “live” and counts towards an 'N determination' in the Course. If you end up with two “live” 'N' letters in any one Course, you may receive the 'N determination'. This means you are unsatisfactory in the Course. You may appeal the 'N determination'.

*“A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark recorded for that course.”* (Board of Studies ACE website). In some cases, the student may then not meet the necessary pattern of study requirements to eligible for the award of the HSC that year.

Note that an 'N' warning letter will include:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due
- what you must now do
- when the task is to be done (if that is applicable you may also be told if a zero mark has been awarded)
- a section which should be returned to the Head Teacher.

**Note: Only one warning letter is issued for each task. The new due date is final.**

### **Can I Seek A Review Of A Rank Awarded To Me Within A Course?**

Based on feedback from individual assessment tasks and from formal reports, you will have an expectation as to what your rank should be within a course. If the rank for a particular subject differs significantly from the expected rank then you can seek a review.

If you are seeking a review, you must apply to the Principal who will then inform you about the procedures.

## **What happens in the School Review?**

The review committee will meet to decide on any matters relating to your HSC Assessment and especially when a review has been requested. If you feel that there are any special reasons why penalties should not be imposed on you, then you must see your Head Teacher who will discuss your case with the Deputy Principal-Curriculum and the Principal will make a final decision. All reviews will be based on whether the assessment program conformed with the Board's requirements, whether the school's procedures conformed with its stated program, and whether there were computational or clerical errors.

## **A Final Note**

In order to provide flexibility in dealing with unusual circumstances, the Principal **MAY**, after ensuring that no student is unduly advantaged or disadvantaged by so doing, vary the conditions and requirements in this policy.

### **REPORTING STUDENTS MARKS**

- The school report will provide clear and detailed information on the standards of knowledge, skills and understanding achieved in each subject at Preliminary level.
- Students will receive marks on a scale from 0 to 100; along with descriptions of the standard of performance they have achieved using the Common Course Descriptors.
- Marks will not be scaled to a predetermined statistical distribution.
- The Board of Studies will then report on student achievement in either the Record of School Achievement (RoSA) or the HSC.

### **NATURE OF ASSESSMENT TASKS**

This booklet contains information about the assessment tasks for every course. Students will be informed in writing of the details and timing of assessment tasks. Your assessment task will outline the outcomes to be covered, the marking scheme and the structure of what is to be assessed. Meaningful feedback will then follow after the marking of these tasks.

### **RECORD OF SCHOOL ACHIEVEMENT (RoSA)**

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

The Record of School Achievement (RoSA) is the new credential for students who leave school **after** Year 10 and **before** they receive their Higher School Certificate (HSC).

There is a page on the Board of Studies website that has been designed to give parents of all NSW school students and prospective employers the latest information about the RoSA. The URL is:

<http://www.boardofstudies.nsw.edu.au/rosa/parents-employers.html>

This page provides information about how the RoSA:

- Provides a **cumulative record of all academic achievement**  
The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.
- **Literacy and Numeracy tests.**  
Students who leave school before they get their HSC will have the option to undertake the Literacy and Numeracy tests.
- **A Record of Extracurricular Achievements**  
The Board recognises that many employers are interested in more than academic results and is working on an online resource to help students bring together evidence of a range of extracurricular activities.

Any student who leaves school before their HSC and is accessed online through Students On-Line on the BOSTES website. To access this page and apply for a RoSA the student needs their BOSTES student number.

## **BOARD DEVELOPED COURSES**

The following assessment information is provided for each of the Year 11 Board Developed Preliminary Courses listed below. Please look carefully at each course currently being studied in Year 11.

| <b>BOARD COURSES</b>   | <b>UNIT</b> |
|--|-------------|
| ABORIGINAL STUDIES   | 2 UNIT      |
| AGRICULTURE  | 2 UNIT      |
| BIOLOGY  | 2 UNIT      |
| BUSINESS STUDIES   | 2 UNIT      |
| CHEMISTRY  | 2 UNIT      |
| COMMUNITY AND FAMILY STUDIES                                 | 2 UNIT      |
| DRAMA  | 2 UNIT      |
| ENGINEERING STUDIES  | 2 UNIT      |
| ENGLISH ADVANCED   | 2 UNIT      |
| ENGLISH EXTENSION 1  | 1 UNIT      |
| ENGLISH STANDARD   | 2 UNIT      |
| ENGLISH STUDIES  | 2 UNIT      |
| GEOGRAPHY  | 2 UNIT      |
| INDUSTRIAL TECHNOLOGY- METAL AND<br>ENGINEERING TECHNOLOGIES | 2 UNIT      |
| INVESTIGATING SCIENCE  | 2 UNIT      |
| LEGAL STUDIES  | 2 UNIT      |
| MATHEMATICSADVANCED  | 2 UNIT      |
| MATHEMATICS EXTENSION 1                                      | 1 UNIT      |
| MATHEMATICS STANDARD 1                                       | 2 UNIT      |
| MATHEMATICS STANDARD 2                                       | 2 UNIT      |
| MATHEMATICS CONTENT ENDORSED NUMERACY COURSE                 | 2 UNIT      |
| MODERN HISTORY   | 2 UNIT      |
| MUSIC  | 2 UNIT      |
| PD, HEALTH, PE   | 2 UNIT      |
| PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING                       | 2 UNIT      |
| PHYSICS  | 2 UNIT      |
| SOCIETY AND CULTURE  | 2 UNIT      |
| SPORT, LIFESTYLE AND RECREATION STUDIES                      | 2 UNIT      |

|  |        |
|--|--------|
| TEXTILE AND DESIGN                               | 2 UNIT |
| VISUAL DESIGN                                    | 2 UNIT |
| VISUAL ARTS                                      | 2 UNIT |
| <b>VOCATIONAL EDUCATION AND TRAINING COURSES</b> |        |
| CERT 11 CONSTRUCTION PATHWAYS                    | 2 UNIT |
| CERT 11 KITCHEN OPERATIONS                       | 2 UNIT |

## ABORIGINAL STUDIES

| COMPONENTS  | Aboriginality and the Land                                   | Heritage and Identity<br>Indigenous<br>Comparative study                      | All Topics                                | Total Weight |
|---|--|---|---|--------------|
|   | Perspectives file<br>Perspectives on relationship to country | Heritage and Identity<br>Indigenous<br>Comparative study: research and report | Yearly Examination                        |              |
|   | Term 1<br>Week 9   | Term 2<br>Week 9  | Term 3<br>Week 10                         |              |
| Knowledge and Understanding of Course Content   | 10   | 10  | 20  | 40           |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 5  | 10  |   | 15           |
| Research and inquiry methods, including aspects of the local community case study                           | 10   | 10  |   | 20           |
| Communication of information, ideas and issues in appropriate forms   | 5  | 5   | 15  | 25           |
| <b>Total Weight</b>   | 30   | 35  | 35  | 100          |
| <b>Outcomes</b>   | P1.1,P1.2,P1.3,<br>P2.2,P3.1,P3.2,<br>P3.3,P4.1              | P2.2,P3.2,P3.3,<br>P4.1,P4.2,P4.3   | P1.2,P1.3,<br>P2.1,P2.2,<br>P3.1P3.2,P3.3 |              |

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



## AGRICULTURE

| COMPONENTS   | Ass Task 1                | Ass Task 2                | Ass Task 3                                       | Total Weight |
|--|---------------------------|---------------------------|--|--------------|
|  | Plant Production Research | Farm Case Study           | Final Exam                                       |              |
|  | Term 1 Week 10            | Term 3 Week 3             | Term 3 Week 8                                    |              |
| Knowledge and understanding of course content  |                           | 10                        | 30   | 40           |
| Knowledge and understanding of skills required to manage agriculture production system | 10                        | 20                        | 10   | 40           |
| Skills in effective research, experimentation and communication                        | 20                        |                           |  | 20           |
| <b>Total Weight</b>  | 30                        | 30                        | 40   | 100          |
| <b>Outcomes</b>  | P 1.2<br>P 2.1            | P1.1, P2.3,<br>P3.1,P5.1, | P1.1, P1.2,<br>P2.1, P2.2,<br>P2.3, P4.1<br>P5.1 |              |

