



Year 11

Assessment Handbook 2019



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Creating Our Future
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Education

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PRELIMINARY ASSESSMENT HANDBOOK

This following material is provided for the information of senior students at Toormina High School and their parents / caregivers regarding the Preliminary Course Assessment Guidelines and course schedules. It is not definitive and reference should be made to NSW Education Standard Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

What is the Preliminary Assessment Program 2019?

Preliminary courses will commence at the beginning of Term 1 2019 and conclude at the end of Term 3, 2019. All students must satisfactorily complete 12 units of Preliminary courses in order to move into their HSC year. NESA requires the school Principal to certify satisfactory completion. The assessment of Preliminary courses commence in Term 1 after Week 4. Changes to the Preliminary study program should not occur after this date.

Assessment is the measurement of actual student performance in various tasks. It is not a measure of potential performance or an estimate of general ability. A school assessment is a mark calculated by the school that compares your performance on assessment tasks with all other students in your school doing the same course. Assessment tasks will be spread through the course.

Why assessments?

It is not possible to test everything you do in a course in an examination. For example, oral work in English, practical works in Visual Arts. A school assessment will allow you to be given credit for your performance in these areas.

How will the assessment task be determined?

NESA has provided guidelines for every course and these have been distributed to every school and college in NSW. Teachers at Toormina High School have used these guidelines to draw up an assessment program for each course offered at this school. Each school throughout NSW must follow the components and weightings contained in the guidelines, although schools will differ in how they assess the components.

What do I need to know about assessments?

The school will give you the following information:

- ☐ What aspects of the course will be assessed.
- ☐ How they will be assessed, e.g. what essays, tests, practical work etc, will be used.
- ☐ The relative value of the tasks.
- ☐ The components and their weightings for each course as specified by NESA.
- ☐ When they are going to be assessed.
- ☐ The school will also let you know how you are progressing in your assessment tasks.

Do I have to complete the assessment tasks?

Yes. If you have received zero marks because of failure to make a genuine attempt at assessment tasks, the Principal may certify that the course has not been studied satisfactorily and neither the examination mark nor the assessment mark will be recorded. This could also mean that you become ineligible to move into your HSC year.

When will assessments begin?

Assessment tasks will begin from Week 4 Term 1.

How much notice will I get for my assessment tasks?

You will be issued with an Assessment Calendar at the beginning of each assessment period. This will show when you will be expected to complete individual assessment tasks. Teachers will advise you, at least two weeks in advance of the topics to be covered in any particular task.

Your teacher will ask you to sign for and date your assessment task when you receive it. It is good practice for you to note the date you received your assessment task in your diary.

Can teachers change the assessment dates set out in the schedule?

Teachers should follow the dates set in the handbook for tasks. However, in circumstances where it is deemed necessary to alter the assessment task date, teachers will provide written notice of a change in the schedule outlining the task, and the change in dates. A sample letter is included in this handbook for reference.

Which tasks count towards my assessment?

Only some of the work you are given throughout the Preliminary course will count towards your assessment. You will be told clearly which ones count. It does not follow that the others are unimportant. All work set is important in the general learning process, and failure to complete any tasks is likely to adversely affect your examination performance.

Therefore, your parents may be informed if you fail to complete set work, even if it does not count towards your assessment.

Are some assessment tasks weighted more heavily than others?

In all subjects, it is usual for tasks near the end of the course to count for more when determining your final assessment. However, the relative weightings differ from subject to subject. See Subject guides.

What if I am absent when assessment task information is given out?

As all senior students receive an assessment task calendar, then all students know well in advance the dates of assessment tasks.

If you are absent when individual task information is given out in class, it is **YOUR RESPONSIBILITY** to contact your teacher and obtain the specific information relating to that assessment task.

What if I am absent from an assessment task?

Students must make **a genuine attempt** at assessment tasks. Completion of tasks that carry a weight of exactly 50% is not sufficient. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "HSC/Preliminary Assessment Application for Special Consideration for Accident - Misadventure - Illness - Special Circumstance. Students will need to make this request within two days upon their return to school following the absence, and will have to show that they were away for a legitimate reason. This form can be obtained from your Year Advisor, the front office,

the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a Doctor's certificate. The completed form needs to be given to your class teacher.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "HSC/Preliminary Assessment Request for Extension of Time/Substitute task **PRIOR** to that assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases **ONLY**) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.**

If the Principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

What if I hand in a task late?

