



YEAR 11 ASSESSMENT HANDBOOK

2021



CREATING OUR FUTURE



INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

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 2021?

Preliminary courses will commence at the beginning of Term 1 2021 and conclude at the end of Term 3, 2020. 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 commences 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.

What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and

- a. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school¹
- b. Achieved some or all of the course outcomes
- c. Seriously attempted all assessment tasks.

What happens if I fail to satisfactorily complete a course?

Where a student has failed to satisfactorily study a course, the Principal will:

- Apply an 'N' (Non-satisfactory) determination and advise NESA accordingly after they have received two or more 'N' Award letters. Courses which were not satisfactorily completed will not be printed on Records of School Achievement. This may result in a student being ineligible for the award²
- Advise the candidate of the submission and the right of appeal.

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.

¹ This clause will apply to any students who **continually hand in work late, truant or who are absent without justification**, as determined by the NSW Department of Education

² Failure to achieve a satisfactory level of success in a course may result in a student being ineligible to proceed to the HSC course.

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, or the Toormina High School website. 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 plagiarise 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.

Agriculture

Components	Task 1	Task 2	Task 3	Weighting %
	Farm Case Study	Presentation Plant or Animal Problem	Yearly Examination	
	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 9–10	
	P1.1, P2.1, P2.3, P3.1, P5.1	P2.1, P3.1, P5.1	P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	15	10	15	40
Skills in effective research, experimentation and communication	5	10	5	20
Total %	30	30	40	100
Outcomes:				
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				
P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products				

Ancient History

Components	Task 1	Task 2	Task 3	Weighting %
	Source Analysis	Historical Investigation & Presentation	Final Examination	
	Term 2 Week 1	Term 3 Week 1	Term 3 Week 9/10	
	Outcomes assessed AH11-6 AH11-9 AH11-10	Outcomes assessed AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	Outcomes assessed AH11-1 AH11-2 AH11-4 AH11-5 AH11-6 AH11-9	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	10		20
Total %	30	40	30	100

Outcomes:

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

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

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

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

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

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

AH11-7 discusses and evaluates differing interpretations and 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

Components	Task 1	Task 2	Task 3	Weighting %
	Ecosystems Dynamics Fieldwork Report	Cells as the Basis of Life Depth Study	Final Examination	
	Term 2 Week 2	Term 3 Week 2	Term 3 Week 9/10	
	BIO11-1, BIO11-2, BIO11-3 BIO11-4, BIO11-5, BIO11-6 BIO11-7, BIO11-8, BIO11-9 BIO11-10, BIO11-11	BIO11-1, BIO11-2, BIO11-3 BIO11-4, BIO11-5, BIO11-6 BIO11-7, BIO11-8, BIO11-9 BIO11-10, BIO11-11	BIO11-1, BIO11-2, BIO11-3 BIO11-4, BIO11-5, BIO11-6 BIO11-7, BIO11-8, BIO11-9 BIO11-10, BIO11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	15	15	10	40
Total %	35	35	30	100

Outcomes:

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

Components	Task 1	Task 2	Task 3	Weighting %
	Case Study	Inquiry and Research Task	Yearly Examination	
	Term 2 Week 3	Term 3 Week 3	Term 3 Week 9/10	
	Outcomes assessed P1,P2,P6,P7, P8	Outcomes assessed P1,P3,P6, P7,P8,P9,P1	Outcomes assessed P1,P3,P4,P6, P7,P8,P9,P10	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
Total %	30	30	40	100
Outcomes:				
P1 discusses the nature of business, its role in society and types of business structure				
P2 explains the internal and external influences on businesses				
P3 describes the factors contributing to the success or failure of small to medium enterprises				
P4 assesses the processes and interdependence of key business functions				
P5 examines the application of management theories and strategies				
P6 analyses the responsibilities of business to internal and external stakeholders				
P7 plans and conducts investigations into contemporary business issues				
P8 evaluates information for actual and hypothetical business situations				
P9 communicates business information and issues in appropriate formats				
P10 applies mathematical concepts appropriately in business situations				

