



TOORMINA HIGH SCHOOL

Year 11 Assessment Handbook 2022



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Creating Our Future
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Education

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 2022?

Preliminary courses will commence at the beginning of Term 1 2022 and conclude at the end of Term 3, 2022. 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 against outcomes from the courses. A school assessment is a mark calculated by the school that compares your performance on assessment tasks with other students in your school in the same course. Assessment tasks are 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 t received two or more 'N' Award letters. Courses that 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. You will be informed of failure to complete a task and will be required to complete the task in order to complete the course.

When will assessments begin?

Formal assessment tasks will begin from Week 5-6 Term 1.

How much notice will I get for my assessment tasks?

You will be issued 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 assessment task requirements. 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 are to follow the dates set in the handbook for tasks. In certain 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 courses, 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 in each course.

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 or an alternative task. 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?

On the cover sheet for the assessment tasks will be instructions on the procedures for handing in tasks. Most assessment tasks are to be handed 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 of 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. Seek advice from the Head Teacher if you are still concerned about your marks given. It is expected that teachers provide effective feedback on every assessment task about your performance.

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 classes 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. Keep drafts of all your work, backups, images of the progress of practical tasks as proof of the task being attempted. Seeking feedback from the teachers is another expectation prior to the due date.

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 | Examination | |
| | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 9/10 | |
| | Outcomes assessed P1.1 P2.1 P2.3 P3.1 P5.1 | Outcomes assessed P2.1 P3.1 P5.1 | Outcomes assessed 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 agricultural products role of associated technologies and technological innovation in producing and marketing | | | | |

Ancient History

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|---|-------------|
| | Source Analysis | Historical Investigation & Presentation | Examination | |
| | Term 2 Week 1 | Term 3 Week 2 | 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 | Examination | |
| | Term 2 Week 1 | Term 3 Week 2 | Term 3 Week 9/10 | |
| | Outcomes assessed BIO11-2, BIO11-3 BIO11-5, BIO11-10, BIO11-11 | Outcomes assessed BIO11-1, BIO11-4, BIO11-5, BIO11-6 BIO11-7, BIO11-8, BIO11-9 | Outcomes assessed BIO11-1, BIO11-2, BIO11-3BIO11-4, BIO11-5, BIO11-6 BIO11-7, BIO11-8, BIO11-9BIO11-10, BIO11-11 | |
| Skills in Working Scientifically | 20 | 20 | 20 | 60 |
| Knowledge and Understanding | 10 | 15 | 15 | 40 |
| Total % | 30 | 35 | 35 | 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 | Examination | |
| | Term 2 Week 2 | Term 3 Week 2 | 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 Depth Study | Examination | |
| | Term 1 Week 11 | Term 2 Week 9 | Term 3 Week 9/10 | |
| | Outcomes assessed CH11-4, CH11-5, CH11- CH11-7, CH11-8 | Outcomes assessed CH11-1, CH11-2, CH11-3 CH11-4, CH11-5 CH11-6 CH11-7, CH11-8, CH11-9 CH11-10, CH11-11 | Outcomes assessed CH11-1, CH11-2, CH11-3 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 | 10 | 15 | 15 | 40 |
| Total % | 30 | 35 | 35 | 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 | | | | |
| CH11-4 selects and processes appropriate qualitative and quantitative data and information using 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 | | | | |
| 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 & Family Studies

