



MONARO

High School

PRELIMINARY Assessment Booklet | Year 11



Education
Public Schools

2023

Your Commitment for Success

- | It is **your responsibility** to ensure you are meeting the pattern of study requirements at all times. You cannot change or withdraw from a subject without permission in writing from the school and your parents.
- | It is your responsibility to ensure you are studying twelve units. When you are given an enrolment confirmation sheet from the NSW Education Standards Authority (NESA), it is your responsibility to check and verify that you are correctly enrolled for the Year 11 Course and are eligible for an ATAR, if needed. You must notify the Administration Office if you change your address or any personal details during the year.
- | It is **your responsibility** to complete all class work, assignments, revision and research in addition to assessment tasks. You need to do the best you can in all assessment tasks to give yourself the best possible chance of attaining a good final HSC mark. You need to commit to completing all tasks to the best of your ability and to submit all assessment tasks on time.
- | You must present your own work. Further explanation of this is outlined in the HSC: All My Own Work program.
- | You need to make a commitment that school will be your top priority during the HSC year. This will include a study plan each night for homework, revision, summary writing, assessment tasks, class assignments and study. Work commitments should be balanced with school and leisure commitments.
- | All students at Monaro High School, including Year 11 need to be prepared to wear school uniform to school every day and on official school excursions and sporting visits.
- | **Students** studying Vocational Education and Training (VET) courses need to ensure mandatory Work Placements are completed on time. Additionally, TVET students must meet all Technical and Further Education (TAFE) requirements including satisfactory attendance (that is, not absent for more than three TAFE days).

Table of Contents

Introductory Notes.....	3
Class Attendance.....	3
Assessment.....	4
Completion of Assessment Tasks.....	4
Timing of Assessment Tasks.....	4
Disability Provisions	5
Application for Special Consideration	6-8
Technology	9
Occasions where zero marks may be awarded	10
Appeals	11
The Schools Responsibilities.....	12
Referencing	13-15
Assessment Task Notification.....	16
Assessment Task Change of Date	17
Application for Special Consideration Form	18
Assessment Appeal Application	19
Intent to Use School Based Provisions	20
Year 11 & 12 Assessment Task Cover Sheet	21
Year 11 & 12 Assessment Task Feedback Shet	22
Subject Assessment Schedules	23-45
Vocational Education and Training (VET Courses).....	46-49
Summary of Assessment Tasks Calendar	50-51

Introductory

Introductory Notes:

The following guidelines have been written to assist you to successfully plan and complete your assessment tasks during your Year 11 HSC Studies.

- | The **timing, order or nature of assessment tasks** outlined in this booklet are subject to change and should be read as a guide. Your teacher may make a professional judgement to vary a task.
- | If a **task is varied**, your teacher will discuss this with you. A new date will be issued with written notification. The final decision to vary an assessment task will be made by the Head Teacher of the relevant Faculty.
- | Except in exceptional circumstance, the number of tasks and weightings will not change.
- | **Two weeks written notification of tasks** will always be given. This will be noted on the Assessment Task Notification form.
- | A **marking guideline** will be provided with the assessment task notification (where applicable) or on return of the task.

Course Completion Criteria

You will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that you have:

- (a) followed the course developed or endorsed by NESAs; and
- (b) applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes

Class Attendance

Whilst NESAs does not mandate attendance requirements, **Monaro High School's** policy is that students should have at least a 90% attendance rate in each course. Failure to achieve this rate may result in you not fulfilling some or all of the course completion criteria. Your teachers and Learning Adviser will monitor your attendance and will give early warning if your level of attendance is of concern.

Note: NESAs insists a minimum number of dedicated practical hours in Science Courses must be covered.

Holidays will be used for study and assignment work. Students must not seek to extend their holiday by taking extra time before or after the actual school holiday periods.

Assessment

In each course, teachers are required to assess specific aspects of the course. These items are referred to as Assessment Components.

Assessments can include, but are not limited to:

- | Practical Work
- | Field Work
- | Research assignments, case studies, essays
- | Formal exams, in-class tests
- | Oral presentations, seminars

Completion of Assessment Tasks

Satisfactory completion of a course involves participation in experiences which are integral requirements of the syllabus, including such things as attendance and participation in class activities, practical work and assessment tasks.

NESA expects you to undertake all set assessment tasks and that you make a genuine attempt at each task. The minimum requirement is that you make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. This 50% guideline can be applied in a number of ways including the word length of a task, the length of a presentation and the number of components (for example: question / activities) in a task.

A task that is determined to have not been substantially completed may be treated as a non-serious attempt or as a non-completion. These may result in not being awarded a grade. If you do not comply with the assessment requirements, you may be given an 'N' Determination.

If the Principal determines that you have not fulfilled the above criteria, you will be given a written 'N Determination Warning' with sufficient time for you to correct any problems regarding your application or completion of courses. If the problem is not corrected, then you may be deemed UNSATISFACTORY in that course and an 'N' determination will be made.

In particular, student absence will be regarded seriously, since significant non-attendance will make it very difficult for you to fulfil course requirements.

Timing of Tasks

You will be notified in writing of the specific criteria for each assessment, including the weighting and due date, at least two weeks in advance of the due date. Tasks other than in-class tasks must be submitted **no later than 9.00 am** on the due date, unless otherwise advised on the Assessment Task Notification by your class teacher.

Disability Provisions

NESA has a program to help students with practical support in their High School Certificate examinations. This practical support, known as provisions, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.

Students may need provisions for:

- a permanent condition, such as diabetes or learning difficulty.
- temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods

It is not embarrassing to apply for or use provisions. More than 5000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

To apply for provisions, the school submits an online application to NESA. This application details which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Much of the evidence can be collected by the school, but the parents' role is welcome and needed. Parents help by talking with the school, describing the student's needs, and providing the school with medical or other reports as requested.

Applications for provisions should be submitted by the school to NESA by the end of Term 1. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations. Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

To support the school in applying for provisions your child must contact the Learning & Support Teacher (LaST) and commence this process before the end of Term 4. This will enable sufficient time to conduct the mandatory testing or documentation collating required. If your child has a diagnosed medical condition that will require supporting medical documentation this needs to be dated in Term 4. Please contact the LaST to discuss the necessary medical support documentation.

If you are not satisfied with NESA's decision, it is possible for the school to lodge an appeal. Appeals must state why NESA's decision is unsuitable and must include new evidence to support the appeal.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the LaST.

Intent to use School Provisions:

Students that have applied for disability provisions for assessment tasks (eg. extra time, separate supervision) must complete the Intent to Use School Based Provisions on page 21 and submit to the class teacher 1 week prior to task.

Special Consideration

Application for Special Consideration Form - Absences, Illness and Misadventure

Requesting Extensions:

If you know that you need an extension for a task, an application for Special Consideration can be made. Extensions are not automatic. You will need to supply documentary evidence as to why you have a valid reason for an extension and the Head Teacher of the Faculty must be satisfied that unfair advantage will not be gained over other students.

A request for extension should be submitted to the subject teacher a minimum of 2 school days prior to the due date, (where possible). This application must include any component of task completed to date. Extensions requested after this time frame may be denied.

All applications for special consideration must be completed using the Application for Special Consideration Form - Absence, illness and misadventure form located on page 19 of this booklet.

Planned absence or Illness:

- (a) If you are going to be absent from school for legitimate reasons when a task is due, you should negotiate an alternate date as soon as you are aware of the absence and have this approved by the relevant **Head Teacher**
- (b) If you are going to be absent from school when a task is due because of illness or misadventure, you should attempt to negotiate an extension **prior to the due date**. Supporting evidence should be provided (eg: doctor's certificate) to the relevant **Head Teacher** on the day you return to school.