Chemistry

Components	Task 1	Task 2	Task 3	Weighting %
	Properties & Structure of Matter Research Task	Introduction to Quantitative Chemistry Depth Study	Final Examination	
	Term 2 Week 3	Term 3 Week 3	Term 3 Week 9/10	
	CH11-4, CH11-5, CH11-6 CH11-7, CH11-8	CH11-1, CH11-2, CH11-3 CH11-4, CH11-5, CH11-6 CH11-7, CH11-8, CH11-9 CH11-10, CH11-11	CH11-1, CH11-2 CH11-4, CH11-5, CH11-6 CH11-7, CH11-8, CH11-9 CH11-10, CH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	15	15	10	40
Total %	35	35	30	100

Outcomes:

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

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

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

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

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

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

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

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

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

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

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

COURSE: Construction

Student Competency Assessment Schedule

Preliminary outcome: CPC20211 Certificate II in Construction Pathways

Assessment Events for CPC20211 Certificate II in Construction Pathways		Cluster 1	Cluster 2	Cluster 3	Work Placement 70 hours total	Yearly Exam*
		Let's Get Started	Work Safe, Stay Safe	When at Work		
		Date: TBC (White Card) Week: TBC Term: 1 2021	Date: 28/05/2021 Week: 6 Term: 2 2021	Date: 25/06/2021 Week: 10 Term: 2 2021	Date: TBC Week: 6 or 7 Term: 3	Date: TBC Week: 9/10 Term: 3
Code	Unit of Competency					
CPCCWHS1001	Prepare to work safely in the construction industry	✓				
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry		✓			
CPCCCA2011A	Handle carpentry materials		✓			
CPCCCA2002B	Use carpentry materials		✓			
CPCCCM1015	Carry out measurements and calculations		✓			
CPCCCM1015	Carry out workplace communication			✓		
CPCCCM1012	Work effectively and sustainably in the construction industry			✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards a Certificate II in Construction Pathways. 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”.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

English - Advanced

Components	Task 1	Task 2	Task 3	Weighting %
	Text Composition with Reflection Topic - Common Module: Reading to Write	Multimodal Presentation Topic - Module A: Narratives that Shapes the World	Yearly Examination Topic - Module B: Critical Study of Literature	
	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
	EA11 – 3, EA11 – 4 EA11 - 9	EA11-2 EA11-7 EA11-9	EA11-1 EA11-3 EA11-5. EA11-6	
Knowledge and understanding of course content	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
Total %	30	40	30	100

Outcomes:

EA11 – 1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

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

EA11 – 4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11 – 5 thinks imaginatively, creatively, interpretively, critically and discerningly 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 nuanced cultural assumptions and values in texts and their effects on meaning

EA11 – 9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English - Extension

Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative Task Topic - Texts, Culture and Value	Multimodal Presentation Topic - Individual Related Project	Yearly Examination Topic - Texts, Culture and Value	
	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 9-10	
	Outcomes Assessed: EE11 – 2 EE11 – 3 EE11 – 6	Outcomes Assessed: EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	Outcomes Assessed: EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	
Knowledge and understanding of course content	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
Total %	30	40	30	100

Outcomes:

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

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

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

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

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

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

English - Standard

Components	Task 1	Task 2	Task 3	Weighting %
	Text Composition with Reflection Topic - Common Module: Reading to Write	Multimodal Presentation Topic - Module A: Contemporary Possibilities	Yearly Examination Topic - Module B: Close Study of Literature	
	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
	EN1-3, EN11-5 EN11-9	EN11-1, EN11-3 EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Knowledge and understanding of course content	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
Total %	30	40	30	100

Outcomes:

EN11 – 1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN11 – 2 uses, evaluates and justifies 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 and justifies their appropriateness for purpose, audience and context and explains effects on meaning

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

EN11 – 5 thinks imaginatively, creatively, interpretively, analytically and discerningly 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 explains and evaluates the diverse ways texts can represent personal and public worlds

