



HUNTER RIVER HIGH SCHOOL

ASSESSMENT POLICY & PROCEDURES

PRELIMINARY COURSE 2022

Name: _____





Message from the Principal

Dear students, parents and carers,

This booklet contains the assessment procedures and schedules for the courses offered by Hunter River High School for Year 11, 2022.

The course assessment procedures contained in this booklet should be read in conjunction with the course outlines, and are accurate at the time of publication.

The NSW Education Standards Authority (NESA) requires that an assessment process be undertaken for the award of grades at the completion of Preliminary Courses. All schools must follow NESA regulations.

Syllabuses for Year Courses are all expressed in terms of the outcomes students are to work towards achieving. The NESA also clearly defines the standards that students are to be assessed against. The syllabuses of all subjects can be found on the NESA website;

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

The Principal may use their discretion in not awarding grades in Year 11 Courses where a student has failed to meet the requirements and one or more of the following has occurred:

- Non course completion through diminished attendance
- Non-participation in learning experiences and assessment tasks
- Not meeting requirements in terms of application such as non serious, or frivolous, attempts at tasks
- Not satisfactorily attaining the course outcomes

Students at Hunter River High School are responsible for the educational choices they make and the consequences of these choices. The school aims to support and guide students throughout their educational journey. If students require help it is our desire that they access support early, before the issue escalates and becomes too large to manage. Students need to maintain communication channels with parents, class teachers, the Year Advisor, the Careers Advisor, the SLA coordinator, Deputy Principals and the Principal. In addition, the School Counsellor is available to help, especially with personal or family issues.

Parents and students should feel free at any time to contact the school to discuss any matter relating to senior studies or career options.

Yours sincerely,

Deb Dibley
Principal



Board Developed Course - Head Teachers

Aboriginal Studies	Mr L Winter (Rel)
Biology	Mr M Robson
Business Studies	Mr L Winter (Rel)
Chemistry	Mr M Robson
Community & Family Studies	Mrs A Thompson
Dance	Mr S Lloyd (Rel)
English Advanced	Mr S Friend
English Standard	Mr S Friend
Geography	Mr L Winter (Rel)
Industrial Technology Metal	Mr J Watson (Rel)
Industrial Technology Timber	Mr J Watson (Rel)
Investigating Science	Mr M Robson
Legal Studies	Mr L Winter (Rel)
Mathematics Ext.	Ms R Thomas
Mathematics	Ms R Thomas
Mathematics Standard 1	Ms R Thomas
Mathematics Standard 2	Ms R Thomas
Modern History	Mr L Winter (Rel)
Music 1	Mr S Lloyd (Rel)
PDHPE	Mrs A Thompson
Physics	Mr M Robson
Visual Arts	Mr S Lloyd (Rel.)

Board Developed Vocational Education and Training

Construction Pathways	Mr J Watson (Rel)
Food and Beverage	Mr J Watson (Rel)
Primary Industries – Agriculture	Mr M Robson
Retails Services	Mr L Winter (Rel)

Content Endorsed Courses

Engineering	Mr J Watson (Rel)
English Studies	Mr S Friend
Marine Studies	Mr M Robson
Numeracy	Ms R Thomas
Photography	Mr S Lloyd (Rel)
Sport, Lifestyle & Recreation Studies	Mrs A Thompson
Work Studies	Mr L Winter (Rel)
<u>NESA Contact:</u>	Mr S Lloyd (Rel)
<u>Year Advisor:</u>	Mrs T Dixon

What is Assessment?

Assessment is the process of gathering information and making judgements about student achievement. The NSW Higher School Certificate is based on:

- an assessment mark submitted by the school and produced in accordance with the NSW Education Standards Authority (NESA) requirements for the internal assessment program; **and**
- an examination mark derived from the HSC external examinations.

The use of both internal assessment and external examinations of students' achievement allows measures and observations to be made at several points and in different ways throughout the course. The final assessment mark represents a measure of a student's achievement at the end of the course in Year 12. The assessment is based on achievements measured throughout the course and provides an indication of a student's attainment of a wider range of syllabus objectives, than is measured by an examination alone.

The assessment allows due weight to be given during a course to student achievement, which although evident to subject teachers, may not be adequately assessed in a single external examination. Each task assesses the student's actual, not potential performance.