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|--|--|-------------|
| | Resource Management: Interview | Individuals and Groups: Case Study | Families and Communities: Literature Review | |
| | Term 1, Week 7 | Term 2, Week 10 | Term 3, Week 6 | |
| | Outcomes assessed P1.2, P4.1, P4.2, P5.1 | Outcomes assessed P1.2, P2.1, P4.1, P6.1, P6.2 | Outcomes assessed P2.1, P4.1, P4.2, P6.1 | |
| Knowledge and Understanding of course content | 10 | 15 | 15 | 40 |
| Skills in critical thinking, research methodology, analysing and communicating | 20 | 20 | 20 | 60 |
| Total % | 30 | 35 | 35 | 100 |
| Outcomes: | | | | |
| P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals | | | | |
| P1.2 proposes effective solutions to resource problems | | | | |
| P2.1 accounts for the roles and relationships that individuals adopt within groups | | | | |
| P2.2 describes the role of the family and other groups in the socialisation of individuals | | | | |
| P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement | | | | |
| P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning | | | | |
| P3.1 explains the changing nature of families and communities in contemporary society | | | | |
| P3.2 analyses the significance of gender in defining roles and relationships | | | | |
| P4.1 utilises research methodology appropriate to the study of social issues | | | | |
| P4.2 presents information in written, oral and graphic form | | | | |
| P5.1 applies management processes to maximise the efficient use of resources | | | | |
| P6.1 distinguishes those actions that enhance wellbeing | | | | |
| P6.2 uses critical thinking skills to enhance decision making | | | | |

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 | Examination Topic Module B: Critical Study of Literature | |
| | Term 1, Week 11 | Term 3, Week 1 | Term 3, Weeks 9-10 | |
| | Outcomes Assessed EA11 – 3 EA11 – 4 EA11 – 9 | Outcomes Assessed EA11-2 EA11-7 EA11-9 | Outcomes Assessed 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 compositexts 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 compositexts 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 | Critical Response Topic Texts, Culture, and Value | Multimodal Presentation Topic Individual Related Project | |
| | Term 1, Week 11 | Term 3, Week 1 | Term 3, Weeks 9-10 | |
| | Outcomes Assessed EE11 – 2 EE11 – 3 EE11 – 6 | Outcomes Assessed EE11-3 EE11-4 EE11-5 EE11-6 | Outcomes Assessed EE11-1 EE11-2 EE11-3 EE11-4 EE11-5 | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 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 | Examination Topic Module B: Close Study of Literature | |
| | Term 1, Week 11 | Term 3, Week 1 | Term 3, Weeks 9-10 | |
| | Outcomes Assessed EN1-3 EN11-5 EN11-9 | Outcomes Assessed EN11-1 EN11-3 EN11-5 EN11-7 | Outcomes Assessed 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 Tasks Topic All Modules | |
| | Term 1, Week 11 | Term 3, Week 1 | 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 | | | | |

Exploring Early Childhood

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|--|---|-------------|
| | Pregnancy and Childbirth Research, Design,Make,Report | Child Growth and Development Investigating Written Report | Historical and Cultural Contexts of Childhood Podcast Interview Analysis | |
| | Term 1 Week 6 | Term 2 Week 6 | Term 3 Week 7 | |
| | Outcomes Assessed 1.1, 1.4, 5.1, 6.1 | Outcomes Assessed 1.2, 1.4 | Outcomes Assessed 1.4, 2.2, 2.3, 4.2, 6.2 | |
| Knowledge and understanding | 15 | 15 | 20 | 50 |
| Skills | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |
| Outcomes: | | | | |
| 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 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

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|---|-------------|
| | Food Availability and Selection Research | Food Quality Experiment and Preparation Experimenting with and preparing food products | Nutrition Investigation Case Study | |
| | Term 1 Week 8 | Term 2 Week 7 | Term 3 Week 7 | |
| | Outcomes Assessed P1.1, P1.2, P2.2, P4.4, P5.1 | Outcomes Assessed P2.2, P3.2, P4.1, P4.2, P4.4, P5.1 | Outcomes Assessed P2.1, P3.1, P3.2, P4.1, P4.3, P5.1 | |
| Knowledge and understanding of course content | 10 | 10 | 10 | 30 |
| Knowledge and skills in designing, researching, analysing and evaluating | 10 | 10 | 10 | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10 | 20 | 10 | 40 |
| Total % | 30 | 40 | 30 | 100 |

