



CREATING OUR FUTURE



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						CAF, PD	EEC	ITT, SC, MU, PH	MEX, VHS, AG, PY, VA	FT, MH, VCON, MS, MA	EA, EEX, ES, ET
2	AH, BS, MR, BI	LS, CH	DR		SLR, VA, VHS	VEN, CAF, EEC	FT, PH	AG, PY	MEX, MU, SC	MH, VCON, MS MA	
3	EA, EEX, ES, ET, LS	VEN, AH, BS, MR, ITT	DR, BI	CH, PD	VEN, CAF, SLR	EEC, DR, PH, ITT	ET, FT, VCON, VHS	Assessment Free Week	Exams	Exams	

Yearly Exams – MU, AH, BS, LS, MH, MA, MEX, MS, AG, BI, CH, MR, PY, SLR, PD, VA, VEN

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
VEN – Vet Entertainment AH – Ancient History BS – Business Studies CAF – Community and Family studies MR – Marine Studies	EA – English Advanced ES – English Standard ET – English Studies	DR – Drama EEC – Exploring Early Childhood MS – Mathematics Standard MA – Mathematics Advanced	VHS – VET Hospitality BI – Biology PY – Physics SLR – Sport, Life and Rec VA – Visual Arts	CH – Chemistry ITT – Industrial Technology Timber MU – Music PH – Photography SC – Society and Culture	VCON – VET Construction FT - Food Technology LS – Legal Studies MH – Modern History PD - PDHPE	EEX – English Extension MEX – Mathematics Extension AG – Agriculture

HSC ASSESSMENT HANDBOOK

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

What is the Preliminary HSC Assessment Program 2023?

Preliminary HSC courses will commence at the beginning of Term 1 2023 and conclude at the end of Term 3, 2023. All students must satisfactorily complete 12 units of Preliminary courses. All HSC students must have a minimum of 10 units of study for the HSC. All HSC coursework must be satisfactorily completed in a subject to be eligible for the award of the HSC. NESA requires the school principal to certify satisfactory completion. The assessment of HSC courses commences at the start of Term 4. Changes to the HSC study program should not occur after this date.

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

Why assessments?

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

How will the assessment task be determined?

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

What do I need to know about assessments?

The school will give you the following information:

- Aspects of the course which will be assessed.
- How students 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 students are going to be assessed.
- The school will also let students know how they are progressing in their assessment tasks.

Do I have to complete the assessment tasks?

Yes.

If you have received zero marks because of failure to complete or make a genuine attempt at assessment tasks totaling more than 50% of the mark value of the course and more than **50%** of the total number of assessments, the principal **must** certify that the course has **not** been studied satisfactorily and neither the examination mark nor the assessment mark will be recorded on the HSC. This could also mean that you become ineligible for the award of an HSC if it causes you to have less than 10 units.

When will assessments begin?

Assessment tasks usually will begin around Week 4, Term 4.

How much notice will I get for my assessment tasks?

You will be issued with an Assessment Calendar at the beginning of each year of the HSC. This will show when you will be expected to complete individual assessment tasks. Teachers are required to advise you at least two weeks in advance of the assessment due date, the topics to be covered in the task the outcomes assessed and the marking criteria.

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 given throughout the HSC course will count towards your assessment. You will be told clearly which pieces of work count toward an assessment mark. 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 examination performance. **Students who do not engage in classwork may not be able to demonstrate that they have met some or all of the course outcomes.** You are required to engage in the learning opportunities provided by the class teacher.

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 from course to course. See course guides.

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

All senior students receive an assessment task calendar, therefore ensuring 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 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 all assessment tasks. Completion of tasks that carry a weight of exactly 50% is not sufficient. All assessment tasks must be completed. Teacher's will use their professional judgment when reviewing students' performance in tasks to ensure they have made a genuine attempt.

If you are absent from school on the day of your assessment task, contact the school to advise the reason for your absence, you will need to fill in an application form headed "HSC/Preliminary Assessment Application for Special Consideration - Accident, Misadventure, Illness, Special

Circumstance". You will need to make this request within **TWO days** following your absence, and you will have to show that you were away for a legitimate reason. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. **A note from a parent / guardian is not considered an appropriate reason and must be supported by a third-party independent person.** The completed form needs to be given to the school office.

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

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

If the principal considers that an absence was not for a legitimate reason, the task will still need to be submitted and a mark of **zero will be given** for that task.

What if I hand in a task late?

Zero marks will be given 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 take home (not in-class) written assessment tasks are to be handed in with a submission cover sheet and signed for at the office **by 9 am on the due date**. If the task is a submission of a large project or in electronic format, the instructions for submission will be provided on the assessment task. Any assessment task handed in after that time frame will be determined to be late. Zero marks will be given unless an extension of time has been approved.

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

Will I be told my school assessment mark?

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 mark the school forwards to NESA remains confidential. This is because the mark will be moderated by the examination, and it may change. Your HSC Result Notice will show a final **moderated** assessment mark and your Examination mark. Even if the school's assessment mark does change either up or down after moderation, usually your school rank order for that course does not change.

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.**

If you are dissatisfied with your final ranking, you can lodge a written appeal against it. At the end of your last HSC examination, you must collect from the school a sheet, which details your assessment position in each course in relation to other students who took the same course in your school. If this rank or position is significantly different from what you expected, you can request that the principal review your assessment. You cannot seek a review of teachers' judgments of the worth of individual performance in assessment tasks.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- The weightings specified by the school in its assessment program conform with NESA requirements as detailed in the subject guides.
- The procedures used by the school for determining the final assessment mark conform with its stated assessment program (in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program).
- There are no computational or other clerical errors in the determination of the assessment mark.

If the review discovers an error, it will be corrected. If no error is found no change will occur. You will be advised of the outcome of the review in writing from the principal. If you are not satisfied with the outcome of the review you may appeal to NESA, which will check to ensure that the school review was carried out correctly. Information regarding the correct procedure for NESA appeals may be obtained from the principal.

How can I appeal against my ranking?

You must use the form headed "Application for Review of HSC Assessment Ranking". Full details should be given as to why you believe your ranking should be changed. Note that both you and your parent, where possible, must sign the sheet. An appeal must be made within the specific period set down for appeals. (See the principal for the closing date).

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 any subjects 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 for failure to hand in an assessment task, or if zero marks are given for any 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. In Year 12 this will also be noted and recorded officially on your records with NESA.

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 exam results.

What will appear on the Record of Achievement?

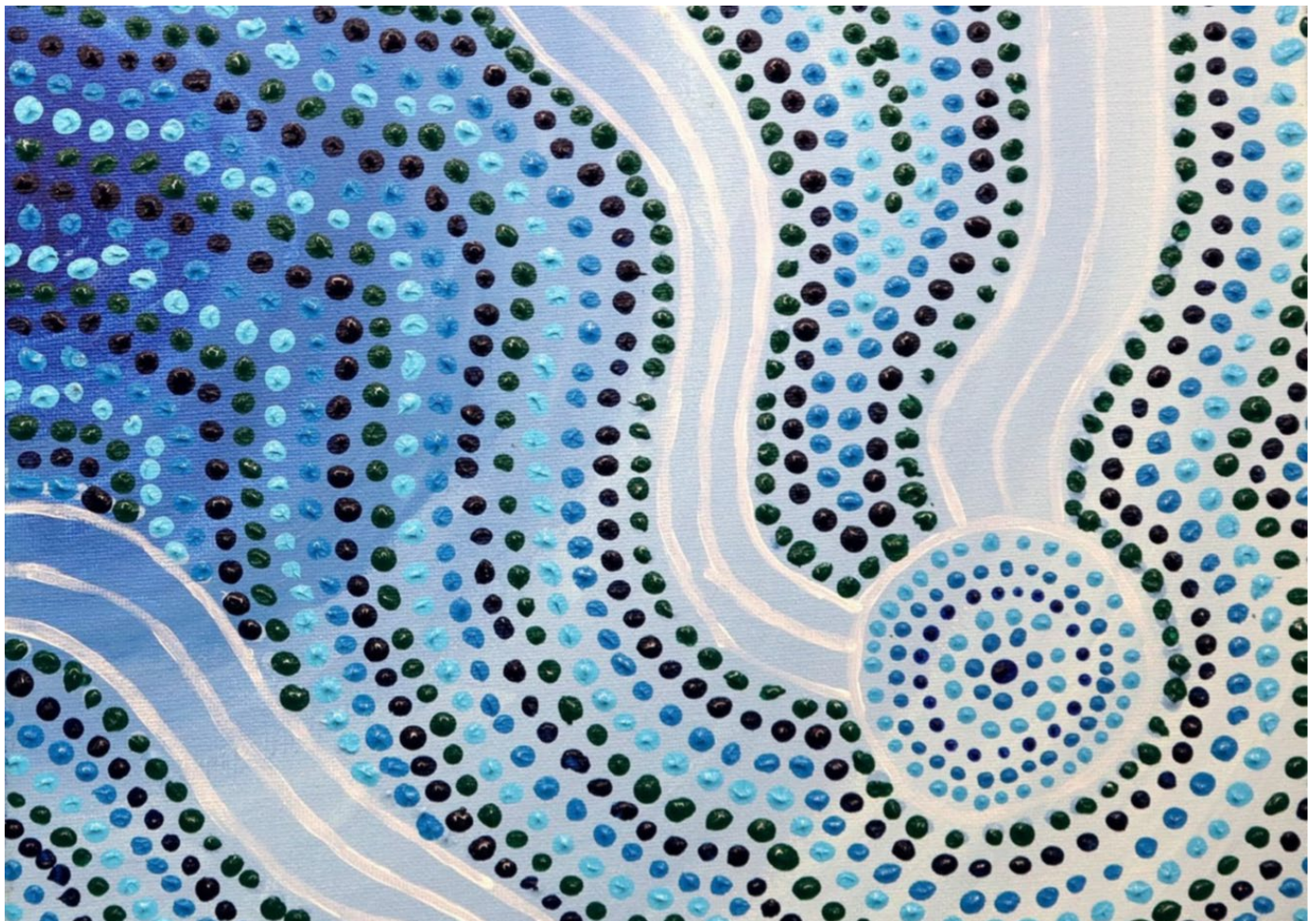
For each NESA course sat two separately recorded marks will be given, a moderated assessment mark and a scaled examination mark, each out of 100. For an Extension Course you will have an additional assessment and examination score, each out of 50.