EN11 – 8 explains and assesses cultural assumptions in texts and their effects on meaning

EN11 – 9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Studies

Components	Task 1	Task 2	Task 3	Weighting %
	Written Report Topic - Mandatory Module: Achieving Through English	Multimodal Presentation Topic - Elective Module	Collection of Class Work Topic - All Modules	
	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 7	
	Outcomes Assessed: ES11 – 1, ES11 – 3 ES11 – 5	Outcomes Assessed: ES11-2, ES11-6 ES11-9	Outcomes Assessed: ES11-3, ES11-7 ES11-10	
Knowledge and understanding of course content	15	20	15	50
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	15	20	15	50
Total %	30	40	30	100

Outcomes:

ES11 – 1 comprehends and responds analytically and imaginatively 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, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11 – 3 accesses, comprehends and uses information to communicate in a variety of ways

ES11 – 4 composes proficient texts in different forms

ES11 – 5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

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 Understands and explains the relationships between texts

ES11 – 9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES11 – 10 Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

COURSE: Entertainment

Student Competency Assessment Schedule

Preliminary outcome: Certificate III in Live Production and Services CUA30415

Preliminary 2021 Assessment Events for Certificate III in Live Production and Services CUA30415		Cluster 1	Cluster 2	Work Placement 70 hrs total	Yearly Exam*
		Safe and sound	Many hands make lights work		
		Date: 28/05/2021 Week: 6 Term: 2, 2021	Date: 27/08/2021 Week: 7 Term: 3, 2021	Total hours to be achieved between T1, 2021 – T4, 2022	Date: TBC Week: 9/10 Term: 3, 2021
Code	Unit of Competency				
CUASOU301	Undertake live audio operations	✓			
CUAWHS302	Apply work health and safety practices	✓			
CPCCOHS1001A	Prepare to work safely in the construction industry	✓			
CUALGT301	Operate basic lighting		✓		
CUAIND301	Work effectively in the creative arts industry		✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate III in Live Production and Services CUA30415** or a Statement of Attainment towards a **Certificate III in Live Production and Services CUA30415**. 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”.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

COURSE: SIT20316 Certificate II in Hospitality

Preliminary outcome: Statement of Attainment toward a SIT20316 Certificate II in Hospitality

Student Competency Assessment Schedule

Delivery Strategy A Assessment Events for SIT20316 Certificate II in Hospitality (Must be edited to suit school delivery – refer to TAS)			Event 1	Event 2	Event 3	Event 6 A	Event	Event
			Cook Safe, Work Safe, Eat Safe	Love to serve	Keeping up to date	Working in Industry (Work Placement A)	Preliminary Half Year Exam*	Preliminary Yearly Exam*
Cluster	Code	Unit of Competency	Term 1 2021 Week 9 Date: 26/03/2020	Term 3 2021 Week 2 Date: 23/07/2020	Term 3 2021 Week 6 Date: 20/08/2021	Term: Week: Date:	Term: Week: Date:	Term: Week: Date:
Event 1 Cook Safe, Work Safe, Eat Safe	SITXWHS001	Participate in safe work practices	✓					
	SITXFSA001	Use hygienic practices for food safety	✓					
	SITHCCC001	Use food preparation equipment ✓* collecting evidence towards	✓*					
Event 2 Love to serve	SITXCCS003	Interact with customers ✓* collecting evidence towards		✓*				
	SITHFAB007	Serve food and beverage		✓				
	SITHFAB004	Prepare and serve non-alcoholic beverages		✓				
	BSBWOR203	Work effectively with others ✓* collecting evidence towards		✓*				
	SITHCCC001	Use food preparation equipment ✓* collecting evidence towards		✓*				
Event 3 Keeping up to date	SITHIND002	Source and use information on the hospitality industry			✓			
Event 6 A Working in Industry (Work placement A)	SITHIND003	Use Hospitality skills effectively ✓* collecting evidence towards				✓*		
	SITXCOM002	Show social and cultural sensitivity ✓* collecting evidence towards				✓*		