Unplanned absence or Illness or misadventure:

- (c) If you are unable to attend the school to submit or complete an assessment task due to unforeseen circumstances or illness on the due date, **you must notify the school on the day** and provide appropriate evidence (eg: doctor's certificate) to the relevant **Head Teacher on the day you return to school**.
- (d) If you are suffering from an ongoing medical condition, it is your responsibility to apply for appropriate provisions to allow you to attempt tasks. Medical certificates for exemption based on long term and/or foreseeable conditions may not be accepted.

Medical Certificates:

Where a medical certificate is required to support an appeal for special consideration it must be submitted with the Application for Special Consideration Form (pg 19).

Medical Certificates must include the following information:

- | Be issued during the period of illness
- | State the nature of the illness
- | State the date the student visited the medical professional
- | State the dates the the student is unfit for attendance

Special Consideration

Please be aware that medical certificates written by a qualified medical practitioner closely related to you may not be accepted as valid documentation.

Extended periods of absence due to ongoing medical concerns:

- It is your responsibility to ensure appropriate documentation for Special Consideration appeals and supporting medical certificates are forwarded to the Learning Adviser at the first available opportunity. This may include the submission of progress certificates if required. Failure to provide this documentation may result in a finding of an unsupported appeal.

Being Late for a Test or Examination:

- If you are late to an assessment task then it will need to be determined if there is a valid reason for the lateness. Missing the bus to get to school is not a valid reason. If the reason for lateness is not considered valid, the student should attempt the task but no extra time will be given.
- If the reason is valid, you will be allowed the full time if it is feasible, or arrangements to complete the task or a substitute task at an alternate time might be made. An estimate might be given if it is not reasonable to complete the task or a substitute task.
- You will be required to submit an Appeal for Special Consideration to your teacher at the first available opportunity after the task is completed, detailing the issues and/or concerns experienced on the day that resulted in lateness.

Clashes with School Excursions:

- Sometimes you may be going on an excursion on the day a task is due and not be able to hand it in at the designated time/place. If this is the case, you can submit an Appeal for Special Consideration form requesting an alternate arrangement for handing in the task. This will enable alternate arrangements for you so that the work can be handed in without you being penalised. It is your responsibility to ensure the appeal form is submitted to the subject teacher before the due date.

Special Consideration

Being away before an assessment task is issued:

- Students who are absent in the days or week immediately prior to an assessment task due date, without an application for special consideration appeal in place, are not entitled to an immediate extension of time and must complete the task on the due date as notified. You can appeal for misadventure with the appropriate supporting documentation after the task is completed.

Estimates:

Estimates can be used when you miss a task and a substitute task is not feasible. The estimate is determined from other information known about you in the course. Often other Assessment Tasks and Ranks are used to determine the estimate. Class work and class tasks or tests may be used to determine estimates if they are more closely related to the work to be estimated than the remaining assessment tasks in the course. This may include tasks completed in the Year 11 Course if insufficient information is available to make a reasonable judgement.

Technology

Technology and Assessment Tasks

Problems caused by technological difficulties do not normally count as **misadventure**. Whatever material that has been completed before the technological breakdown should be submitted. Emailing of assessment tasks may only be done by prior arrangement with your teacher.

- I. Most students now use some form of electronic technology to produce their submitted assessment tasks. Some assessment tasks will require that students submit the task in electronic form and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.
- II. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in extreme circumstances.
- III. To minimise problems in relation to technology, you should adhere to the following protocols:
 - I When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive).
 - I When working at school, save the latest version of your work to your personal files on the school server.
 - I Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.
 - I Check the compatibility of your home software with the school's technology.
 - I Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education.nsw.gov.au email account), as well as bringing it to school on external portable storage.
 - I To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage (such as a USB drive) and bring it to school for printing. Inform your class teacher of this (Note: printing at school should only be a last resort and must be completed before the due submission time).

Please note that applications for special consideration should be submitted on the correct form contained in this booklet (page 19).

Occasions where zero marks may be awarded

1. Deadlines and Extension

You may be awarded zero for a task if you fail to meet deadlines without prior approval for an extension. You will still be required to submit the assessment to meet course requirements.

2. Absence from a Test/Examination

You may be awarded a zero for a test if you do not meet the conditions of illness, absences and misadventure, noted above. You will still be required to sit the test to meet course requirements.

3. Malpractice

You may be awarded a zero if you are found to be engaging in malpractice in assessment tasks or tests. Examples of malpractice include, but are not limited to:

- | **Cheating** during an examination or assessment task.
- | Deliberately **disrupting** the conduct of an assessment task.
- | **Colluding** with others to submit similar work or collaborate on tasks which are clearly meant to be completed as an individual task.
- | **Plagiarising** of material without due acknowledgement - plagiarism is defined as 'stealing the words or ideas of another and using them as one's own'. (Collins English Dictionary, p 749). This includes:
 - copying out of one or more books or journals and presenting it as your own work;
 - cutting and pasting from the Internet or a CD and presenting it as your own work;
 - submitting work that contains a large contribution from another person such as a parent, coach or subject expert;
 - paying someone to write or prepare material on your behalf;

Please note students should adhere to the principles and practices outlined in HSC - All My Own Work. All incidents of malpractice are reported to NESAs and recorded on their HSC register.

4. Non-Serious Attempts of Assessment Tasks

You will be awarded zero if the Head Teacher of the subject makes the professional judgment that you have not made a serious attempt at an assessment task. A non-serious attempt is when a student submits an assessment task which demonstrates little or no thought or effort, is generally incomplete; or which contains frivolous or objectionable material; or is plagiarised. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been completed to the best of the student's ability.

5. Mobile Phones, iPods and PDAs

You will be awarded a zero if you use electronic devices during a test or examination. It is strongly recommended that students do not have these devices in their possession when undertaking assessment tasks. They should be surrendered to the assessment supervisor before entering an assessment room. None of these items are permitted in any formal examination room. They should be left at home or handed to the front office.

Appeals

Appeals in relation to assessment procedures should be made at the time of the task. See your class teacher first if you are unhappy with the process followed. If you still need assistance you should speak with your Head Teacher. Appeals relating to marks will generally not be accepted. Appeals should be made verbally, then in writing within seven days of the return of the task. The Appeals Proforma is located in this booklet.

If you are not satisfied with the decision of the Head Teacher, you may apply to the Principal for a school review only on the basis that the Assessment program has not been followed or that the procedures used in arriving at the final Assessment mark are incorrect.

Appeals about Final Assessment Ranks

You may appeal against decisions concerning aspects of the award of Higher School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

1. Student appeals against 'N' determinations for non-completion of a particular course
2. Student appeals against assessment rankings in HSC courses.
3. Student appeals against the withholding of Higher School Certificate and Record of School Achievement credentials by the NSW Education Standards Authority (NESA)

The School's Responsibilities

1. For all tasks your teacher will give you at least two weeks written notice which indicates the nature of the task, when it will be held or when it is due, and the outcomes to be assessed. The relative value of the task will be specified. The school will provide a marking guideline to define how the task will be assessed, as indicated on the Assessment Task Notification.
2. The school will keep records of your performance and you will be provided with timely written feedback on your performance and information about your progress in specific tasks.
3. The school will provide you with access to syllabus documents. Your teacher may give you copies of relevant pages as you begin each new topic. All syllabus documents are available on the internet on www.educationstandards.nsw.edu.au

Your Responsibilities

1. To carefully read this document and be familiar with the requirements for all assessment tasks.
2. To use your assessment planner and raise any issues arising promptly.
3. To attend all timetabled lessons unless prevented by a legitimate reason. If you are absent from school, it is your responsibility to catch up on all missed work. To provide documentation to cover all absences.
4. To complete all set tasks on time and to the best of your ability.
5. To be familiar with the prescribed texts, topics, projects and works that are set for study in your various courses.
6. To notify your teacher if you are unable to attend an assessment task and to present documentary evidence if necessary.
7. To understand that all work, both assessable and non-assessable, contributes to your skills and knowledge of the course. Failure to complete non assessable work may lead to the loss of your Principal's certification for the successful completion of the HSC.