All My Own Work

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Preliminary HSC courses students were required by the NSW Education Standards Authority (NESA) to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The program modules are:

- Scholarship Principles and Practices;
- Acknowledging Sources;
- Plagiarism;
- Copyright; and
- Working with Others.

Communication

Students will be given a minimum of 2 weeks' notice when a task is to be used for assessment and they will be given meaningful feedback in a timely manner after the task has been marked. The process of feedback for a particular task will be included in the assessment task notification.

Students are required to sign the assessment register to acknowledge receiving a task; when submitting the assessment task for marking; and again when the assessment task is returned.

Additional tasks or variations to the written program can occur only in consultation with the Deputy Principal. Students will be formally advised of these changes and be required to sign for the new scheduled task.

Submission of Tasks

Tasks must be submitted to the classroom teacher on the due date with an assessment task cover sheet proforma attached. Completing and signing this form is a declaration by the student that the task submitted is their own work and has not been previously submitted in any other course.

If the teacher is absent or unavailable, the task must be submitted to the relevant Head Teacher or, in cases where that is not possible, the Deputy Principal. It may also be possible to email the task to the relevant teacher. Students should ensure they sign the assessment task register when handing in a task. The method/s of task submission will be communicated on the assessment task notification.

Tasks not submitted by the due date will receive zero marks, however must still be completed. If a student wishes to appeal this, the guidelines set out in the Assessment Policy under the heading of 'Illness-Misadventure Appeal' must be followed.

Tasks submitted late will still be marked and the student will receive feedback from their teacher. Students must make a serious attempt at over 50% of the total course assessment or the Principal will certify that the Preliminary or HSC course has not been studied satisfactorily.

Illness – Misadventure Appeals

Students are expected to make a genuine attempt at all assessment tasks and complete them on time. When this is not possible, the student should contact the teacher and the Head Teacher as a matter of urgency. If an Illness/Misadventure form is to be lodged on a submitted task, it is desirable that it be made prior to the day the task is due with work done up to that point attached.

It is a serious situation if a student is absent on the day of an in-class task or on the day a task is due. An Illness or Misadventure Appeal Form must be completed in this case. It is the student's responsibility to lodge this form within two days with the respective Head Teacher. A Doctor's Certificate (or from another health professional) or a letter from the parent/caregiver is required to explain the absence if the student was sick. In the case of misadventure, written evidence from another person such as a police officer should be provided. This person must not be related to the student. In the case of a death in the family, written notification is required.

Failure to submit an Illness or Misadventure Appeal Form will be interpreted as an admission that the student can offer no valid reason for late assessment, and accordingly a mark of zero will be awarded for the task. Assessment tasks submitted after the due date, without independent evidence of illness or misadventure may be awarded zero marks.

If a student becomes ill during the sitting of a task, the teacher/supervisor should be informed and an Illness or Misadventure Appeal Form submitted.

As much detail as possible should be provided to support the student's case on the Illness or Misadventure Appeal Form. Appeals will be considered as follows:

- In the case of documented medical issues, the Head Teacher will advise the relevant classroom teacher that consideration is to be given.
- In other cases, the respective Head Teacher will organise a panel consisting of the Principal and one or more of the following - Deputy Principal, Year Adviser, AEO and the relevant Head Teacher to consider the application.

Where an acceptable reason is given and supported (e.g. medical certificate), the student may be:

- **set a substitute task**
- **granted an extension with or without penalty** (even if the student has completed the task on the first day back, an IM form must be submitted as this is regarded as an extension).
- **in exceptional circumstances, provided an estimate based on other evidence.** (If an estimate is granted as an outcome, the HT must follow NESA policy in determining the estimated mark *at the end of the course* based on demonstrated student achievement corresponding to the original task outcomes).

If an extension is provided, students must sign for the new due date on the Illness & Misadventure Form. The Class Teacher will provide the student with a copy of this form. Students may lodge an appeal/review of the final decision.

You cannot submit an appeal on the basis of:

- no access to technology;
- loss of work due to technology malfunction;
- stolen technology;
- difficulties in preparation or loss of preparation time - for example, as a result of illness during the course;
- alleged deficiencies in tuition;
- long-term illnesses such as glandular fever - unless you have suffered a 'flare-up' or exacerbation of your symptoms during the assessment period;
- the same grounds for which you received special exam provisions - unless you have experienced additional difficulties during an exam session;
- misreading the exam timetable;
- reading exam instructions incorrectly; or
- attending a school excursion or representing the school.

