



Assessment Handbook  
Year 11 2024



Education  
Public Schools

# 2024 Preliminary Course Assessment Handbook

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## Preliminary Course Assessment

This following material is provided for the information of 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 2024?

Preliminary HSC courses will commence at the beginning of Term 1 2024 and conclude at the end of Term 3, 2024. 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. NESA requires the school principal to certify satisfactory completion.

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 ROSA. This could also mean that you become ineligible for the award of an HSC if it causes you to have less than 10 units. You may need to consider pathways to complete your HSC.

### When will assessments begin?

Assessment tasks usually will begin around Week 4, Term 1.

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## How much notice will I get for my assessment tasks?

You will be issued with an Assessment Calendar at the beginning of the year of the Preliminary course commencing. 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 Preliminary 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.

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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.

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.

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## **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 NESAs 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 NESAs, which will check to ensure that the school review was carried out correctly. Information regarding the correct procedure for NESAs appeals may be obtained from the principal.

## **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 mark** will be recorded. In Year 12 this will also be noted and recorded officially on your records with NESAs.

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.

Students who use ChatGTP or other AI based tools risk having their assessment recorded as a **zero mark**.

## **What will appear on the Record of Achievement?**

For each NESAs 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 NESAs 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 NESAs website regarding courses and the HSC examination. Students can also speak to class teachers, careers adviser, the deputy principal or principal for further assistance.

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## Agriculture

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Presentation Plant or Animal Problem	Farm Case Study	Preliminary Course Examination	
	Term: 1 Week: 8	Term: 2 Week: 8	Term: 3 Weeks: 8/9	
	Outcomes assessed: P2.1, P3.1, P5.1	Outcomes assessed: P1.1, P2.1, P2.3, 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	10	15	15	40%
Skills in effective research, experimentation and communication	10	5	5	20%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>P1.1</b>	Describes the complex, dynamic and interactive nature of agricultural production systems			
<b>P1.2</b>	Describes the factors that influence agricultural systems			
<b>P2.1</b>	Describes the biological and physical resources and applies the processes that cause changes in plant production systems			
<b>P2.2</b>	Describes the biological and physical resources and applies the processes that cause changes in animal production systems			
<b>P2.3</b>	Describes the farm as a basic unit of production			
<b>P3.1</b>	Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.			
<b>P4.1</b>	Applies the principles and procedures of experimental design and agricultural research			
<b>P5.1</b>	Investigates the agricultural products role of associated technologies and technological innovation in producing and marketing			



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## Ancient History

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Source Analysis	Historical Investigation and Presentation	Preliminary Course Examination	
	Term: 2 Week: 1	Term: 3 Week: 2	Term: 3 Weeks: 8/9	
	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	
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%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>
OUTCOMES:				
<b>AH11-1</b>	Describes the nature of continuity and change in the ancient world			
<b>AH11-2</b>	Proposes ideas about the varying causes and effects of events and developments			
<b>AH11-3</b>	Analyses the role of historical features, individuals, and groups in shaping the past			
<b>AH11-4</b>	Accounts for the different perspectives of individuals and groups			
<b>AH11-5</b>	Examines the significance of historical features, people, places, events, and developments of the ancient world			
<b>AH11-6</b>	Analyses and interprets different types of sources for evidence to support an historical account or argument			
<b>AH11-7</b>	Discusses and evaluates differing interpretations and representations of the past			
<b>AH11-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources			
<b>AH11-9</b>	Communicates historical understanding, using historical knowledge, concepts, and terms, in appropriate and well-structured forms			
<b>AH11-10</b>	Discusses contemporary methods and issues involved in the investigation of ancient history			

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## Biology

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Ecosystems Dynamics Fieldwork Report	Cells as the Basis of Life Depth Study	Preliminary Course Examination	
	Term: 2 Week: 1	Term: 3 Week: 3	Term: 3 Weeks: 8/9	
	Outcomes assessed: BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-10, BIO11/12-11	Outcomes assessed: BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-8, BIO11/12-9	Outcomes assessed: BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-8, BIO11/12-9, BIO11/12-10, BIO11/12-11	
Skills in Working Scientifically	20	20	20	60%
Knowledge and understanding	10	15	15	40%
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>
OUTCOMES:				
<b>BIO11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation			
<b>BIO11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information			
<b>BIO11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information			
<b>BIO11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
<b>BIO11/12-5</b>	Analyses and evaluates primary and secondary data and information			
<b>BIO11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
<b>BIO11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
<b>BIO11/12-8</b>	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes			
<b>BIO11/12-9</b>	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			
<b>BIO11/12-10</b>	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species			
<b>BIO11/12-11</b>	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem			

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## Business Studies

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Case Study	Inquiry and Research Task	Preliminary Course Examination	
	Term: 1 Week: 8	Term: 2 Week: 9	Term: 3 Weeks: 8/9	
	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%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>P1</b>	Discusses the nature of business, its role in society and types of business structure			
<b>P2</b>	Explains the internal and external influences on businesses			
<b>P3</b>	Describes the factors contributing to the success or failure of small to medium enterprises			
<b>P4</b>	Assesses the processes and interdependence of key business functions			
<b>P5</b>	Examines the application of management theories and strategies			
<b>P6</b>	Analyses the responsibilities of business to internal and external stakeholders			
<b>P7</b>	Plans and conducts investigations into contemporary business issues			
<b>P8</b>	Evaluates information for actual and hypothetical business situations			
<b>P9</b>	Communicates business information and issues in appropriate formats			
<b>P10</b>	Applies mathematical concepts appropriately in business situations			

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## Chemistry

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	<b>Properties and Structure of Matter</b>	<b>Introduction to Quantitative Chemistry</b>	<b>Preliminary Course Examination</b>	
	Research Task	Depth Study		
	<b>Term: 2 Week: 2</b>	<b>Term: 3 Week: 4</b>	<b>Term: 3 Weeks: 8/9</b>	
	<b>Outcomes assessed: CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8</b>	<b>Outcomes assessed: CH11-1/12, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8, CH11/12-9, CH11/12-10, CH11/12-11</b>	<b>Outcomes assessed: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8, CH11/12-9, CH11/12-10, CH11/12-11</b>	
Skills in Working Scientifically	20	20	20	<b>60%</b>
Knowledge and understanding	10	15	15	<b>40%</b>
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>
OUTCOMES:				
<b>CH11/12 - 1</b>	Develops and evaluates questions and hypotheses for scientific investigation			
<b>CH11/12 - 2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information			
<b>CH11/12 - 3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information			
<b>CH11/12 - 4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
<b>CH11/12 - 5</b>	Analyses and evaluates primary and secondary data and information			
<b>CH11/12 - 6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
<b>CH11/12 - 7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
<b>CH11/12 - 8</b>	Explores the properties and trends in the physical, structural and chemical aspects of matter			
<b>CH11/12 - 9</b>	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships			
<b>CH11/12 - 10</b>	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.			
<b>CH11/12 - 11</b>	Analyses the energy considerations in the driving force for chemical reactions.			