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

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

✓* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of competent is made

Industrial Technology

Components	Task 1	Task 2	Task 3	Weighting %
	Practical Project and Folio 1	Half Year Examination	Practical Project and Folio 2	
	Term 2, Week 3	Term 2, Week 4	Term 3, Week 6	
	P2.1, P3.1, P4.2, P5.2	P1.1, P2.2, P3.1, P3.2, P5.1, P5.2 P6.2	P2.1, P3.1, P4.2, P5.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	20	20	20	60
Total %	30	30	40	100

Outcomes:

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

Legal Studies

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task	Case Study	Yearly Examination	
	Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 9 and 10	
	Outcomes assessed P1, P2, P3, P4, P6, P8	Outcomes assessed P1, P4, P6, P8, P9, P10	Outcomes assessed P1, P3, P5, P6, P7, P9	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	10		10	20
Total %	30	30	40	100

Outcomes:

P1. identifies and applies legal concepts and terminology

P2. describes the key features of Australian and international law

P3. describes the operation of domestic and international legal systems

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

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

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

P7. evaluates the effectiveness of the law in achieving justice

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

P9. communicates legal information using well-structured responses

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

Marine Studies

Components	Task 1	Task 2	Task 3	Weighting %
	Core 1/4: Marine Safety and First Aid, Humans in Water Practical Task/ Supporting Questions	Core 2/3/5: The Marine Environment, Life in the Sea and Marine and Maritime Employment Practical Task/ Supporting Questions	Final Examination Elective Cumulative Examination	
	Term 1, Week 9*	Term 2, Week 9*	Term 3, Week 9/10	
	Outcomes Assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 5.3, 5.4	Outcomes Assessed 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.4, 4.1, 4.2, 5.2, 5.3,	Outcomes Assessed 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2, 3.4, 4.1, 4.2, 5.1, 5.3	
Knowledge and Understanding	10	20	30	
Practical Application	20	10	10	
Total %	30	30	40	100

Outcomes:

- 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

* Subject to ocean conditions and boat availability

Mathematics Extension 1

Components	Task 1	Task 2	Task 3	Weighting %
	Assignment / Investigation Topics A1	Class Test Topics A1, F1, F2,	Yearly Examination Topics A1, C1, F1, F2, T1, T2	
	Term 1, Week 7	Term 2, Week 5	Term 3, Week 9/10	
	Outcome(s) Assessed	Outcome(s) Assessed	Outcome(s) Assessed	
	ME11-5 ME11-6 ME11-7	ME11-1 ME11-3 ME11-5	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7	
Understanding, Fluency and Communicating	12	18	20	50
Problem Solving, Reasoning and Justification	13	17	20	50
Total %	25	35	40	100
Outcomes:				
ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses				
ME11-2 manipulates algebraic expressions and graphical functions to solve problems				
ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems				
ME11-4 applies understanding of the concept of a derivative in the solution 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

Components	Task 1	Task 2	Task 3	Weighting %
	Assignment / Investigation Topics F1	Class Test Topics C1, F1, T1	Yearly Examination Topics C1, E1, F1, F2, T1, T2, S1	
	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9/10	
	Outcome(s) Assessed	Outcome(s) Assessed	Outcome(s) Assessed	
	MA11-1 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	
Understanding, Fluency and Communicating	12	18	20	50
Problem Solving, Reasoning and Justification	13	17	20	50
Total %	25	35	40	100
Outcomes:				
MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems				
MA11-2 uses the concepts of functions and relations to model, analyse and solve practical 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

Components	Task 1	Task 2	Task 3	Weighting %
	Assignment / Investigation	Class Test	Yearly Examination	
	Topics F1	Topics A1, A2, F1, M1, S2	Topics A1, A2, F1, F4, M1, M2, S1, S2	
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9/10	
Outcome(s) Assessed MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	Outcome(s) Assessed MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-8 MS11-10	Outcome(s) Assessed MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10		
Understanding, Fluency and Communicating	12	18	20	50
Problem Solving, Reasoning and Justification	13	17	20	50
Total %	25	35	40	100