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

NESA COURSE: Hospitality Food and Beverage
SIT20316 Certificate II in Hospitality
Preliminary 2022
Student Competency Assessment Schedule

| Assessment Events for Hospitality Food and Beverage Delivery Strategy B SIT20316 Certificate II Hospitality | | Topic quiz | Event No. 1 | Event No. 6 | Event No. 5 | Half Yearly Exam* | Work Placement | Yearly Exam* |
|---|---|---|------------------------|--|-------------------------|-------------------------|-------------------------|-------------------------|
| | | Online | Café Culture | E-Portfolio check 1 | Resource Management | | | |
| | | These quizzes combined with event assessments will determine outcome of units | Date: Week: Term | Date: Week: Term: | Date: Week: Term: | Date: Week: Term: | Date: Week: Term: | Date: Week: Term: |
| Code | Unit of Competency | | | | | | | |
| SITXWHS001 | Participate in safe work practices | Term 1 Wk 6 | ✓ | Portfolio check and feedback on students skill and knowledge development | | | | |
| SITXFSA001 | Use hygienic practices for food safety | Term 1 Wk 11 | ✓ | | | | | |
| SITHFB005 | Prepare and serve espresso coffee | Term 2 Wk 4 | ✓ | | | | | |
| SITHFAB007 | Serve Food and Beverage | Term 3 Wk 4 | | | | | | |
| SITHFAB004 | Prepare and serve non-alcoholic beverages | Term 3 Wk 10 | | | | | | |
| BSBSUS201 | Participate in Environmentally sustainable work practices | | | | ✓ | | ✓ | |

The possible Preliminary outcome of the course is a Statement of Attainment towards a **SIT20316 Certificate II in Hospitality**. Assessments are competency based. Students' will need to be able to consistently apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Legal Studies

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|--|---|-------------|
| | Research Task | Case Study | Examination | |
| | Term 2 Week 2 | Term 3 Week 1 | Term 3 Week 9 /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 | | | | |

Mathematics Extension 1

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|--|-------------|
| | Class Test Topic A1 F1 | Investigation Topics F1, F2, | Examination Topics A1, C1, F1, F2, T1, T2 | |
| | Term 1, Week 8 | Term 2, Week 10 | Term 3, Week 9/10 | |
| | Outcomes Assessed ME11-1 ME11-2 ME11-5 ME11-7 | Outcomes Assessed ME11-1 ME11-2 ME11-3 ME11-6 ME11-7 | Outcome Assessed ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 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 % |
|--|--------------------------------------|--------------------------------------|--|-------------|
| | Class Test | Investigation | Examination | |
| | Topics F1, E1 | Topics C1 | Topics C1, E1, F1, F2, T1, T2, S1 | |
| | Term 1, Week 7 | Term 2, Week 10 | Term 3, Week 9/10 | |
| Outcomes Assessed | Outcomes Assessed | Outcomes Assessed | | |
| | MA11-1 MA11-2 MA11-6 MA11-9 | MA11-1 MA11-5 MA11-8 MA11-9 | MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 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 with Validation Test Topics S1 | Research Task Topics F1 | Examination Topics A1, A2, F1, F4, M1, M2, S1, S2 | |
| | Term 2, Week 3 | Term 2, Week 10 | Term 3, Week 9/10 | |
| | Outcomes Assessed MS11-2 MS11-7 MS11-9 MS11-10 | Outcomes Assessed MS11-2 MS11-5 MS11-6 MS11-9 MS11-10 | Outcomes Assessed MS11-1 MS11-2 MS11-3 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |
| Outcomes: | | | | |
| <p>MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems</p> <p>MS11-2 represents information in symbolic, graphical and tabular form</p> <p>MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units</p> <p>MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures</p> <p>MS11-5 models relevant financial situations using appropriate tools</p> <p>MS11-6 makes predictions about everyday situations based on simple mathematical models</p> <p>MS11-7 develops and carries out simple statistical processes to answer questions posed</p> <p>MS11-8 solves probability problems involving multi-stage events</p> <p>MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts</p> <p>MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p> | | | | |