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## Community and Family Studies

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Resource Management Case Study	Individuals and Groups Leadership	Preliminary Course Examination	
	Term: 1 Week: 7	Term: 2 Week: 8	Term: 3 Week: 8/9	
	Outcomes assessed: P1.1, P1.2, P4.2, P5.1, P6.1	Outcomes assessed: P2.3, P4.2, P6.2	Outcomes assessed: P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
Knowledge and understanding of course content	10	10	20	40%
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>P1.1</b>	Describes the contribution an individual's experiences, values, attitudes, and beliefs make to the development of goals			
<b>P1.2</b>	Proposes effective solutions to resource problems			
<b>P2.1</b>	Accounts for the roles and relationships that individuals adopt within groups			
<b>P2.2</b>	Describes the role of the family and other groups in the socialisation of individuals			
<b>P2.3</b>	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement			
<b>P2.4</b>	Analyses the interrelationships between internal and external factors and their impact on family functioning			
<b>P3.1</b>	Explains the changing nature of families and communities in contemporary society			
<b>P3.2</b>	Analyses the significance of gender in defining roles and relationships			
<b>P4.1</b>	Utilises research methodology appropriate to the study of social issues			
<b>P4.2</b>	Presents information in written, oral, and graphic form			
<b>P5.1</b>	Applies management processes to maximise the efficient use of resources			
<b>P6.1</b>	Distinguishes those actions that enhance wellbeing			
<b>P6.2</b>	Uses critical thinking skills to enhance decision making			

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## Drama

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Elements of Drama and Improvisation	Elements of Production	Preliminary Course Examination	
	Group Performance	Individual Project	Major Styles and Traditions	
	Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Week: 8/9	
Outcomes assessed: P1.1, P1.2, P1.3, P3.1	Outcomes assessed: P1.4, P1.5, P2.1, P2.2, P2.3, P3.1	Outcomes assessed: P3.1, P3.2, P3.3		
Performing	10	20		30%
Making	20	10	10	40%
Critically Studying	5	5	20	30%
<b>Total %</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>
OUTCOMES:				
<b>P.1.1</b>	Develops acting skills to adopt and sustain a variety of characters and roles			
<b>P1.2</b>	Explores ideas and situations, expressing them imaginatively in dramatic form			
<b>P1.3</b>	Demonstrates performance skills appropriate to a variety of styles and media			
<b>P1.4</b>	Understands, manages, and manipulates theatrical elements and elements of production, using them perceptively and creatively			
<b>P1.5</b>	Understands, demonstrates, and records the process of developing and refining ideas and scripts through to performance			
<b>P1.6</b>	Demonstrates directorial and acting skills to communicate meaning through dramatic action			
<b>P2.1</b>	Understands the dynamics of actor-audience relationship			
<b>P2.2</b>	Understands the contributions to a production of the playwright, director, dramaturg, designers, front- of-house staff, technical staff and producers			
<b>P2.3</b>	Demonstrates directorial and acting skills to communicate meaning through dramatic action			
<b>P3.1</b>	Critically appraises and evaluates, both orally and in writing, personal performances, and the performances of others			
<b>P3.2</b>	Understands the variety of influences that have impacted upon drama and theatre performance styles, structures, and techniques			
<b>P3.3</b>	Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions, and movements			

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## English Advanced

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	<b>Text Composition with Reflection</b>  <b>Topic</b>  <b>Common Module:</b> Reading to Write	<b>Multimodal Presentation</b>  <b>Topic:</b>  <b>Module A:</b> Narratives that Shape the World	<b>Preliminary Course Examination</b>  <b>Topic</b>  <b>Module B:</b> Critical Study of Literature	
	<b>Term: 1</b> <b>Week: 11</b>	<b>Term: 3</b> <b>Week: 1</b>	<b>Term: 3</b> <b>Week: 8/9</b>	
	<b>Outcomes Assessed:</b> EA11-1, EA11-4, EA11-9	<b>Outcomes Assessed:</b> EA11-2, EA1-6, EA11-7, EA11-8	<b>Outcomes Assessed:</b> EA11-1, EA11-3, EA11-5, EA11 - 7	
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%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>
OUTCOMES:				
<b>EA11 – 1</b>	Independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure			
<b>EA11 – 2</b>	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies			
<b>EA11 – 3</b>	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			
<b>EA11 – 4</b>	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts			
<b>EA11 – 5</b>	Thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments			
<b>EA11 – 6</b>	Investigates and evaluates the relationships between texts			
<b>EA11 – 7</b>	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued			
<b>EA11 – 8</b>	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning			

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## English Standard

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	<b>Text Composition with Reflection</b>  <b>Topic</b> <b>Common Module:</b> Reading to Write	<b>Multimodal Presentation</b>  <b>Topic:</b> <b>Module A:</b> Contemporary Possibilities	<b>Preliminary Course Examination</b>  <b>Topic</b> <b>Module B:</b> Close Study of Literature	
	<b>Term:</b> 1 <b>Week:</b> 11	<b>Term:</b> 3 <b>Week:</b> 1	<b>Term:</b> 3 <b>Week:</b> 8/9	
	<b>Outcomes Assessed:</b> EN1-3, EN11-4, EN11-9	<b>Outcomes Assessed:</b> EN11-2, EN11-3, EN11-6, EN11-7	<b>Outcomes Assessed:</b> EN11-1, EN11-3, EN11-5, 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%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>
OUTCOMES:				
<b>EN11 – 1</b>	Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure			
<b>EN11 – 2</b>	Uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies			
<b>EN11 – 3</b>	Analyses and uses language forms, features, and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning			
<b>EN11 – 4</b>	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts			
<b>EN11 – 5</b>	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments			
<b>EN11 – 6</b>	Investigates and explains the relationships between texts			
<b>EN11 – 7</b>	Explains and evaluates the diverse ways texts can represent personal and public worlds			
<b>EN11 – 8</b>	Explains and assesses cultural assumptions in texts and their effects on meaning			