Outcomes:

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 multi-stage 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

Components	Task 1	Task 2	Task 3	Weighting %
	Composition and Musicology Research task Technology and its influence on music	Performance, Aural Skills book and Viva Voce Rock Music	Aural skills and performance (yearly Exam) Australian Music	
	Term 1 Week 9	Term 2 Week 9	Term 3 Exam weeks	
	Outcomes Assessed P2, P3, P6, P7, P8	Outcomes Assessed P1, P4, P5, P6, P10, P11	Outcomes Assessed P1, P4, P5, P6, P10, P11	
Performance		10	15	25
Composition	25			25
Musicology	10	15		25
Aural Skills		5	20	25
Total %	35	30	35	100

Outcomes:

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

Photography

Components	Task 1	Task 2	Task 3	Weighting %
	D11/12: Introduction to practice in Digital Imaging & Developing Point of View	D15: The Arranged Image	G1: Individual Project	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 7	
	Outcomes Assessed: M1-6 CH1-5	Outcomes Assessed: M1-6 CH1-5	Outcomes Assessed: M1-6 CH1-5	
Making	20	20	30	70
Critical & Historical Studies	10	10	10	30
Total %	30	30	40	100

Outcomes

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 images

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 and/or video and/or digital imaging

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

Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Weighting %
	Core 1 In-class activity	Core 2 Assignment	Yearly Examination	
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9/10	
	Outcomes Assessed P1, P2, P3, P4, P15	Outcomes Assessed P8, P10, P11, P16, P17	Outcomes Assessed P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Knowledge and Understanding	10	10	20	40
Skills in critical thinking, research, analysis and communication	15	25	20	60
Total %	25	35	40	100

Outcomes:

P1 identifies and examines why individuals give different meanings to health

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

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

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

P5 describes factors that contribute to effective health promotion

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

P7 explains how body systems influence the way the body moves

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

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

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

P11 assesses and monitors physical fitness levels and physical activity patterns

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

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	Task 2	Task 3	Weighting %
	Kinematics Research Task	Dynamics Module Depth Study	Final Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10	
	PH11-4, PH11-5, PH11-6 PH11-7, PH11-8	PH11-1, PH11-2, PH11-3 PH11-4, PH11-5, PH11-6 PH11-7, PH11-10, PH11-11	PH11-4, PH11-5, PH11-6 PH11-7, PH11-8, PH11-9 PH11-10, PH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	15	15	10	40
Total %	35	35	30	100

Outcomes:

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 laws 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.

Skills for Work and Vocational Pathways (Work Studies)

Components	Task 1	Task 2	Task 3	Weighting %
	Module 1: In the workplace Career Plan	Module 2: Preparing Job Applications Job Application	Module 1 and 2	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 6	
	2,3,4	10,11,12	PH11-4, PH11-5, PH11-6 PH11-7, PH11-8, PH11-9 PH11-10, PH11-11	
Total %	35	35	30	100

Outcomes:

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
10. investigates a range of work environments
11. examines different types of work and skills for employment
12. analyses employment options and strategies for career management
13. assesses pathways for further education, training and life planning
14. communicates and uses technology effectively
15. applies self-management and teamwork skills

- Please note student will commence assessment for Skills for Work and Vocational Pathways in Term 4, 2021.
- this assessment schedule is to be used in conjunction with VET – Skills for Work and Vocational Pathways assessment schedule when it becomes available.

Society and Culture

Components	Task 1	Task 2	Task 3	Weighting %
	Research and Presentation The Social and Cultural World	Extended Response Personal and Social Identity	Final Examination	
	Term 2 Week 1	Term 2 Week 7	Term 3 Week 9/10	
	Outcomes assessed P1, P3, P6, P9, P10	Outcomes assessed P1, P2, P3, P5, P8, P10	Outcomes assessed P1, P3, P4, P7, P8, P9	
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	40	30	100
Outcomes:				
P1 identifies and applies social and cultural concepts				
P2 describes personal, social and cultural identity				
P3 identifies and describes relationships and interactions within and between social and cultural groups				
P4 identifies 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				

Sport, Lifestyle and Recreation

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task and Peer Teaching	Practical Assessment	Yearly Examination	
	Term 1 Week 9	Term 3 Week 6	Term 3 Week 9/10	
	Outcomes Assessed 1.3, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5	Outcomes Assessed 1.1, 2.3, 3.1, 4.1, 4.2, 4.4	Outcomes Assessed 1.1, 1.6, 2.1, 2.2, 2.4, 3.3, 3.7, 4.1, 4.5	
Knowledge and Understanding	20	10	20	50
Skills	10	30	10	50
Total %	30	40	30	100
Outcomes				
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

Components	Task 1	Task 2	Task 3	Weighting %	
	Artmaking & Artist Analysis Topic Modernism & Subjective Framework	Artmaking & Extended Written Response Topic Contemporary Art & Postmodern Framework	Visual Arts Portfolio of Experimental Works - Process Diary Examination Topic Identity and Belonging		
	Term 1 Week 9	Term 3 Week 1	Term 3 Week 9		
	Outcomes Assessed P3, P4, P7, P8, P9, P10	Outcomes Assessed P7, P8, P9, P10	Outcomes Assessed P7, P8, P9, P10		
Art making	15	20	15	50	
Art Criticism and Art History	15	15	20	50	
Total %	30	35	35	100	
Outcomes					
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

Components	Task 1	Task 2	Task 3	Weighting %
	Mini exhibition for design works created during the unit. Topic "Branding" GD1 - Publications and Information	Submit design and packaging for music industry. Topic "Wrap it up" Module: Product Design PD1: Packaging	Examination All topics studied including technical information and conceptual (frame questions) on aspects of artist/ designers they have studied and / or unseen works	
	Term 2 Week 3 Outcomes Assessed DM 1-5 CH 1-4	Term 3 Week 3 Outcomes Assessed DM 1-5 CH 1-4	Term 3 Week 9/10 Outcomes Assessed DM 1-5 CH 1-4	
Design and making	35	35		70
Critical and Historical			30	30
Total %	35	35	30	100
Outcomes				
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				

SAMPLE ASSESSMENT DOCUMENTS



TOORMINA HIGH SCHOOL
ASSESSMENT TASK NOTIFICATION
 All Stage 6 Assessment Tasks are in printed in BLUE.

Stage 4
 Stage 5
 Preliminary
 HSC

COURSE:	TEACHER:
TASK NUMBER:	TASK WEIGHT: %
DATE OF NOTIFICATION:	
DUE DATE: Term and Week	Date Term Week
Task Description	
Task Outcomes	
Task Instructions EQUIPMENT or RESOURCES: <i>(List any)</i>	
Task Submission	Students must complete assessment task submission form and submit with task as indicated below: <ul style="list-style-type: none"> <input type="checkbox"/> Front office – by 1:30 due date <input type="checkbox"/> In-class assessment eg, test, skills, oral/speeches <input type="checkbox"/> Electronic submission - by 1:30 due date <input type="checkbox"/> Larger projects eg Art, TAS by 1:30pm to faculty
Rubric/Marking Criteria	

Students are reminded that, because this is a formal Assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to **telephone the school on the due day and support this with a medical certificate on your first day back at school. An application for misadventure-Illness must also be completed. The Principal will determine the approval of this application. Absence without an explanation** will result in zero marks and an 'N' award warning notification. A non-serious attempt will also result in zero marks and an 'N' award notification. The task must still be completed and submitted to meet NESA requirements.



**TOORMINA HIGH SCHOOL
ASSESSMENT TASK SUBMISSION**

Course:

Student Name:

Teacher's Name

Date Due:

Date Handed in:

Assessment Title:

Assessment Task Number:

**Number of Pages
(not including cover sheet)**

Teacher who marks the Assessment Task to fill in the following

Feedback

Mark:

Rank: (If Stage 6)

Marker's Comments

Marker's Signature

Date:

All My Own Work Declaration

By completing and handing in an assessment task you are certifying that it is all your own work; no one else (including tutors, family or friends) completed the work for you. You have referenced any work used from other sources and have not plagiarised the work of others.