For other courses such as NESA Endorsed courses, you will only have a school assessment mark recorded.

In addition, it is likely that some other information will appear which will indicate how you performed in a course in relation to the rest of the state. This may be in the form of percentile bands, ranks, percentage tables or some similar form.

Where else can I get information regarding assessment and the HSC?

Students can access information from the NESA website regarding courses and the HSC examination. Students can also speak to class teachers, careers adviser, the deputy principal or principal for further assistance.



CONTENTS PAGE

Agriculture.....	1
Ancient History.....	2
Biology.....	3
Business Studies.....	4
Chemistry.....	5
Community and Family Studies.....	6
Drama.....	7
English Advanced.....	8
English Standard.....	9
English Studies.....	10
English Extension.....	11
Exploring Early Childhood.....	12
Food Technology.....	13
Industrial Technology – Timber.....	14
Legal Studies.....	15
Marine Studies.....	16
Mathematics Advanced.....	17
Mathematics Extension 1.....	18
Mathematics Standard.....	19
Modern History.....	20
Personal Development, Health and Physical Studies.....	21
Photography.....	22
Physics.....	23
Society and Culture.....	24
Sports, Lifestyle and Recreation.....	25
Visual Arts.....	26

Agriculture

Components	Task 1	Task 2	Task 3	Weighting %
	Farm Case Study	Presentation Plant or Animal Problem	Yearly Examination	
	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9,10	
	PI.I, P2.I , P2.3, P3.I, P5.I	P2.I, P3.I, P5.I	PI .1, P2.I, P2.2, P2.3,P3.I, P4.I, P5.I	
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:				
PI.1 describes the complex, dynamic and interactive nature of agricultural production systems				
PI.2 describes the factors that influence agricultural systems				
P2.1 describes the bio logical and physical resources and applies the processes that cause changes in plant production systems				
P2.2 describes the bio logical 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 responseto 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 AH11-8AH11-9	Outcomes assessed AH11-1 AH11-2 AH11-4AH11-5	
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 1	Term 3 Week 3	Term 3 Week 9/10	
	BIO11-2, BIO11-3 BIO11-5, BIO11-10, BIO11-11	BIO11-1, BIO11-4, BIO11-5, BIO11-6 BIO11-7, BIO11-8, BIO11-9	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 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 1	Term 3 Week 2	Term 3 Week 9/10	
	Outcomes assessed P1, P2, P6, P7, P8	Outcomes assessed P1, P3, P6, P7, P8, P9,	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				

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 2	Term 3 Week 4	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, CH11-3 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	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.				

Community and Family Studies

Components	Task 1	Task 2	Task 3	Weighting %
	Resource Management: Interview	Individuals and Groups: Leadership	Families and Communities: Case Study Portfolio	
	Term 1 – Week 6	Term 2 – Week 9	Term 3 – Week 5	
	Outcomes Assessed: P1.2, P4.1, P4.2, P5.1	Outcomes Assessed: P2.3, P4.2, P6.2	Outcomes Assessed: P2.1, P2.4, P4.1, P4.2,	
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				

Toormina High School

Student Competency Assessment Schedule

COURSE: COURSE:CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction **2023 -2024**

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Work Placement 1*
			Week TBA depending on school delivery Term 1 Date:	Week 10 Term1 Date 27/3/23	Week 10 Term 2 Date 26/7/23	Week 7 Term 3 Date: 18/8/23	Week 7 Term 3 Date 28/8/23
Cluster	Code	Unit of Competency					
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry					
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
Cluster 3	CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations			X		
Cluster 4	CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

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

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

Drama

Components	Task 1	Task 2	Task 3	Weighting %
	Elements of Drama and Improvisation	Elements of Production	Major Styles and Traditions	
	Term 2 Week 3	Term 3 Week 3	Term 3 Week 6	
	P1.1, P1.2, P1.3, P3.1	P1.4, P1.5, P2.1, P2.2, P2.3, P3.1	P3.1, P3.2, P3.3	
Performing	10	20		30
Making	20	10	10	40
Critically Studying	5	5	20	30
Total %	35	35	30	100
Outcomes:				
P1.1 develops acting skills to adopt and sustain a variety of characters and roles				
P1.2 explores ideas and situations, expressing them imaginatively in dramatic form				
P1.3 demonstrates performance skills appropriate to a variety of styles and media				
P1.4 understands, manages, and manipulates theatrical elements and elements of production, using them perceptively and creatively				
P1.5 understands, demonstrates, and records the process of developing and refining ideas and scripts through to performance				
P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action				
P2.1 understands the dynamics of actor-audience relationship				
P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers				
P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action				
P3.1 critically appraises and evaluates, both orally and in writing, personal performances, and the performances of others				
P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures, and techniques				
P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions, and movements				

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 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 – 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				

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				



COURSE: Entertainment - Preliminary

2022 -2023

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Preliminary 1/2 Year Exam**	Work Placement 1*	Preliminary Yearly Exam**
			Week TBA as it suits the school	Week 6	Week 2	Week 6	Week	Week	Week
Cluster	Code	Unit of Competency	Term	Term 2, 2022	Term 3, 2022	Term 3, 2022	Term	Term	Term
			Date	Date	Date	Date	Date	Date	Date
1	CPCCWHS1001	Prepare to work safely in the construction industry	x						
2	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations		x					
3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows			x				
4	CUAIND311	Work effectively in the creative arts industry				x			

Depending on the achievement of units of competency, the possible qualification outcome is a CUA30420 - Certificate III in Live Production and Technical Services or a Statement of Attainment towards a CUA30420 - Certificate III in Live Production and Technical Services

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

* Selected units only to be confirmed by your teacher.

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

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 7	Term 2 – Week 6	Term 3 – Week 6	
	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 of course content	15	15	20	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	20	60
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 promote safe environments				
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 groups				
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 10	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:

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

School Name:

Student Competency Assessment Schedule

COURSE: SIT20316 Certificate II in Hospitality (Strategy A)

Preliminary

2023 – 2024

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	Work Placement 1*
			Week 9	Week 5	Week 7	Week 7
			Term 1	Term 2	Term 3	Term 3
Cluster	Code	Unit of Competency	Date 20/3/23	Date 22/5/23	Date 28/8/23	Date 28/8/23
Cluster 1 Cook Safe, Work Safe, Eat Safe	SITXWHS001 SITXFSA001	Participate in safe work practices Use hygienic practices for food safety				
Cluster 2 Communication is key	SITXCOM002 BSBCMM201	Show social and cultural sensitivity Communicate in the workplace				
Cluster 3 Drinks galore	SITHFAB004 SITHFAB007	Prepare and serve non-alcoholic beverages Serve food and beverages				
Cluster 8 (A) Working in industry (work placement 1)	SITHIND003 BSBSUS201	Use Hospitality skills effectively Participate in environmentally sustainable work practices				