Illness or Misadventure Appeal Forms are available from each faculty Head Teacher and Deputy Principals. An Illness or Misadventure Appeal Form is included at the end of this booklet.

Submission of 'Draft Work'

Students are permitted to submit 2 drafts of their work prior to the due date for feedback – an initial draft and a final draft. Staff will provide feedback in a timely manner. Draft work will be accepted up until 4 school days before the task due date.

N-Determinations

Students may be given an N-Determination for having not:

1. followed the course developed or endorsed by the NSW Education Standards Authority (NESA);
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and/or
3. achieved some or all of the course outcomes.

At any point during Stage 6, when a student is not meeting NESA requirements, the following procedure will be followed:

Step 1: The teacher will interview the student to determine why NESA requirements are not being met.

Step 2: If the work is not completed within an agreed time, the student will be advised that an 'N Determination

'Warning' has been made and a written notification will be mailed to the student's home.

Step 3: Steps 1 & 2 are followed with any further unsatisfactory progress/task completion.

If there are 2 'N Determination Warnings' given, a Final N Determination may occur.

This will result in either:

- the student being excluded from that course. This usually means the student will have insufficient units of work for the award of the Preliminary HSC or the HSC; or
- the student may be expelled due to 'unsatisfactory participation in learning by a student of post-compulsory school age'.

If a final N Determination is made, it will be submitted to NESA. A student has a right to appeal this decision. This must be done by completing and submitting an official NESA Appeal Form.

Reporting

Students will receive 2 formal reports during the Preliminary Course and 2 during the HSC course. This will be based on achievement of course outcomes. Students will also receive notification of their rank order in each subject, based on their school assessment during and at the conclusion of the course. Final assessment marks are confidential.

Non-Assessment Periods

There will be no assessable tasks scheduled during the week before examinations, nor within the period of the examinations other than the assessable examinations themselves.

Confidentiality

A student's performance in any assessment task or cumulatively in a course is a matter of concern and interest to the subject teacher; the Year Advisor; the relevant Head Teacher; the Deputy Principal; the Principal; the student's parents; and the student. Results relating to one student's performance are not released to other students.

Malpractice

Malpractice represents a significant breach of the ethical requirements of All My Own Work as determined by NESA. Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date; and
- assisting another student to engage in malpractice.

Should malpractice be suspected, students will be required to demonstrate that the work is entirely their own.

Any student participating in malpractice will be awarded zero marks for the task. In addition, all incidents of malpractice are mandatorily notified to NESA.

Additionally, if an assessment task or examination is deemed to be a non-serious attempt, the student will be awarded zero marks.

Offensive / Non Serious Attempts

Non serious attempts will receive a zero mark. Should a student submit an assessment task which is offensive, the matter will be referred to the Principal.

Student Absences

Students who have been absent from school should, on every occasion, ask the teacher if assessment information has been given out immediately on return to school. Extension of time will NOT be granted unless there are exceptional circumstances. An Illness or Misadventure Appeal Form would need to be completed in this situation. Students who have prolonged absences need to contact the school as a matter of urgency.

In extreme cases, such as prolonged absence, the Principal may authorise an 'estimate' rather than a substitute task.

If a student has prior knowledge that they will be absent when an assessment task takes place, or needs to be submitted, it is the responsibility of the student to arrange a time prior to the date of the task, for submission, or to sit the task. This should be arranged with the individual Class Teacher using an Illness or Misadventure Appeal Form.

Excursions / Representing the School

If a student is participating in an excursion or representing the school on the day an assessment task is due, then the task should be presented before the planned activity or sent via email to the subject teacher by the due date. In exceptional circumstances, when this is not possible, an Illness or Misadventure Appeal Form needs to be completed for consideration.

Special Provisions

It is the responsibility of students with additional needs to remind their teacher of their needs at least one week prior to each scheduled assessment task. This will allow time for the particular provisions to be organised.

Attendance

Where a student's attendance is causing concern, the student may be asked to show evidence to the Head Teacher that they have applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school and that they are not in danger of not completing the course. Any student who attends less than 85% of lessons would be deemed to be causing concern. N-Warning letters stating the work required to be completed will be sent home via mail, email or handed to the student. This work must be completed for the N-Warning to be redeemed.

Special Notes

NESA has determined policies in relation to students who change schools during the assessment period and those who repeat the HSC. The Deputy Principal should be approached in these circumstances.