You will receive **zero** marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "HSC / Preliminary Assessment Request for Extension of Time/Substitute Task. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a Doctor's certificate. The completed form needs to be given to your class teacher.

Where do I hand in my assessment task?

All assessment tasks (unless otherwise determined by the Head Teacher) are to be handed in and signed for at the front office **by the close of lunch** on the due date. Any assessment task handed in after that time frame will be determined to be late. You will receive zero marks, unless you have gained an extension of time.

All assessment tasks handed in at the front office will have clearly marked the time and date received and will be signed by the front office attendee and yourself. The time and date will be placed in a book kept securely within the front office.

Will I be told my school assessment mark?

Your School Reports will contain your examination mark and position plus your progressive assessment ranking as at the time of the report. They will not show assessment marks. The school, however, is permitted to give you your marks on individual assessment tasks completed throughout the assessment period.

What if I disagree with the teacher's assessment?

The answer to this depends on whether you disagree with the mark given for a particular task or your position in the course.

If you are concerned about the mark given for a particular task you must discuss this with your teacher when the work is returned. **Marks can only be queried at the time the tasks are returned.**

What if I feel overloaded with work for assessments and study for tests?

If you feel too many tasks are piling up at once, talk to your teachers or Year Advisor as soon as possible to see if changes to due dates can be arranged.

You **are not permitted** to miss periods from your other subjects in order to study before assessment tasks, which are set in class time.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

What about students who cheat or plagiarize assessment tasks?

If the Principal is satisfied that you cheated in any assessment task, a **zero** award will be made.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

Where else can I get information regarding assessment?

Students can access information from the NSW Education Standards Authority (NESA) website regarding courses and the HSC. Students can also speak to their teachers and Careers Adviser for further assistance.

CALENDAR

TERM 1	
1	
2	
3	
4	
5	Exploring Early Childhood
6	Chemistry
7	PDHPE, Physics, Hospitality
8	Community & Family Studies, Food Technology
9	Drama, Mathematics Advanced, Mathematics Standard, Music 1, Sport Lifestyle & Recreation, Visual Art,
10	Biology, English Advanced, English Standard, English Studies, Legal Studies
11	English Extension, Mathematics Extension 1, Work Studies
TERM 2	
1	Ancient History, Hospitality
2	Investigating Science, Photography
3	Business Studies, Industrial Technology, Visual Design
4	Marine Studies
5	Exploring Early Childhood, Industrial Technology
6	
7	Business Studies, Mathematics Extension 1,
8	Community & Family Studies, Exploring Early Childhood, Food Technology, Legal Studies, Marine Studies
9	Drama, English Extension, English Advanced, English Standard, English Studies, Music 1, Visual Art, Work Studies
10	Mathematics Advanced, Mathematics Standard, PDHPE
TERM 3	
1	Ancient History
2	Biology
3	
4	Investigating Science, Hospitality
5	Work Studies
6	Community & Family Studies, Exploring Early Childhood, Food Technology, Industrial Technology, Marine Studies, Photography, Physics
7	Ancient History, Chemistry, English Studies, Sport Lifestyle & Recreation, Visual Design, Work Studies
8	Assessment Free Week
9/10	Biology, Business Studies, Chemistry, Drama, English Extension, English Advanced, English Standard, Investigating Science, Legal Studies, Mathematics Extension 1, Mathematics Advanced, Mathematics Standard, Music 1, PDHPE, Photography, Physics, Visual Art, Visual Design

ANCIENT HISTORY

Topic	Task	Weight	Due Date	Outcomes
Investigating Ancient History	Archaeological Report	30	Term 2 Week 1	AH11-6 AH11-9 AH11-10
Historical Investigation	Research and Extended Response	30	Term 3 Week 1	AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9
Features of Ancient Societies	Source Analysis and presentation	40	Term 3 Week 7	AH11-1 AH11-2 AH11-4 AH11-5 AH11-6 AH11-9

Outcomes

A student:

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

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

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

AH11-4 accounts for the different perspectives of individuals and groups

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

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

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

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

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

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

BIOLOGY

Topic	Task	Weight	Due Date	Outcomes
1. Cells as the Basis of Life	Fieldwork Report	25	Term 1 Week 10	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10 BIO11-11
2. Organisation of Living Things	Depth Study	35	Term 3 Week 2	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10 BIO11-11
3. Biological Diversity 4. Ecosystem Dynamics	Final Examination	40	Term 3 Week 9/10	BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11

Outcomes

A student:

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

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

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

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

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

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

BIO11-7 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

BUSINESS STUDIES

Topic	Task	Weight	Due Date	Outcomes
Business Management	Stimulus and skills	30	Term 2 Week 3	P1,P2,P6,P7 P8
Business Planning	Inquiry and Research	30	Term 2 Week 7	P1,P3,P6, P7,P8,P9,P1
All topics	Final Examination	40	Term 3 Week 9/10	P1,P3,P4,P6, P7,P8,P9,P10

Outcomes

A student:

P1 discusses the nature of business, its role in society and types of business structure

P2 explains the internal and external influences on businesses

P3 describes the factors contributing to the success or failure of small to medium enterprises

P4 assesses the processes and interdependence of key business functions

P5 examines the application of management theories and strategies

P6 analyses the responsibilities of business to internal and external stakeholders

P7 plans and conducts investigations into contemporary business issues

P8 evaluates information for actual and hypothetical business situations

P9 communicates business information and issues in appropriate formats

P10 applies mathematical concepts appropriately in business situations

CHEMISTRY

Topic	Task	Weight	Due Date	Outcomes
Properties and structure of Matter	Research Task	25	Term 1 Week 6	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11
Introduction to Quantitative Chemistry	Depth Study	35	Term 3 Week 7	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11
Reactive Chemistry Drivers of Reactions	Final Examination	40	Term 3 Week 9/10	CH11-1, CH11-2, CH11-3, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11

Outcomes

A student:

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 and information

CH11/12-3 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

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

COMMUNITY AND FAMILY STUDIES

Topic	Task	Weight	Due Date	Outcomes
Resource Managment	Interview	30	Term 1 Week 8	P1.2, P4.1, P4.2, P5.1
Individuals and Groups	Case Study	35	Term 2 Week 8	P1.2, P2.1, P3.1, P6.1, P6.2
Families and Communities	Literature Review	35	Term 3 Week 6	P1.1, P1.2, P2.1, P3.2, P4.1, P4.2, P6.1

Outcomes

A student:

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

P1.2 proposes effective solutions to resource problems

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

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

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

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

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

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

DRAMA

Topic	Task	Weight	Due Date	Outcomes
Improvisation, Playbuilding and Acting	Presentation of Individual Performance	30	Term 1 Week 9	P1.1, P1.4, P2.3, P2.4
Elements of Production in Performance	Written Extended Essay	30	Term 2 Week 9	P3.1, P3.2, P3.3
Theatrical Traditions and Performance Styles	Theatrical Styles: Group Performance	40	Term 3 Week 9	P1.2, P1.3, P1.5, P2.4

Outcomes

A student:

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

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

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

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

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

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

P2.1 understands the dynamics of actor-audience relationship

P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action

P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

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

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

P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others

P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

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

ENGLISH EXTENSION

Topic	Task	Weight	Due Date	Outcomes
Texts, Culture and Value	Imaginative Task	30	Term 1 Week 11	EE11-2, EE11-3, EE11-6
Related Project	Multimodal TED Talk	40	Term 2 Week 9	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5
	Final Examination - Critical Response	30	Term 3 Week 9/10	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5

Outcomes

A student:

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

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

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

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

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

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

ENGLISH ADVANCED

Topic	Task	Weight	Due Date	Outcomes
Reading to Write	Imaginative text with reflection	30	Term 1 Week 10	EA11-3, EA11-5, EA11-9
Narratives that Shape our World	Multimodal presentation	40	Term 2 Week 9	EA11-1, EA11-2, EA11-3, EA11-5
	Final Examination - Critical Response	30	Term 3 Week 9/10	EA11-1, EA11-3, EA11-5, EA11-6

Outcomes

A student:

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

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

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

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

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

EA11-6 investigates and evaluates the relationships between texts

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

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

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

ENGLISH STANDARD

Topic	Task	Weight	Due Date	Outcomes
Reading to Write	Imaginative text with reflection	30	Term 1 Week 10	EN11-3, EN11-5, EN11-9
Contemporary Possibilities	Multimodal presentation	40	Term 2 Week 9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7
	Final Examination - Critical Response	30	Term 3 Week 9/10	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8

Outcomes

A student:

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

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

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

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

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

EN11-6 investigates and explains the relationships between texts

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

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

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

ENGLISH STUDIES

Topic	Task	Weight	Due Date	Outcomes
Mandatory Module: Achieving through English	Written report	30	Term1 Week 10	ES11-1, ES11-3, ES11-5
Elective Module	Multimodal presentation	30	Term 2 Week 9	ES11-2, ES11-6, ES11-9
All modules	Portfolio - collection of classwork	40	Term 3 Week 7	ES11-3, ES11-7, ES11-10

Outcomes

A student:

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

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

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

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

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

ES11-6 uses appropriate strategies to compose texts for different modes, media, 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

EXPLORING EARLY CHILDHOOD

Topic	Task	Weight	Due Date	Outcomes
Pregnancy and Child-birth	Research, Design/make/Report	10	Term 1 Week 5	1.1,1.4,5.1,6.1
	Mid-Course Examination	25	Term 2 Week 5	1.1,1.2,1.3,1.4
Child growth and Development	Investigating/ Analysis/ Written Report	20	Term2 Week 8	1.2,1.4
Historical and Cultural Contexts of Childhood	Interview/Analysis/ Written Report/Poster	20	Term 3 Week 6	1.4,2.2,2.3,4.2,6.2
	Final Examination	25	Term 3 Week 9/10	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 4.2

Outcomes

A student:

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

FOOD TECHNOLOGY

Topic	Task	Weight	Due Date	Outcomes
Food Availability and Selection	Task 1 - Research Task	30	Term 1 Week 8	P1.1, P1.2, P2.2, P4.4, P5.1
Food Quality Experiment and Preparation	Task 2 - Experimenting with and preparing food products	40	Term 2 Week 9	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1
Nutrition Investigation	Task 3 - Case Study	30	Term 3 Week 6	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1

Outcomes

A student:

P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

P 2.1 explains the role of food nutrients in human nutrition

P 2.2 identifies and explains the sensory characteristics and functional properties of food

P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups

P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.

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

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

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

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

P 5.1 generates ideas and develops solutions to a range of food situations

HOSPITALITY

Refer to the Tamworth RTO document regarding competencies and assessment

School Name: Toormina High School

COURSE: Preliminary 2019 Hospitality SIT20316

Student Competency Assessment Schedule

Assessment Events for Certificate II in Hospitality SIT20316		Event 1 Cook safe, work safe, eat safe	Event 2 Coffee rocks	Event 3 Café skills			Prelim Half Yearly Exam*	Work Placement *	Prelim Yearly Exam*
		Week: 7 Term: 1	Week: 1 Term 2	Week: 4 Term: 3			Week: TBC Term:	Week: TBC Term: 3	Week: TBC Term: 3
Code	Unit of Competency								
SITHIND003	Use Hospitality skills effectively						Ongoing Holistic		
SITXFSA001	Use hygienic practices for food safety	X							
SITXWHS001	Participate in safe work practices	X							
SITHFAB005	Prepare and serve espresso coffee		X						
SITHFAB004	Prepare and serve non-alcoholic beverages			X					
SITHFAB007	Serve food and beverages			X					

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards a Certificate II in Hospitality SIT20316.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESAs reporting requirements.

***Selected units only to be confirmed by your teacher.**

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

INDUSTRIAL TECHNOLOGY

Topic	Task	Weight	Due Date	Outcomes
Practical component and folio	Project 1	30	Term 2 Week 3	P2.1,P3.1,P4.1,P5.2
Content covered from Preliminary units	Mid-Course Examination	40	Term 2 Week 5	P1.2 P,2.1, P3.3, P4.1, P4.3, P5.1, P5.2, P6.2
Practical component and folio	Project 2	30	Term 3 Week 6	P2.1,P3.1,P4.1,P5.2

Outcomes

A student:

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery and processes

P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

P7.1 identifies the impact of one related industry on the social and physical environment