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit of production
- P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1 applies the principles and procedures of experimental design and agricultural research
- P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

## BUSINESS STUDIES

| COMPONENTS  | Excursion Report | Business Plan    | Final Exam          | Total Weight |
|---|------------------|------------------|---------------------|--------------|
|   | Term 1<br>Week 8 | Term 2<br>Week 9 | Term3<br>Week 8     |              |
| Knowledge and Understanding of Course Content           | 5                | 10               | 20                  | 35           |
| Stimulus-based skills                                   |                  | 5                | 5                   | 10           |
| Inquiry and Research                                    | 10               | 10               | 5                   | 25           |
| Communication of Business information, ideas and issues | 10               | 10               | 10                  | 30           |
| <b>Total Weight</b>                                     | 25               | 35               | 40                  | 100          |
| <b>Outcomes</b>   | P2, P3, P9       | P4, P8, P9, P10  | P1, P4, P5, P6, P10 |              |

- 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 situations
- 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

## BIOLOGY

| Components                       | Task 1   | Task 2  | Task 3  | Total Weight |
|----------------------------------|--|---|---|--------------|
|                                  | Practical Investigation  | Depth Study Presentation  | Yearly Examination  |              |
|                                  | Term 1<br>Week 8   | Term 2<br>Week 5  | Term 3<br>Week 8  |              |
| Skills in working Scientifically | 20   | 20  | 20  | 60           |
| Knowledge and Understanding      | 10   | 10  | 20  | 40           |
| <b>Total Weight</b>              | <b>30</b>  | <b>30</b>   | <b>40</b>   | <b>100</b>   |
| <b>Outcomes</b>                  | <b>BIO11/12-1, 11/12-2<br/>11/12-3, 11/12-7<br/>11-8, 11-9</b> | <b>BIO11/12-1,11/12-4<br/>11/12-5,11/12-6<br/>11/12-7,11-10</b> | <b>BIO11/12-4,11/12-5<br/>11/12-6 ,11/12-7<br/>11-8 ,11-9,11-10<br/>11-11</b> |              |

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

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

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

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

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

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

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

BIO11-8 describes single cells as the basis for all life by analysing 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 specialisation for selected habitats and evolution of species

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

**CHEMISTRY**

| <b>COMPONENTS</b>                  | <b>Quantitative Chemistry Research Task</b> | <b>Reaction Rates Depth Study Practical Task</b> | <b>Final Exam</b>    | <b>Total Weight</b> |
|------------------------------------|---|--|----------------------|---------------------|
|                                    | <b>Term 2 Week 3</b>                        | <b>Term 2 Week 10</b>                            | <b>Term 3 Week 8</b> |                     |
| <b>Knowledge and Understanding</b> | 10  | 10   | 20                   | 40                  |
| <b>Working Scientifically</b>      | 10  | 30   | 20                   | 60                  |
| <b>Total Weight</b>                | 20  | 40   | 40                   | 100                 |
| <b>Outcomes</b>                    | 2,4,5,6,7,9                                 | 1,2,3,5,6,7,10                                   | 2,4,5,6,7,8,9,10,11  |                     |

- 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.
- CH/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH/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 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 reaction

## COMMUNITY AND FAMILY STUDIES

| COMPONENTS   | Task 1                        | Task 2                           | Task 3             | Total Weight |
|--|-------------------------------|----------------------------------|--------------------|--------------|
|  | Interview Resource Management | Case Study Individual and Groups | Yearly Examination |              |
|  | Term 1 Week 6                 | Term 2 Week 4                    | Term 3 Week 8      |              |
| Knowledge and understanding of course content                                  | 15                            | 15                               | 10                 | 40           |
| Skills in critical thinking, research methodology, analysing and communicating | 20                            | 20                               | 20                 | 60           |
| <b>Total Weight</b>  | 35                            | 35                               | 30                 | 100          |
| <b>Outcomes</b>  | P1.1,P1.2,P4.2, P5.1,P6.1     | P2.1,P2.3, P4.1, P4.2            | P1.1-P6.2          |              |
|  |                               |                                  |                    |              |

- P1.1 describes the contribution an individual 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 inter-relationships 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 well-being.
- P6.2 uses critical thinking skills to enhance decision-making.

## DRAMA

| COMPONENTS                 | Task 1   | Task 2  | Task 3   |                     |
|----------------------------|--|---|--|---------------------|
|                            | <b>Presentation of Individual Performance.</b><br>Select a monologue and demonstrate exploration of character/role development, log book research to inform refinement of dramatic action and evaluation of the process. | <b>Elements of production in performance</b><br>Elements of design and design task<br>Devised group performance for which design work is generated e.g set design, poster, lighting design and costume design<br>Research, planning, sketch work and evaluation included in log book. | <b>Theatrical Styles: Group Performance and Research Essay</b><br>Presentation of a group performance based on workshop activities including log book research on a theatrical style to inform performance, planning and reflection as well as evaluation of script extracts.<br>Research essay on the theatrical style used in performance citing influential directors/playwrights of the style. | <b>Total Weight</b> |
|                            | <b>Term 1<br/>Week 9</b>   | <b>Term 2<br/>Week 9</b>  | <b>Term 3<br/>Week 8/9 TBC</b>   |                     |
| <b>Making</b>              | 10   | 20  | 10   | 40                  |
| <b>Performing</b>          | 20   |   | 10   | 30                  |
| <b>Critically studying</b> |  | 10  | 20   | 30                  |
| <b>Total Weight</b>        | 30   | 30  | 40   | 100                 |
| <b>Outcomes</b>            | P1.1,P1.4,P2.1,P2.3,<br>P2.4   | P1.4,P1.5,P1.7,P2.2,<br>P3.1,P3.2,P3.3  | P1.3,P1.6,P2.6,P3.4  |                     |

- 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 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

## ENGINEERING STUDIES

| NATURE OF TASK   | Engineering Report   | Research Project   | Final Exam  | Total Weight |
|--|--|--|---|--------------|
|  | Term 2<br>Week 2   | Term 2<br>Week 10  | Term 3<br>Week 8  |              |
| <b>COMPONENTS</b>  |  |  |   |              |
| <b>Knowledge and understanding of course content</b>   | 10   | 10   | 40  | 60           |
| <b>Knowledge and skills in research, problem solving and communication related to engineering practice</b> | 20   | 20   |   | 40           |
| <b>Total Weight</b>  | 30   | 30   | 40  | 100          |
| <b>Outcomes</b>  | P1.1, P1.2<br>P2.1<br>P3.2, P3.3<br>P4.1, P4.3<br>P5.1, P6.1 | P1.1, P1.2<br>P2.1<br>P3.1, P3.2, P3.3<br>P4.1, P4.2, P4.3 | P1.1, P1.2<br>P2.1, P2.2<br>P3.1, P3.3<br>P4.1, P4.2,<br>P4.3, P6.1 |              |

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

## ENGLISH STANDARD

| COMPONENTS   | Imaginative text<br>with reflection<br><br>Reading to Write | Multimodal<br>Presentation-<br>Contemporary<br>Possibilities | Yearly Exam                               | Total<br>Weight |
|--|---|--|---|-----------------|
|  | Term 1<br>Week 9  | Term 2<br>Week 9   | Term 3<br>Week 8                          |                 |
| Knowledge and<br>understanding of<br>course context  | 15  | 20   | 15  | 50              |
| Skills in<br>responding to<br>texts and<br>communication of<br>ideas appropriate<br>to audience,<br>purpose and<br>context across all<br>modes | 15  | 20   | 15  | 50              |
| <b>Total Weight</b>  | 30  | 40   | 30  | 100             |
| <b>Outcomes</b>  | EN11-3,<br>EN11-5,EN11-9                                    | EN11-1<br>EN11-2,EN11-3,<br>EN11-5,EN11-7                    | EN11-1,EN11-3<br>EN11-5,EN11-6,<br>EN11-8 |                 |