Student signature:

I have kept a copy of my task: Yes / No

Receipt of Submission

Ensure you have kept a receipt as proof that you submitted the assessment task. If you submitted the task via the front office, please keep the receipt.



TOORMINA HIGH SCHOOL
APPLICATION ILLNESS/MISADVENTURE/OTHER

Stage 4
 Stage 5
 Preliminary
 HSC

Course:	Teacher's Name
---------	----------------

Student Name:	Date Due:
	Date Handed in:

Assessment Task:

Application Category (please tick one)

- Illness, accident or misadventure
- Approved leave or school commitment
- Other

Reasons for Request: (Include any notes of explanation from Parents, Doctor's Certificates state details to support your case or attach a statement)

Name of Parent/Carer: _____
 Signature of parent: _____
 Date: _____

Office use only

Teacher's recommendation:

Head Teacher's Recommendation: Recommended/Not recommended

Principal: Approved/Not approved

Signed:

<input type="checkbox"/> No marks to be awarded <input type="checkbox"/> Sit or submit the task without penalty <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Task to be submitted with penalty <input type="checkbox"/> No Extension Granted <input type="checkbox"/> Estimate to be given <input type="checkbox"/> Approve extension without penalty	REASON FOR DECISION:
UPHELD/ DECLINED	

Student Copy
 Head Teacher copy
 Class Teacher Copy
 File Copy



TOORMINA HIGH SCHOOL
REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK

Stage 4 Stage 5 Preliminary HSC

Student Name:

Date Due:

Course:

Teacher's Name

Assessment Task:

Details of Request:

Reasons for request: (Include any notes of explanation from Parents, Doctor's Certificates etc)

Name of Parent/Carer:

Signature of parent

Student's Signature:

Date

Office use only

Teacher's recommendation: (Include proposed date for submission or details of substitute:

Head Teacher's Recommendation: Recommended/Not recommended

Principal: Approved/Not approved

Teacher to inform student of result of this application



**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

.....

I _____ have been informed of a change in the assessment schedule for (COURSE NAME). I understand and acknowledge that the new due date for (TASK) is (NEW DATE).

Student Signature

Calendar

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
1							MAX, PDH MAS	AG	HOS MS, MA MU, SLR VA	ENA, ENS END, PHO PHY SKW
2	AH, ENX, SOC	BIO, LEG IT	BUS, CH VD	IT	MAX, MA	AG, CON ENT, SLR	SOC	MAS PDH	MS, MU PHY SKW	CON, ENA ENS, END PHO
3	AH, ENX VA	BIO, HOS LEG	BUS, CH VD			HOS, IT SKW	END, ENT HOS, PHO	Assessment Free Week	Exams	Exams

Yearly Exams – Agriculture, Ancient History, Biology, Business Studies, Chemistry, Construction, English Extension, English Advanced, English Standard, Entertainment, Industrial Technology, Legal Studies, Marine Studies, Mathematics Advanced, Mathematics Standard, Mathematics Extension 1, Music, PDHPE, Physics, Society & Culture, SLR, Visual Arts, Visual Design

Legend

AG	Agriculture	AH	Ancient History	BIO	Biology	BUS	Business Studies	CH	Chemistry
CON	Construction - VET	ENA	English Advanced	ENX	English Extension	ENS	English Standard	END	English Studies
ENT	Entertainment – VET	HOS	Hospitality – VET	IT	Industrial Technology	LEG	Legal Studies	MS	Marine Studies
MA	Mathematics Advanced	MAS	Mathematics Extension	MAS	Mathematics Standard	MU	Music	PDH	PDHPE
PHO	Photography	PHY	Physics	SKW	Skills for Work & Vocational Pathways – VET	SOC	Society & Culture	SLR	Sport, Lifestyle & Recreation
VA	Visual Art	VD	Visual Design						