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

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

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

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

Industrial Technology - Timber

Components	Task 1	Task 2	Task 3	Weighting %
	Industry Study	Design, Management and Communication skills	Production and Technology skills	
	Term 1 Week 8	Term 3 Week 2	Term 3 Week 6	
	Outcomes assessed P.1.1, P1, P5.1, P5., P6.1, P6., P7.1, P7.2	Outcomes Assessed P2.2, P3.1, P3.2, P4.3, P5.1, P5.2	Outcomes Assessed P1.2, P2.1, P3.3, P4.1,P4.2, P5.1	
Total %	15	30	55	100

Outcomes:

P 1.1	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 %
	Law Reform Report	Mock Trial	Examination	
	Term 2 Week 2	Term 3 Week 1	Term 3 Week 9/10	
	Outcomes assessed P1, P2, P3, P6, P8	Outcomes assessed P4, P5, P7, 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 %
	Local Area Study	Research Task	Final Examination	
	Term 2 Week 1	Term 3 Week 2	Term 3 Week 9/10	
	Outcomes assessed 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 5.4	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.3.	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.3, 4.1, 4.2,	
Knowledge and understanding	10	10	20	40
Skills: Research, analysis, and safe practice	20	20	20	60
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				
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				
5.4 selects, organises, assembles, dismantles, cleans, and returns equipment				

Mathematics Advanced

Components	Task 1	Task 2	Task 3	Weighting %
	Independent Research Task / Assignment Topics F1, C1	Reference Assisted in-class test Topics C1, T1	Course Final Examination Topics C1, E1, F1, F2, T1, T2, S1	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes Assessed MA11-1 MA11-2 MA11-8 MA11-9	Outcomes Assessed MA11-1 MA11-3 MA11-4 MA11-5	Outcomes Assessed MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	15	15	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 Extension 1

Components	Task 1	Task 2	Task 3	Weighting %
	Reference Assisted in-class test Topics A1, F1, F2	Independent Research Task / Assignment Topics F1, F2,	Course Final Examination Topics A1, C1, F1, F2, T1, T2	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 10/11	
	Outcome(s) Assessed ME11-5 ME11-6 ME11-7	Outcome(s) Assessed ME11-1 ME11-2 ME11-3 ME11-5	Outcome(s) Assessed ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7	
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	35	25	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 Standard

Components	Task 1	Task 2	Task 3	Weighting %
	Reference Assisted in-class test Topics S1, F1	Independent Research Task / Assignment Topics S1, F1	Course Final Examination Topics A1, A2, F1, F4, M1, M2, S1, S2	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes Assessed MS11-2 MS11-5 MS11-6 MS11-7 MS11-10	Outcomes Assessed MS11-1 MS11-2 MS11-5 MS11-6 MS11-7 MS11-9 MS11-10	Outcomes Assessed MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	35	25	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				

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 10	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				

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 6	Term 3 Week 4	Term 3 Week 7	
	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				

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 considers 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				

Physics

Components	Task 1	Task 2	Task 3	Weighting %
	Kinematics Research Task	Dynamics Module Depth Study	Final Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9/10	
	PH11-4, PH11-5, PH11-7, PH11-8	PH11-1, PH11-2, PH11-3 PH11-4, PH11-5, PH11-6 PH11-7, PH11-10, PH11-11	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	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 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.

Society and Culture

Components	Task 1	Task 2	Task 3	Weighting %
	Research The Social and Cultural World	Mini PIP Personal and Social Identity	Examination	
	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9/10	
	Outcomes assessed P3, P4, P5, P9, P10	Outcomes assessed P1, P2, P6, P7, P8	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 2 Week 5	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	Artmaking & Extended Written Response	Visual Arts Portfolio of Experimental Works - Process Diary Examination	
	Topic Modernism & Subjective Framework	Topic Contemporary Art & Postmodern Framework	Topic Identity and Belonging	
	Term 1 Week 9	Term 3 Week 5	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	10	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.				


Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
					CAF, PD	EEC	ITT, SC, MU, PH	MEX, VHS, AG, PY, VA	FT, MH, VCON, MS, MA	EA, EEX, ES, ET
AH, BS, MR, BI	LS, CH	DR		SLR, VA, VHS	VEN, CAF, EEC	FT, PH	AG, PY	MEX, MU, SC	MH, VCON, MS MA	
EA, EEX, ES, ET, LS	VEN, AH, BS, MR, ITT	DR, BI	CH, PD	VEN, CAF, SLR	EEC, DR, PH, ITT	ET, FT, VCON, VHS	Free Week Assessment	Exams	Exams	

Yearly Exams – MU, AH, BS, LS, MH, MA, MEX, MS, AG, BI, CH, MR, PY, SLR, PD, VA, VEN

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
VEN – Vet Entertainment AH – Ancient History BS – Business Studies CAF – Community and Family studies MR – Marine Studies	EA – English Advanced ES – English Standard ET – English Studies	DR – Drama EEC – Exploring Early Childhood MS – Mathematics Standard MA – Mathematics Advanced	VHS – VET Hospitality BI – Biology PY – Physics SLR – Sport, Life and Rec VA – Visual Arts	CH – Chemistry ITT – Industrial Technology Timber MU – Music PH – Photography SC – Society and Culture	VCON – VET Construction FT - Food Technology LS – Legal Studies MH – Modern History PD - PDHPE	EEX – English Extension MEX – Mathematics Extension AG – Agriculture

SAMPLE ASSESSMENT DOCUMENTS

 <p>TOORMINA HIGH SCHOOL ASSESSMENT TASK NOTIFICATION All Stage 6 Assessment Tasks are in printed in BLUE.</p>	
<input type="checkbox"/> Year 7/8 <input type="checkbox"/> Year 9/10 <input type="checkbox"/> Preliminary (Year 11) <input checked="" type="checkbox"/> HSC (Year 12)	
COURSE:	TEACHER:
TASK NUMBER:	TASK WEIGHT: %
DATE OF NOTIFICATION:	
DUE DATE: Term and Week	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: <input type="checkbox"/> Front office – by 9 am due date <input type="checkbox"/> In-class assessment e.g., test, performance, oral/speeches <input type="checkbox"/> Electronic submission - by 9 am due date <input type="checkbox"/> Larger projects e.g., Art, TAS as advised by faculty
Rubric/Marking Criteria	
Students are reminded that 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 or appropriate documentation 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 NES 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 I am certifying that it is all my own work; no one else (including tutors, family or friends) completed the work for me. I 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.



APPLICATION FOR MISADVENTURE / ILLNESS / OTHER

☐ Preliminary

☐ HSC

Course:

Teacher's Name:

Student Name:

Due date:

Date handed in:

Assessment task:

Application category ☐ Illness, accident or misadventure

(please tick one) ☐ Approved school leave/commitment

☐ Other

Reasons for request: (Include any third-party independent documentation or Doctor's Certificates etc. Letters from parents only, will not be accepted.)

Name of Parent/Carer:

Signature of parent

Student's Signature: :

Date

OFFICE USE ONLY

Teacher's comment:

Head Teacher's recommendation: Recommended/Not recommended

Principal: Approved/Not Approved

Principal signature:

- ☐ 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

UPHELD / DECLINED

REASON FOR DECISION:

STUDENT COPY

HEAD TEACHER COPY

CLASS TEACHER

COPY FILE COPY



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

☐ Preliminary

☐ HSC

Student Name:

Date Due:

Course:

Teacher's Name

Assessment Task:

Details of Request:

Reasons for request: (Include any third-party independent documentation or Doctor's Certificates etc. Letters from parents only, will not be accepted.)

Name of Parent/Carer:

Signature of parent:

Student's Signature:

Date:

OFFICE USE ONLY

Teacher's comment:

Head Teacher's recommendation: Recommended/Not recommended

Principal: Approved/Not Approved

Principal signature:

- ☐ 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

UPHELD / DECLINED

REASON FOR DECISION:

STUDENT COPY

HEAD TEACHER COPY

CLASS TEACHER

COPY FILE COPY



**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)**.
(Reasons)

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

Head Teacher

_____ 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