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## English Studies

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %	
	<b>Written Report</b>  <b>Topic</b> <b>Mandatory Module:</b> Achieving Through English	<b>Multimodal Presentation</b>  <b>Topic</b> Elective Module	<b>Collection of Class Tasks</b>  <b>Topic</b> All Modules		
	<b>Term: 1</b> <b>Week: 11</b>	<b>Term: 3</b> <b>Week: 1</b>	<b>Term: 3</b> <b>Week: 6</b>		
	<b>Outcomes Assessed:</b> ES11-1, ES11-3, ES11-4, ES11 - 5	<b>Outcomes Assessed:</b> ES11-2, ES11-6, ES11-7, ES11 - 8	<b>Outcomes Assessed:</b> ES11-3, ES11-9, ES11-10		
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%	
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>	
OUTCOMES:					
<b>ES11-1</b>	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				
<b>ES11-2</b>	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				
<b>ES11-3</b>	Accesses, comprehends, and uses information to communicate in a variety of ways				
<b>ES11-4</b>	Composes proficient texts in different forms				
<b>ES11-5</b>	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				
<b>ES11-6</b>	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts, and purposes				
<b>ES11-7</b>	Represents own ideas in critical, interpretive, and imaginative texts				
<b>ES11-8</b>	Understands and explains the relationships between texts				
<b>ES11-9</b>	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				

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## English Extension

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	<b>Imaginative Task</b>	<b>Critical Response</b>	<b>Multimodal Presentation</b>	
	<b>Topic:</b> Texts, Culture, and Value Achieving Through English	<b>Topic:</b> Texts, Culture, and Value	<b>Topic:</b> Individual Related Project	
	<b>Term: 1</b> <b>Week: 9</b>	<b>Term: 3</b> <b>Week: 2</b>	<b>Term: 3</b> <b>Week: 8/9</b>	
<b>Outcomes Assessed:</b> EE11-2, EE11-3, EE11-6	<b>Outcomes Assessed:</b> EE11-1, EE11-3, EE11-5	<b>Outcomes Assessed:</b> EE11-1, EE11-4, EE11-5, EE11-6		
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%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>EE11-1</b>	Demonstrates and applies considered understanding of the dynamic relationships between text, purpose, audience, and context, across a range of modes, media and technologies			
<b>EE11-2</b>	Analyses and experiments with language forms, features, and structures of complex texts, evaluating their effects on meaning in familiar and new contexts			
<b>EE11-3</b>	Thinks deeply, broadly, and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts			
<b>EE11-4</b>	Develops skills in research methodology to undertake effective independent investigation			
<b>EE11-5</b>	Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts			
<b>EE11-6</b>	Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity			

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## Exploring Early Childhood

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	<b>Pregnancy and Childbirth</b>	<b>Child growth and Development</b>	<b>Historical and Cultural Contexts of Childhood</b>	
	Research, Design/Make/ Report	Investigating / Written Report	Podcast Interview/ Analysis	
	<b>Term: 1 Week: 6</b>	<b>Term: 2 Week: 6</b>	<b>Term: 3 Week: 6</b>	
<b>Outcomes Assessed:</b> 1.1, 1.4, 5.1, 6.1	<b>Outcomes Assessed:</b> 1.2, 1.4	<b>Outcomes Assessed:</b> 1.4, 2.2, 2.3, 4.2, 6.2		
Knowledge and understanding of course content	15	15	20	50%
Skills in critical thinking, research methodology, analysing and communicating	15	15	20	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>1.1</b>	Analyses prenatal issues that have an impact on development			
<b>1.2</b>	Examines major physical, social-emotional, behavioural, cognitive and language development of young children			
<b>1.3</b>	Examines the nature of different periods in childhood-infant, toddler, preschool and the early school years			
<b>1.4</b>	Analyses the ways in which family, community and culture influence growth and development of young children			
<b>1.5</b>	Examines the implications for growth and development when a child has special needs			
<b>2.1</b>	Analyses issues relating to the appropriateness of a range of services for different families			
<b>2.2</b>	Critically examines factors that influence the social world of young children			
<b>2.3</b>	Explains the importance of diversity as a positive issue for children and their families			
<b>2.4</b>	Analyses the role of a range of environmental factors that have an impact on the lives of young children			
<b>2.5</b>	Examines strategies that promote safe environments			
<b>3.1</b>	Evaluates strategies that promote safe environments			
<b>4.1</b>	Demonstrates appropriate communication skills with children and/or adults			
<b>4.2</b>	Interacts appropriately with children and adults from a wide range of cultural groups			
<b>4.3</b>	Demonstrates appropriate strategies to resolve group conflict			
<b>5.1</b>	Analyses and compares information from a variety of sources to develop an understanding of child growth and development			
<b>6.1</b>	Demonstrates an understanding of decision-making processes			
<b>6.2</b>	Critically examines all issues including beliefs and values that may influence interactions with others			

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## Food Technology

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Food Availability and Selection	Food Quality Experiment and Preparation	Nutrition Investigation	
	Research	Experimenting with and preparing food products	Case Study	
	Term: 1 Week: 9	Term: 2 Week: 6	Term: 3 Week: 6	
Outcomes Assessed: P1.1, P1.2, P2.2, P4.4, P5.1	Outcomes Assessed: P2.2, P3.2, P4.1, P4.2, 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 responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	20	10	40%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>
OUTCOMES:				
<b>P1.1</b>	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods			
<b>P1.2</b>	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors			
<b>P2.1</b>	Explains the role of food nutrients in human nutrition			
<b>P2.2</b>	Identifies and explains the sensory characteristics and functional properties of food			
<b>P3.1</b>	Assesses the nutrient value of meals/diets for particular individuals and groups			
<b>P3.2</b>	Presents ideas in written, graphic and oral form using computer software where appropriate.			
<b>P4.1</b>	Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food			
<b>P4.2</b>	Plans, prepares and presents foods which reflect a range of the influences on food selection			
<b>P4.3</b>	Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups			
<b>P4.4</b>	Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products			
<b>P5.1</b>	Generates ideas and develops solutions to a range of food situations			