Modern History

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|---|-------------|
| | Source Analysis Investigating Modern History | Research and Essay Historical Investigation | Examination | |
| | Term 1 Week 10 | Term 2 Week 9 | Term 3 Week 9/10 | |
| | Outcomes assessed MH11-6 MH11-7 MH11-9 MH11-10 | Outcomes assessed MH11-2 MH11-4 MH11-6 MH11-8 MH11-9 | Outcomes assessed MH11-1 MH11-3 MH11-5 MH11-9 | |
| Knowledge and understanding of course content | 20 | | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 10 | 20 |
| Historical inquiry and research | | 15 | 5 | 20 |
| Communication of historical understanding in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 30 | 40 | 30 | 100 |
| Outcomes: | | | | |
| MH11-1 describes the nature of continuity and change in the modern world | | | | |
| MH11-2 proposes ideas about the varying causes and effects of events and developments | | | | |
| MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past | | | | |
| MH11-4 accounts for the different perspectives of individuals and groups | | | | |
| MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world | | | | |
| MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument | | | | |
| MH11-7 discusses and evaluates differing interpretations and representations of the past | | | | |
| MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources | | | | |
| MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | | | | |
| MH11-10 discusses contemporary methods and issues involved in the investigation of modern history | | | | |

Music

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|---|-------------|
| | Composition and Musicology Research task Technology and its influence on music | Performance, Aural Skills book and VivaVoce Rock Music | Examination Aural skills and performance Australian Music | |
| | Term 1 Week 10 | Term 2 Week 9 | Term 3 Week 9/10 | |
| | 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 8 | Term 2 Week 7 | Term 3 Week 6 | |
| | 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 | Examination | |
| | Term 1 Week 6 | Term 2 Week 6 | 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 | Examination | |
| | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 9/10 | |
| | Outcomes PH11-4, PH11-5, PH11-7, PH11-8 | Outcomes assessed PH11-1, PH11-2, PH11-3 PH11-4, PH11-5, PH11-6 PH11-7, PH11-10, PH11-11 | Outcomes assessed PH11-1, PH11-2, PH11-3 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 | 10 | 15 | 15 | 40 |
| Total % | 30 | 35 | 35 | 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 | | | | |
| 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 | | | | |
| PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism. | | | | |

Society and Culture

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|--|---|-------------|
| | Research and Presentation The Social and Cultural World | Essay Personal and Social Identity | Examination | |
| | Term 1 Week 10 | Term 2 Week 9 | 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 | Examination | |
| | Term 2 Week 4 | Term 3 Week 5 | 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 and Artist Analysis Topic Modernism & Subjective Framework | Artmaking & Extended Written Response Topic Contemporary Art & Postmodern Framework | Examination - Visual Arts and Portfolio Topic Identity and Belonging | |
| | Term 1 Week 9 | Term 2 Week 10 | Term 3 Week 9-10 | |
| | 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 % | |
|--|---|---|---|-------------|--|
| | Design submission for selected Module Design Project Case Study/Report Module: GD1,PD1,PD2,IED2, IED3, WD1 | Design submission for selected Module Design Project Case Study/Report Module: GD1,PD1,PD2,IED2, IED3, WD1 | Design submission for selected Module Design Project Case Study/Report Module: GD1,PD1,PD2,IED2, IED3, WD1 | | |
| | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 5 | | |
| | Outcomes Assessed DM 1-5 CH 1-4 | Outcomes Assessed DM 1-5 CH 1-4 | Outcomes Assessed DM 1-5 CH 1-4 | | |
| Design and making | 25 | 25 | 20 | 70 | |
| Critical and Historical | 10 | 10 | 10 | 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 DOCUMENTS FOR ASSESSMENT PROCEDURES