The Principal or the Principal's delegate has the right to make rulings in special cases when exceptional circumstances make the procedures of this policy inappropriate.

Student Responsibilities

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education.

Students should:

- be familiar with all assessment requirements and deadlines;
- organise an efficient program of study and work;
- complete and submit all assessable tasks by the due date;
- seek advice and assistance from teachers and discuss difficulties and needs openly; and
- seek clarification from teachers when there is misunderstanding regarding marks allocated for specific tasks (students are encouraged to consult with the Head Teachers and their subject teachers also).

It is emphasised that marks can only be queried at the time the tasks are returned.

Aboriginal Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Perspectives on Relationship to Country Media File	Task 2: Local/Comparative Case Study: Research and Report	Task 3: Formal Written Examination
		Date: Term 1 Week 10	Date: Term 2 Week 8	Date: Term 3 Week 9/10
		Outcomes: P1.1, 2.2, 4.1	Outcomes: P2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	Outcomes: P1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3
		TASK WEIGHTINGS		
Knowledge & understanding of content	40%	10%		30%
Investigation, analysis, synthesis and evaluation of information from a variety of sources & perspectives	15%	5%	10%	
Research & enquiry methods	20%	10%	10%	
Communication of information, ideas & issues in appropriate forms	25%	5%	10%	10%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3 explains a variety of responses to social justice and human rights including bias and stereotyping of Aboriginal peoples and cultures
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices
- P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous people

Biology

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Practical: Enzyme Activity	<u>Task 2:</u> Depth Study: Adaptations to a Local Environment	<u>Task 3:</u> Examination
		<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11-8	<u>Outcomes:</u> BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-9 BIO11-10	<u>Outcomes:</u> BIO11/12-6 BIO11-8 BIO11-9 BIO11-10 BIO11-11
TASK WEIGHTINGS				
Modules Assessed		Module 1	Modules 2-3	Modules 1-4
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	5%	5%	30%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 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 describe 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

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Case Study Extended Response	Task 2: Small Business Report	Task 3: Formal Written Examination
		Date: Term 1 Week 10	Date: Term 3 Week 7	Date: Term 3 Week 9/10
		Outcomes: P1, P5, P6, P7, P8, P9	Outcomes: P4, P7 P8, P9	Outcomes: P1-6, P9 P10
		TASK WEIGHTINGS		
Knowledge & understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%		10%
Inquiry & research	20%	5%	15%	
Communication of business information, ideas & issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	35%	35%

Outcomes

A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on business
- 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 I appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Chemistry

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Depth Study	<u>Task 2:</u> Practical	<u>Task 3:</u> Examination
		<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> CH11/12-5 CH11/12-6 CH11/12-7 PH11-8	<u>Outcomes:</u> CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11-9	<u>Outcomes:</u> CH11/12-1→7 CH11-8→11
TASK WEIGHTINGS				
Modules Assessed		Module 1	Module 2	Modules 1-4
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	5%	5%	30%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

Community & Family Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Interview	<u>Task 2:</u> Group Observation	<u>Task 3:</u> Formal Written Examination
		<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 6	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> P1.1, P1.2, P4.1, P4.2, P5.1, P6.1	<u>Outcomes:</u> P1.2, P2.1, P2.3, P4.1, P4.2, P6.2	<u>Outcomes:</u> P1.1 – P6.2
TASK WEIGHTINGS				
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
Total	100%	30%	30%	40%

Outcomes

A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the inter-relationships 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
- P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2 develops a sense of responsibility for the wellbeing of themselves and others
- P7.3 appreciates the value of resource management in response to change
- P7.4 values the placement of management in coping with a variety of role expectations

Dance

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Performance: practical and verbal discussion with set questions. Appreciation: research and analytical response work 1.	Task 2: Performance: practical work with interview and process diary. Composition: work in progress, process diary and discussion.	Task 3: Composition: completed work, process diary and discussion. Appreciation: written essay work 2.
		Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: P1.1, P2.2, P2.3, P2.4, P2.5, P4.1, P4.2, P4.3	Outcomes: P1.2, P1.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.4	Outcomes: P3.2, P3.3, P3.5, P3.6, P4.2, P4.3, P4.4
		TASK WEIGHTINGS		
Performance Core	40%	15%	25%	
Composition Core	30%		15%	15%
Appreciation Core	30%	15%		15%
Marks	100%	30%	40%	30%