Referencing

A Guide to Writing Bibliographies

(Based on the Harvard Style)

In all assessment tasks that are based on research it is essential that any sources of information are accurately acknowledged. There are two aspects to this:-

- | **Citing of References** - When you quote material in the body of your work or refer to the work of someone else or use an idea you found in a reference it is essential that you acknowledge the fact. This can be done either by the use of footnotes or by using the Harvard method. The Harvard method is a system of making reference to a source listed in your bibliography.
- | **Bibliographies** - with every assessment you need to include a bibliography. This is the list of all the sources you have used in your assessment task. It should be included as an appendix.

BOOKS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title of book. (underlined OR italics) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

For Example:

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

BOOKS (edited)

Include the following information in this order:

- | Editor's surname, initials. (full stop)
- | (ed. (in brackets)
- | Year. (in brackets) (full stop)
- | Title of book. (underlined OR italics) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

For Example:

Morgan, J. (ed.) (1993). *How to be a successful author* London: Penguin Books.

CD ROMs

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title. (underlined OR italics) (full stop)
- | CD ROM [in square brackets] (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

For Example:

Hawking, S.W. (1994). *A brief history of time: an interactive adventure [CD ROM]*. N.Y.: Crunch Media.

Referencing

E-Mail

Include the following information in this order:

- | Sender's surname, initials. (full stop)
- | Sender's E-mail address, (brackets) (comma)
- | Day, (comma) month, (comma) year. (full stop)
- | Subject of message. (underlined OR italics) (full stop)
- | E-mail to (recipient's E-mail address). (brackets) (full stop)

For Example:

Lowman, D. (deborah@pbsinc.com.au), 4, April, 1998. Internet referencing. (awill@dva.gov.au).

JOURNALS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title of article. (full stop)
- | Title of the journal (underlined OR italics) (full stop)
- | Volume, number, month/season, (comma)
- | Page numbers of article. (full stop)

For Example:

Burns, S. (1989). *There's more than one way to learn. Australian Wellbeing. No 33, October, pp42-44.*

NEWSPAPERS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title or article. (full stop)
- | Title of the newspaper. (underlined OR italics) (full stop)
- | Date of publication, (comma)
- | Page numbers of article. (full stop)

For Example:

Popham, B. (1997). "Saving the future". *Weekend Australian. 7 February, p10.*

A Guide to Writing Bibliographies

REFERENCE BOOKS

Include the following information in this order:

- | Title of book. (underlined OR italics) (full stop)
- | Year. (in brackets) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

For Example:

The Cambridge encyclopedia of human evolution.(1992). Cambridge: Cambridge University Press

DVD's

Include the following information in this order:

- | Series title. (full stop)
- | Series number. (full stop)
- | Title. (underlined OR italics) (full stop)
- | Year. (in brackets) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)
- | Date of transmission, (comma)
- | Medium: Format. [in square brackets] (full stop)

For Example:

Fragile Earth. 5. South American wetland. (1982). London: BBC.17, October, [DVD].

WORLD WIDE WEB

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title. (underlined OR italics)
- | Internet. [in square brackets] (full stop)
- | Place of publication: (colon)
- | Publisher (if ascertainable). (full stop)
- | Available from: <URL [Accessed date]. [in square brackets] (full stop)

For Example:

Holland, M. (1996). *Harvard System* [Internet]. Poole: Bournemouth University.
Available from:http://www.bournemouth.ac.uk/service-depts/lis/LIS_Pub/harvardsys.htm
Accessed 6, May, 1998].

From a person: whether in person, by phone or by email: Name Year, pers. Comm., date
A Gibson 2005, pers. comm., 10th October



ASSESSMENT TASK NOTIFICATION

Course Title:

Teacher:

Topic / Area of Study:

Assessment Task Weighting:

Date Distributed:

Date Due:

(Date and Period for In-Class Tasks)

Marking Guide:

Attached

Provided on return of Assessment Task

Assessment Task Details:

Assessment Criteria / Outcomes:



ASSESSMENT TASK NOTIFICATION

CHANGE OF DATE

Course Title:

Teacher:

Topic / Area of Study:

Assessment Task Weighting:

Date Distributed:

Original Date Due:

Date Due;

Term:	Week:
Date:	

Term:	Week:
Date:	

Term:	Week:
Date:	
Period(s):	

Head Teacher: _____

Principal: _____

Date: _____

Comments:



APPLICATION FOR SPECIAL CONSIDERATION

Absence - Illness - Misadventure

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately of the situation.

On the day the student returns to school this form must be returned to the relevant Head Teacher of the subject affected.

Student: _____ Date: _____

Subject: _____

Task Title: _____

Due Date of Assessment Task: _____

Reason For Application: (Please describe how your ability to complete or submit this assessment task has been affected)

Attached is a Medical Certificate or other verification to support this request.

Student and Parent Signatures: _____ / _____

Class Teacher Recommendation: Supported Not Supported

Head Teacher Decision and Recommendation: Supported Not Supported

- Extension of time without penalty
- Substitute task
- Estimate based on evidence
- Application declined due to insufficient cause

Head Teacher Signature: _____ Date: _____



Assessment Appeal Application

- I have discussed the issue with my teacher prior to filling out this application
- I have discussed the issue with the HT prior to filling out this application

1. Complete this form if you wish to appeal about the assessment program or the procedures used to arrive at your mark
2. Hand in the completed form to the appropriate Head Teacher within 7 Days of the task's return.
3. Ask for a copy of the form to be made and returned to you.

This section is completed by the student:

Student	
Year	
Teacher	
Subject	
Nature of Assessment Task	(Eg: Examination, Unit Test, Assignment, Research, Practical, In Class/Take Home Task)
Date of Task	
Task Completed	
Reason for appeal Please note you can only appeal the assessment program or the assessment process - not the mark Please use the reverse side of the form if you need more detail	

Signed: _____
(Students Name)

Date application submitted: _____

This section is completed by the Head Teacher:

Head Teacher	
Decision Please use the reverse side of the form if you need to add more detail	

Copy To Student

Copy To Head Teacher



Intent to Use School Based Provisions

Student Name: _____

Subject: _____

Year: 10 / 11 / 12 Assessment Name and Due Date

Note: Notice is required is five school days unless otherwise negotiated with your teacher

I intend to use the following provision's for the above:

<ul style="list-style-type: none"> • Writer, with a time allowance of 2.5 mins for every 30 mins of a task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Extra time to write (5 mins for every 30 minutes of a task)
<ul style="list-style-type: none"> • Reader <p style="text-align: center;">AND / OR</p> <ul style="list-style-type: none"> • Extra time to read (5 mins for every 30 minutes of a task)
<ul style="list-style-type: none"> • Rest breaks (5 minutes for every 30 minutes of a task)
<ul style="list-style-type: none"> • Separate Supervision
<ul style="list-style-type: none"> • Individual Supervision
<ul style="list-style-type: none"> • Medical Provisions <ul style="list-style-type: none"> • Food/drink • Ventilation • Medication • Varied Seating • Other
<ul style="list-style-type: none"> • Hearing Support person
<ul style="list-style-type: none"> • Vision support person
<ul style="list-style-type: none"> • Other

Student Signature.....

Date.....

Teacher.....

Date copy given to student.....

Faculty Use:

Reader / Writer Name:

Provision use:



Year 11 & 12 - ASSESSMENT TASK COVER SHEET

Student Name:	Teacher Name:
Subject:	Task Title:
Date Due:	Date Submitted:

This cover sheet must be attached to all written assessment tasks submitted for marking.

Before submitting your assessment task, tick the boxes to confirm you have completed the following steps:

- I have proof-read my work.
- I have used key vocabulary words for this topic from the word list provided by my teacher.

Declaration:

- I declare that this assessment is my own work and I have used references where appropriate.
- I declare that this assessment has not been submitted previously by another student.
- I declare that I have not shared a copy of my assessment task with another student in this course (except for group tasks).

Student Signature: _____



Year 11 & 12 - ASSESSMENT TASK FEEDBACK SHEET

Student Name:	Teacher Name:
Task Title:	Date Feedback Returned:

General feedback:

Focus areas for further improvements:

SUBJECT ASSESSMENT SCHEDULES

ANCIENT HISTORY (YEAR 11) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Multimodal Presentation - The Nature of Ancient History	Historical Investigation - Extended Response	Yearly Examination - Features of Ancient History
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Select and analyse appropriate sources relating to the topic Presentation of source analysis 	<ul style="list-style-type: none"> Uses higher order essay skills to evaluate events and issues Support argument with specific reference to relevant source material Understand, explain and evaluate the key concepts being examined 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of course content and required skills Supports argument with reference to a range of source material
Outcomes being assessed		AH11-4, AH11-7, AH11-9, AH11-10	AH11-1, AH11-3, AH11-5, AH11-8,	AH11-1, AH11-2, AH11-6, AH11-7,
Assessment Components	Weight			
Knowledge and understanding of content	40	15	10	15
Source based skills	20	10	5	5
Historical inquiry & research	20	5	5	10
Communication of historical understanding	20	5	10	5
Total Weight	100%	35%	30%	35%
Timing of Task		Term 1 Week 9	Term 2 Week 6	Term 3 Week 9

Outcomes: Ancient History

A Student:

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicate historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

BIOLOGY (YEAR 11) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Depth Study: - Microscopy Portfolio of Work	Scientific Magazine Article and Class presentation	Yearly Exam
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Students will undertake first hand investigations and research on cells. They will submit a portfolio containing practical reports, research and models. 	<ul style="list-style-type: none"> Students will research and create a magazine brochure and present an educational talk to the class on the evolutionary development of species living in the Galapagos Islands. 	<ul style="list-style-type: none"> Students will demonstrate knowledge, understanding and skill development of the four Biology Topics in an examination.
Outcomes being assessed		BIO11-1, BIO11-2, BIO11-3, BIO11-6, BIO11-7, BIO11-8	BIO11-4, BIO11-5, BIO11-3, BIO11-6, BIO11-7, BIO11-10	BIO11-4, BIO11-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Assessment Components	Weight	Task Assessment Components		
Skills in working scientifically	60	25	25	10
Knowledge and understanding of course content	40	5	5	30
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9

Outcomes: Biology

A Student:

Questioning and predicting

BIO11-1 develops and evaluates questions and hypotheses for scientific investigation

Planning Investigations

BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting Investigations

BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing Data and Information

BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing Data and Information

BIO11-5 analyses and evaluates primary and secondary data and information

Problem Solving

BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating

BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BUSINESS STUDIES (YEAR 11) 2023

Task Number & Name		Task 1 The Nature of Business & Business Management	Task 2 Business Management & Business Planning	Task 3 Yearly Examination
Nature of Task		Business Report - focussing on the structure of a small - medium enterprise (SME)	Business Report - Stimulus Based	Formal examination including knowledge-based and stimulus-based questions
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Students explore the role and nature of business through research into an SME and presentation of research findings in a business report format 	<ul style="list-style-type: none"> Students write a business report using a stimulus and involving management and planning concepts 	<ul style="list-style-type: none"> Students answer multiple choices, short answer and extended responses to demonstrate understanding of all areas of the course
Outcomes being assessed		P3, P7, P8, P9	P2, P5, P8, P9	P1, P4, P6, P10
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of:	40	10	15	15
Stimulus-based skills	20	5	5	10
Inquiry and research	20	10	10	
Communication of business information, ideas and issues	20	5	10	5
Total Weight	100%	30%	40%	30%
Timing of Task		Term 1 Week 10	Term 3 Week 3	Term 3 Week 9

Outcomes: Business Studies

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 assess the processes and interdependence of key business functions
- P5 identifies possible future directions of biological research
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

COMMUNITY AND FAMILY STUDIES (YEAR 11) 2023

Task Number & Name		Task 1 Presentation	Task 2 Research	Task 3 Yearly Exam
Nature of Task		Oral report on an inspirational or infamous leader through a speech, powerpoint or video presentation	Family structure investigation by comparing and contrasting two family structures in a report	Complete a written exam covering preliminary core and option course content
Central Concepts & Task Criteria		<ul style="list-style-type: none"> The interrelationship of conflict, group dynamics and leadership with current societal values 	<ul style="list-style-type: none"> Research using a range of resources and examine how constant change challenges families and communities 	<ul style="list-style-type: none"> Demonstrate knowledge & understanding, practical application and critical inquiry of key concepts through the application of course content in written responses
Outcomes being assessed		P2.1, P2.2, P2.3, P3.1	P2.4, P3.1, P4.1, P4.2	P1.1- P7.4
Assessment Components	Weight	Task Assessment Components		
Knowledge & understanding of course content	40	10	10	20
Skills in critical thinking, research and analysis and community	60	10	20	20
Total Weight	100%	20%	30%	40%
Timing of Task		Term 2 Week 3	Term 3 Week 3	Term 3 Week 9

Outcomes: Community and Family Studies

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 interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making
- 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 place of management in coping with a variety of role expectations

DANCE (YEAR 11) 2023

Task Number & Name		Task 1	Task 2 Production and Performance Project	Task 3 Yearly Examination
Nature of Task		<p>Individually perform a Core Performance dance and engage in a 6 minute interview following the performance</p> <p>Write a review of a dance work incorporating context, analysis and critical evaluation of the work</p>	<p>Compose a Core Composition piece that explores a chosen intent. A rationale will be written to support to work and a process logbook is to be submitted</p>	<p>Major Performance - Individually perform a Major Performance dance and engage in a 6 minute interview following their performance</p> <p>Core Appreciation - Complete a 1 hour examination</p>
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Through the performance of a Core Performance dance and interview students demonstrate their understanding of the Performance Areas of Study. The logbook supports this understanding through recording and reflecting throughout the process Through the written review students demonstrate an appreciation of dance as an artform 	<ul style="list-style-type: none"> Through the composition of a dance work ,students demonstrate their understanding of the Composition Area of Study. This includes the elements of dance, the elements of composition, motif development and manipulation and the structures of dance 	<ul style="list-style-type: none"> Through the performance of a Major Study, students will demonstrate their ability to perform complex sequences and their understanding of performance quality and intent. Their logbook will support this understanding The examination provides students an opportunity to demonstrate their understanding of dance as an artform and their analysis skills
Outcomes being assessed		P2.2, P2.3, P2.4, P4.1, P4.2, P4.3	P1.2, P3.4, P3.5, P3.6	P2.2, P2.4, P2.5, P4.1, P4.4
Assessment Components	Weight	Task Assessment Components		
Performance	40	20		20
Compositition	30		30	
Appreciation	30	10		20
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 11	Term 2 Week 10	Term 3 - Week 7 Prac Week 9 Exam

Outcomes: Dance

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 artform
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an artform 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 concept/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

DRAMA (YEAR 11) 2023

Task Number & Name		Task 1 Performance Approaches	Task 2 Individual Project	Task 3 Yearly Examination
Nature of Task		Performance and written rationale	Individual project with progress logbook	Formal examination including group performance and written response
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Students will explore the theoretical and practical approaches of a performance style or practioner 	<ul style="list-style-type: none"> Students will explore elements of production through the creation of an individual project 	<ul style="list-style-type: none"> Students will demonstrate knowledge and understanding of course in written responses and through group performance
Outcomes being assessed		P1.1, P1.3, P1.6, P2.1, P2.3, P3.1	P1.2, P1.4, P1.5, P2.1, P2.4	P1.1, P1.2, P2.2, P3.1, P3.2, P3.3
Assessment Components	Weight	Task Assessment Components		
Making: <ul style="list-style-type: none"> through participation in a variety of dramatic and theatrical forms drama and theatre using a variety of dramatic elements, theatrical techniques 	40	15	15	10
Performing: <ul style="list-style-type: none"> using the elements of drama and theatre in performance in improvised and playbuilt theatre, and scripted drama 	30	10	10	10
Critically studying: <ul style="list-style-type: none"> the place and function of drama and theatre in communities and societies, past and present a variety of forms and styles used in drama and theatre 	30	10	10	10
Total Weight	100%	35%	35%	30%
Timing of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9

Outcomes: Drama

A Student:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

ENGLISH - ADVANCED (YEAR 11) 2023

Task Number & Name		Task 1 Reading to Write	Task 2 Module A: Narratives that Shape our World	Task 3 Module B: Critical Study of Literature
Nature of Task		Portfolio of writing	Multimodal task	Critical Response - Yearly Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Students compose a range of imaginative responses that reflect their understanding of audience, purpose and form. They will need to incorporate the relevant forms and features as modelled in class. 	<ul style="list-style-type: none"> Students compose a multimodal task that incorporates a number of elements Students will have choice in how the task is presented. 	<ul style="list-style-type: none"> Students will compose a critical response under examination conditions. It is based on Module B: 'Critical Study of Literature'
Outcomes being assessed		EA11-1, EA11-3, EA11-7, EA11-9	EA11-2, EA11-5, EA11-6, EA11-8	EA11-1, EA11-2, EA11-4, EA11-5,
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
Total Weight	100%	30%	40%	30%
Timing of Task		Term 2 Week 1	Term 2 Week 8	Term 3 Week 9

Outcomes: English - Advanced

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 relationship 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 - EXTENSION 1 (YEAR 11) 2023

Task Number & Name		Task 1 Texts, Culture and Value	Task 2 Texts, Culture and Value	Task 3 Texts, Culture and Value
Nature of Task		Imaginative Response	Multimodal Presentation - Independent Research Project	Yearly Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Imaginative text of high quality reflecting the genre of Vampire Literature 	<ul style="list-style-type: none"> Analysis of one canonical text and its manifestations in one or more recent cultures 	<ul style="list-style-type: none"> A summative assessment of the knowledge and skills acquired over the Year 11 Extension English course. Includes both Analytical and Creative responses
Outcomes being assessed		EE11-1, EE11-3	EE11-4, EE11-6	EE11-2, EE11-5
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of complex texts and how and why they are valued	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	20	20	10
Total Weight	100%	35%	40%	25%
Timing of Task		Term 2 Week 2	Term 3 Week 2	Term 3 Week 9

Outcomes: English - Extension 1

A student :

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

ENGLISH - STANDARD (YEAR 11) 2023

Task Number & Name		Task 1 Reading to Write	Task 2 Contemporary Possibilities	Task 3 Close Study of Literature
Nature of Task		Imaginative Writing and Reflection	Multimodal Presentation	Yearly Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Original narrative with reflection that utilises the conventions of the dystopian genre 	<ul style="list-style-type: none"> Students compose a Multimodal presentation that incorporates a number of elements including but not limited to speech and images Students choice in how task is presented 	<ul style="list-style-type: none"> Extended response to the set text under examination conditions
Outcomes being assessed		EN11-1, EN11-4, EN11-5, EN11-6 EN11-9	EN11-1, EN11-2, EN11-6, EN11-7, EN11-8,	EN11-1, EN11-3, EN11-4, EN11-5,
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of course content	50	20	20	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all models	50	20	20	10
Total Weight	100%	40%	40%	20%
Timing of Task		Term 2 Week 2	Term 2 Week 9	Term 3 Week 9

Outcomes: English - Standard

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 (YEAR 11) 2023

Task Number & Name		Task 1 Achieving Through English	Task 2 Who do I think I am? English & the self	Task 3 On the Road - English & the experience of travel
Nature of Task		Multimodal Task	In-class examination	Portfolio of classwork
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Students respond to texts & use effective language appropriate to an audience 	<ul style="list-style-type: none"> Examination on prescribed text 	<ul style="list-style-type: none"> The submission of a number of writing tasks completed throughout the year
Outcomes being assessed		ES11-1, ES11-3, ES11-5, ES11-7	ES11-5, ES11-7, ES11-8, ES11-9	ES11-1, ES11-2, ES11-4, ES11-6, ES11-7, ES11-10
Assessment Components	Weight	Task Assessment Components		
Forms and features of texts, exploring ideas and values	30	10	10	10
Reading, listening, viewing and writing, speaking and representing	30	10	10	10
Uses language effectively for a range of purposes, audiences and contexts	25	5	10	10
Planning and working individually and collaboratively	15		5	10
Total Weight	100%	25%	35%	40%
Timing of Task		Term 1 Week 7	Term 2 Week 6	Term 3 Week 7

Outcomes: English - Studies

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, mediums, 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

INDUSTRIAL TECHNOLOGY - (METAL & ENGINEERING TECHNOLOGIES) (YEAR 11) 2023

Task Number & Name		Task 1 Major Project / Research Folio	Task 2 Context Specific Research	Task 3 Yearly Examination
Nature of Task		Produce a major project and document production by developing an accompanying Folio	Complete context specific questions in coloured book	Testing of learned knowledge with a variety of questions including multiple choice and short answer questions
Central Concepts & Task Criteria		<ul style="list-style-type: none"> The purpose of this project is to equip students with the necessary skills and knowledge to complete the major project that will be undertaken in Year 12 	<ul style="list-style-type: none"> This Context Specific Booklet allows students to understand the concept involved in a Course 	<ul style="list-style-type: none"> Written responses to a range of questions covering all concepts in the Preliminary Course
Outcomes being assessed		P3.1, P3.2, P3.3, P5.1, P5.2	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	P1.1 to P7.2
Assessment Components	Weight	Task Assessment Components		
Industry Study	15			15
Design	10	5		5
Management & Communication	20	5	10	
Production	40	25	10	10
Industry Related Manufacturing Technology	15	5	10	
Total Weight	100%	40%	30%	30%
Timing of Task		Term 3 Week 5	Up to Term 3 Week 1	Term 3 Weeks 9

Outcomes: Industrial Technology - Metal & Engineering Technologies

A student :

- P1.1 investigates industry through the study of businesses in one focus area
- P1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- P1.3 identifies important historical developments in the focus area industry
- P1.4 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- P3.1 demonstrates skills in sketching, producing and interpreting drawings
- P3.2 selects and applies appropriate research and problem-solving skills
- P3.3 applies and justifies design principles through the production of a Major Project
- P4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- P4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- P4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- P5.1 selects and uses communication and information processing skills
- P5.2 examines and applies appropriate documentation techniques to project management
- P6.1 evaluates the characteristics of quality manufactured products
- P6.2 applies the principles of quality and quality control
- P7.1 explains the impact of the focus area industry on the social and physical environment
- P7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and environment

INDUSTRIAL TECHNOLOGY - (TIMBER PRODUCTS & FURNITURE TECHNOLOGY) (YEAR 11) 2023

Task Number & Name		Task 1 Major Project / Research Folio	Task 2 Context Specific Research	Task 3 Yearly Examination
Nature of Task		Produce a major project and document production by developing an accompanying Folio	Complete context specific questions in coloured book	Testing of learned knowledge with a variety of questions including multiple choice and short answer questions
Central Concepts & Task Criteria		<ul style="list-style-type: none"> The purpose of this project is to equip students with the necessary skills and knowledge to complete the major project that will be undertaken in Year 12 	<ul style="list-style-type: none"> This Context Specific Booklet allows students to understand the concept involved in a Course 	<ul style="list-style-type: none"> Written responses to a range of questions covering all concepts in the Preliminary Course
Outcomes being assessed		P3.1, P3.2, P3.3, P5.1, P5.2	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	P1.1 to P7.2
Assessment Components	Weight	Task Assessment Components		
Industry Study	15			15
Design	10	5		5
Management & Communication	20	5	10	
Production	40	25	10	10
Industry Related Manufacturing Technology	15	5	10	
Total Weight	100%	40%	30%	30%
Timing of Task		Term 3 Week 5	Up to Term 3 Week 1	Term 3 Weeks 9

Outcomes: Industrial Technology - Timber Products & Furniture Technology

A student :

- P1.1 investigates industry through the study of businesses in one focus area
- P1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- P1.3 identifies important historical developments in the focus area industry
- P1.4 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- P3.1 demonstrates skills in sketching, producing and interpreting drawings
- P3.2 selects and applies appropriate research and problem-solving skills
- P3.3 applies and justifies design principles through the production of a Major Project
- P4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- P4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- P4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- P5.1 selects and uses communication and information processing skills
- P5.2 examines and applies appropriate documentation techniques to project management
- P6.1 evaluates the characteristics of quality manufactured products
- P6.2 applies the principles of quality and quality control
- P7.1 explains the impact of the focus area industry on the social and physical environment
- P7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and environment

JAPANESE BEGINNERS (YEAR 11) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Response to text stimulus (Reading and Responding)	Multimodal Task (writing, speaking & listening) Role play & Form completion	Yearly Examination (writing, speaking & listening components)
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Family Life 	<ul style="list-style-type: none"> Home & Neighbourhood 	<ul style="list-style-type: none"> Education & Work
Outcomes being assessed		1.3, 2.1, 2.2, 2.3, 2.4	1.1, 1.2, 1.4, 2.5, 2.6, 3.1, 3.2	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4
Assessment Components	Weight	Task Assessment Components		
Listening	30		15	15
Reading	30	30		
Speaking	20		15	5
Writing	20		10	10
Total Weight	100%	30%	40%	30%
Timing of Task		Term 2 Week 4	Term 2 Week 10	Term 3 Week 9

Outcomes: Japanese Beginners

A student :

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

MATHEMATICS ADVANCED (YEAR 11) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		In-class Task	Investigation Assignment and in-class validation test	Yearly Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Algebraic Techniques Number and Surds, Functions Equations & inequalities 	<ul style="list-style-type: none"> Trigonometry Functions & Relations 	<ul style="list-style-type: none"> Calculus Probability Exponentials & Logs All work from tasks 1 & 2
Outcomes being assessed		MA11.1, MA11.9	MA11.1, MA11.2, MA11.3, MA11.5, MA11.8, MA11.9	MA11.1, MA11.2, MA11.3, MA11.4, MA11.5, MA11.6, MA11.7, MA11.8, MA11.9
Assessment Components	Weight	Task Assessment Components		
Concepts, skills and techniques	50	20	15	15
Reasoning and communication	50	10	15	25
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9

Outcomes: Mathematics Advanced

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 (YEAR 11) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		In Class Task	Investigation Assignment	Yearly Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Combinations Equations & Inequalities 	<ul style="list-style-type: none"> Further functions Polynomials & inverse functions 	<ul style="list-style-type: none"> All topics covered over the year
Outcomes being assessed		ME11.1, ME11.2, ME11.5, ME11.7	ME11.1, ME11.2, ME11.6, ME11.7	ME11.1, ME11.2, ME11.3, ME11.4, ME11.5, ME11.6, ME11.7
Assessment Components	Weight	Task Assessment Components		
Concepts, skills and techniques	50	20	15	15
Reasoning and communication	50	10	15	25
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 8	Term 3 Week 1	Term 3 Week 9

Outcomes: Mathematics Extension 1

A student :

- ME1.1 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 solutions 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 (YEAR 11) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Multiple choice and extended response task	Investigation	End of course examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Earning and managing money Formulae and equations 	<ul style="list-style-type: none"> Units of measurement Perimeter, area and volume 	<ul style="list-style-type: none"> Task 1,2 & 3 topics plus Relative Frequency and probability Classifying and Representing Data Linear relationships Interest and depreciation Exploring and describing data Working with time
Outcomes being assessed		MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
Assessment Components	Weight	Task Assessment Components		
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 8	Term 2 Week 6	Term 3 Week 9

Outcomes: Mathematics Standard

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
- 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

MUSIC (YEAR 11) 2023

Task Number & Name		Task 1 Musicology	Task 2 Composition	Task 3 End of Year Examination
Nature of Task		Viva Vice presentation - Analysis of a small ensemble of students choice. 10 Minutes	Original Composition	Written Aural Exam involving written responses to short answer questions based around the 6 concepts of music Presentation of a performance that is representative of current topic
Central Concepts & Task Criteria		<ul style="list-style-type: none"> • Discussion has a clear musicological focus • Demonstrates a clear understanding of the chosen ensembles style • Demonstrates Aural awareness and understanding of the concepts of music and how they are used by the chosen ensemble • Supports discussion with analysis of relevant musical examples 	<ul style="list-style-type: none"> • Experimenting • Improvising • Arranging • Structuring • Notating 	<ul style="list-style-type: none"> • Recognition and analysis of concepts in a variety of musical excerpts • Demonstration of technical skills • Stylistic interpretation of chosen repertoire • Sense of musical expression • Demonstration of solo ensemble techniques
Outcomes being assessed		P4, P5, P6, P8, P10	P1, P2, P3, P7, P11	P1, P5, P6, P9, P10
Assessment Components	Weight	Task Assessment Components		
Composition	25		25	
Musicology	25	25		
Performance	25		5	20
Aural	25	5		20
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9

Outcomes: Music

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 cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (YEAR 11) 2023

Task Number & Name		Task 1 Research Task	Task 2 Laboratory	Task 3 Yearly Examination
Nature of Task		Research Task - Investigation of individual health through application of the Ottawa Charter principles	View a video or a practical demonstration of a movement skill Analyse the skill from a variety of aspects	Complete a written exam covering preliminary core and option course content
Central Concepts & Task Criteria		<ul style="list-style-type: none"> • Investigate 1 health promotion initiative and utilise the research to answer a prescribed question. • Food Habits • Body Image • Physical Activity • Drug use • Mental Health • Sexual Health • Road Safety 	<ul style="list-style-type: none"> • Identify and describe the major muscles, joints and joint actions used to perform this movement skills • Describe the health and skill-related components of physical fitness that are relevant to the performance of this skill • Describe tests for 2 components which are relevant to the performance of the skill, and explain how the results of these tests are interpreted • Explain the biomechanical principles which assist the efficiency of movement in the performance of this skill 	<ul style="list-style-type: none"> • Demonstrate knowledge & understanding, practical application and critical inquiry of key concepts through the application of course content in written responses.
Outcomes being assessed		P1, P2, P4, P5, P15, P16	P7, P8, P9, P16, P17	P1-P6, P-P12, P13-P17
Assessment Components	Weight	Task Assessment Components		
Knowledge & understanding of course content	40	10	10	20
Skills in critical thinking, research and analysis and communicating	60	20	20	20
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9

Outcomes: Personal Development, Health and Physical Education

A student :

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

PHYSICS (YEAR 11) 2023

Task Number & Name		Task 1 Portfolio	Task 2 Depth Study	Task 3 Final Examination
Nature of Task		Portfolio of work completed in class Part A - Due Week 10 Term 1 Part B - Due Week 4 Term 3	Undertake a scientific depth study involving primary and / or secondary source data	End of course final examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Students collect examples of their work including classwork and practical experiment write up over the course of the course 	<ul style="list-style-type: none"> Students will undertake a detailed scientific investigation to apply physics principles, skills and knowledge from the Kinematics and Dynamics modules 	<ul style="list-style-type: none"> Complete a formal examination testing skills and knowledge and understanding of course content from within the course modules studied
Outcomes being assessed		PH11/12-2; PH11/12-3; PH11/12-4; PH11/12-5; PH11/12-6; PH11/12-7;	PH11/12-1; PH11/12-3; PH11/12-4; PH11/12-6; PH11/12-7; PH11-9	PH11/12-1; PH11/12-2; PH11/12-3; PH11/12-4; PH11/12-5; PH11-12-6; PH11/12-7; PH11-8; PH11-9; PH11-10; PH11-11
Assessment Components	Weight	Task Assessment Components		
Skills in working scientifically	50	10	30	10
Knowledge & understanding of course content	50	20	10	20
Total Weight	100%	30%	40%	30%
Timing of Task		Part A: Term 1 Week 10 Part B: Term 3 Week 4	Term 2 Week 2-10	Term 3 Week 9

Outcomes: Physics

Skills:

Questioning and predicting

PH 11/12-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

PH 11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

PH 11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information

PH 11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information

PH 11/12-5 analyses and evaluates primary and secondary data and information

Problem solving

PH 11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific

Communicating

PH 11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

Module 1: - Kinetics

PH 11-8 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

Module 2: - Dynamics

PH 11-9 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

Module 3: - Waves and Thermodynamics

PH 11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

Module 4: - Electricity and Magnetism

PH 11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

SOCIETY & CULTURE (YEAR 11) 2023

Task Number & Name		Task 1 The Social and Cultural World	Task 2 Personal and Social Identity	Task 3 Intercultural Understanding
Nature of Task		Mini Personal Interest Project	Research & Oral Presentation	Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time Students conduct a cross-cultural study with a focus on core course concepts 	<ul style="list-style-type: none"> The Process of socialisation and the development of personal and social identity and groups in a variety of social and cultural settings Students will design and carry out social & cultural research comprising of a cross generational study and present findings in an oral presentation 	<ul style="list-style-type: none"> How people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and the world Students complete an examination comprised of multiple choice and short answer questions
Outcomes being assessed		P1, P3, P6, P10	P2, P5, P8, P10	P3, P4, P7, P9
Assessment Components	Weight	Task Assessment Components		
Knowledge & understanding of course content	50	15	20	15
Application and evaluation of research methods Social and cultural	30	15	5	10
Communication of information, issues and ideas in appropriate forms	20	5	10	5
Total Weight	100%	35%	35%	30%
Timing of Task		Term 2 Week 3	Term 3 Week 2	Term 3 Week 9

Outcomes: Society and Culture

A student :

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications on societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

SPORT, LIFESTYLE & RECREATION STUDIES (YEAR 11) 2023

Task Number & Name		Task 1 Fitness Assessment	Task 2 Gymnastics Assessment	Task 3 Design & Implement Practical Activity
Nature of Task		Complete a series of skills and/or Fitness activities in a chosen sport or game	Complete a research task/performance on a gymnastics module with a focus on safety	Design and implement a plan for Games and Sport Application Module
Central Concepts & Task Criteria		<ul style="list-style-type: none"> • Demonstrate level of skill and/or fitness through participation in specific activities related to sport game or test in: <ul style="list-style-type: none"> • cardio respiratory • muscular strength • muscular endurance • flexibility • body composition • power - agility • speed - balance • reaction time 	<ul style="list-style-type: none"> • Shows knowledge and understanding through the application of information through demonstrating ways to enhance safety during physical activity in a gymnastics environment 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of a chosen activity through the creation of a program. Demonstrate leadership skills, knowledge and understanding through the implementation of the plan to a group
Outcomes being assessed		1.1, 3.3	1.1, 1.3, 1.4, 2.3, 3.6	2.2, 2.3, 3.2, 4.1, 4.2
Assessment Components	Weight	Task Assessment Components		
Knowledge & understanding	50	15	20	15
Skills	50	15	15	20
Total Weight	100%	30%	35%	35%
Timing of Task		Term 1 Week 3-10	Term 2 Week 4-6	Term 3 Week 2-6

Outcomes: Sport, Lifestyle & Recreation Studies

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
- 2.1 explains the principles of skill development & training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects physical activities that meet individual needs, interests and abilities
- 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
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts

TEXTILES AND DESIGN (YEAR 11) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Portfolio & Project 1	Portfolio & Project 2	Yearly Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Design and produce an item which reflects an inspiration theme and includes certain manufacturing techniques 	<ul style="list-style-type: none"> Design and develop a textile item which reflects a selected culture, historical or contemporary component, focusing on quality manufacturing skills and displaying one or more fabric manipulation techniques 	<ul style="list-style-type: none"> Design, Properties and Performance, ATCF AI
Outcomes being assessed		P2.1, P2.2, P2.3, P3.1, P3.2	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
Assessment Components	Weight	Task Assessment Components		
Knowledge & understanding of course content	50	10	10	30
Knowledge and skills in the design, management, communication and production of a Major Project	50	25	25	
Total Weight	100%	35%	35%	30%
Timing of Task		Term 2 Week 2	Term 3 Week 6	Term 3 Week 9

Outcomes: Textiles

A student :

- P1.1 describes the elements and principles of design and uses them in a variety of applications
- P1.2 identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1 demonstrates the use of a variety of communication skills, including computer-based technology
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P2.3 manages the design and manufacture of textile projects
- P3.1 identifies properties of a variety of fabrics, yarns and fibres
- P3.2 justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society

VISUAL ARTS (YEAR 11) 2023

Task Number & Name		Task 1 Body of Work (2D Form) and VAPD	Task 2 Body of Work (3D Form) and VAPD	Task 3 Yearly Exam
Nature of Task		Submitted artworks exploring representations of 'Self and Identity' in various mediums Accompanying VAPD including evidence of material and conceptual experimentation, reflections, research and investigations related to key artists and practice through the Frames	Submitted artwork(s) exploring historical and contemporary representations of the body in the form of a 'Bust' Development, progress and completion of the BOW Development of a VAPD and all recordings related to the BOW, including experiments, reflections research and investigations related to artistic practice	Art Criticism and Art History Written Examination Complete a 1.5 hour written exam covering Preliminary course content
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Through the production of series of works, students demonstrate their application of knowledge, understanding and critical judgment acquired through artmaking experiences in 2-dimensional expressive forms Use their VAPD to provide evidence of a student's practice of art making related to their Body of Work. Demonstrate their formulation of ideas and intentions 	<ul style="list-style-type: none"> Through the production of an individual artwork or series of works students demonstrate their application of knowledge, understanding and critical judgment acquired through artmaking experiences in 3-dimensional expressive forms. Use their VAPD to provide evidence of a student's practice of art making related to their Body of Work. Demonstrate their formulation of ideas and intentions 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of course content in written responses, both in short answer questions and an extended response (essay)
Outcomes being assessed		P1, P3, P4, P5, P6, P8 (BOW + VAPD)	P1, P2, P4, P5, P6, P7 (BOW + VAPD)	P7, P8, P9, P10
Assessment Components	Weight	Task Assessment Components		
Art Making	50	20	30	
Critical and Historical Studies	50	10	10	30
Total Weight	100%	30%	40%	30%
Timing of Task		Term 2 Week 4	Term 3 Week 7	Term 3 Week 9

Outcomes: VISUAL ARTS

A. ARTMAKING OUTCOMES

A. Student:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions

B. ART CRITICISM & ART HISTORY OUTCOMES

A. Student:

- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

VOCATIONAL EDUCATION AND TRAINING

(VET COURSES)

In 2023, Monaro High School may offer the following VET Framework courses:

- | CONSTRUCTION
- | KITCHEN OPERATIONS (Hospitality)
- | PRIMARY INDUSTRIES
- | LIVE PRODUCTION

HSC ASSESSMENT ADVICE FOR VET COURSES

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

- | **The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.
- | **Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.
- | **Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of the UoC.
- | **N Determination** warning letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and/or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

VOCATIONAL EDUCATION AND TRAINING

(VET COURSES)

- | **Work Placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).
 - You will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer
 - A ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of attainment which indicates one or more unit/s of competency achieved towards the qualification.
 - The scheduled date for work placement is shown in the course assessment summary.
 - You will complete a workplace journal of your placement
- | **Work Placement advice from NESA in response to COVID**
<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>
- | **HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**
 - Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
 - Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

ASSESSMENT SUMMARY FOR HSC AHC20116 CERTIFICATE II IN AGRICULTURE

Requirements for HSC purposes	Dates
Work Placement	Year 11 Term 3 Weeks 5-6 (or Wednesdays)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam	Year 12 2024 Term 3 Weeks 3-4 (TBC)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NESEA Status Mandatory/Stream
Cluster 1	AHCWHS201	Participate in WHS processes	X	X	X	Mandatory
Cluster 2	AHCWRK204	Work effectively in the industry	X		X	Mandatory
Cluster 2	AHCWRK209	Participate in environmentally sustainable work	X	X	X	Mandatory
Cluster 2	AHCWRK205	Participate in workplace communications	X	X	X	
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X	Mandatory
Cluster 4	AHCPMG201	Treat Weeds	X	X	X	
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X	Mandatory

CLUSTER 5 (includes Livestock Stream)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NESEA Status Mandatory/Stream
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X	
Cluster 5	AHCLSK206	Identify and mark livestock	X		X	
Cluster 5	AHCLSK204	Carry out regular livestock observations	X		X	

ASSESSMENT SUMMARY FOR HSC AHC20116 CERTIFICATE II IN AGRICULTURE

(Page 2)

Cluster 7 Tractors and Machinery

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 7	AHCMOM202	Operate tractors	X	X	X	
Cluster 7	AHCMOM304	Operate Machinery and equipment	X	X	X	

Cluster 8 Feed and Water Livestock

Assessment Plan			Evidence Collection			HSC
Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X	
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X	

Cluster 9 Fencing

Assessment Plan			Evidence Collection			HSC
Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X	
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X	

Cluster 12 Clean Machinery

Assessment Plan			Evidence Collection			HSC
Cluster 12	AHCBIO201	Inspect and clean machinery for plant, animal and soil material	X	X	X	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.

ASSESSMENT SUMMARY FOR HSC CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS AND STATEMENT OF ATTAINMENT TOWARDS CPC20120 CERTIFICATE II IN CONSTRUCTION

Requirements for HSC purposes	Dates
Work Placement	Year 11 Term 3 Weeks 5 & 6 (or Wednesdays)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam	2024 Term 3 Weeks 3 and 4 (TBC)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	CPCCWHS1001	Prepare work safely in the construction industry (Imported)	X	X	X	Y
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	Y
	CPCCOM1015	Carry out measurements and calculations				
Cluster 4	CPCCPM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5 - Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCWP2002	Manufacture and assemble joinery components				
Cluster 6	CPCCCM2006	Apply basic levelling procedures	X	X	X	
Cluster 7	CPCCCA2002	Use carpentry tools and equipment	X	X	X	Y
	CPCCCM2005	Use construction tools and equipment				
	CPCCCA2011	Handle carpentry materials				
Cluster 8	CPCCVE1011	Undertake a basic construction project	X	X	X	Y
	CPCCOM1012	Work effectively in the construction industry				

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

ASSESSMENT SUMMARY FOR CERTIFICATE II IN KITCHEN OPERATIONS - SIT20316

(Subject to Change)

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC)70 hrs in total	Wednesdays Term 3 Week 5 or 6
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam	Year 12 Weeks 3-4, Term 3 2024

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Portfolio or direct observation - purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1- Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X		X X	Y
Cluster 2 - Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	Y
	SITXFSA002	Participate in safe food handling practices	X	X		X	Y
Cluster 3 - Cafe Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X	Y
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
Cluster 4 - Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X			-
Cluster 5 - Interacting with diverse customers	SITXCCS003	Interact with customers	X	X		X	Y
	SITXCOM002	Show Social and cultural sensitivity	X	X		X	-
Cluster 6 - Serving food & beverages	SITHFAB007	Serve food and beverage	X	X	x	X	Y
Cluster 7 - Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 - Use Hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	x	X	

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Clusters 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will only be the possible AQF outcome if at least on UoC has been achieved.

ASSESSMENT SUMMARY FOR STATEMENT OF ATTAINMENT TOWARDS CUA30420 CERTIFICATE III IN LIVE PRODUCTION AND TECHNICAL SERVICES

Requirements for HSC purposes	Dates
Work Placement	Various at School in MHS PAC
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam	HSC Year 2024 Term 3 Weeks 3 and 4 TBC

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1 - White Card	CPCCWHS1001	Prepare to work safety in the construction industry	X	X	X	
Cluster 2 - Safe and Sound	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	X	X	X	Mandatory
Cluster 3 - Bump in the Light	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	X	X	X	Mandatory
Cluster 4 - Working in the Industry	CUAIND311	Work effectively in the creative arts industry	X	X	X	Mandatory
Cluster 5 - To Project and Serve	SIXTCCS006 CUASOU306 CUAVSS312	Provide service to customers Operate sound reinforcement systems Operate vision systems	X	X	X	Mandatory - Mandatory
Cluster 6 - Show Time	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	 X	 X	 X	Mandatory - -

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CUA30420 Certificate III in Live Production and Technical Services. The Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services will only be the possible AQF outcome if at least one UoC has been achieved.

SUMMARY OF ASSESSMENT TASKS CALENDAR

NB: Students will be informed in writing of the ACTUAL DATE and details of the assessment task at least TWO WEEKS before the task due date.

Term 1	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 / offline
Week	English Studies English Standard English Advanced	Hospitality Kitchen Maths Standard 1 Maths Standard 2 Mathematics Advanced	Live Production Earth & Env Science Business Studies	PDHPE Live Production Earth & Env Science Business Studies Construction	Visual Arts Society & Culture Primary Industries Construction	Sport, Life & Rec Japanese Beginners Com & Fam. Studies Ancient History Biology Drama Industrial Tech Metal Physics Textiles & Design Industrial Tech Timb	Music Dance Mathematics Ext 1 English Ext 1
Wk 1							
Wk 2							
Wk 3							
Wk 4							
Wk 5							
Wk 6							
Wk 7	X						
Wk 8		X			X		X
Wk 9		X		X		X	
Wk 10			X		X	X	X
Wk 11							X

Term 2	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 / offline
Week	English Studies English Standard English Advanced	Hospitality Kitchen Maths Standard 1 Maths Standard 2 Mathematics	Live Production Earth & Env Science Business Studies	PDHPE Live Production Earth & Env Science Business Studies Construction	Visual Arts Society & Culture Primary Industries Construction	Sport, Life & Rec Japanese Beginners Com & Fam. Studies Ancient History Biology Drama Industrial Tech Metal Physics Textiles & Design Industrial Tech Timb	Music Dance Mathematics Ext 1 English Ext 1
Wk 1	X						
Wk 2	X					X	X
Wk 3				X	X		
Wk 4				X	X		
Wk 5							
Wk 6	X	X			X		
Wk 7							
Wk 8	X	X		X			X
Wk 9	X					X	
Wk 10					X	X	X

SUMMARY OF ASSESSMENT TASKS CALENDAR

NB: Students will be informed in writing of the ACTUAL DATE and details of the Year 11 assessment task at least TWO WEEKS before the task.

Term 3	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 / offline	
Week	English Studies English Standard English Advanced	Mathematics Maths Standard 2 Maths Standard 1 Hospitality Kitchen	Earth & Env Science Business Studies	PDHPE Live Production Construction	Visual Arts Society & Culture Primary Industries Construction	Sport, Life & Rec Japanese-Beginners Com & Fam. Studies Ancient History	Physics Industrial Tech Metal Drama Biology	Music Dance Mathematics Ext 1 English Ext 1 Industrial Tech Fibre
Wk 1							X	
Wk 2					X		X	
Wk 3			X					
Wk 4						X		
Wk 5						X		
Wk 6					X			
Wk 7	X				X		X	
Wk 8					X			
Wk 9	X X	X X X	X	X	X X X	X X X	X X X X X X	
Wk 10								