P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

INVESTIGATING SCIENCE

Topic	Task	Weight	Due Date	Outcomes
Modules 1 and 2 Cause and Effect 1-Observing 2.Inferences and Generalisations	Practical Investigation	30	Term 2 Week 2	INS11-1, INS11-2, INS11-3,INS11-4, INS11-5,INS11-6, INS11-7,INS11-8 INS11-9.
Modules 3 and 4 3. Scientific models 4. Theories and Laws	Depth Study	40	Term 3 Week 4	INS11-1, INS11-4, INS11-5, INS11-6, INS11-7, INS11-10 INS11-11.
	Final Examination	30	Term 3 Week 9/10	INS11-1, INS11-2, INS11-4, INS11-5, INS11-6, INS11-7, INS11-8, INS11-9, INS11-10, INS11-11.

Outcomes

A student

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

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

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

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

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

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

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

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

Topic	Task	Weight	Due Date	Outcomes
The Legal System	Research Task- Written and Oral presentation.	30	Term 1 Week 10	P1, P2, P3, P4, P6, P8
Individual and the Law	Annotated media file	30	Term 2 Week 8	P1, P4, P6, P8, P9
The Legal System, Individual and the Law Law in Practice	Final Examination	40	Term 3 Week 9/10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

Outcomes

A student:

P1. identifies and applies legal concepts and terminology

P2. describes the key features of Australian and international law

P3. describes the operation of domestic and international legal systems

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

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

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

P7. evaluates the effectiveness of the law in achieving justice

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

P9. communicates legal information using well-structured responses

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

MARINE STUDIES

Topic	Task	Weight	Due Date	Outcomes
Core Module	Assessment Exam	40	Term 2 Week 4	1.2, 2.1, 3.1, 3.2 5.1, 5.2 5.3 5.4
Skindiving module	Exam and practical	30	Term 2 Week 8	1.1, 1.2 1.4 2.1, 5.2
Boating and Seamanship	Module exam and practical	30	Term 3 Week 6	1.2, 2.2, 3.1, 3.2 5.1, 5.3 5.4

Outcomes

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

MATHEMATICS EXTENSION 1

Topic	Task	Weight	Due Date	Outcomes
Combinatorics	Assignment/ Investigation	30	Term 1 Week 11	ME11-5, ME11-6, ME11-7
Functions Trigonometric Functions	Class Test	30	Term 2 Week 7	ME11-1, ME11-2, ME11-3
Functions Trigonometric Functions Calculus Combinatorics	Final Examination	40	Term 3 Week 9	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7

Outcomes

A student:

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

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

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

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

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

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

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

MATHEMATICS ADVANCED

Topic	Task	Weight	Due Date	Outcomes
Functions	Class Test	30	Term 1 Week 9	MA11-1, MA11-2
Trigonometric Functions Calculus	Assignment/ Investigation	30	Term 2 Week 10	MA11-3, MA11-4, MA11-5, MA11-8, MA11-9
Functions Trigonometric Functions Calculus Exponential and Loga- rithmic Functions Statistical Analysis	Final Examination	40	Term 3 Week 9/10	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9

Outcomes

A student:

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

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

MA11-3 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 STANDARD

Topic	Task	Weight	Due Date	Outcomes
Financial Mathematics Algebra	Assignment	30	Term 1 Week 9	MS11-1, MS11-2, MS11-5, MS11-9, MS11-10
Algebra Statistical Analysis Measurement Statistical Analysis	Reference Assisted Test	30	Term 2 Week 10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-7, MS11-8
Algebra Measurement Financial Mathematics Statistical Analysis	Final Examination	40	Term 3 Week 9/10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10

Outcomes

A student:

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

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

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

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

MS11-5 models relevant financial situations using appropriate tools

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

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

MS11-8 solves probability problems involving multistage events

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

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

MUSIC 1

Topic	Task	Weight	Due Date	Outcomes
Technology and its influence on music	Composition and Musicology - Research task	35	Term 1 Week 9	P2, P3, P6, P7, P8
Rock Music	Performance and Viva Voce	30	Term 2 Week 9	P1, P4, P5, P6, P10, P11
Australian Music	Aural skills and performance (Final Examination)	35	Term 3 Week 9/10	P1, P4, P5, P7, P8, P9, P10, P11

Outcomes

A student:

P1 performs music that is characteristic of the topics studied

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

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

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

P5 comments on and constructively discusses performances and compositions

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

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

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

P9 performs as a means of self-expression and communication

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

P11 demonstrates a willingness to accept and use constructive criticism

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Topic	Task	Weight	Due Date	Outcomes
Core 1	Analysis of health	25	Term 1 Week 7	P1, P2, P3, P4, P15
Core 2	Fitness Assignment	35	Term 2 Week 10	P8, P10, P11, P16, P17
	Final Examination	40	Term 3 Week 9/10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12

Outcomes

A student:

P1 identifies and examines why individuals give different meanings to health

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

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

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

P5 describes factors that contribute to effective health promotion

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

P7 explains how body systems influence the way the body moves

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

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

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

P11 assesses and monitors physical fitness levels and physical activity patterns

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

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

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

P17 analyses factors influencing movement and patterns of participation

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Topic	Task	Weight	Due Date	Outcomes
Digital photography unit 'Taming Light' Module: DI 1- Introduction to the Practice in Digital Imaging	Google Doc Research- Google Slide with digital images	30	Term 2 Week 2	M1, M2, M3, M4, M5, C4, C5
Digital photography unit 'Special Effects' Module: DI 2- Developing a point of view	Google Doc Research- Google Slide with digital images	40	Term 3 Week 6	M1, M2, M3, M4, M5, M6, C4, C5
All topics studied including technical information and conceptual (frame questions) on aspects of photographers they have studied and / or unseen works.	Final Examination	30	Term 3 Week 9/10	CH1, CH2, CH3, CH4, CH5

Outcomes

A student:

M1: generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2: explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3: investigates different points of view in the making of photographs and/or videos and/or digital images

M4: generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital

M5: develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6: takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1: generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2: investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3: distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography.

CH5: recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

PHYSICS

Topic	Task	Weight	Due Date	Outcomes
Kinematics	Research Report	25	Term 1 Week 7	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11
Dynamics Module	Depth Study	35	Term 3 Week 6	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11
Waves and Thermodynamics Electricity and Magnetism	Final Examination	40	Term 3 Week 9/10	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11

Outcomes

A student:

PH11-1 develops and evaluates questions and hypotheses for scientific investigation

PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11-5 analyses and evaluates primary and secondary data and information

PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

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

SPORT, LIFESTYLE AND RECREATION

Topic	Task	Weight	Due Date	Outcomes
Sport Coaching & Training	Research Task and Peer Teaching	25	Term 1 Week 9	1.3, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5
Games and Sport Application	Practical Based	35	Ongoing	1.1, 2.3, 3.1, 4.1, 4.2, 4.4
	Final Examination	40	Term 3 Week 7	1.1, 1.6, 2.1, 2.2, 2.4, 3.3, 3.7, 4.1, 4.5

Outcomes

A student:

1.1 applies the rules and conventions that relate to participation in a range of physical activities

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

2.4 describes how societal influences impact on the nature of sport in Australia

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

3.7 analyses the impact of professionalism in sport

4.1 plans strategies to achieve performance goal

4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context

4.4 demonstrates competence and confidence in movement contexts

4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

VISUAL ART

Topic	Task	Weight	Due Date	Outcomes
Portfolio of Experimental Works	Submission of exploratory artworks Accompanying VAPD including evidence of material and conceptual experimentation Written Response Exploring historical and contemporary representations	30	Term 1 Week 9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Artmaking	Submitted artwork(s) (Mini BOW) Extended response - Using research on selected artists as the basis for an in-class extended response	30	Term 2 Week 9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Art Criticism and Art History	Final Examination	40	Term 3 Week 9/10	P4, P5, P6

Outcomes

A student:

P1: explores the conventions of practice in artmaking

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

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

P4: investigates subject matter and forms as representations in artmaking

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

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

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

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

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

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

VISUAL DESIGN

Topic	Task	Weight	Due Date	Outcomes
"Branding" Module GD 1: Publications and Information	Mini photographic exhibition for design works created during the unit.	35	Term 2 Week 3	DM1, DM2, DM3, DM4, DM5, CH1, CH2, CH3, CH4
"Wrap it up" Module: Product Design PD1: Packaging	Extending from previous task students are then to develop their logo and brand onto products.	35	Term 3 Week 7	DM1, DM2, DM3, DM4, DM5, CH1, CH2, CH3, CH4
All topics studied including technical information and conceptual (frame questions) on aspects of artist/ designers they have studied and / or unseen works	Final Examination	30	Term 3 Week 9/10	CH1, CH2, CH3, CH4

Outcomes

A student:

DM1: generates a characteristic style that is increasingly self-reflective in their design practice

DM2: explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

DM3: investigates different points of view in the making of designed works

DM4: generates images and ideas as representations/simulations

DM5: develops different techniques suited to artistic and design intentions in the making of a range of works

DM6: takes into account issues of Work Health and Safety in the making of a range of works

CH1: generates in their critical and historical practice ways to interpret and explain design

CH2: investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

CH3: distinguishes between different points of view using 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 design

WORK STUDIES

Topic	Task	Weight	Due Date	Outcomes
Communications	Written Task 1 - Verbal Communications 2 - Written Communications	25	Term 1 Week 11	1, 2, 3, 4
Employment Options	Presentation Task 1 - Types of Jobs for the Future 2 - Self Employment	25	Term 2 Week 9	1, 2
Understanding and Planning	Portfolio 1 - Understanding Money 2 - Understanding Work 3 - Understanding the Work-place	25	Term 3 Week 5	1, 3
Personal Development	Slideshow 1 - Skills 2 - Online presence 3 - STEM	25	Term 3 Week 7	3, 4

Outcomes

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups



TOORMINA HIGH SCHOOL PRELIMINARY /HSC NOTIFICATION OF CHANGE TO ASSESSMENT SCHEDULE

(Date)

Dear Student,

This is to notify you of a required change to the published assessment schedule for **(Course Name)**.

This is to ensure that adequate course content and skills have been addressed in class for the task to be attempted successfully and/or to avoid schedule conflicts with other school events.

Task Details: (Insert Task Number, and nature of task)

Original Due Date: (Insert date/Term/Week)

New Due Date: (Insert date/Term/Week)

Students should follow normal procedures regarding requests for Misadventure/Illness or Extension/ Substitute tasks if the task is not submitted by the new due date.

Please detach the section below and return to your teacher to acknowledge your understanding of the new date requirement.

Should you require further clarification or information you should speak to your teacher or faculty Head Teacher of the course.

Kind Regards

Teacher

Head Teacher
(FACULTY)

.....
I _____ have been informed of a change in the assessment schedule for
student name

(COURSE NAME). I understand and acknowledge that the new due date for (TASK) is (NEW DATE).

Student Signature



TOORMINA HIGH SCHOOL PRELIMINARY /HSC ASSESSMENT

APPLICATION FOR SPECIAL CONSIDERATION FOR
ACCIDENT – MISADVENTURE – ILLNESS – SPECIAL CIRCUMSTANCE

Student Name: _____ Year: _____

Subject: _____

Task: _____ Due Date: _____

Details of Request: _____

Reasons for Request: (Include any notes of explanation from Parents, Doctors' Certificates etc.)

Parent's Signature: _____

Student's Signature: _____

Date: _____

Office Use Only

Teacher: _____

Teacher's recommendation: _____

(Include proposed new date for submission or details of substitute)

Head Teacher's Recommendation: Approved/Not recommended _____

Principal: Approved/Not approved _____

Teacher: Please inform student of result of this application _____

NOTE: THIS SHEET WILL BE FILED WITH YOUR RECORD



TOORMINA HIGH SCHOOL
PRELIMINARY /HSC ASSESSMENT
REQUEST FOR EXTENSION OF TIME/SUBSTITUTE TASK

Student Name: _____ Year: _____

Subject: _____

Task: _____ Due Date: _____

Details of Request: _____

Reasons for Request: (Include any notes of explanation from Parents, Doctors' Certificates etc.)

Parent's Signature: _____

Student's Signature: _____

Date: _____

Office Use Only

Teacher: _____

Teacher's recommendation: _____

(Include proposed new date for submission or details of substitute)

Head Teacher's Recommendation: Approved/Not recommended _____

Principal: Approved/Not approved _____

Teacher: Please inform student of result of this application _____

NOTE: THIS SHEET WILL BE FILED WITH YOUR RECORD