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

| | |
|--|---|
| <input type="checkbox"/> Year 11 | |
| COURSE: | TEACHER: |
| TASK NUMBER: | TASK WEIGHT: % |
| DATE OF NOTIFICATION: | |
| DUE DATE: Term and Week | Term Week Date |
| Task Description | Include here (in plain English) the details of what the students are going to be required to do. Clarify whether it is in class, exam conditions, sight seen or other relevant details. |
| Task Outcomes | Include the task outcomes matched to the assessment schedule |
| Task Instructions EQUIPMENT or RESOURCES: <i>(List any)</i> | As per task See sample. |
| Task Submission | Students must complete assessment task submission form and submit with task as indicated below: <input type="checkbox"/> Front office – by 1:30pm due date <input type="checkbox"/> In-class assessment eg, test, skills, oral/speeches <input type="checkbox"/> Electronic submission - by 1:30pm due date <input type="checkbox"/> Larger projects eg Art, TAS by 1:30pm to faculty |
| Rubric/Marking Criteria | As per course and task- See sample |

Students are reminded that, because this is an 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 is 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

| | | | |
|--|--|--------------------|-----------|
| <input type="checkbox"/> Year 11 | | | |
| Course: | Teacher's Name: | | |
| Student Name: | Date Due: Date Handed in: | | |
| Assessment Task: | | | |
| Application Category (please tick one) | <input type="checkbox"/> Illness, accident or misadventure <input type="checkbox"/> Approved leave or school commitment <input type="checkbox"/> 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: Date: | Signature of parent: | | |
| Office use only | | | |
| Teacher's recommendation: | | | |
| Head Teacher's Recommendation: Recommended/Not recommended | | | |
| Principal: Approved/Not approved | | | |
| Signed: | | | |
| <ul style="list-style-type: none"> No marks to be awarded Sit or submit the task without penalty Complete an alternative task Task to be submitted with penalty No Extension Granted Estimate to be given 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

Year 11

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 a 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 – CENTRAL Weeks

| Term | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|------|---|---------------------------|---|--|----------------|----------------------|-------------------------------------|--|--------------------------------------|---|--|
| 1 | | | | | | EEC PDHPE | Maths Ad CAFS | Maths Ext Food Tech Photo VSW | Vis Art Physics Vis Des Ag | Soc/Cul Music Mod Hist VHO | Eng Adv Eng Stand. Eng Stud Chem Eng Ext |
| 2 | Anc Hist Bio | Bus St Legal | Assessment review interviews Maths St | Assessment review interviews SLR | VHO | PDHPE EEC | VSW Photo Food Tech | Vis Des Physics Ag | Chem Music Soc/Cul Mod Hist | CAFS Math Ext Maths Ad Maths St Vis Art | |
| 3 | Legal Eng Ext Eng Adv Eng Stan Eng Stud | Bus St Anc Hist Bio | | Assessment review interviews | SLR Vis Des | Photo VSW CAFS | Food Tech VHO Eng Stud EEC | Free Week Assessment | Exams | Exams | |

Exams – Agriculture, Ancient History, Biology, Business Studies, Chemistry, English Extension, English Advanced, English Standard, Legal Studies, Mathematics Advanced, Mathematics Standard, Mathematics Extension 1, Modern History, Music, PDHPE, Physics, SLR, Society & Culture, Visual Arts

No Exams-CAFS, Visual Design, EEC, Food Technology, Photography

Work Placement-Hospitality TBC by teacher

PLANNING CALENDER

| Term | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|------|--------|--------|-------------------------------------|-------------------------------------|--------|--------|--------|-----------------------------|--------------|--------------|---------|
| 1 | | | | | | | | | | | |
| 2 | | | <i>Assessment review interviews</i> | <i>Assessment review interviews</i> | | | | | | | |
| 3 | | | | <i>Assessment review interviews</i> | | | | <i>Assessment Free Week</i> | Exams | Exams | |