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## Legal Studies

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Law Reform Report	Mock Trial	Preliminary Course Examination	
	Term: 2 Week: 2	Term: 3 Week: 1	Term: 3 Week: 8/9	
	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
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>P1</b>	Identifies and applies legal concepts and terminology			
<b>P2</b>	Describes the key features of Australian and international law			
<b>P3</b>	Describes the operation of domestic and international legal systems			
<b>P4</b>	Discusses the effectiveness of the legal system in addressing issues			
<b>P5</b>	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change			
<b>P6</b>	Explains the nature of the interrelationship between the legal system and society			
<b>P7</b>	Evaluates the effectiveness of the law in achieving justice			
<b>P8</b>	Locates, selects, and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents			
<b>P9</b>	Communicates legal information using well-structured responses			
<b>P10</b>	Accounts for differing perspectives and interpretations of legal information and issues			

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## Marine Studies

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Local Area Study	Research Task	Preliminary Course Examination	
	Term: 2 Week: 1	Term: 3 Week: 2	Term: 3 Week: 8/9	
	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%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>1.1</b>	Relates with a respectful and caring attitude to the ocean and its life forms			
<b>1.2</b>	Identifies the roles of individuals or groups involved in maritime activities			
<b>1.3</b>	Recalls aspects of the maritime environment using relevant conventions, terminology, and symbols			
<b>1.4</b>	Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea			
<b>1.5</b>	Demonstrates an awareness of the value of the ocean as a source of historical information			
<b>2.1</b>	Appreciates the importance of effective management practice			
<b>2.2</b>	Works effectively within a group			
<b>2.3</b>	Communicates information by writing reports, giving short talks, and contributing to discussions			
<b>3.1</b>	Evaluates information, situations, equipment manuals and written or manual procedures			
<b>3.2</b>	Collects and organises data by accurately reading instruments, signals, and charts; by systematic recording, summarising, tabulating, and graphing			
<b>3.3</b>	Generates information from data by calculating, inferring, interpreting, and generalising			
<b>3.4</b>	Carries out planned research activities using appropriate measurements, observations, classification and recording skills			
<b>4.1</b>	Identifies marine vocations and a range of leisure pursuits			
<b>4.2</b>	Appreciates marine environments as sources of employment and leisure			
<b>5.4</b>	Selects, organises, assembles, dismantles, cleans, and returns equipment			

# 2024 Preliminary Course Assessment Handbook

## Mathematics Advanced

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Reference Assisted in-class test	Independent Research Task/Assignment	Preliminary Course Examination	
	Topics: F1, C1, E1	Topics: C1, T1	Topics: C1, E1, F1, F2, T1, T2, S1	
	Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Week: 8/9	
Outcomes Assessed: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6,	Outcomes Assessed: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-9	Outcomes Assessed: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9		
Understanding, Fluency and Communicating	20	10	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
<b>Total %</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>MA11-1</b>	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems			
<b>MA11-2</b>	Uses the concepts of functions and relations to model, analyse and solve practical problems			
<b>MA11-3</b>	Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes			
<b>MA11-4</b>	Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations Or proof of trigonometric identities			
<b>MA11-5</b>	Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems			
<b>MA11-6</b>	Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems			
<b>MA11-7</b>	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			
<b>MA11-8</b>	Uses appropriate technology to investigate, organise, model and interpret information in a range Of contexts			
<b>MA11-9</b>	Provides reasoning to support conclusions which are appropriate to the context			

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## Mathematics Extension 1

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Independent Research Task/Assignment	Reference Assisted in-class test	Preliminary Course Examination	
	Topics: A1, F1, F2	Topics: F1, F2	Topics: A1, C1, F1, FS, T1, T2	
	Term: 1 Week: 9	Term: 2 Week: 10	Term: 3 Week: 8/9	
Outcomes Assessed: ME11-5, ME11-6, ME11-7	Outcomes Assessed: ME11-1, ME11-2, ME11-3 ME11-5	Outcomes 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%
<b>Total %</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>ME11-1</b>	Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses			
<b>ME11-2</b>	Manipulates algebraic expressions and graphical functions to solve problems			
<b>ME11-3</b>	Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems			
<b>ME11-4</b>	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			
<b>ME11-5</b>	Uses concepts of permutations and combinations to solve problems involving counting or ordering			
<b>ME11-6</b>	Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts			
<b>ME11-7</b>	Communicates making comprehensive use of mathematical language, notation, diagrams, and graphs			



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## Mathematics Standard

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Reference Assisted in-class test	Independent Research Task/Assignment	Preliminary Course Examination	
	Topics: S1, F1	Topics: S1, F1	Topics: A1, A2, F1, F4, M1, M2, S1, S2	
	Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Week: 8/9	
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%
<b>Total %</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>MS11-1</b>	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems			
<b>MS11-2</b>	Represents information in symbolic, graphical and tabular form			
<b>MS11-3</b>	Solves problems involving quantity measurement, including accuracy and the choice of relevant units			
<b>MS11-4</b>	Performs calculations in relation to two-dimensional and three-dimensional figures			
<b>MS11-5</b>	Models relevant financial situations using appropriate tools			
<b>MS11-6</b>	Makes predictions about everyday situations based on simple mathematical models			
<b>MS11-7</b>	Develops and carries out simple statistical processes to answer questions posed			
<b>MS11-8</b>	Solves probability problems involving multi-stage events			
<b>MS11-9</b>	Uses appropriate technology to investigate, organise and interpret information in a range of contexts			
<b>MS11-10</b>	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations			

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## Modern History

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Source Analysis	Research and Essay	Preliminary Course Examination	
	Investigating Modern History	Historical Investigation		
	Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Week: 8/9	
Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:		
	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	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	15		20%
Historical inquiry and research		15	5	20%
Communication of historical understanding in appropriate forms	5	10	5	20%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>
OUTCOMES:				
<b>MH11-1</b>	Describes the nature of continuity and change in the modern world			
<b>MH11-2</b>	Proposes ideas about the varying causes and effects of events and developments			
<b>MH11-3</b>	Analyses the role of historical features, individuals, groups, and ideas in shaping the past			
<b>MH11-4</b>	Accounts for the different perspectives of individuals and groups			
<b>MH11-5</b>	Examines the significance of historical features, people, ideas, movements, events, and developments of the modern world			
<b>MH11-6</b>	Analyses and interprets different types of sources for evidence to support an historical account or argument			
<b>MH11-7</b>	Discusses and evaluates differing interpretations and representations of the past			
<b>MH11-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources			
<b>MH11-9</b>	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms			
<b>MH11-10</b>	Discusses contemporary methods and issues involved in the investigation of modern history			