Outcomes

Through activities in performance, composition and appreciation, a student:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an art form
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an art form and its inherent expressive qualities
- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6 values self-discipline, commitment and consistency in technical skills and performance
- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concert/intent
- P3.7 values their own and others' dance activities as worthwhile
- P4.1 understands the socio-historic context in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation
- P4.5 values the diversity of dance from national and international perspectives

English Advanced

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Imaginative and Analytical/ Reflective Common Module: Reading to Write – Dystopian Fiction	<u>Task 2:</u> Multi Modal Presentation Module A: Narratives that shaped our World	<u>Task 3:</u> Yearly Examination Critical Response Module B: Critical Study of Literature
		<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> EA11-3 EA11-5 EA11-6 EA11-9	<u>Outcomes:</u> EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-7 EA11-9	<u>Outcomes:</u> EA11- 3, EA11-5 EA11-8, EA11-9
TASK WEIGHTINGS				
Knowledge and understanding of course content	50%	20%	15%	15%
Investigation... Research & enquiry... Communication of information...	50%	20%	15%	15%
TOTAL	100%	40%	30%	30%

Outcomes

A student:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English Standard

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Part A: Creative Response Part B: Analytical Response Common Module: Reading to Write	<u>Task 2:</u> Multi Modal Presentation and Reflection Module A: Contemporary Possibilities	<u>Task 3:</u> Analytical Response Module B: Close study of Literature
		<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6 EN11-7, EN11-9	<u>Outcomes:</u> EN11-1, EN11-2 EN11-3, EN11-5 EN11-7, EN11-9	<u>Outcomes:</u> EN11-1, EN11-3 EN11-4, EN11-5 EN11-6, EN11-7 EN11-8
TASK WEIGHTINGS				
Knowledge and understanding of course content	50%	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	15%	15%
TOTAL	100%	40%	30%	30%

Outcomes

A student:

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Written Report Mandatory Module: Achieving through English	Task 2: Multi Modal Presentation Elective Module F: MiTunes and Texts- -English and the language of song	Task 3: Collection of Work – Portfolio Elective Module E: Playing the Game- English in Sport
		Date: Term 1 Week 11	Date: Term 2 Week 10	Date: Term 3 Week 9/10
		Outcomes: ES11-1, ES11-4 ES11-5, ES11-6	Outcomes: ES11-2, ES11-3 ES11-6, ES11-7 ES11-8	Outcomes: ES11-1, ES11-4 ES11-5, ES11-7 ES11-9, ES11-10
TASK WEIGHTINGS				
Knowledge & understanding of course content		50%	15%	15% 20%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively		50%	15%	15% 20%
TOTAL		100%	30%	30% 40%

Outcomes

A student:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Geography

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Fieldwork Report - Biophysical Interactions	<u>Task 2:</u> Senior Geography Project	<u>Task 3:</u> Formal Written Examination
		<u>Date:</u> Term 2 Week 2	<u>Date:</u> Term 3 Week 6	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> P 1, 2, 3, 6, 9, 11, 12	<u>Outcomes:</u> P 1, 4, 6, 7, 8, 9,10	<u>Outcomes:</u> P 1-12
TASK WEIGHTINGS				
Knowledge & understanding of course content	40%	5%	10%	25%
Geographical tools & skills	20%	5%		15%
Geographical inquiry & research, including fieldwork	20%	10%	10%	
Communication of geographical information, ideas & issues in appropriate terms	20%	10%	10%	
Total	100%	30%	30%	40%

Outcomes

A student:

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components, which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

Industrial Technology Metal

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Industry Task	<u>Task 2:</u> Preliminary Project and Portfolio	<u>Task 3:</u> Formal Written Examination
		<u>Date:</u> Term 2 Week 2	<u>Date:</u> Term 3 Week 6	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> 1.1,1.2, 2.1, 5.1, P5.2, 6.1, 6.2, 7.1, 7.2	<u>Outcomes:</u> 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2	<u>Outcomes:</u> 1.1, 1.2, 2.1, 6.1, 6.2,7.1, 7.2
		TASK WEIGHTINGS		
Knowledge and understanding of course content	40%	20%		20%
Knowledge and skills in the management, communication and production of projects	60%	10%	40%	10%
Total	100%	30%	40%	30%

Outcomes

A student:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices ad correct workshop equipment maintenance techniques
- P2.2 works efficiently 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 principals 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 material/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 principals 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