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

| COMPONENTS   | Task 1  | Task 2   | Task 3   | Total Weight |
|--|---|--|--|--------------|
|  | Everyday texts<br>Mandatory Module:<br>Achieving through<br>English | Multimodal<br>presentation<br>Elective Module On<br>the Road | Collection of<br>classroom<br>All modules                  |              |
|  | Term 1<br>Week 8  | Term 2<br>Week 6   | Term 3<br>Week 9   |              |
| Knowledge and understanding of course content  | 15  | 15   | 20   | 50           |
| Skills in:<br>comprehending texts<br>communicating ideas<br>using language accurately<br>appropriately and effectively | 15  | 15   | 20   | 50           |
| <b>Total Weight</b>  | 30  | 30   | 40   | 100          |
| <b>Outcomes</b>  | ES11-1,ES11-4<br>ES11-5,ES11-6                                      | ES11-2,ES11-6<br>ES11-7,ES11-8                               | ES11-1,ES11-3<br>ES11-4,ES11-5<br>ES11-7,ES11-9<br>ES11-10 |              |

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

## ENGLISH ADVANCED

| COMPONENTS   | Reading to Write Imaginative text with reflection | Narratives that Shape our World Multimodal presentation | Yearly examination Critical response   | Total Weight |
|--|---|---|--|--------------|
|  | Term 1 Week 9                                     | Term 2 Week 9   | Term 3 Week 8                          |              |
| Knowledge and understanding of course context  | 15  | 20  | 15                                     | 50           |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15  | 20  | 15                                     | 50           |
| <b>Total Weight</b>  | 30  | 40  | 30                                     | 100          |
| <b>Outcomes</b>  | EA11-3, EA11-5, EA11-9                            | EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9          | EA11-1, EA11-3, EA11-5, EA11-6, EA11-8 |              |

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 EXTENSION

| COMPONENTS   | Task 1                    | Task 2  | Task 3                                     | Total Weight |
|--|---------------------------|---|--|--------------|
|  | Imaginative response      | Multimodal                                      | Yearly Examination                         |              |
|  | Term 2<br>Week 3          | Term 2<br>Week 10                               | Term 3<br>Week 8                           |              |
| Knowledge and Understanding of texts and why they are valued | 15                        | 20  | 15   | 50           |
| Skills in complex analysis composition and investigation     | 15                        | 20  | 15   | 50           |
| <b>Total Weight</b>  | 30                        | 40  | 30   | 50           |
| <b>Outcomes</b>  | EE11-2,<br>EE11-3, EE11-6 | EE11-1,<br>EE11-2,<br>EE11-3,<br>EE11-4, EE11-5 | EE11-1, EE11-2,<br>EE11-3, EE-4,<br>EE11-5 | 100          |

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

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

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

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

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

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

## GEOGRAPHY

| COMPONENTS  | Fieldwork Report         | Senior Geography Project     | Final Exam            | Total Weight |
|---|--------------------------|------------------------------|-----------------------|--------------|
|   | Term 1<br>Week 9         | Term 3<br>Week 6             | Term 3<br>Week 8      |              |
| Knowledge and Understanding of course content               | 5                        | 10                           | 25                    | 40           |
| Geographical tools and skills                               | 5                        | 5                            | 10                    | 20           |
| Geographical inquiry and research, including fieldwork      | 10                       | 10                           |                       | 20           |
| Communication of geographical information ,ideas and issues |                          | 10                           | 10                    | 20           |
| <b>Total Weight</b>   | 20                       | 35                           | 45                    | 100          |
| <b>Outcomes</b>   | P1, P2, P3<br>P6, P9,P10 | P7,P8,P9,<br>P10,P11,<br>P12 | P4, P5,<br>P8,P9, P10 |              |

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

## INDUSTRIAL TECHNOLOGY-METAL AND ENGINEERING TECHNOLOGIES

| Nature of Task  | Task 1                         | Task 2                          | Task 3                   | Total Weight |
|---|--------------------------------|---------------------------------|--------------------------|--------------|
|   | Plan, Design and Communication | Practical Project and Portfolio | Yearly Examination       |              |
|   | Term 1<br>Week 10              | Term 3<br>Week 5                | Term 3<br>Week 8         |              |
| <b>Components</b>   |                                |                                 |                          |              |
| <b>Knowledge and understanding of course content</b>                                    | 10                             | 10                              | 20                       | 40           |
| <b>Knowledge and skills in the management, communication and production of products</b> | 10                             | 30                              | 20                       | 60           |
| <b>Total</b>  | 20                             | 40                              | 40                       | 100          |
| <b>Outcomes</b>   | P1.2,2.1,3.2,3.3,4.2,5.1       | P1.2,2.1,3.3,5.1,5.2,7.2        | P1.2,2.1,3.1,4.3,6.1,7.1 |              |

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

**INVESTIGATING SCIENCE**

| <b>COMPONENTS</b>                       | <b>Research/Data Task</b>                                 | <b>Model and Presentation</b>                   | <b>Final Exam</b>                              | <b>Total Weight</b> |
|---|---|---|--|---------------------|
|   | <b>Term 1<br/>Week 9</b>                                  | <b>Term 2<br/>Week 9</b>                        | <b>Term 3<br/>Week 8</b>                       |                     |
| <b>Knowledge and Understanding</b>      | 10  | 20  | 10   | 40                  |
| <b>Skills in working scientifically</b> | 20  | 20  | 20   | 60                  |
| <b>Total Weight</b>                     | 30  | 40  | 30   | 100                 |
| <b>Outcomes</b>                         | <b>INS</b> 11/12,<br>11/12-2,11/12-3<br>11/12-4,11-8,11-9 | <b>INS</b> 11/12-2,<br>11/12-3 11/12-4<br>11-10 | <b>INS</b> 11/12-5<br>11/12-6,11/12-7<br>11-11 |                     |

**Questioning and predicting**

**INS11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**Planning investigations**

**INS11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations**

**INS11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**Processing data and information**

**INS11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**Analysing data and information**

**INS11/12-5** analyses and evaluates primary and secondary data and information

**Problem solving**

**INS11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**Communicating**

**INS11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**Knowledge and understanding**

**INS11-8** identifies that the collection of primary and secondary data initiates scientific investigations

**INS11-9** examines the use of inferences and generalisations in scientific investigations

**INS11-10** develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

**INS11-11** describes and assesses how scientific explanations, laws and theories have developed

## LEGAL STUDIES

| COMPONENTS                                     | Task 1                       | Task 2                              | Final Exam                                 | Total Weight |
|--|------------------------------|-------------------------------------|--|--------------|
|  | Term 2<br>Week 3-4           | Term 3<br>Week 4                    | Term 3<br>Week 8                           |              |
| Knowledge and understanding of course content  | 10                           | 10                                  | 20   | 40           |
| Research                                       | 10                           | 10                                  |  | 20           |
| Communication of Information, Ideas and issues | 10                           | 10                                  | 20   | 40           |
| <b>Total Weight</b>                            | 30                           | 30                                  | 40   | 100          |
| <b>Outcomes</b>                                | P1, P2,P3,P4<br>P5, P6,P8,P9 | P1,P2,P4,P5,<br>P6,P7,P8,P9,<br>P10 | P1, P2, P3,<br>P4, P5, P6,<br>P7,P8,P9,P10 |              |

- P1 identifies legal concepts and terminology and applies them to appropriate legal contexts
- 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 explain 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 organizes 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 CONTENT ENDORSED NUMERACY COURSE

| COMPONENTS                  | Task 1   | Task 2           | Final            | Total Weight |
|-----------------------------|--|------------------|------------------|--------------|
|                             | Assignment   | Class Test       | Exam             |              |
|                             | Term 1<br>Week 10  | Term 2<br>Week 8 | Term 3<br>Week 8 |              |
| Knowledge and Understanding | 15   | 15               | 20               | 50           |
| Skills                      | 15   | 15               | 20               | 50           |
| Total Weight                | 30   | 30               | 40               | 100          |
| Outcomes                    | Notification of outcomes being assessed will be given prior to the assessment task |                  |                  |              |

**N6-1.1:** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

**N6-1.2:** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

**N6-1.3:** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

**N6-2.1:** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

**N6-2.2:** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationship, distance and length, area, volume, time, mass, capacity and temperature

**N6-2.3:** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

**N6-2.4:** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

**N6-2.5:** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

**N6-3.1:** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

**N6-3.2:** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts



## MATHEMATICS STANDARD 1

| COMPONENTS                                  | Task 1   | Task 2           | Final            | Total Weight |
|---|--|------------------|------------------|--------------|
|   | Assignment   | Class Test       | Exam             |              |
|   | Term 1<br>Week 10  | Term 2<br>Week 9 | Term 3<br>Week 8 |              |
| Understanding Fluency and Communicating     | 15   | 15               | 20               | 50           |
| Problem Solving Reasoning and Justification | 15   | 15               | 20               | 50           |
| Total Weight                                | 30   | 30               | 40               | 100          |
| Outcome                                     | Notification of outcomes being assessed will be given prior to the assessment task |                  |                  |              |

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 quality measurement, including accuracy and the choice of relevant units

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

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predications 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

## MATHEMATICS STANDARD 2

| COMPONENTS                                  | Task 1  | Task 2           | Final            | Total Weight |
|---|---|------------------|------------------|--------------|
|   | Assignment  | Class Test       | Exam             |              |
|   | Term 1<br>Week 10   | Term 2<br>Week 9 | Term 3<br>Week 8 |              |
| Understanding Fluency and Communicating     | 15  | 15               | 20               | 50           |
| Problem Solving Reasoning and Justification | 15  | 15               | 20               | 50           |
| <b>Total Weight</b>                         | 30  | 30               | 40               | 100          |
| <b>Outcomes</b>                             | <b>Notification of outcomes being assessed will be given prior to the assessment task</b> |                  |                  |              |

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 quality measurement, including accuracy and the choice of relevant units

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

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predications 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

## MATHEMATICS ADVANCED

| COMPONENTS  | Task 1   | Task 2                     | Prelim Exam   | Total Weight |
|---|--|----------------------------|---------------|--------------|
|   | Class Test   | Assignment / Investigation |               |              |
|   | Term1 Week 8   | Term 2 Week 6              | Term 3 Week 8 |              |
| <b>Understanding, Fluency and Communicating</b>     | 15   | 15                         | 20            | 50           |
| <b>Problem Solving, Reasoning and Justification</b> | 15   | 15                         | 20            | 50           |
| <b>Total Weight</b>                                 | 30   | 30                         | 40            | 100          |
| <b>Outcomes</b>                                     | <b>Notification of outcomes being assessed will be given prior to the assessment task.</b> |                            |               |              |

- 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

| COMPONENTS   | Task 1  | Task 2                       | Task 3           | Total Weight |
|--|---|------------------------------|------------------|--------------|
|  | Class Test  | Assignment/<br>Investigation | Prelim Exam      |              |
|  | Term 1<br>Week 9  | Term 2<br>Week 10            | Term 3<br>Week 8 |              |
| Understanding,<br>Fluency and<br>Communicating     | 15  | 15                           | 20               | 50           |
| Problem Solving,<br>Reasoning and<br>Justification | 15  | 15                           | 20               | 50           |
| Total Weight                                       | 30  | 30                           | 40               | 100          |
| Outcomes   | Notification of outcomes being assessed<br>will be given prior to the assessment<br>task. |                              |                  |              |

- 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.

## MODERN HISTORY

| COMPONENTS  | Task 1<br>Research<br>Essay<br>The Decline<br>and Fall of<br>the<br>Romanov<br>Dynasty | Task 2<br>Research<br>Essay and<br>Source<br>Annotations<br>Historical<br>Investigation | Task 3<br>Yearly<br>Examination<br>World War 1 | Total<br>Weight |
|---|--|---|--|-----------------|
|   | Term 1<br>Week 11  | Term 2<br>Week 8  | Term 3<br>Exam Week                            |                 |
| Knowledge and understanding of course content                                   | 20   |   | 20   | 40              |
| Historical skills in the analysis and evaluation of sources and interpretations | 5  | 5   | 10   | 20              |
| Historical inquiry and research   |  | 15  | 5  | 20              |
| Communication of historical understanding in appropriate forms                  | 5  | 10  | 5  | 20              |
| <b>Total Weight</b>   | 30   | 30  | 40   | 100             |
| <b>Outcomes</b>   | MH11.6,<br>MH11.7,MH11.9,<br>MH11.10   | MH11.2,MH11.4,<br>MH11.6,MH11.8,<br>MH11.9  | MH11.1,<br>MH11.3,<br>MH11.5,MH11.9            |                 |

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

| Components          | Task 1  | Task 2   | Task3   | Total Weight |
|---------------------|---|--|---|--------------|
|                     | Performance 1 and analysis/reflection   | Film Soundtrack and supporting documents   | Performances 2+3 and responses to music excerpts  |              |
|                     | Presentation of 1 <sup>st</sup> performance piece, representative of Topic 1. Submission of performance notes based on song analysis and performance interpretation/reflection. | Creation of film soundtrack that incorporates music technology and submission of supporting documents outlining the composition process (written or discussed live or filmed). | Presentation of performances reflecting topics 2 and 3. Responding to short musical excerpts based on the music concepts (to be submitted with performances). |              |
|                     | <b>Term 1<br/>Week 11</b>   | <b>Term 2<br/>Week 10</b>  | <b>Term 3<br/>Week 9</b>  |              |
| <b>Composition</b>  |   | 25   |   | 25           |
| <b>Performance</b>  | 10  |  | 15  | 25           |
| <b>Aural</b>        | 5   |  | 20  | 25           |
| <b>Musicology</b>   | 15  | 10   |   | 25           |
| <b>Total Weight</b> | 30  | 35   | 35  | 100          |
| <b>Outcomes</b>     | P1,P2,P4,P8   | P3,P4,P6,P7,P8   | P1,P2,P4,P6,P8,   |              |

P1-performs music that is characteristic of the topics studied

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

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

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

P5- Comments on and constructively discusses performances and compositions

P6-Observes and discusses concepts of music in works representative of the topics studied

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

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

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

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

P11- Demonstrates a willingness to accept and use constructive criticism

## PD HEALTH PE

| COMPONENTS  | Application of Body in Motion | Research/ Essay on Better Health for Individuals | Final Exam       | Total Weight |
|---|-------------------------------|--|------------------|--------------|
|   | Term 1<br>Week 11             | Term 2<br>Week 7                                 | Term 3<br>Week 8 |              |
| Knowledge and understanding of factors that affect health.<br>The way the body moves  | 15                            |  | 15               | 30           |
| Skills in:<br>Influencing personal & community health.<br>Taking action to improve participation & performance in physical activity | 10                            | 15   | 10               | 35           |
| Skills in critical thinking, research and analysis  | 5                             | 15   | 15               | 35           |
| <b>Total Weight</b>   | 30                            | 30   | 40               | 100          |
| <b>Outcomes</b>   | P7,P8,P9 P10, P16, P17        | P1,P2,P3,P4 P5,P6,P15,P16                        | ALL              |              |

- 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(option1)
- 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

| COMPONENTS                             | Task 1<br>Research Task   | Task 2<br>Depth Study<br>Practical<br>Task | Task 3<br>Yearly<br>Examination  | Total Weight |
|--|---------------------------|--|----------------------------------|--------------|
|  | Kinematics &<br>Dynamics  | Waves and<br>Thermodynamics                |                                  |              |
|  | Term 2<br>Week 5          | Term 3<br>Week 2                           | Term 3<br>Week 8                 |              |
| Skills in<br>Working<br>Scientifically | 20                        | 30   | 10                               | 60           |
| Knowledge and<br>Understanding         | 10                        | 10   | 20                               | 40           |
| <b>Total Weight</b>                    | 30                        | 40   | 30                               | 100          |
| <b>Outcomes</b>                        | PH 11-1,2,3,4,7<br>PH11-8 | PH11-1,2,3,4,5,7<br>PH11-10                | PH11-1,4,5,6,7<br>PH11-8,9,10,11 |              |

Please note that this schedule may change throughout the course

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 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 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 transfer of energy by sound, light and thermodynamic principals

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism



## SOCIETY AND CULTURE

| COMPONENTS   | Task 1<br>Social and<br>Cultural<br>World Essay | Task 2<br>Personal and<br>Social Identity<br>Mini-PIP | Yearly Exam            | Total Weight |
|--|---|---|------------------------|--------------|
|  | Term 2<br>Week 2                                | Term 3<br>Week 2                                      | Term 3<br>Week 8       |              |
| Knowledge and Understanding of course content                            | 10  | 10  | 20                     | 40           |
| Application and evaluation of social and cultural research methodologies | 5   | 20  | 5                      | 30           |
| Communication of information, ideas and issues                           | 10  | 10  | 10                     | 30           |
| <b>Total Weight</b>  | 25  | 40  | 35                     | 100          |
| <b>Outcomes</b>  | P1,P3,P4,P5,<br>P6, P7,P8,P10                   | P1,P2,P3,P4,P5,<br>P6,P7,P8,P9,<br>P10                | P1 ,P3,P4<br>P5,P9,P10 |              |

- 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

## SOFTWARE DESIGN AND DEVELOPMENT

| COMPONENTS   | RAD Design Project                 | Structured Design Project                | Preliminary Examination                              | Total Weight |
|--|------------------------------------|--|--|--------------|
|  | Term 1<br>Week 9                   | Term 2<br>Week 9                         | Term 3<br>Week 8                                     |              |
| Knowledge and understanding of course content                            | 10                                 | 15                                       | 25   | 50           |
| Knowledge and skills in the design and development of software solutions | 20                                 | 20                                       | 10   | 50           |
| <b>Total Weight</b>  | <b>30</b>                          | <b>35</b>                                | <b>35</b>  | <b>100</b>   |
| <b>Outcomes</b>  | P3.1, P4.1, P4.2, P5.1, P5.2, P6.3 | P3.1, P4.1, P4.2, P5.1, P6.1, P6.2, P6.3 | P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P5.2 |              |

P1.1 describes the functions of hardware and software

P1.2 describes and uses appropriate data types

P1.3 describes the interactions between the elements of a computer system

P2.1 describes developments in the levels of programming languages

P2.2 describes the effects of program language developments on current practices

P3.1 identifies the issues relating to the use of software solutions

P4.1 analyses a given problem in order to generate a computer-based solution

P4.2 investigates a structured approach in the design and implementation of a software solution

P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches

P5.1 uses and justifies the need for appropriate project management techniques

P5.2 uses and develops documentation to communicate software solutions to others

P6.1 describes the skills involved in software development

P6.2 communicates with appropriate personnel throughout the software development process

P6.3 designs and constructs software solutions with appropriate interfaces

## SPORT, LIFESTYLE AND RECREATION STUDIES

| Syllabus Components                    | Task 1<br>Describe how societal influences impact on the nature of sport in Australia | Task 2<br>Application of skill development, training and strategy | Task 3<br>Yearly Exam      | Total Weight |
|--|---|---|----------------------------|--------------|
|  | Term 1<br>Week 10   | Term 1 & 2 & 3  | Term 3<br>Week 6           |              |
| Social Perspectives of Games and Sport | 20  |   |                            | 20           |
| Games and Sports Applications I        |   | 20  | 10                         | 30           |
| Fitness                                |   | 15  | 10                         | 25           |
| Resistance Training                    |   | 15  | 10                         | 25           |
| <b>Total Weight</b>                    | 20  | 50  | 30                         | 100          |
| <b>Outcomes</b>                        | 3.1,1.2,1.3   | 1.1, 1.3, 2.1, 3.1<br>2.3, 4.4                                    | 2.2, 3.2, 3.3, 4.1,<br>4.4 |              |

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts.

## TEXTILES AND DESIGN

| Components  | Task 1                        | Task 2                             | Task 3                          |              |
|---|-------------------------------|------------------------------------|---------------------------------|--------------|
|   | Preliminary Project 1         | Preliminary Project 2              | End of Preliminary course exam  | Total Weight |
|   | Term 2 Week 3                 | Term 3 Week 7                      | Term 3 Week 9 or 10             |              |
| Knowledge and understanding of course content                                       | 15                            | 20                                 | 15                              | 50           |
| Skills and knowledge in the design, manufacture and management of textiles projects | 25                            | 20                                 | 5                               | 50           |
| <b>Total Weight</b>   | 40                            | 40                                 | 20                              | 100          |
| <b>Outcomes</b>   | P1.1, P1.2, P2.1, P2.2, P2.3, | P2.1, P2.2, P2.3, P3.1, P3.2, P4.1 | All outcomes except P2.2 & P2.3 |              |

All tasks are to be attempted to a satisfactory standard that satisfies the outcomes of the course.

Students must also ensure that at least 85% of their Preliminary Project work is conducted in class in consultation with their Textiles and Design teacher. Failure to undertake the Preliminary project at school will jeopardise the acceptance of the projects submitted – the projects must be deemed to be the student's work

- P1.1 describe the elements and principles of design and uses them in a variety of applications.
- P1.2 identifies the functional and aesthetic requirements and features of a range of textiles items.
- P2.3 demonstrates the use of a variety of communication skills, including computer-based technology.
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment.
- P2.3 manages the design and manufacture of textile products.
- P3.1 identifies properties of a variety of fabrics, yarn and fibres.
- P3.2 justifies the selection of fabrics, yarn and fibres for end-users.
- P4.1 identifies and selects textiles for specific end-users based on analysis of experimentation.
- P5.1 examines the status of the Australian Textiles, Clothing, Footwear and Allied Industries within the global context.
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sector of the Australian Textile, Clothing, Footwear and Allied Industries.
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society.

## VISUAL ART

| COMPONENTS                     | Task 1<br>The Figure | Task 2<br>Art in Nature | Task 3<br>Final<br>Exam | Total<br>Weight |
|--------------------------------|----------------------|-------------------------|-------------------------|-----------------|
|                                | Term 1<br>Week 10    | Term 2<br>Week 9        | Term 3<br>Week 8        |                 |
| Art Making                     | 25                   | 25                      |                         | 50              |
| Art Criticism &<br>Art History | 10                   | 15                      | 25                      | 50              |
| Total Weight                   | 35                   | 40                      | 25                      | 100             |
| Outcomes                       | P1,2,8,9,5,6         | AP1,2,3,4,5,6           | P7,8,9,10               |                 |

- P1 explores the conventions of practice in art making
- 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 art making
- 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.

## VISUAL DESIGN

| Components   | Product Design   | Interiors  | Structures and Environments                                  | Total Weight |
|--|--|--|--|--------------|
|  | Term 1<br>Week 10  | Term 2<br>Week 10  | Term 3<br>Week 10  |              |
| Knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment | 15   | 15   | 20   | 50           |
| Knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design                    | 15   | 15   | 20   | 50           |
| <b>Total Weight</b>  | 30   | 30   | 40   | 100          |
| <b>Outcomes</b>  | DM1, DM2,<br>DM3, DM4,<br>DM5, DM6,<br>CH1, CH2,<br>CH3, CH4 | DM1, DM2,<br>DM3, DM4,<br>DM5, DM6,<br>CH1, CH2,<br>CH3, CH4 | DM1, DM2,<br>DM3, DM4,<br>DM5, DM6,<br>CH1, CH2,<br>CH3, CH4 |              |

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

**Note:** DM – Designing and Making  
CH – Critical and Historical Studies

### **Assessment Advice for HSC VET Courses**

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

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately, you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

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

#### Note

- Students will not be permitted to participate in a work placement if they are not deemed 'work ready' by the trainer.
- An 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment that indicates the units of competency achieved towards the qualification.
- The scheduled date for work placement is shown in the course assessment summary.

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

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

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

## Assessment Summary for CPC20211 Certificate II in Construction Pathways

|  |  |
|--|--|
| Requirements for HSC purposes  | Dates  |
| Work Placement (compulsory for the HSC) 70 hours in total  | Year 11 Week 9 Term 3 2019<br>Year 12 Week 2 Term 2 2019 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Week 4-5 Term 3 2020                                     |

|  |                               |                    |                  |                          |                              |                    |                 |                |
|--|-------------------------------|--------------------|------------------|--------------------------|------------------------------|--------------------|-----------------|----------------|
| Cluster name, unit of competency code and title. | Observation of practical work | Product assessment | Oral questioning | Written assignment, test | Role-play, Oral presentation | Third party report | Self-Assessment | HSC examinable |
|--|-------------------------------|--------------------|------------------|--------------------------|------------------------------|--------------------|-----------------|----------------|

### Cluster 1 Working Safely in the Construction Industry

|   |   |  |   |   |  |   |   |   |
|---|---|--|---|---|--|---|---|---|
| CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry | Y |  | Y | Y |  | Y | Y | Y |
|---|---|--|---|---|--|---|---|---|

### Cluster 2 White Card

|   |   |  |   |   |   |   |  |   |
|---|---|--|---|---|---|---|--|---|
| CPCCWHS1001 – Prepare to work safely in the construction industry | Y |  | Y | Y | Y | Y |  | Y |
|---|---|--|---|---|---|---|--|---|

### Cluster 3 Carpentry Basics

|   |   |   |   |   |  |   |   |    |
|---|---|---|---|---|--|---|---|----|
| CPCCCA2011A – Handle carpentry materials        | Y | Y |   | Y |  |   | Y | Y  |
| CPCCCA2002B – Use carpentry tools and equipment | Y | Y | Y | Y |  | Y |   | ** |

### Cluster 4 Reading Plans and Levelling

|   |   |  |   |   |  |  |  |   |
|---|---|--|---|---|--|--|--|---|
| CPCCCM2001A – Read and interpret plans and specifications | Y |  | Y | Y |  |  |  | Y |
| CPCCCM2006B – Apply basic levelling procedures            | Y |  | Y | Y |  |  |  |   |

### Cluster 5 Prepare for Concreting

|   |   |   |  |   |  |  |   |   |
|---|---|---|--|---|--|--|---|---|
| CPCCCA2003A – Erect and dismantle formwork for footings and slabs on ground | Y | Y |  | Y |  |  | Y |   |
| CPCCCM1015A Carry out measurements & calculations                           | Y | Y |  | Y |  |  | Y | Y |

### Cluster 6 Group Project

|   |   |   |  |   |  |   |   |   |
|---|---|---|--|---|--|---|---|---|
| CPCCCM1013A - Plan and organise work        | Y | Y |  | Y |  | Y | Y | Y |
| CPCCCM2004A – Handle construction materials | Y |   |  | Y |  | Y |   |   |

### Cluster 7 Skills Into Action

|   |  |  |  |   |   |   |   |   |
|---|--|--|--|---|---|---|---|---|
| CPCCCM1012A – Work effectively and sustainably in the construction industry |  |  |  | Y |   | Y | Y | Y |
| CPCCCM1014A - Conduct workplace communication                               |  |  |  | Y | Y | Y |   | Y |

### Cluster 8 Option 1 – Joinery

|  |   |   |  |   |  |  |   |  |
|--|---|---|--|---|--|--|---|--|
| CPCCJN2001A - Assemble components                        | Y | Y |  | Y |  |  | Y |  |
| CPCCJN2002B - Prepare for off-site manufacturing process | Y | Y |  | Y |  |  | Y |  |

\*\* [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.



**Assessment Summary for SIT20416 Certificate II in Kitchen Operations**

|  |   |
|--|---|
| Requirements for HSC purposes  | Dates   |
| Work Placement (compulsory for the HSC) 70 hours in total  | Year 11 Week 10 Term 3 2019<br>Year 12 Week 3 Term 2 2020 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Week 4-5 Term 3 2020                                      |

|  | Observation of practical work | Product Assessment | Oral questioning | Written assignment, test, quiz | Role play, oral presentation | Supplementary Evidence | Other, HSC examinable |
|--|-------------------------------|--------------------|------------------|--------------------------------|------------------------------|------------------------|-----------------------|
|--|-------------------------------|--------------------|------------------|--------------------------------|------------------------------|------------------------|-----------------------|

**Cluster 1 Getting Along**

|  |  |  |  |   |  |  |   |
|--|--|--|--|---|--|--|---|
| BSBWOR203 Work effectively with others |  |  |  | Y |  |  | Y |
|--|--|--|--|---|--|--|---|

**Cluster 2 Safe and hygienic food preparation**

|  |   |   |  |   |  |  |   |
|--|---|---|--|---|--|--|---|
| Part A Hygienic Food Preparation                       |   |   |  |   |  |  |   |
| SITXFSA001 Use hygienic practices for food safety      | Y |   |  | Y |  |  | Y |
| Part B Safe Food Preparation                           |   |   |  |   |  |  |   |
| SITHCCC001 Use food preparation equipment              | Y | Y |  | Y |  |  | Y |
| SITXFSA002 Participate in safe food handling practices | Y | Y |  | Y |  |  | Y |

**Cluster 3 Safe and sustainable work practices**

|   |   |  |  |   |   |  |   |
|---|---|--|--|---|---|--|---|
| BSBSUS201 Participate in environmentally sustainable work practices |   |  |  | Y |   |  |   |
| SITXWHS001 Participate in safe work practices                       | Y |  |  | Y | Y |  | Y |

**Cluster 4 Preparing quality simple dishes**

|   |   |   |  |   |  |  |  |
|---|---|---|--|---|--|--|--|
| SITHCCC002 Prepare and present simple dishes        | Y | Y |  | Y |  |  |  |
| SITXINV002 Maintain the quality of perishable items | Y | Y |  | Y |  |  |  |

**Cluster 5 Producing menu Items – new assessment requirement**

|  |   |  |  |   |  |   |                |
|--|---|--|--|---|--|---|----------------|
| SITHCCC005 Prepare dishes using basic methods of cookery | Y |  |  | Y |  | Y | Y<br>Portfolio |
|--|---|--|--|---|--|---|----------------|

**Cluster 6 Cleaning the kitchen**

|   |   |   |  |   |  |  |   |
|---|---|---|--|---|--|--|---|
| SITHKOP001 Clean kitchen premises and equipment | Y | Y |  | Y |  |  | Y |
|---|---|---|--|---|--|--|---|

**Cluster 7 Preparing appetisers and salads - new assessment requirement**

|  |   |  |  |   |  |   |           |
|--|---|--|--|---|--|---|-----------|
| SITHCCC006 Prepare appetisers and salads | Y |  |  | Y |  | Y | Portfolio |
|--|---|--|--|---|--|---|-----------|

**Cluster 8 Sandwich preparation**

|   |   |   |  |   |  |  |  |
|---|---|---|--|---|--|--|--|
| SITHCCC003 Prepare and present sandwiches | Y | Y |  | Y |  |  |  |
|---|---|---|--|---|--|--|--|

**Cluster 9 Keeping up to date with industry**

|   |  |  |  |   |  |  |   |
|---|--|--|--|---|--|--|---|
| SITHIND002 Source and use information on the hospitality industry |  |  |  | Y |  |  | Y |
|---|--|--|--|---|--|--|---|

**Cluster 10 Use cookery skills effectively - new assessment requirement**

|  |   |  |  |   |  |   |           |
|--|---|--|--|---|--|---|-----------|
| SITHCCC011 Use cookery skills effectively (holistic) | Y |  |  | Y |  | Y | Portfolio |
|--|---|--|--|---|--|---|-----------|

## ADDITIONAL SUPPORT FOR STUDENTS COMPLETING THE PRELIMINARY AND HSC COURSES.

Students undertaking the Preliminary and Higher School Certificate can be provided with additional support and provisions that could assist them in completing exams and assessment tasks, to the very best of their ability. The Board of Studies encourages eligible students to make use of this support during their Preliminary course so that when the HSC examinations begin they are familiar with the process and are given every opportunity to show the Board of Studies what they know and can do.

There is a range of provisions that can be allocated to a student based on learning, medical, vision or hearing difficulties. A comprehensive list of difficulties that students are able to access is attached. In order to access these at the HSC exam, an application must be lodged with the Board of Studies. However, we can provide them at a school level for Years 11 and 12. These provisions can be provided for all school-based assessment tasks and examinations. Medical evidence will need to be provided to the school to support these provisions.

Many students that are eligible for provisions are known to staff, but other students are encouraged to ask if they believe they meet the criteria on the list attached. Students are to see Mrs McNamara if they believe they may be eligible and would like to access these provisions. Parents are welcome to contact either Mrs McNamara or Mr M Brigden on 60254711 if they have any questions, Murray High School and the Board of Studies support students in doing their best in their Preliminary and HSC years and will offer any support for which they are eligible

### TABLE OF SPECIAL EXAMINATION PROVISIONS

All applications must include detailed teacher comments.

#### Learning Difficulties

| Difficulty/ Impairment In Examination  | Some Possible Provisions                               | Minimum Documentation  |
|--|--|--|
| Difficulty in reading and comprehending the written word <ul style="list-style-type: none"> <li>• slow reading speed</li> <li>• low level of reading accuracy</li> <li>• poor comprehension</li> </ul> | Reader, extra time, exam supervision                   | Current individual reading test results<br><br>Essay<br>Teacher comments |
| Slow writing rate  | Writer, personal computer, exam supervision            | Essays<br>Teacher comments   |
| Severe spelling difficulty that impedes communication  | Writer, exam supervision                               | Spelling test results<br>Essays<br>Teacher comments                      |
| Illegible handwriting  | Computer, writer, extra time to rest, exam supervision | Essays<br>Teacher comments   |

#### Hearing Difficulties

| Difficulty Impairment in Examination   | Some Possible Provisions   | Minimum Documentation                            |
|--|--|--|
| Mild to moderate hearing loss. Difficulty hearing and understanding vocal instructions | Seating at front, individual instructions, exam supervision  | Unaided audiogram and report<br>Teacher comments |
| Severe to profound deafness<br>Difficulty conceptualising from the written word        | Oral interpreter, sign interpreter, dictionary/thesaurus, extra time, individual supervision, alternative English-literacy paper | Unaided audiogram and report<br>Teacher comments |

## Vision Difficulties

| <b>Difficulty/ Impairment in Examination</b>  | <b>Some Possible Provisions</b>  | <b>Minimum Documentation</b>  |
|---|--|---|
| Vision impairment<br>Difficulty in reading standard print and interpreting stimulus resource material | Large print papers, vision aids, exam supervision, extra time, writer, reader, computer, additional lighting, alternative question or strategies | Medical/vision report<br>Audio/vision /tactile efficiency profile<br>Teacher comments |
| Difficulty seeing exam text<br>Requires braille   | Braille, Braille exam papers, personal computer, extra time, exam supervision, writer, reader, alternative questions or strategies.              | Medical/vision report<br>Audio/vision/tactile Efficiency profile<br>Teacher comments  |
| Difficulty with light<br>Sensitivity to white paper   | Transparency overlay, coloured paper, large print papers, extra time to rest   | Medical/vision report (evidence of sensitivity is required)<br>Teachers comment       |

## Medical Difficulties

| <b>Difficulty/ Impairment in Examination</b>   | <b>Some Possible Provision</b>  | <b>Minimum Documentation</b>   |
|--|---|--|
| Hand/arm<br>Difficulty with writing <ul style="list-style-type: none"> <li>Discomfort/pain prevents writing or cast etc. reduces mobility</li> <li>Excessive fatigue of hand</li> </ul>  | Computer, writer, extra time to rest  | Current medical report<br>Two timed handwritten essays<br>One timed typed essay (if a PC is requested)<br>Teacher comments |
| Chronic fatigue syndrome/ME cases<br>Tiredness/inability to concentrate due to illness, eg. Chronic fatigue syndrome, post viral syndrome, ME, glandular fever   | Ventilation, extra time to rest, bite sized food, writer, home/hospital supervision | Medical report<br><br>Teacher comments should include number of days absent due to illness<br><br>Teacher comments         |
| Migraine   | Extra time<br>individual supervision  | Medical report<br>Teachers comments  |
| Post traumatic stress/Psychological  | Extra time<br>Individual supervision  | Medical report<br>Teacher comments   |
| Head injury sustained within the past three years<br>Mental processing difficulty or slowness<br>Head injury sustained more than three years ago<br>Refer to Learning Difficulties (previous page) for possible provisions and minimum documentation | Writer, reader, extra time to rest, medication, extra time                          | Medical report<br>Teacher comments   |

|   |  |  |
|---|--|--|
| Diabetes<br>Need to monitor blood sugar   | Diabetic provisions as required,<br>toilet breaks  | Medical report<br>Teacher comments<br><br>If applicable, specific reference<br>should be made to the need for<br><br>toilet breaks |
| Epilepsy<br>May suffer from epileptic seizure<br>during examinations  | Separate supervision,<br>medication  | Medical report<br>Teacher comments   |
| ADD/ADHD<br>Difficulty with focusing and<br>impulse control   | Extra time to rest,<br>medication  | Medical report<br>Teacher comments   |
| Back Injury<br>Discomfort/pain due to back<br>injury, significant pain after<br>prolonged sitting           | Extra time to rest, exam<br>supervision<br>padded chair<br>pillow<br>special chair<br>seating at back<br>permission to move  | Medical report<br>Teacher comments   |
| Pregnancy<br>In hospital for birth<br>Breastfeeding   | Rest/feeding breaks<br>separate supervision<br>home/ hospital supervision toilet<br>breaks<br>bite size food<br>drink<br>padded chair<br>pillow , permission to move | Medical report<br><br>Expected date of delivery must<br>be included<br>Teacher comments  |
| Psychological<br>Anxiety preventing performance<br>in a group situation                                     | Extra time to rest<br>Individual supervision   | Psychological or psychiatric<br>report, GP medical report<br>Teacher comments  |
| Autistic Spectrum Disorder<br>Behavioural difficulties<br>preventing performance in a<br>group situation    | Separate supervision, extra time<br>to rest, permission to move,<br>toilet breaks  | Specialist medical report<br>Detailed teacher comments   |
| Depressive/Obsessive<br>/Compulsive Disorder<br>Difficulty with cognitive and/or<br>concentration           | Extra time to rest,<br>Individual supervision  | Psychological or psychiatric<br>report<br>Teacher comments   |
| Medication<br>Change in medication which<br>causes an inability to<br>concentrate<br>Drowsiness during exam | Extra time to rest, ventilation,<br>permission to move, medication   | Medical report<br>Teacher comments   |
| Chronic physical difficulties<br>Paraplegia, muscular dystrophy,<br>cerebral palsy etc.                     | Special desk, extra time to rest,<br>permission to move, toilet<br>breaks, seating at back,<br>computer, extra time, individual<br>supervision, writer, reader       | Medical report<br><br>Teacher comments   |
| Infectious disease<br>Chicken pox, measles, glandular<br>fever etc.   | Individual supervision,<br>home/hospital supervision   | Medical report<br><br>Teacher comments   |