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## Personal Development, Health & Physical Education

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Core 1: In-class activity	Core 2 Assignment	Preliminary Course Examination	
	Term: 1 Week: 6	Term: 2 Week: 8	Term: 3 Week: 8/9	
	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%
<b>Total %</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>
OUTCOMES:				
<b>P1</b>	Identifies and examines why individuals give different meanings to health			
<b>P2</b>	Explains how a range of health behaviours affect an individual's health			
<b>P3</b>	Describes how an individual's health is determined by a range of factors			
<b>P4</b>	Evaluates aspects of health over which individuals can exert some control			
<b>P5</b>	Describes factors that contribute to effective health promotion			
<b>P6</b>	Proposes actions that can improve and maintain an individual's health			
<b>P7</b>	Explains how body systems influence the way the body moves			
<b>P8</b>	Describes the components of physical fitness and explains how they are monitored			
<b>P9</b>	Describes biomechanical factors that influence the efficiency of the body in motion			
<b>P10</b>	Plans for participation in physical activity to satisfy a range of individual needs			
<b>P11</b>	Assesses and monitors physical fitness levels and physical activity patterns			
<b>P12</b>	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)			
<b>P15</b>	Forms opinions about health-promoting actions based on a critical examination of relevant information			
<b>P16</b>	Uses a range of sources to draw conclusions about health and physical activity concepts			
<b>P17</b>	Analyses factors influencing movement and patterns of participation			

# 2024 Preliminary Course Assessment Handbook

## Society And Culture

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Research Task	Mini PIP	Preliminary Course Examination	
	The Social and Cultural World	Personal and Social Identity		
	Term: 1 Week: 8	Term: 2 Week: 9	Term: 3 Week: 8/9	
Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:		
P3, P4, P5, P9, P10	P1, P2, P6, P7, P8	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%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>
OUTCOMES:				
<b>P1</b>	Identifies and applies social and cultural concepts			
<b>P2</b>	Describes personal, social and cultural identity			
<b>P3</b>	Identifies and describes relationships and interactions within and between social and cultural groups			
<b>P4</b>	Identifies the features of social and cultural literacy and how it develops			
<b>P5</b>	Explains continuity and change and their implications for societies and cultures			
<b>P6</b>	Differentiates between social and cultural research methods			
<b>P7</b>	Selects, organises and considers information from a variety of sources for usefulness, validity and bias			
<b>P8</b>	Plans and conducts ethical social and cultural research			
<b>P9</b>	Uses appropriate course language and concepts suitable for different audiences and contexts			
<b>P10</b>	Communicates information, ideas and issues using appropriate written, oral and graphic forms			

# 2024 Preliminary Course Assessment Handbook

## Sport, Lifestyle and Recreation

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Practical Assessment	Research Task and Peer Teaching	Preliminary Course Examination	
	Term: 1 Week: 7	Term: 2 Week: 5	Term: 3 Week: 8/9	
	Outcomes Assessed: 1.1, 2.3, 3.1, 4.1, 4.2, 4.4	Outcomes Assessed: 1.3, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5	Outcomes Assessed: 1.1, 1.6, 2.1, 2.2, 2.4, 3.3, 3.7, 4.1, 4.5	
Knowledge and understanding	10	20	20	50%
Skills	30	10	10	50%
<b>Total %</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>
OUTCOMES:				
<b>1.1</b>	Applies the rules and conventions that relate to participation in a range of physical activities			
<b>1.3</b>	Demonstrates ways to enhance safety in physical activity			
<b>1.6</b>	Describes administrative procedures that support successful performance outcomes			
<b>2.1</b>	Explains the principles of skill development and training			
<b>2.2</b>	Analyses the fitness requirements of specific activities			
<b>2.3</b>	Selects and participates in physical activities that meet individual needs, interests, and abilities			
<b>2.4</b>	Describes how societal influences impact on the nature of sport in Australia			
<b>3.1</b>	Selects appropriate strategies and tactics for success in a range of movement contexts			
<b>3.2</b>	Designs programs that respond to performance needs			
<b>3.3</b>	Measures and evaluates physical performance capacity			
<b>3.7</b>	Analyses the impact of professionalism in sport			
<b>4.1</b>	Plans strategies to achieve performance goal			
<b>4.2</b>	Demonstrates leadership skills and a capacity to work cooperatively in movement context			
<b>4.4</b>	Demonstrates competence and confidence in movement contexts			
<b>4.5</b>	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity			

# 2024 Preliminary Course Assessment Handbook

## Visual Art

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %	
	<b>Artmaking and Artist Analysis</b>  <b>Topic:</b> Modernism and Subjective Framework	<b>Artmaking and Extended Written Response</b>  <b>Topic:</b> Contemporary Art and Postmodern Framework	<b>Visual Arts Portfolio of Experimental Works and Process Diary and Preliminary Course Examination</b>  <b>Topic:</b> Identity and Belonging		
	<b>Term: 1</b> <b>Week: 10</b>	<b>Term: 2</b> <b>Week: 9</b>	<b>Term: 3</b> <b>Week: 8/9</b>		
	<b>Outcomes Assessed:</b> P1, P2, P3, P4	<b>Outcomes Assessed:</b> P5, P7, P8, P9	<b>Outcomes Assessed:</b> P6, P8, P9, P10		
Art making	15	20	15	50%	
Art Criticism and Art History	15	15	20	50%	
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>	
<b>OUTCOMES:</b>					
<b>P1</b>	Explores the conventions of practice in artmaking				
<b>P2</b>	Explores the roles and relationships between the concepts of artist, artwork, world and audience				
<b>P3</b>	Identifies the frames as the basis of understanding expressive representation through the making of art				
<b>P4</b>	Investigates subject matter and forms as representations in artmaking				
<b>P5</b>	Investigates ways of developing coherence and layers of meaning in the making of art				
<b>P6</b>	Explores a range of material techniques in ways that support artistic intentions				
<b>P7</b>	Explores the conventions of practice in art criticism and art history				
<b>P8</b>	Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art				
<b>P9</b>	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art				
<b>P10</b>	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.				

# 2024 Preliminary Course Assessment Handbook

## 2024 Assessment Calendar – Terms 1, 2 and 3

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
<b>Term 1 2024</b>						Exploring Early Childhood Personal Development & Physical Education	Community and Family Studies Sport, Lifestyle and Recreation	Agriculture Business Studies Society and Culture	English Extension Food Technology Mathematics Extension 1	Drama Mathematics Advanced Mathematics Standard Modern History Visual Arts	English Advanced English Standard English Studies
<b>Term 2 2024</b>	Ancient History Biology Marine Studies	Chemistry Legal Studies			Sport, Lifestyle and Recreation	Exploring Early Childhood Food Technology		Agriculture Community and Family Studies Personal Development & Physical Education	Business Studies Society and Culture Visual Arts	Drama Mathematics Advanced Mathematics Extension 1 Mathematics Standard Modern History	<b>No Week 11</b>
<b>Term 3 2024</b>	English Advanced English Standard English Studies Legal Studies	Ancient History English Extension Marine Studies	Biology	Chemistry		English Studies Exploring Early Childhood Food Technology	<b>Assessment Free Week</b>	<b>Yearly Examinations</b> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Ancient History</li> <li>• Biology</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• Community and Family Studies</li> <li>• Drama</li> <li>• English Advanced</li> <li>• English Standard</li> <li>• English Extension</li> <li>• Legal Studies</li> <li>• Marine Studies</li> <li>• Mathematics Advanced</li> <li>• Mathematics Extension 1</li> <li>• Mathematics Standard</li> <li>• Modern History</li> <li>• Personal Development, Health and Physical Education</li> <li>• Society and Culture</li> <li>• Sport, Lifestyle and Recreation</li> <li>• Visual Arts</li> </ul>		<b>Year 11 Camp (Monday-Thursday)</b>	<b>No Week 11</b>

# 2024 Preliminary Course Assessment Handbook

## Preliminary Course Examinations

Agriculture	Legal Studies
Ancient History	Marine Studies
Biology	Mathematics Advanced
Business Studies	Mathematics Extension 1
Chemistry	Mathematics Standard
Community and Family Studies	Modern History
Drama	Personal Development, Health and Physical Education
English Advanced	Society and Culture
English Standard	Sport, Lifestyle and Recreation
English Extension	Visual Arts

## Preliminary Course Lines

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
Biology Legal Studies Sport, Lifestyle and Recreation VET - Hospitality	Chemistry Drama Modern History Personal Development, Health and Physical Education	Agriculture Business Studies Society and Culture Visual Arts	Exploring Early Childhood Mathematics Advanced Mathematics Standard	Ancient History Community and Family Studies Food Technology Marine Studies	English Advanced English Standard English Studies	English Extension Mathematics Extension 1



# Assessment Task Submission Forms

## Assessment Task Notification Form

### TOORMINA HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

All Stage 6 Assessment Tasks are in printed in BLUE.




Year 7/8                     
  Year 9/10                     
  Preliminary (Year 11)                     
  HSC (Year 12)

<b>COURSE:</b>	<b>TEACHER:</b>
<b>TASK NUMBER:</b>	<b>TASK WEIGHT:</b> %
<b>DATE OF NOTIFICATION:</b>	
<b>DUE DATE:</b> Term and Week	Term    Week
<b>Task Description</b>	
<b>Task Outcomes</b>	
<b>Task Instructions</b> <b>EQUIPMENT or RESOURCES:</b> <i>(List any)</i>	
<b>Task Submission</b>	Students must complete assessment task submission form and submit with task as indicated below: <ul style="list-style-type: none"> <li><input type="checkbox"/> Front office – by 9 am due date</li> <li><input type="checkbox"/> In-class assessment e.g., test, performance, oral/speeches</li> <li><input type="checkbox"/> Electronic submission - by 9 am due date</li> <li><input type="checkbox"/> Larger projects e.g., Art, TAS as advised by faculty</li> </ul>
<b>Rubric/Marking Criteria</b>	

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.

# Assessment Task Submission Forms

## Task Submission Form

<b>TOORMINA HIGH SCHOOL ASSESSMENT TASK SUBMISSION</b>		 <p style="font-size: small; margin: 0;">TOORMINA HIGH SCHOOL CREATING OUR FUTURE</p>
<b>Course:</b>		
<b>Student Name:</b>	<b>Teacher's Name</b>	
<b>Date Due:</b>	<b>Date Handed in:</b>	
<b>Assessment Title:</b>		
<b>Assessment Task Number:</b>		
<b>Number of Pages (not including cover sheet)</b>		
<b>Teacher who marks the Assessment Task to fill in the following</b>		
<b>Feedback</b>	<b>Mark:</b>	<b>Rank: (If Stage 6)</b>
<b>Marker's Comments</b>		
<b>Marker's Signature</b>	<b>Date:</b>	
<p><b>All My Own Work Declaration</b></p> <p>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.</p> <p>Student signature: _____ I have kept a copy of my task: Yes / No</p>		
<p><b>Receipt of Submission</b></p> <p>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.</p>		

# Assessment Task Submission Forms

## Notification Of Change to Assessment Schedule

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

\_\_\_\_\_

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

# Assessment Task Submission Forms

## Illness/Misadventure/Extension of Time Application Package

### Toormina High School Illness/Misadventure/Extension of Time Application Package

#### Information Guide for Students

The Toormina High School Illness/Misadventure program assists students who:

- are prevented from attending an examination or in-class assessment (including a practical examination) due to illness or unforeseen misadventure,
- consider that their performance in an examination, in-class assessment or assessment task has been affected by illness or misadventure immediately before or during the examination, in-class assessment or assessment task,
- are prevented from submitting an assessment task due to illness or unforeseen misadventure,

If any of the above categories applies to you at the time of examinations or assessments, you will need to complete an Illness/Misadventure form. Before you complete this form, you should read the following information carefully. Toormina High School's Illness/Misadventure program is based on NESA procedures. You should refer also to *Rules and Procedures for Higher School Certificate Candidates*.

#### Limitations on Applications

The authority of Toormina High School is limited to the conduct and presentation of examinations and assessment tasks. This means students may only apply to Toormina High School in relation to circumstances that occur immediately before or during an examination in-class assessment or assessment task, **and** that affect their performance in the examination, assessment or task.

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time, for example, as a result of an earlier illness
- alleged deficiencies in teaching; for example, extended teacher absences
- loss of study time or facilities during the year. This includes changes in home circumstances
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination or assessment task
- if you receive disability provisions, the same grounds for which you received disability provisions, unless you experience additional difficulties during an examination or assessment task
- misreading the examination or assessment task submission date or time
- misreading examination or assessment task instructions
- other commitments, such as participation in entertainment, work or sporting events (other than approved school events).

If you are unsure whether you are eligible to apply for an illness or misadventure you should ask your principal.

#### Attendance at Examinations

**You should attend every examination if possible.** Do not miss an examination just because you do not feel able to do your best. The Illness/Misadventure program is designed to support students who perform below their expectations because of illness or misadventure.

If you do not attend an examination or submit an assessment task on time and your Illness/Misadventure application is unsuccessful, you will not receive a mark in that course. This could mean that you may be at risk of receiving an N-Determination in that subject.

Toormina High School does not expect you to attend an examination against specific medical advice. If you cannot attend an examination (including a practical examination) or submit an assessment task on time because of illness or misadventure, you must notify the school immediately. You are required to provide relevant documentation from an appropriate health professional as evidence.

# Assessment Task Submission Forms

## Evidence of Your Illness or Misadventure

It is very important to provide independent evidence with your application. You should seek independent evidence on the same day, either immediately before or after each examination or assessment submission date for which you are applying. The documentation you provide must be current, specific to the date and time of the examination or assessment task and submitted with the application form. A medical certificate that merely states you were unfit for work/study is unacceptable. It must clearly explain the medical reason and why this has impacted on your ability to complete the examination or submit the task on time.

## Practical Submissions

For example, a Visual Arts body of work/Society and Culture Personal Interest Project/Major Project.

If, because of illness or misadventure, you experience difficulties in completing your practical submission, you must advise your class teacher. He/she will complete Section B of the form. **You must submit all drafts or workings on the due date.**

## Performance Examinations

**For example, a Drama/Music performance examination or assessment task.**

If illness or misadventure occurs before the examination begins and you are still able to attend the examination, notify your teacher or Year Deputy Principal before you begin the examination.

Before starting your examination, advise the Supervising Teacher of your situation. Do not hesitate to approach the Supervising Teacher as his/her comments and observations will be important in assessing your Illness/Misadventure application. In the case of performance examinations, it is not necessary to have Section B of the form completed. The Supervising Teacher will complete a report form and submit it separately to Toormina High School.

## Written Examinations

If you are suffering from illness or misadventure but are still able to attend the examination, notify the Supervising Teacher (the person supervising the examination) when you enter the examination room. If the illness or misadventure occurs during the examination, notify the Supervising Teacher at once. Do this at every examination session in which you consider your performance may be affected.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

## Assessment Tasks

If you are suffering from illness or misadventure but are still able to attend the in-class assessment task or submit the assessment task on the due date, notify the Supervising Teacher or Office Staff when you submit the task. If the illness or misadventure occurs during the in-class assessment, notify the Supervising Teacher at once.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

If you suffer an illness or misadventure during an in-class assessment task or from the time you are notified of a task to the due date, **you will be required to submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

## Extension of Time

If you are suffering from illness or a misadventure and are unable to complete a 'take home assessment task' in time, you may apply for an extension of time. These will be considered on a case-by-case basis. **You must submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

## Your Rights and Responsibilities

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be submitted by your parent/guardian on your behalf.

All applications must be submitted on a Toormina High School Illness/Misadventure form.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

No section of the form should be completed before the relevant examination or assessment task has been conducted, or before the due date for practical submissions. In the event that an extension is requested, please submit the application as soon as possible prior to the due date.

Before signing page 1, read the statements above the signature box very carefully. It is strongly recommended that you sign the form only after you have completed Section A, and after Section C has been completed by an appropriate person.

If Section C is incomplete and you did not attend an examination or submit the assessment task, you might not receive a result in that course. This could mean that you are ineligible for the award of the Higher School Certificate.

## Submitting Your Form

- All applications are to be submitted to the principal for consideration. Please submit your application to the school office
- In each case you will receive the student acknowledgement slip. Please keep this acknowledgement slip until you have been advised of the result of your application.

## The Application Process

The Illness/Misadventure will be considered by the principal in consultation with relevant staff and will consider and make a recommendation on each application on the basis of:

- the evidence presented in your Illness/Misadventure application, and
- Any relevant school-based data.

Complex matters may be referred to an independent medical expert for advice.

You will be notified of the outcome of your application within three days of you submitting the Illness/Misadventure form.

If you have any questions about the Illness/Misadventure program please contact the principal. Please call (02) 6653 3077.

**PLEASE RETAIN THIS INFORMATION GUIDE**

# Assessment Task Submission Forms

## Instructions for Completing and Submitting this Application

Refer to the *Information Guide for Students* for further information

### Students

#### Written examinations

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form on each day of each exam you apply for.
- Notify the Supervising Teacher for every exam you apply for.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

#### Practical submission (e.g., Visual Arts body of work)

- Complete a new application for each task/examination.
- Complete page 1 and Section A.
- Have Sections C1 and/or C2 completed by an appropriate person(s).
- Hand this form to School Office.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

#### Performance examination (e.g., Music Performance)

- Complete a new application for each task/examination.
- Before beginning your exam, approach the Supervising Teacher. Advise him/her of your illness and/or misadventure. The Supervising Teacher will be asked to complete a Section B. This report will be requested by the principal.
- Complete Section A of the form.
- Take this form to your doctor or other appropriate person who should complete Sections C1 and/or C2.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

#### Assessment Tasks

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office

### Closing Dates for Applications

- **Practical examinations:** Three days after the examination or submission date.
- **Assessment tasks:** Three days after the due date or submission date.
- **Written examinations:** Within three days of the student's last examination.
- **Application for extension:** As soon as possible but no less than 3 days prior to the assessment due date. **Draft works will be required to be submitted on the original due date of the assessment task.**

# Assessment Task Submission Forms

## Application due to Illness/Misadventure

### Section A

**To be completed by the Student**

Family name	First name	Date of Application

#### Closing Dates

- **Practical examinations:** Three days after the examination or submission date.
- **Assessment tasks:** Three days after the due date or submission date.
- **Written examinations:** Within three days of the student's last examination.
- **Application for extension:** As soon as possible but no less than 3 days prior to the assessment due date. ***Draft works will be required to be submitted on the original due date of the assessment task.***

**IMPORTANT: Only list the Course that you are applying for**

Course <small>(Please include specific component and/or item affected e.g., drama group performance, Music 1 elective 3.)</small>	Examination date or Submission date	Did you receive disability provisions for this course

**Have you lodged a separate Illness/Misadventure form for any other examination or assessment task?**

**YES / NO**

**If YES, which examination(s)/assessment task?**



# Assessment Task Submission Forms

## Student Declaration

- I have carefully read the Information Guide for Students, detailing Illness/Misadventure applications and the instructions on this form. I have completed each item on the checklist.
- I consider that my examination or assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination(s), as set out above and in Section A of this form.
- I declare that all the information I have supplied is true.
- I give permission for a medical practitioner appointed by Toormina High School or its officers, to obtain further details from any person who has provided evidence in Sections C1 and/or C2, if applicable and considered necessary by Toormina High School.

### Student Signature:

(Student must sign unless incapacitated)

**Date:**

**This application must be lodged by the student unless incapacitated. If the application is lodged on behalf of the student, please complete the below:**

<b>Name of person lodging application (Please print):</b>	<b>Reason the student is not lodging the application:</b>
<b>Signature:</b>	<b>Contact number:</b>

I am applying for:

- Illness or misadventure leading up to or during an examination
- Illness or misadventure leading up to or during an in-class assessment task
- Illness or misadventure leading up to or during a take-home assessment task
- Extension of time for a take-home assessment task
- Other: .....

Date	Examination or assessment task	Details of Effect on Performance	Attendance
	One paper only per application	Use a new form for EACH written examination session or practical examination session or assessment task in which you are applying. Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.	Did you attend the examination or submit the task?  YES/NO

**The student needs to complete Section C and submit the application to the office.**

# Assessment Task Submission Forms

## Section B

**To be completed by the Class/Supervising Teacher (if required by the principal)**

- **Written examination:** to be completed by the Supervising Teacher
- **Practical submissions:** to be completed by the Class Teacher
- **Performance/Speaking examinations:** to be completed by the Class Teacher
- **In-class assessment task:** to be completed by the Supervising Teacher

<b>Name:</b>		<b>Signature:</b>	
<b>School Name:</b>		<b>Position:</b>	
<b>Contact number:</b>		<b>Date:</b>	

Please attach a separate sheet if you wish to make further comments that might assist in the consideration of the application.

Examination or Assessment Task	Record fully your observations of distress or disadvantage suffered by the student. It is most important that this section is completed for EVERY examination or assessment task in which the student has applied.	Did the student report illness or misadventure?  YES/NO	Estimate of total time lost during examination or task (hrs/mins).

# Assessment Task Submission Forms

## Section C

### To be completed by:

- Independent evidence of illness – complete Section C1.
- Independent evidence of misadventure – complete Section C2.

**Please Note: The person completing Section C1 or C2 must NOT be related to the student.**

Toormina High School advises that students should attend examinations unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek independent medical advice either immediately before or after each examination. **A note from the parent is NOT acceptable.**

The student has agreed in writing to a medical practitioner appointed by Toormina High School, obtaining further information relating to the student's application from anyone completing Section C1 or C2.

### Section C1 Independent evidence of illness: to be completed by a medical practitioner. Please note that any fee for providing this report is the responsibility of the student.

Diagnosis of medical condition:		Date of onset of illness:	
<b>Date(s) and time(s) of all consultations/meetings relating to the illness:</b>			
<p><b>Please describe how the student's condition/symptoms could affect their examination or assessment task performance. (If the student was unable to attend an examination or submit an assessment task on time it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)</b></p>			
<p><b>Any other comments or information which may assist in the assessment of the student's application. (If there is not enough space, please attach additional sheet(s).)</b></p>			
Name:	Profession:	Place of work:	
Telephone:	Signature:	Date:	

# Assessment Task Submission Forms

## Section C2

**Independent evidence of misadventure: to be completed by a relevant person such as a police officer (This DOES NOT INCLUDE A PARENT)**

Description of Event:

<b>Date of misadventure</b>		<b>Are you known to the student?</b>	YES / NO
<b>Were you a witness to the event?</b>	YES / NO	<b>If NO, how did you obtain the evidence you are providing</b>	
<b>Name:</b>	<b>Profession:</b>	<b>Place of work:</b>	
<b>Telephone:</b>	<b>Signature:</b>	<b>Date:</b>	

SAMPLE

# Assessment Task Submission Forms

## Section

### D

#### To be completed by the Principal

- Ensure that the student has been given the acknowledgement slip at the bottom of this page.
- Complete Section D of this form. Identify any students from your school where the basis of the application is of a related nature (e.g., motor vehicle accident on the way to an examination).
- Photocopy Sections A, B, C and D and any attachments for your records.

#### Principal's Statement (Must be completed by the Principal)

##### Comments on this application

This statement should relate directly to the genuineness of the application, and should include a recommendation based on the information available to the school.

SAMPLE

<b>Name (Print)</b>		<b>School</b>	
<b>Signature</b>		<b>Date</b>	

## Assessment Task Submission Forms

### Section E - Outcome

**To be completed by the Principal**

Approved/Not Approved (circle one)

Reason for decision:

### Section F – Penalty/Penalties to be Applied

**To be completed by the Principal**

	No marks to be awarded – N-Award Warning letter to be issued
	Sit or submit the task without penalty
	Complete an alternate task
	Task to be submitted with penalty – Indicate the Penalty applied:
	No extension granted
	Estimate to be given (only to be used in extraordinary circumstances)
	Approved extension without penalty – indicate new due date:

**Note: Student to receive a copy of Section E and Section F once determination has been made.**

### Illness/Misadventure Application Acknowledgement

To be completed by Principal or Delegate and retained by the student

<b>Student's Name</b>	
<b>I acknowledge receipt of your Examination Illness/Misadventure application</b>	
<b>Name (Print)</b>	
<b>Signature</b>	