Industrial Technology Timber

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Industry Task	<u>Task 2:</u> Preliminary Project and Portfolio	<u>Task 3:</u> Formal Written Examination
		<u>Date:</u> Term 2 Week 2	<u>Date:</u> Term 3 Week 6	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> 1.1, 1.2, 2.1, 5.1, P5.2, 6.1, 6.2, 7.1, 7.2	<u>Outcomes:</u> 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2	<u>Outcomes:</u> 1.1, 1.2, 2.1, 6.1, 6.2, 7.1, 7.2
TASK WEIGHTINGS				
Knowledge and understanding of course content	40%	20%		20%
Knowledge and skills in the management, communication and production of projects	60%	10%	40%	10%
Total	100%	30%	40%	30%

Outcomes

A student:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices ad correct workshop equipment maintenance techniques
- P2.2 works efficiently 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 principals 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 material/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 principals of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Investigating Science

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Depth Study	<u>Task 2:</u> Data Analysis	<u>Task 3:</u> Examination
		<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS11-8	<u>Outcomes:</u> INS11/12-5 INS11/12-6 INS11-9 INS11-10	<u>Outcomes:</u> INS11/12-1→7 INS11-8→11
TASK WEIGHTINGS				
Modules Assessed		Module 1	Modules 2-3	Modules 1-4
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	5%	5%	30%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9 examines the use of inferences and generalisations in scientific investigations
- INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11 describes and assesses how scientific explanations, laws and theories have developed

Legal Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> The legal system topic test	<u>Task 2:</u> Individual and the Law Media File	<u>Task 3:</u> Preliminary Examination
		<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> P1-4, 6, 8	<u>Outcomes:</u> P1, 4, 6, 8, 9	<u>Outcomes:</u> P1-7, 9-10
TASK WEIGHTINGS				
Knowledge & understanding of course content	40%	15%		25%
Inquiry and research	20%		20%	
Analysis and evaluation	20%	10%	10%	
Communication	20%	5%	10%	5%
TOTAL	100%	30%	40%	30%

Outcomes

A student:

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues

Marine Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Research	Task 2: Practical	Task 3: Examination
		Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: 1.3, 2.2, 3.4	Outcomes: 4.1, 4.2, 5.3	Outcomes: 1.1 → 5.4
TASK WEIGHTINGS				
Modules Assessed		Core 2	Module 5	Core 1-5 Module 5, 13, 16
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	5%	5%	30%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

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

Mathematics Advanced

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Question Bank & Topic Test – Working with Functions	<u>Task 2:</u> Investigation Style Assessment – How are concert spaces designed?	<u>Task 3:</u> Formal Written Examination
		<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> MA11-1, 3, 4, 8, 9	<u>Outcomes:</u> MA11-1, 2, 3, 4, 5, 8, 9	<u>Outcomes:</u> MA11- 1, 2, 3, 4, 5, 6, 7, 8, 9
TASK WEIGHTINGS				
Understanding, fluency and communicating	50%	20%	15%	15%
Problem solving, reasoning and justification	50%	15%	15%	20%
Total	100%	35%	30%	35%

Outcomes

A student:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank & Topic Test – Further Work with Functions & Polynomials	Task 2: Investigation Style Assessment – Inverse Trigonometric Functions Screencast	Task 3: Formal Written Examination
		Date: Term 2 Week 2	Date: Term 2 Week 10	Date: Term 3 Week 9/10
		Outcomes: MA11-1, 2, 6, 7	Outcomes: MA11-1, 3, 6, 7	Outcomes: MA11- 1, 2, 3, 4, 5, 6, 7
TASK WEIGHTINGS				
Understanding, fluency and communicating	50%	20%	15%	15%
Problem solving, reasoning and justification	50%	15%	15%	20%
Total	100%	35%	30%	35%

Outcomes

A student:

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Mathematics Standard

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank & Topic Test - Probability	Task 2: Investigation Style Assessment – Money & Budgeting	Task 3: Formal Written Examination
		Date: Term 1 Week 7	Date: Term 2 Week 7	Date: Term 3 Week 9/10
		Outcomes: MS11-8, 9, 10	Outcomes: MS11-2, 5, 6, 9, 10	Outcomes: MS11- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
TASK WEIGHTINGS				
Understanding, fluency and communicating	50%	20%	15%	15%
Problem solving, reasoning and justification	50%	15%	15%	20%
Total	100%	35%	30%	35%