## Preliminary Assessment Calendar 2019

|               | Term 1                       | Term 2  | Term 3   |
|---------------|------------------------------|---|--|
| <b>Week 1</b> |                              | English Advanced  |  |
| <b>Week 2</b> |                              | Engineering Studies   | Society and Culture<br>Physics                       |
| <b>Week 3</b> |                              | Chemistry<br>English Extension<br>Legal Studies<br>Textile and Design | Agriculture  |
| <b>Week 4</b> |                              | Community & Family Studies<br>Legal Studies                           | Legal Studies  |
| <b>Week 5</b> | Physics                      | Biology<br>Society and Culture  | IT- Metal and EngineeringTech                        |
| <b>Week 6</b> | Community and Family Studies | English Studies   | Sport Lifestyle & Recreation<br>Studies<br>Geography |
| <b>Week 7</b> |                              | PDHPE   | Textiles and Design                                  |

|                |  |   |   |
|----------------|--|---|---|
| <b>Week 8</b>  | Business Studies<br>Biology<br>English Studies<br>Mathematics  | Modern History<br>Information Processes and<br>Technology<br>Mathematics Content Endorsed<br>Numeracy Course  | <b>EXAM WEEK</b><br>Agriculture<br>English Extension<br>English Advanced<br>English Standard<br>Mathematics Content Endorsed<br>Numeracy Course<br>Mathematics Standard<br>Mathematics Standard 2<br>Mathematics<br>Mathematics Extension 1<br>Biology<br>Business Studies<br>Chemistry<br>Community & Family Studies<br>Drama<br>Information Processes and<br>Technology<br>Legal Studies<br>Physics<br>PDHPE<br>Society & Culture<br>Engineering Studies<br>IT- Metal and EngineeringTech<br>Geography<br>Modern History<br>Software Design and<br>Development<br>Visual Arts |
| <b>Week 9</b>  | English Standard<br>English Advanced<br>Drama<br>Aboriginal Studies<br>Investigating Science<br>Mathematics Extension 1<br>Software Design and<br>Development  | Mathematics Standard 1<br>Mathematics Standard 2<br>Visual Arts<br>English Standard<br>Drama<br>Aboriginal Studies<br>Business Studies<br>Investigating Science<br>Software Design and<br>Development | English Studies<br>Year 11 VET Work placement<br>Music<br>Textile and Design  |
| <b>Week 10</b> | Mathematics Content Endorsed<br>Numeracy Course<br>Mathematics Standard 1<br>Mathematics Standard 2<br>Visual Arts<br>Visual Design<br>IT- Metal and EngineeringTech<br>Sport Lifestyle & Recreation<br>Studies<br>Geography<br>Information Processes and<br>Technology<br>Agriculture | Chemistry<br>Engineering Studies<br>English Extension<br>Visual Design<br>Mathematics Extension 1<br>Music  | Year 11 Vet Work Placement<br>Visual Design<br>Aboriginal Studies   |
| <b>Week 11</b> | Modern History<br>Music<br>PDHPE   |   |   |

## A GLOSSARY OF KEY WORDS

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: narrate a series of events or transactions  |
| Analyse     | Identify components and the relationship between; 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; or put together items or arguments   |
| Contrast    | Show how things are different or opposite   |
| Critically  | Add a degree or level of accuracy, depth, knowledge and understanding, logic, (analyse/questioning, reflection and quality to (analysis/evaluation) 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   |





**MURRAY HIGH SCHOOL  
ABSENCE FROM AN ASSESSMENT TASK**

NAME: \_\_\_\_\_ YEAR: \_\_\_\_\_  
\_\_\_\_\_

SUBJECT: \_\_\_\_\_

DATE OF ASSESSMENT TASK: \_\_\_\_\_ TIME OF ASSESSMENT TASK:  
\_\_\_\_\_

REASON FOR INABILITY TO ATTEND:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SIGNED: \_\_\_\_\_ (Student)

**TO BE COMPLETED BY THE DEPUTY PRINCIPAL-CURRICULUM**

DATE RECEIVED: \_\_\_\_\_ TIME RECEIVED: \_\_\_\_\_

REASON: Satisfactory / Unsatisfactory  
\_\_\_\_\_  
\_\_\_\_\_

SIGNED: \_\_\_\_\_ (Deputy Principal)

**TO BE COMPLETED BY HEAD TEACHER:**

DATE RECEIVED: \_\_\_\_\_ TIME RECEIVED: \_\_\_\_\_

OUTCOME:  
\_\_\_\_\_  
\_\_\_\_\_

SIGNED: \_\_\_\_\_ (Head Teacher)

CLASS TEACHER NOTIFIED:

SIGNED: \_\_\_\_\_ (Class Teacher)



# MURRAY HIGH SCHOOL SUBMISSION OF ASSESSMENT WORK

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

DATE DUE: \_\_\_\_\_

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

I declare that this assignment is essentially my own work.

SIGNATURE: \_\_\_\_\_

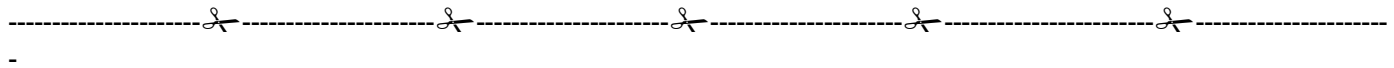
DATE: \_\_\_\_\_

MARK/GRADE

POSITION

COMMENTS: \_\_\_\_\_

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



## TO BE COMPLETED BY STUDENT

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

DATE DUE: \_\_\_\_\_

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

## TO BE COMPLETED BY TEACHER:

I have received assignment.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_



# MURRAY HIGH SCHOOL

## ILLNESS AND MISADVENTURE A P P E A L FORM

Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Assessment Task Title: \_\_\_\_\_

Describe in detail, the nature of the issue that affected your ability to complete and/or submit the assessment task to the best of your ability.

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

How did this affect your ability to complete the task to the best of your ability or submit the task?

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

Medical Certificate attached YES / NO

Other evidence: YES / NO (specify) \_\_\_\_\_

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

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

statement from another person:

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

Support person's Signature \_\_\_\_\_ Relationship to student \_\_\_\_\_

### Result of Application

Date received \_\_\_\_\_ Deputy Principal Decision \_\_\_\_\_

\_\_\_\_\_

Copy to  
Student   
File   
Relevant

**MURRAY HIGH SCHOOL  
ASSESSMENT TASK PLANNER 2019**

| <b>TERM 1</b> | <b>TERM 2</b> | <b>TERM 3</b> |
|---------------|---------------|---------------|
| WK 1          | WK1           | WK1           |
| WK 2          | WK 2          | WK 2          |
| WK 3          | WK 3          | WK 3          |
| WK 4          | WK 4          | WK 4          |
| WK 5          | WK 5          | WK 5          |
| WK 6          | WK 6          | WK 6          |
| WK 7          | WK 7          | WK 7          |
| WK 8          | WK 8          | WK 8          |
| WK 9          | WK 9          | WK 9          |
| WK 10         | WK 10         | WK 10         |