Outcomes

A student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional figures and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Modern History

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Source Analysis	<u>Task 2:</u> Historical Investigation	<u>Task 3:</u> Preliminary Examination
		<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 3 Week 1	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> 11-1, 11-3, 11-6, 11-7	<u>Outcomes:</u> 11-2, 11-5, 11-8, 11-9, 11-10	<u>Outcomes:</u> 11-1, 11-3, 11-4, 11-6, 11-9
TASK WEIGHTINGS				
Knowledge & understanding of content	40%	20%		20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	10%	
Historical inquiry & research	20%		20%	
Communication of historical understanding in appropriate forms	20%		10%	10%
TOTAL	100%	30%	40%	30%

Outcomes

A student:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Music 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>
		Composition Portfolio	Viva Voce and Aural Analysis	Aural & Performance Examination
		<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> P2, P3, P4, P5, P7	<u>Outcomes:</u> P2, P4, P6, P7, P8	<u>Outcomes:</u> P1, P4, P5, P6, P7, P8
TASK WEIGHTINGS				
Performance Core	25%			25%
Composition Core	25%	25%		
Musicology Core	25%		25%	
Aural Core	25%		10%	15%
Total	100%	25%	35%	40%

Outcomes

Through activities in performance, composition, musicology and aural, a student:

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the culture and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

Note:

- In addition to the assessment tasks, students must undertake a variety of smaller performance, composition, musicology and aural activities FOR EACH TOPIC in order to satisfy syllabus requirements.
- These additional activities may be class bases and/or individual based.
- The exact nature of these tasks will be more thoroughly outlined closer to the date of submission.

Numeracy

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: In – Class Artistic Spaces Assessment	Task 2: In – Class Purchasing a Car Assessment	Task 3: Investigation Style Assessment – Lamington Drive
		Date: Term 1 Week 8	Date: Term 2 Week 7	Date: Term 3 Week 7
		Outcomes: N6-1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2	Outcomes: N6 – 1.1, 1.2, 1.3, 2.4, 2.6, 3.1	Outcomes: N6 – 1.1, 1.2, 1.3, 2.1, 2.4, 2.6, 3.1, 3.2
		TASK WEIGHTINGS		
Knowledge and Understanding	50%	15%	15%	20%
Values and Attitudes	50%	20%	15%	15%
Total	100%	35%	30%	35%

Outcomes

A student:

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts.
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems.
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions.
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems.
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature.
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability.
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance.
- N6-2.5 choose and applies efficient strategies to analyse and solve everyday problems involving location, space and design.
- N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations.
- N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts.
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts.

Personal Development, Health & Physical Education

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Better Health for Individuals (In Class Task)	Task 2: Body in Motion (Research and In-class Essay)	Task 3: Yearly Examination
		Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: P1, P2, P3, P4, P5, P6, P15, P16	Outcomes: P7, P9, P16, P17	Outcomes: All outcomes may be assessed
		TASK WEIGHTINGS		
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
Total	100%	30%	30%	40%

Outcomes

A student:

- P1 identifies and examines why people 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
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

Photography, Video and Digital Imaging

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Wet Photography BOW + VAPD Procedures & Techniques	<u>Task 2:</u> Digital Imaging BOW Photoshop Task	<u>Task 3:</u> Written Examination Formal Preliminary Examination
		<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> M1, 2, 3, 4, 5, 6 CH1, 2, 3, 4, 5	<u>Outcomes:</u> M1, 2, 3, 4, 5, 6	<u>Outcomes:</u> CH1, 2, 3, 4, 5 M1
TASK WEIGHTINGS				
Art making	70%	25%	35%	10%
Art Criticism & Art History	30%	5%	5%	20%
Total	100%	30%	40%	30%

Outcomes

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of occupational 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

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Depth Study	<u>Task 2:</u> Practical	<u>Task 3:</u> Examination
		<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> PH11/12-5 PH11/12-6 PH11/12-7 PH11-8	<u>Outcomes:</u> PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11-9	<u>Outcomes:</u> PH11/12-1→7 PH11-8→11
TASK WEIGHTINGS				
Modules Assessed		Module 1	Module 2	Modules 1-4
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	5%	5%	30%
TOTAL	100%	30%	30%	40%

Outcomes

A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

Sport, Lifestyle & Recreation Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Athletics Training	<u>Task 2:</u> Sports Admin/ Sports Coaching	<u>Task 3:</u> Yearly Exam
		<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 9/10
		<u>Outcomes:</u> 1.1, 1.3, 2.3, 3.3	<u>Outcomes:</u> 1.3, 3.2, 3.1, 4.1	<u>Outcomes:</u> 1.1, 1.2, 1.4, 1.6, 2.1, 2.2, 2.5, 3.1, 3.3, 3.6, 4.5
		TASK WEIGHTINGS		
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in critical thinking, research, analysing and communicating	50%	20%	20%	10%
Total	100%	35%	35%	30%

Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 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
- 2.5 describes the relationship between anatomy, physiology and performance
- 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
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities to adopt roles that support health, safety and physical activity

Visual Arts

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Developing Practice Documented Forms: 'Vanitas' (Body Of Work + VAPD) Written Task: Conceptual Framework response	Task 2: Exploring Representation Body Of Work + VAPD: Artworks exploring historical and contemporary representations of the body, including the seminal artworks annotated to account for historical changes in the representation of the body over time.	Task 3: Written Examination Art Criticism and Art History written examination.
		Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Week 9/10
		Outcomes: P1, 2, 3, 4, 8	Outcomes: P1, 2, 3, 10	Outcomes: P6, 7, 8, 9, 10
TASK WEIGHTINGS				
Art making	50%	20%	30%	
Art Criticism & Art History	50%	10%	10%	30%
Total	100%	30%	40%	30%

Outcomes

A student:

- P1 explores the conventions of practice in art making
- 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 art making
- 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 or artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientation 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 construed

Work Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> My Working Life Report	<u>Task 2:</u> Resume and Cover Letter	<u>Task 3:</u> Workplace Investigation
		<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 2 Week 6	<u>Date:</u> Term 3 Week 7
		<u>Outcomes:</u> 1, 2, 3	<u>Outcomes:</u> 2, 5	<u>Outcomes:</u> 5, 6, 7, 9
TASK WEIGHTINGS				
Knowledge and Understanding	30%	10%	10%	10%
Skills	70%	20%	30%	20%
TOTAL	100%	30%	40%	30%

Outcomes

A student:

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



Hunter River High School Illness / Misadventure Appeal Application

To be completed and handed in to the Head Teacher prior to the Assessment Task, or **within two days of return to school**.

Section A: To be completed by the student.

STUDENT NAME:	YEAR:		
SUBJECT/S:			
Date of Assessment Task	Assessment Task/s affected	Details of effect on performance, <i>if relevant</i>	Attendance Can/did you attend? YES/NO

Section B:

Reason for failure to meet requirements by/on due date (attach any additional evidence to support this application):

Evidence of illness or medical condition, where relevant:

For appeals based on illness or other medical condition, this section will normally be completed by a doctor or other health professional. *However, this person may be a parent or care giver.* The school and NESA advises that students *should attend Assessment Tasks unless it is considered that it would be detrimental to their health.*

Diagnosis / medical condition:

Date of onset of illness or condition:

Dates and time(s) of all consultations / meetings relating to this illness / condition:

Please attach medical certificate/s, where available.

Please describe how the student's condition / symptoms could impede their performance in the Assessment Task.
(If the student was unable to attend an examination, it is imperative that you provide full detail in the space provided or on additional sheets and attach them to this application.)

Any other comments which you feel will assist in the assessment of the student's application. *(If there is not enough space please provide additional sheet/s)*

Section C: Student Appeal

I have carefully read the information sheet detailing Assessment Task Illness / Misadventure Appeals and the instructions at the front of this form, and have completed each item on the checklist.

I consider that my Assessment Task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the Assessment Task, as set out above and in Section A of this form.

I request WWHS to use a moderated assessment mark, based on my other school Assessments, where that mark exceeds my Assessment Task mark for the course/s in which I have appealed. **Where an absence is known in advance, I understand I will need to complete the task prior to the date. I will engage with the Code of Conduct required of me in this instance.**

I declare that all the information I have supplied is true.

Student signature:

Date:

Parent/caregiver signature:

Date:

Name of person lodging appeal *if not the student:*

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Reason not lodged by student:

--

Signature:

--

Telephone:

--

Section D: Head Teacher's Comment

Comment / recommendations in relation to this appeal:

Name (please print):

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Signature:

Date: _____ / _____ / _____

Section E: Result / outcome

Copy to be provided to: student / CT / HT / YA / DP / student file

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date: