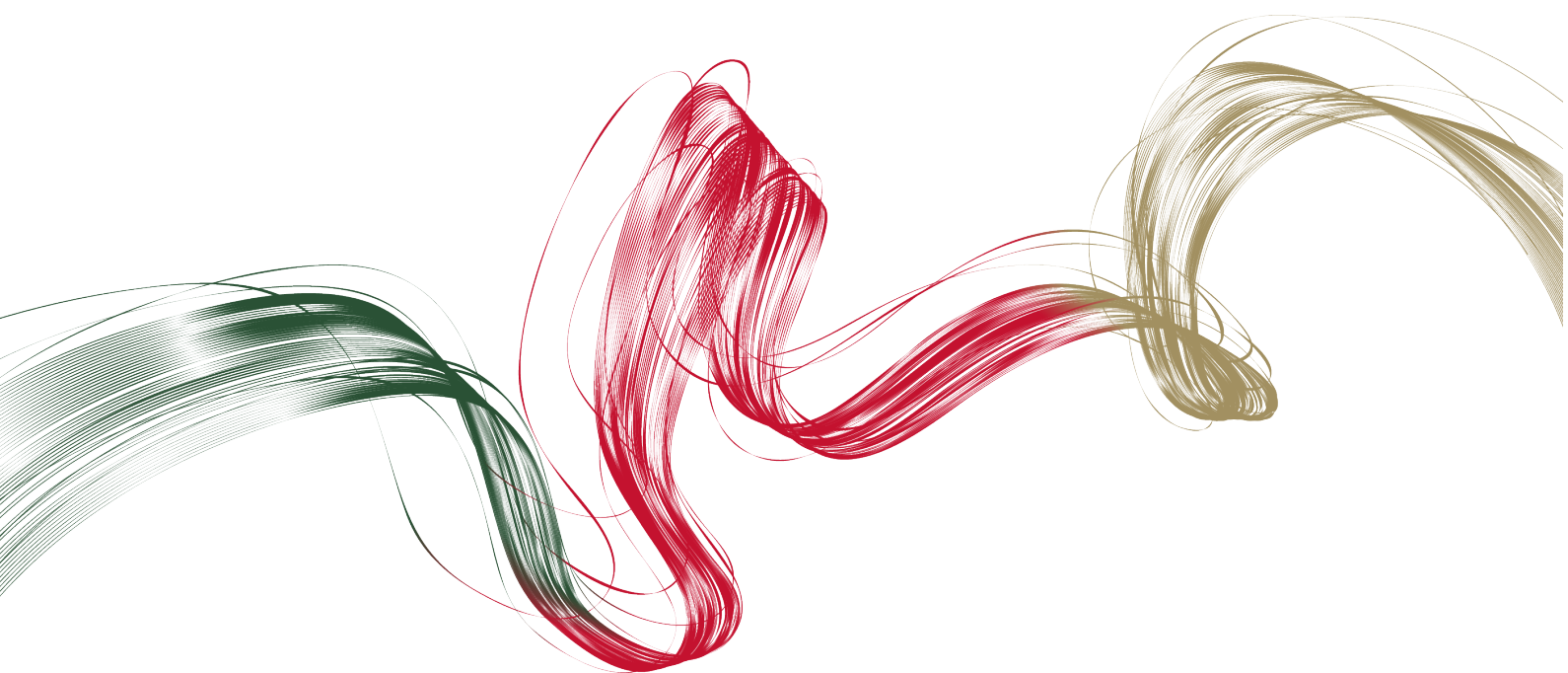




**THE RIVERS**  
SECONDARY COLLEGE

*The heart of secondary education for Lismore*

**Kadina High Campus**



**STAGE 6 GUIDE  
ASSESSMENT POLICY &  
ASSESSMENT SCHEDULES**

**Preliminary 2022**

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# 1 HSC and ATAR Eligibility

## 1.1 Pattern of Study

To be eligible for the Higher School Certificate (HSC), students must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NSW Education Standards Authority (NESA)
- attend a government school, an accredited non-government school, a NESA recognised school outside NSW, or a Technical and Further Education (TAFE) college
- complete HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary or HSC courses, unless only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the requisite HSC examinations
- Meet the HSC minimum standard of literacy and numeracy within five years of starting the HSC course

Certain patterns of study and course requirements apply:

Satisfactorily completing:

- a Preliminary pattern of study that includes at least 12 units
- a HSC pattern of study that includes at least 10 units

Both patterns of study must include at least:

- Six units of Board Developed Courses
- Two units of a Board Developed Course in English, or English Studies
- Three courses of two or more units (either Board Developed or Board Endorsed Courses)
- Four subjects

### Specific Rules

There are also specific eligibility rules for some Languages courses, such as Beginners and Continuers. The campus principal or delegate must ensure that the course is at the appropriate level for the student's experience.

Enrolling in a course that a student is not eligible for could put their HSC at risk, students are responsible for carefully checking their eligibility for all courses they are entered for.

A student may study up to six units of Science in Year 11 and seven units of Science in Year 12. This allows for the study of Science Extension.

Students may study one of, or any combination of, the following Stage 6 Science courses:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12 only)

The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course, which has been developed to engage high-

achieving students and better prepare them for university and careers in STEM. Students must continue studying at least one Science course in Year 12 while studying Extension Science.

Those students who take English Studies ATAR will need to remember that only two units of Category B courses can be included, and at least two units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will need to sit the optional HSC examination, but will not be able to include any other Category B units and will need at least eight units of Category A courses.

## 1.2 Types of HSC courses

**Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. These include all Category A and all Category B courses.

**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards a student's HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Life Skills Pattern of Study** can be followed by a student who has additional learning needs; they can attain their HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and general eligibility and study patterns will still need to meet the to earn an HSC. Students will need to talk with their year adviser, careers adviser and learning and support teacher to find out whether these courses are suitable. Life Skills courses do not count towards the ATAR.

**Vocational Education and Training (VET) courses** can be studied either at school or through TAFE NSW and other training providers. Students will need to check with their campus VET coordinator about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if students choose to sit the exam, their results can also count towards their ATAR.

## 1.3 Understanding HSC pathways

| Pathway   | Description  |
|---|--|
| Accumulating  | Students can take up to five consecutive years to finish their studies, starting from the first year they complete a HSC course. After five years, they must have met all HSC requirements   |
| Repeating   | Students can repeat one or more courses within the five years (see pathway 1) without penalty. The Record of School Achievement (RoSA) will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate the ATAR from the results of the most recent attempt   |
| Transferring credit and recognition of prior learning (RPL) | Students may be able to count courses they did at TAFE or other educational institutions if they're not included as part of the Stage 5 pattern of study, towards their Preliminary or HSC, through RPL or credit transfer. Or, students may not need to complete some course components if they can show that they have met the necessary outcomes in another way, such as through interstate study, as 'RPL'. This may apply to a Preliminary course, part of a Preliminary course or part of a HSC course |
| Accelerating  | Students may be able to accelerate in a course, sit for the HSC exam for that course (usually at the end of Year 11) and accumulate their results  |
| Studying during an apprenticeship or traineeship            | Students can complete a school-based apprenticeship or traineeship while studying. These combine paid work and training, lead to a recognised VET credential and count towards their HSC   |

## 1.4 Australian Tertiary Admission Rank (ATAR)

Applications for each university course are ranked in order of merit using the ATAR. The ATAR is a scale between 0 and 99.95, which indicates a student's placing in the state, relative to all other candidates for the HSC. This ranking is based on the assumption that all Year 10 students from a cohort completed Year 12 and were eligible for an ATAR.

To be eligible for an ATAR a student must complete:

- at least ten units of Board Developed Courses
- at least three courses of two units or greater
- at least eight units of Category A courses
- at least two units of English
- and at least four subjects

A **subject** is the general name given to an area of study. A **course** is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, etc.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses:

- The best two units of English and
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included

## 1.5 HSC Minimum Standards

Students need to meet the HSC minimum standard to receive the HSC. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students undertaking Stage 6 Life Skills courses are eligible for an exemption from the HSC minimum standard under the following conditions:

- Students taking an English Life Skills course in Year 12 are exempt from demonstrating the HSC minimum literacy standard.
- Students taking a Mathematics Life Skills course in Year 12 are exempt from demonstrating the HSC minimum numeracy standard.
- Students who do not take a Mathematics Stage 6 course but who are enrolled in four or more Life Skills courses are exempt from demonstrating the HSC minimum numeracy standard.

To be exempt, students need to undertake Life Skills courses to the completion of Year 12.

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a RoSA.

## **2 Requirements of The Rivers Secondary College**

### **2.1 Satisfactory Record of Attendance**

Satisfactory attendance at school is required to achieve the outcomes of the course.

In circumstances where attendance is deemed unsatisfactory, the principal may decide that sufficient course outcomes have not been achieved.

In this situation the student's pattern of attendance will be reviewed. Following this review the student will be required to justify to the principal that the record of attendance has not impeded achievement of sufficient course outcomes.

Where the principal considers that a student's pattern of attendance could result in the non-completion determination ('N' determination) of an HSC, the student must be warned and (if the student is under 18), the parents or caregiver immediately advised in writing.

Absences through illness/injury may be allowed if considered legitimate. Medical certificates will be accepted as satisfactory evidence of legitimate absence in the event of prolonged/recurring illness/injury.

In cases of prolonged absence and where work is not possible or not done during the period of absence, the principal will decide whether sufficient course outcomes have been met.

Under certain circumstances leave may be granted. This must be discussed and negotiated with the principal in advance. Possible absence, such as that resulting from a student exchange, should be discussed with the principal.

### **2.2 Satisfactory Record of Application**

Satisfactory application is essential for the completion of HSC courses. A judgement will be made by the principal as to whether a student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in a course by the school. In making this judgement, the principal will take into account the degree of effort shown by the student and their attitude to their studies.

In circumstances where application is unsatisfactory, an 'N' determination will be issued for that course(s).

### **2.3 Satisfactory Completion of Course Requirements**

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by effort and achievement, indicated that he/she has followed the course laid down by NESAs.

If such evidence does not exist, the school will apply the 'N' determination for the HSC course(s).

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

A student will be considered to have satisfactorily completed a course if in the principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESAs and
- b) applied themselves 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

A student will be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- omission, to a significant degree, of experiences, which are integral requirements of the syllabus, e.g. assignments, practical work, participation in class or online/remote learning
- non-serious attempt or a non-attempt at the examination. Non-serious attempts include frivolous or objectionable material. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will be asked by NESAs to justify why they should receive a result in the course concerned
- failure to make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of assessment marks available. Failure to make a genuine attempt at a particular task will score zero. It is a matter of the teacher's, in consultation with the head teacher's, professional judgement whether the attempt is a genuine one. The principal will make the final decision

## **2.4 Changing or Withdrawing from a Course**

NESA requires that schools only permit course changes up to that point where students can reasonably be expected to meet the new course outcomes. Students must first discuss any request to change courses with their careers or year advisor. Unless there are exceptional circumstances and agreement with the campus principal, no class changes to Preliminary courses will be accepted in the first 3 weeks or after Week 6 of Term 1. An Application for a Change of Subject form will need to be obtained from the subject change coordinator at the student's home campus and all steps completed in the process before the student is advised of the decision. Students may not attend a class in which they are not currently enrolled.

On completion of the Preliminary course and after receiving their Year 11 subject report, a student may wish to change their pattern of study. For a student to alter their pattern of study for the HSC, an Application for a Change of Subject form will need to be completed before this process is finalised.

### 3 'N' Determinations

The host campus will issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected. It is the student's responsibility to ensure that the course outcomes are met.

Students will be advised as to what is necessary to enable them to meet the requirements satisfactorily. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

If a student makes no attempt to correct the problem and has received at least two official warning letters, the home campus principal may apply for an 'N' determination for that course. The student will be notified and informed of the appeal process.

Where a student receives an 'N' determination in a course, that course will not appear on the student's RoSA. The student may not then have the pattern of study necessary to complete the HSC.

In a course in which a student is also studying a related Extension course, neither that course nor the related Extension course will contribute to the required pattern of study. However, an 'N' determination in an Extension course has no effect on the related two unit course.

'N' warning letters may be sent if a teacher has concerns about:

- failure to complete an assessment task, and/or
- non-serious attempts in tasks
- poor performances in class, and/or
- lack of effort and/or interest, and/or
- incomplete or missed work due to frequent absence from class or online/remote learning
- VET or Board Endorsed Course (BEC) studied either at school or TAFE

As with all other courses studied for the Preliminary and HSC, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The course requirements in a VET course are defined by:

- The indicative hour requirements of the course
- The course structure
- the requirements and advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

Courses studied at TAFE are either Board Developed or Board Endorsed Courses. Therefore, all courses fall under these same rules for 'N' determinations.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion 'N' determination.

#### 3.1 The 'N' Determination Process-Principal's Determination of Non-completion of Course Requirements

The determination process for Preliminary courses will begin in Term 1 of Year 11 and will normally finish at the end of Term 3 Year 11. The determination process for High School Certificate courses will begin in Term 4 of Year 11. It will normally finish at the end of Term 3 Year 12.

This process outlined in the table below is designed to provide a student with clear information about the steps taken towards an 'N' Determination for a Preliminary or HSC course. Each subsequent action represents a student's failure to respond to the advice and concerns expressed by their

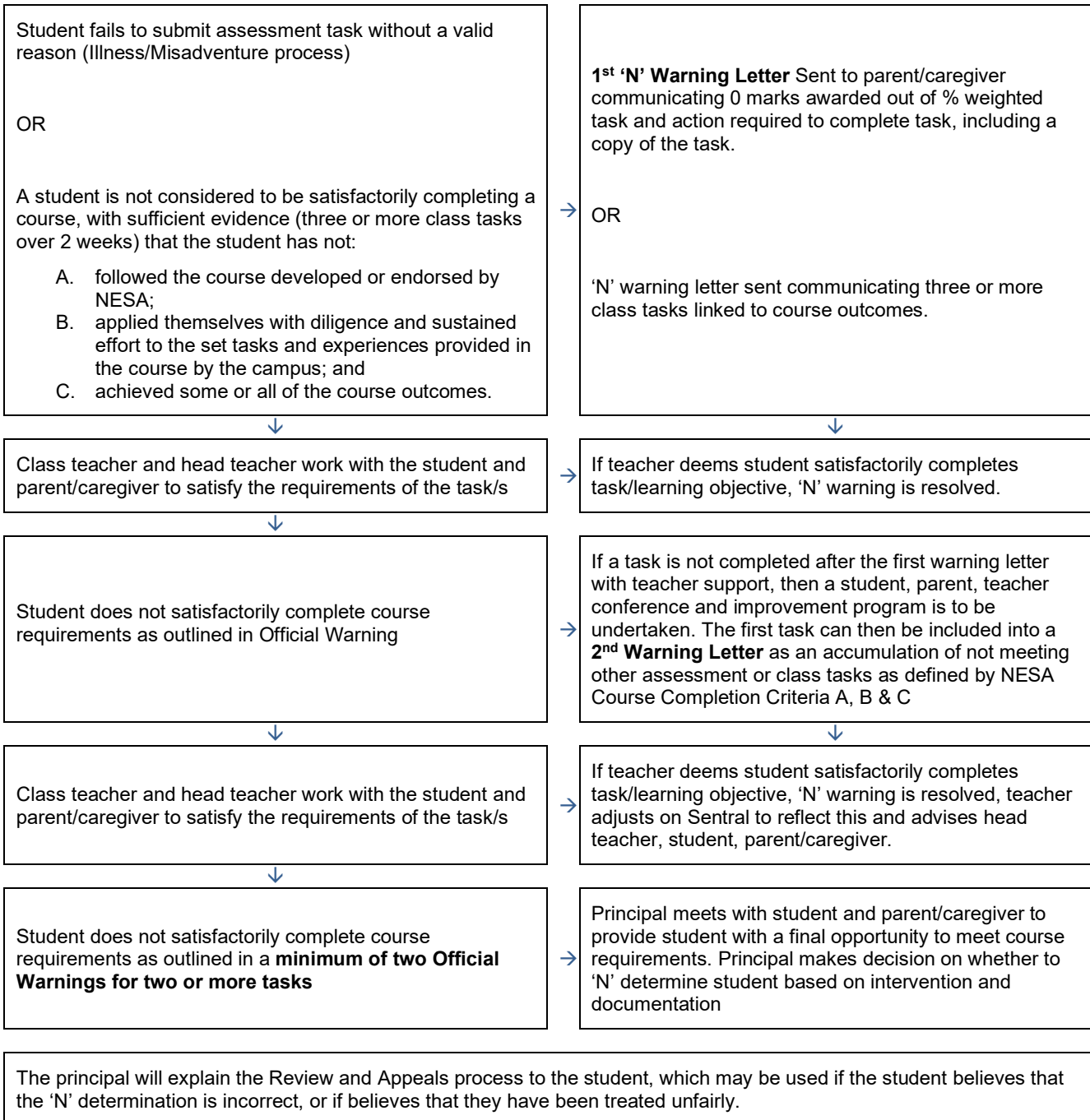


teachers in the previous letter and/or further concerns that the teacher has.

The purpose of this process is to give a student early warning, to provide them with the time and opportunity to take action to rectify area(s) causing concern, and to provide with the support that a student may need to successfully complete their Preliminary or HSC course.

### TRSC 'N' Warning Procedures

The 'N' warning procedures are designed to ensure all students are given every opportunity to meet course requirements in partnership with parents/caregivers. Our aim is to minimise the final 'N' determinations at TRSC.



### **3.2 Non-completion of Stage 6 internal assessment: review of non-completion determinations**

The procedures for a campus review of an 'N' determination will follow those laid down for other campus reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the principal by the date listed in the NESA Timetable of Actions.
- If the campus upholds the appeal, the campus advises the NSW Education Standards Authority (NESA) by the date stipulated in the NESA Timetable of Actions.
- If the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the campus review properly and correctly considered the matters before it.
- Appeals must reach NESA by the date stipulated in the NESA Timetable of Actions. NESA will advise students and principals of the outcome of any appeal as soon as possible.

## 4 Guidelines for School-based Assessment

The Preliminary course will commence in Term 1 of Year 11 and conclude at the end of Term 3 of Year 11. High School Certificate courses will commence in Term 4 of Year 11 and conclude with the HSC examinations in Term 4 of Year 12.

Requirements for all Stage 6 courses include:

- mandatory components and weightings for both Year 11 and Year 12 courses
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12
- capping the number of formal written examination tasks that mimic the HSC examination to one per course, a maximum weighting of 40% for the Year 11 course and with a maximum weighting of 30% for the Year 12 course

In response to the disruption caused by the COVID 19 (Novel Coronavirus) restrictions, Campus Principals will continue to have the flexibility to determine the number, type and weighting of tasks for Year 11 school-based assessment.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Tests of limited scope (i.e. include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

### 4.1 Adjustment for students with special education needs

It is a requirement, under the Disability Standards for Education 2005, for schools to ensure that students with disability can access and participate in education on the same basis as other students. Some students with additional learning needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.
- A substitute task assessing the same outcomes may be set if adjustments are not possible due to the student learning from home

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESAs. Providing adjustment does not restrict a student's access to the full range of grades or marks.

## 4.2 School-based assessment and students undertaking Life Skills Courses

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

## 4.3 Assessment Notification, Submission and Feedback

Students and staff will acknowledge by signature the receipt of a notification, a submission of an assessment task and received feedback, on the class teacher's record sheet. In instances where an assessment task is communicated through a digital medium, students will need to confirm their receipt digitally, as requested by the teacher. When assessment tasks have had to be posted to a student, confirmation of receipt will be sought and recorded by the teacher.

- Students must hand in their assessment tasks to the class teacher on the due date and by the prescribed time. Assessment tasks that are in a digital medium and submitted online must follow the ICT policy (4.4)
- Students must have at least 2 weeks notice of changes to assessment schedules
- Any changes to the assessment schedules must be notified in writing to students
- Students must keep a current timetable of assessment tasks
- Parents/caregivers must be notified by letter when an assessment task is missed or zero score is awarded
- Marked assessment tasks will be returned to each student personally; where this is not possible, feedback may be communicated via online/remote learning
- If a student has concerns about the timing of assessment tasks or the task itself, this must be discussed with the teacher well in advance of the due date for the task
- There is a two week moratorium on all assessment tasks prior to any examination period observed across the college

### Absences before an Assessment Task

Students who take a day or timetabled periods off to prepare for assessment tasks are gaining an unfair advantage over other students. The college considers this malpractice. This will result in a zero mark unless illness/misadventure claim is accepted.

### Known Absences

If a student knows that he/she will be absent for a reason deemed acceptable by the campus on the day the assessment task is to be due, the student must negotiate, prior to the due date, an alternative time with the Head Teacher to complete or submit the task.

### Unexpected Absences

The student should contact the campus on the day of the task, to explain the absence. Upon the student's return they must complete an Illness/Misadventure Appeal Application form.

For any absence it is the student's responsibility to contact the teacher responsible for administering the task, before or during the next lesson in the subject, where a task has not been completed.

The feedback for each assessment task should include:

- Mark

- Rank
- Feedback where appropriate, which may be written or oral
- Achievement of outcomes assessed

The achievement of syllabus outcomes together with information on assessment and exams will be reported on twice a year.

#### **4.4 Information Communication Technology Policy**

Assessment tasks may only be submitted on a Digital Medium (i.e.: USB, email etc.), in the following cases:

- the teacher of the course has given permission to the class in writing to submit in digital form, having negotiated an appropriate file format
- the student negotiates and receives in writing, permission to submit in digital form in an agreed file format at least 2 weeks prior to the due date

A student may only submit in digital form if all the following are satisfied:

- the teacher believes it to be an appropriate form of submission
- the student takes responsibility for the file being in the agreed file format and medium
- the student takes responsibility for replacing digital copies for any lost/crashed data within 24 hours of a written request from the teacher

If a student submits a file that is not in the agreed file format and medium, the assignment will be deemed not to have been submitted. It is the student's responsibility to ensure this condition is satisfied.

Breakdown of a student's computer hardware will only be accepted as a reason for extension if the student submits draft notes on the due date.

#### **4.5 HSC Examinations - Accommodation**

Campuses must provide suitable accommodation for the HSC examinations. Accommodation must be adequately lit and ventilated and as free as possible from external noise. Accommodation for students requiring disability provisions needs particular attention.

For the health and safety of students and supervisors, this accommodation must comply with COVID-19 social and physical distancing requirements as specified by the Australian Health Protection Principal Committee (AHPPC), supported by NSW Health.

A student's home campus provides the examination centre for all of his/her examinations, even if the course is studied through TAFE, another school or a private provider.

#### **4.6 Examination Procedures**

Examinations are conducted under conditions that are fair and equal for all students. They are used so that students can demonstrate their knowledge and understanding in a subject. The following instructions are to be followed so that all students have the best chance to show the outcomes they have achieved.

Instructions to Students

1. Only clear containers holding equipment are to be taken into the exam room. No paper to be brought into room. All paper will be supplied
2. All bags to be placed at back of room. Please avoid bringing large bags
3. All material taken into exam room may be examined

4. Mobile phones and smart watches/devices must not be carried on your person and must be turned completely off if left in bags
5. All students are to remain in the exam room for the entire length of the exam
6. All students are to supply an ID card for roll marking. This card should include a photo of the candidate. The student's name should be clearly visible
7. If a student is absent from an exam they must follow the procedures for 'Illness and Misadventure'
8. The only food or drink permitted in exams is water in a clear bottle (unless relevant special provisions have been approved)

### **Special Arrangements for Students with Disabilities**

If a student has a disability that may disadvantage them in an exam situation they should contact the School Counsellor, Learning Support Teacher, Deputy Principal or the Year Adviser to seek disability provisions.

Students may need provisions for:

- Physical disabilities or impairments,
- Medical conditions,
- Diagnosed learning difficulties, or
- Temporary and emergency-related disabilities, e.g. broken writing arm.

Disability provisions may take the form of:

- Separate supervision,
- Reader and/or writer,
- Additional time and/or rest breaks
- Access to computers or interpreters,
- Access to necessary medical equipment, e.g. blood glucose testing equipment, food, and drink for students with diabetes.

These apply only where the disability needs a practical arrangement to reduce the student's disadvantage in an exam situation.

## **4.7 Other Circumstances**

The following will occur when there has been:

### **Students who Change Courses**

Students, who have commenced a course after the assessment period has begun, will be credited with an estimate for the missed tasks. The estimate will be based on the student's achievement in completed tasks i.e. the student will receive a mark in the missed task equivalent to that of the rank they achieve in completed tasks.

### **Invalid, Unreliable Results**

If the results of an assessment task are deemed to be invalid or unreliable by the teacher/head teacher, an alternative task may be set. This would only be done in extreme circumstances. Results of assessment tasks that have been completed by students will not be discarded and will be held in faculty assessment files. The task will be returned to the student.

## 5 Alternative Submission Date of Assessment Tasks

Students may apply for late submission, extension of an assessment task date or special consideration in the following circumstances:

### 5.1 Illness

If a student is applying for an extension to an assessment task due to illness, and the teacher considers the student to have a valid reason, the principal may decide that an extension of time may be granted or a mark may be awarded based on a substitute task. Students must apply for an extension on the day of their return after an illness.

If students are applying for an extension due to illness the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events/illness that may affect their performance/completion of the task
- Complete the Illness/Misadventure Appeal Application form and attach any supporting documentation (Forms are available from the subject head teacher)
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate. If the application is approved the head teacher will either:
  - Allow the student to do the same task, if applicable or,
  - Allow the student to do a suitable replacement task or,
  - In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence

Failure to apply for an extension on the day of return from an illness will lead to a zero for that task.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

### 5.2 Misadventure or Unforeseen Circumstance

There must be a valid reason in order to apply for an extension to an assessment task. In such cases the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events or circumstances that may affect their performance/completion of the task
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made
- Student to discuss the reason with the head teacher of the subject and complete the Illness/Misadventure Appeal Application stating the reason why an extension or alternative date is sought and attach any supporting documentation. Forms are available from the subject head teacher
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate
- If approved, the principal will notify the head teacher of the subject who will either:
  - Allow the student to do the same task, if applicable, or
  - Allow the student to do a suitable alternative task, or
  - In exceptional circumstances (eg where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.

Submitting an application for a late assessment does not necessarily mean that an extension will be granted.

The student will be informed of the outcomes of the illness/misadventure appeal within two weeks of it being submitted.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

### **5.3 Managing the Impact of School Endorsed Activities**

This section includes including pertaining to work placement, TAFE mandatory tasks, sporting representation, debating, and public speaking.

If a student is involved in a school endorsed activity, it is their responsibility to complete, by the set date, any assessment tasks that may be due in their absence. They must see the teacher/s involved as soon as they are aware of these commitments and negotiate a solution if the task is an in-class activity or exam. Any hand-in assessment task will be expected on the due date or before.

For work placement, the course teacher will supply a document that must be signed by all class teachers acknowledging the absence. This will give the student an opportunity to speak to all class teachers about work that may be missed and assessment task issues. It is the student's responsibility to catch up on any work missed.

Being involved in a school endorsed activity is not a reason for late assessment. Being able to manage these commitments successfully requires careful forward planning by the student and communication with the teachers involved. It is essential that teachers are aware of students' progress and work efforts and they must be informed of impending absence prior to any school endorsed activity.

In the case of a suspension the student must indicate to the principal, upon being suspended, if they will miss any assessment tasks during the suspension period. If a student is on suspension at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted on the due date. On all such occasions, submission of the task is to be organised through the front office – the student is not to go directly to the course teacher as students are excluded from the school grounds when on suspension. If, however, the nature of the assessment item requires the student's attendance on the grounds for a set period of time (e.g. listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the principal, and in negotiation with the relevant head teacher. Where appropriate, a student may be asked to complete the task upon return from suspension. Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item.

### **5.4 Other Circumstances**

#### **Absences from School with No Acceptable Explanation**

This will result in a zero mark being recorded. The assessment task however must still be attempted in order for course outcomes assessment to be completed.

#### **An Absence from School when Task/Calendar is Handed Out**

The schedule of tasks/calendar will be posted in a prominent position (e.g. the main teaching room, senior study room, student notice board, etc.), for all students studying the course. Students are expected to consult the schedule of tasks regularly and to keep a current timetable of assessment tasks. This will also be shared to students through the agreed online/remote learning platform.

Following an absence, a student must consult the subject teacher and the posted schedule of tasks to ensure the student's calendar remains accurate.

#### **Non-completed Tasks**



If the progress of a task is interrupted (e.g. by a fire), then this task is to be abandoned and an alternative task may be scheduled.

### **Disputes/Problems**

Any dispute/problem arising out of late submission of any task or absence from a task, will be resolved by a committee consisting of the principal (or nominee), deputy principal and a head teacher from outside the Key Learning Area concerned.

## **6 Assessment Appeals**

### **6.1 School-based Assessment Appeals**

Students who wish to challenge aspects of their assessment for a course, should immediately lodge their grievance with the appropriate subject head teacher, who will notify the School Assessment Appeals Panel.

For the purpose of reviewing assessment marking/ranking, a School Assessment Appeals Panel will be established comprising:

- the principal or nominee
- the deputy principal
- an independent head teacher

The School Review must ensure that

- assessment was in accordance with college and NESAs policies/procedures
- There are no computational or clerical errors

A student seeking a review must make the request within two days of the task being returned. A student has five school days to lodge an appeal in relation to an assessment task review. The appeal will be conducted by the School Assessment Appeals Panel. Students may appeal to NESAs for further review of school assessment procedures for HSC assessments.

### **6.2 VET Frameworks and TAFE Courses Appeals**

Students have access to an appeal process if they feel in any way dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the principal clearly stating the grounds for the appeal. Appeals must be lodged within five days from the date of the assessment.

Appeal submissions are recorded by the school which then asks an appeals panel to review the assessment process to confirm whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views before reaching a decision.

If the student appeal is upheld, the Registered Training Organisation (RTO) arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the trainee has the right to lodge a further appeal with Tamworth RTO. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

## **7 Cheating and Plagiarism**

### **7.1 What is Cheating in Stage 6 Assessment?**

Cheating is any dishonest behaviour which gives a student an unfair advantage over others. What constitutes cheating during examinations and tests is generally well understood by students, but there are other types of behaviours which are considered to be cheating. Some of these include:

- Downloading an assignment from an online source and submitting it as student's own work.
- Buying, stealing or borrowing an assignment and submitting it as student's own work.
- Copying a section of a book or an article and submitting it as student's own work.
- Quoting from a source 'word for word', without using quotation marks.
- Copying, cutting and pasting text from an electronic source and submitting it as student's own work.
- Using the words of someone else and presenting them as student's own.
- Using significant ideas from someone else and presenting them as student's own.

Most of the above actions can be jointly described as plagiarism.

### **7.2 What is Plagiarism?**

Plagiarism is an act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source. (Creative works may include published and unpublished written documents, interpretations, computer software, designs, music, sounds, images, photographs, and ideas gained through working with another person or in a group. These works may be in print and/or electronic media.)

Collusion is a form of plagiarism that can occur as a result of inappropriate collaboration during group work. An example of collusion would be if you helped out a friend and let him copy your most recent assignment, even if you remind him to change the words to make it look like his own before he hands it in.

#### **The Internet and Plagiarism**

The internet is a valuable source of information and an effective research tool. However, because electronic information is easily available does not make it 'free'. Information you find online should be referenced just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way as other, print based, information.

Sometimes a student might accidentally plagiarise. This is usually the result of a lack of academic writing skills, inexperience, sloppy note taking, or a combination of these. It is important that students learn and follow the rules for the acknowledgement of written works for their individual subjects.

### **7.3 General Principles for Acknowledgement**

In all written work submitted for assessment students must show the sources of their material. The principle is that whenever submitted material is not the student's own original work, the source must be acknowledged. To present material without acknowledgement is in effect to claim that it represents the student's own work and ideas.

### **7.4 Common Knowledge**

Students sometimes have difficulty knowing where the need for acknowledgement of works starts and finishes. The principle of common knowledge is worth understanding.

Common knowledge consists of information from a field of study as well as common-sense observations. Standard information includes, for instance, the major facts of history. The dates of the First World War (1914- 1918) and the fact that the ANZACS landed on the Gallipoli Peninsular on 25th April 1915 – both are facts available in many reference books – do not need to be acknowledged, even if you have to look up the information. Folk literature, which is popularly known and cannot be traced to particular writers, is considered common knowledge. This would include nursery rhymes, fairy tales, and any stories from the oral tradition of literature. Even if you read these things in printed form, documentation is not needed.

A common-sense observation, such as the idea that weather affects people's spirits does not require acknowledgement. But a scientist's findings about the effects of high humidity on people with blood pressure, will require acknowledgement.

Students may use common knowledge as their own, even if they have to look it up in a reference book. For example, a student may not know the dates of the French Revolution or the standard definition of photosynthesis, although these are considered common knowledge. If the student looks them up in a dictionary or reference book, they do not need to acknowledge the source.

## **7.5 Knowing What to Acknowledge**

When writing a research essay, students may use information from three kinds of sources:

- their independent thoughts and experiences
- common knowledge, the basic information people share and
- other people's independent thoughts and experiences

Of the three, only the third must be acknowledged, the works of others. Teachers will advise students how they want the works of others acknowledged.

## **7.6 How Cheating and Plagiarism in School Assessment Tasks will be Dealt With**

Staff at The Rivers Secondary College expect that submitted assessment tasks will be the independent work of that student, and that they have written their response in their own words. As indicated, where there is proven dishonesty the following will occur:

- Copied assignments will be given a zero
- If student A copies student B's assignment, both students may get zero
- Assignments copied in whole or large part from books or articles will receive zero

The same essay may not be submitted for assessment in two different subjects.

## **8 Who to Contact**

Further advice or clarification can be obtained from:

- The head teacher of subjects
- Careers advisor/NESA contact
- Rivers coordinator
- Head teacher college
- Deputy principal
- NESA Liaison Officer – Heidi O'Brien

## 9 Forms



|                      |  |                       |  |
|----------------------|--|-----------------------|--|
| <b>Task Number</b>   |  | <b>Task Name</b>      |  |
| <b>Course</b>        |  | <b>Faculty</b>        |  |
| <b>Teacher</b>       |  | <b>Head Teacher</b>   |  |
| <b>Issue date</b>    |  | <b>Due date</b>       |  |
| <b>Focus (Topic)</b> |  | <b>Task Weighting</b> |  |

**Outcomes**

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**Task description**

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**Marking Guidelines**

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## Illness/Misadventure Appeal - Application Form

Students may lodge an illness/misadventure appeal application if they believe that circumstances occurring immediately before or during an assessment task and which were beyond their control, diminished their performance, lead to their non-attendance or a late submission of an assessment task. Applications may be in respect of:

- illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in an assessment task (e.g. influenza, an asthma attack, a cut hand)
- misadventure – that is, any other event beyond the student’s control which allegedly affected the student’s performance in an assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood) NB. The NESI Illness/Misadventure process is to be used for HSC examinations

**Please complete this form and return to the head teacher of the subject.**

|   |  |                              |
|---|--|------------------------------|
| Student name: _____   |  | Year group: _____            |
| Subject: _____  | Class teacher: _____   |                              |
| Type of task: _____   | Head teacher: _____  |                              |
| Date of task: _____   | Appeal applications for a Shared Curriculum subject must be returned to the Head teacher at the campus where the subject is delivered. |                              |
| Nature of application ( <i>please circle</i> ):   |  |                              |
| <b>Extension- late assessment</b>   | <b>Absence from assessment task</b>  | <b>Special consideration</b> |
| Basis of appeal ( <i>please circle</i> ):   | <b>Illness</b>   | <b>Misadventure</b>          |
| Reasons for this application including the date, time and duration of illness or misadventure.<br>( <i>continue on separate sheet as required, including all supporting documentation</i> )   |  |                              |
| <hr/> <hr/>   |  |                              |
| In the event of making an appeal application for multiple assessment tasks, please include details of all tasks in the same time period. Return this form and all documentation and/or medical certificate to your home campus Deputy Principal who will liaise with any host campus where applicable |  |                              |
| _____ Date: _____   | _____ Date: _____  |                              |
| Student Signature   | Parent Signature   |                              |

|  |                        |             |
|--|------------------------|-------------|
| Head teacher comment and recommendation: _____ |                        |             |
| <hr/>  |                        |             |
|  | _____                  | _____       |
|  | Head teacher signature | Date:       |
| Principal’s determination: _____               |                        |             |
| <hr/>  |                        |             |
|  | _____                  | _____       |
|  | Principal signature    | Date:       |
| Appeal Upheld                                  | Appeal Declined        |             |
| Outcome discussed with student                 | Signed: _____          | Date: _____ |
| Outcome recorded in Sentral                    | Signed: _____          | Date: _____ |





# THE RIVERS SECONDARY COLLEGE

## Assessment Task Cover Sheet

This cover sheet is to be completed by the student and securely attached to the front of all submitted assessment tasks (or components of assessment tasks), completed outside class time. It is the student's responsibility to **complete the details; to sign the declaration; to ensure that a staff member signs the receipt on the bottom of this page, and to detach and retain the receipt** until completion of the marking process.

|                        |                       |
|------------------------|-----------------------|
| Student name: _____    | Home campus: _____    |
| Subject: _____         | Teacher's name: _____ |
| Task title: _____      |                       |
| Number of pages: _____ | Date submitted: _____ |

In signing this declaration you are acknowledging that this submitted work is your own, and that any contribution from other sources such as text books, other published works, literary articles, sources on the internet, past or fellow students' work etc., has been properly acknowledged. Students are referred to advice overleaf, and that contained in the Assessment Guidelines documentation distributed at the commencement of the course.

### **Declaration**

***Except where appropriately acknowledged, I verify that this assessment task is my own work, and that it has been written and/or expressed in my own words. I also verify that this work has not been previously submitted by me or any other student in this or any other subject, either this year, or in years past.***

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

✂ .....

**Assignment Receipt: Retain this receipt as proof of the submission of your task.**

|                              |          |
|------------------------------|----------|
| Student name:                | Subject: |
| Description of task:         |          |
| Accepting teacher signature: | Date:    |

## **10 KHC Assessment Schedules – Preliminary 2022**

## Year 11 Biology

Outcomes:

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

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

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

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

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

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

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

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

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

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

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

| Task Number                             | Task 1   | Task 2   | Task 3              | Weighting % |
|---|--|--|---------------------|-------------|
| Type of Task                            | Depth Study & Field trip   | Practical skills Test  | Yearly Examination  |             |
| Timing of Task                          | Term 1 Week 10   | Term 2 Week 10   | Term 3 Week 9/10    |             |
| Outcomes assessed                       | BIO 11-1, BIO 11-2<br>BIO 11-3, BIO 11-4<br>BIO 11-5, BIO 11-6<br>BIO 11-7, BIO 11-8<br>BIO 11-9 | BIO 11-3, BIO 11-4<br>BIO 11-5, BIO 11-6<br>BIO 11-7, BIO 11-10<br>BIO 11-11 | All course outcomes |             |
| <b>Component</b>                        |  |  |                     |             |
| <b>Skills in working scientifically</b> | 30   | 20   | 10                  | <b>60</b>   |
| <b>Knowledge and understanding</b>      | 10   | 10   | 20                  | <b>40</b>   |
| <b>Total %</b>                          | <b>40%</b>   | <b>30%</b>   | <b>30%</b>          | <b>100</b>  |

## Year 11 Business Studies

### Outcomes

P1 discusses the nature of business, its role in society and types of business structure  
 P2 explains the internal and external influences on businesses  
 P3 describes the factors contributing to the success or failure of small to medium enterprises  
 P4 assesses the processes and interdependence of key business functions  
 P5 examines the application of management theories and strategies  
 P6 analyses the responsibilities of business to internal and external stakeholders  
 P7 plans and conducts investigations into contemporary business issues  
 P8 evaluates information for actual and hypothetical business situations  
 P9 communicates business information and issues in appropriate formats  
 P10 applies mathematical concepts appropriately in business situations

| Task Number   | Task 1         | Task 2                  | Task 3                      | Weighting<br>% |
|---|----------------|-------------------------|-----------------------------|----------------|
| Type of Task  | Topic Test     | Business Plan for a SME | Yearly Exam                 |                |
| Timing of Task  | Term 1, Week 9 | Term 3, Week 5          | Term 3, Week 9              |                |
| Outcomes assessed                                       | P2, P7, P9     | P4, P8, P9              | P1, P2, P3, P4, P5, P6, P10 |                |
| <b>Component</b>  |                |                         |                             |                |
| Knowledge and Understanding                             | 10%            | 15%                     | 15%                         | <b>40%</b>     |
| Stimulus based skills                                   | 5%             | 10%                     | 10%                         | <b>25%</b>     |
| Inquiry & Research                                      | 10%            | 10%                     | -                           | <b>20%</b>     |
| Communication of business information, ideas and issues | 5%             | 5%                      | 5%                          | <b>15%</b>     |
| Total %   | <b>30%</b>     | <b>40%</b>              | <b>30%</b>                  | <b>100%</b>    |

## Year 11 Community and Family Studies

### Outcomes

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision making

| Task Number  | Task 1                   | Task 2                        | Task 3  | Weighting % |
|--|--------------------------|-------------------------------|---|-------------|
| Type of Task   | Research                 | Family Resource               | Yearly Examination  |             |
| Timing of Task   | Term 1, Week 9           | Term 2, Week 6                | Term 3, Exam Week   |             |
| Outcomes assessed  | P2.1,P2.3,P4.1,P4.2,P6.2 | P2.2,P2.4,P3.1,P4.2,P6.1,P6.2 | P1.1,P1.2,P2.1,P2.2,P2.4,P3.1,P3.2,P4.1,P4.2,P5.1,P6.1,P6.2 |             |
| Component  |                          |                               |   |             |
| Knowledge and understanding of the course content                              | 10                       | 10                            | 20  | 40          |
| Skills in critical thinking, research methodology, analysing and communicating | 20                       | 20                            | 20  | 60          |
| Total %  | 30                       | 30                            | 40  | 100         |

## Year 11 Drama

### Outcomes

#### Making

- 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 to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole

#### Performing

- 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
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance

#### Critically Studying

- 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 experience of dramatic and theatrical styles, traditions and movements

| Task Number         | Task 1   | Task 2                                       | Task 3  | Weighting % |
|---------------------|--|--|---|-------------|
| Type of Task        | Practical and Hand in task                                 | Practical and Hand in task                   | Practical Examination with Hand In Task             |             |
| Timing of Task      | Term 1, Week 10  | Term 2, Week 10                              | Term 3, Week 9/10                                   |             |
| Outcomes assessed   | P1.3, P1.4, P1.6, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3 | P1.4, P1.6, P2.1, P2.2, P2.3, P3.1           | P1.2, P1.2, P1.3 P1.4, P2.1, P2.3, P2.4, P3.2, P3.3 |             |
| Content Area        | <i>Theatrical Traditions and Performance Styles</i>        | <i>Elements of Production in Performance</i> | <i>Improvisation, Playbuilding and Acting</i>       |             |
| Making              | 20   | 10   | 10  | 40          |
| Performing          |  |  | 30  | 30          |
| Critically Studying | 10   | 20   |   | 30          |
| Total %             | 30%  | 30%  | 40%   | 100         |

## Year 11 Advanced English 2022

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

| <b>Task Number</b>   | <b>Task 1</b> | <b>Task 2</b>            | <b>Task 3</b> | <b>Weighting %</b> |
|--|---------------|--------------------------|---------------|--------------------|
| <b>Type of Task</b>  | Portfolio     | Multi-modal Presentation | Essay in Exam |                    |
| <b>Timing of Task</b>  | Week 9 Term 1 | Week 9 Term 2            | Week 9 Term 3 |                    |
| <b>Outcomes assessed</b>   | 1,4,5,9       | 2,3,6                    | 1,7,8         |                    |
| <b>Component</b>   |               |                          |               |                    |
| C1. Knowledge and understanding of course content  | 15            | 15                       | 20            | <b>50</b>          |
| C2. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15            | 15                       | 20            | <b>50</b>          |
| Total %  | 30            | 30                       | 40            | <b>100</b>         |

## Year 11 Standard English 2022

### Outcomes

**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

| <b>Task Number</b>  | <b>Task 1</b> | <b>Task 2</b>            | <b>Task 3</b> | <b>Weighting %</b> |
|---|---------------|--------------------------|---------------|--------------------|
| <b>Type of Task</b>   | Portfolio     | Multi-modal Presentation | Essay in Exam |                    |
| <b>Timing of Task</b>   | Week 9 Term 1 | Week 9 Term 2            | Week 9 Term 3 |                    |
| <b>Outcomes assessed</b>  | 1,4,5,9       | 2,3,6                    | 1,7,8         |                    |
| <b>Component</b>  |               |                          |               |                    |
| C1. Knowledge and understanding of course content   | 15            | 15                       | 20            | <b>50</b>          |
| C2. Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul> | 15            | 15                       | 20            | <b>50</b>          |
| Total %   | 30            | 30                       | 40            | <b>100</b>         |



## Year 11 English Studies 2022

### Outcomes

**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

**ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways

**ES11-4** composes a range of texts with increasing accuracy and clarity in different forms

**ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

**ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

**ES11-7** represents own ideas in critical, interpretive and imaginative texts

**ES11-8** identifies and describes relationships between texts

**ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

**ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

| Task Number   | Task 1        | Task 2                  | Task 3             | Weighting<br>% |
|---|---------------|-------------------------|--------------------|----------------|
| Type of Task  | Response      | Multimodal Presentation | Collection of Work |                |
| Timing of Task  | Week 9 Term 1 | Week 9 Term 2           | Week 9 Term 3      |                |
| Outcomes assessed   | 1,4,5         | 2,3,6                   | 7,8,9,10           |                |
| <b>Component</b>  |               |                         |                    |                |
| C1. Knowledge and understanding of course content   | 15            | 15                      | 20                 | <b>50</b>      |
| C2. Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul> | 15            | 15                      | 20                 | <b>50</b>      |
| Total %   | <b>30</b>     | <b>30</b>               | <b>40</b>          | <b>100</b>     |

## Year 11 Exploring Early Childhood – Content Endorsed Course

### Outcomes:

- 1.1** analyses prenatal issues that have an impact on development
- 1.2** examines major physical, social-emotional, behavioural cognitive and language development of young children
- 1.3** examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4** analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5** analyses issues relating to the appropriateness of a range of services for different families
- 2.3** explains the importance of diversity as a positive issue for children and their families
- 2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5** examines strategies that promote safe environments
- 3.1** evaluates strategies that encourage positive behaviour in young children
- 4.1** demonstrates appropriate communication skills with children and/or adults
- 5.1** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1** demonstrates an understanding of decision making processes
- 6.2** critically examines all issues including beliefs and values that may influence interactions with others
- V1.1** displays a willingness to respond to the individual needs of young children and families
- V1.2** interacts with children and adults in a positive non-judgemental and accepting manner
- V2.1** appreciates the importance of facilitating responsible and supportive interactions with young children

| <b>Task Number</b>                            | <b>Task 1</b>  | <b>Task 2</b>                            | <b>Task 3</b>   | <b>Weighting %</b> |
|---|--|--|---|--------------------|
| <b>Type of Task</b>                           | Assessment   | Assessment                               | Exam  |                    |
| <b>Timing of Task</b>                         | <b>Term 1<br/>Week 8</b>   | <b>Term 2<br/>Week 8</b>                 | <b>Term 3<br/>Week 9-10</b>   |                    |
| <b>Outcomes assessed</b>                      | <b>1.1, 1.2, 1.3, 1.4, 3.1,<br/>5.1, 6.1, 6.2<br/>V1.1, V2.1</b> | <b>1.2, 1.3, 4.1, 5.1, 6.1<br/>V1.1,</b> | <b>1.4, 1.5, 2.1, 2.3, 2.4,<br/>2.5, 5.1, 6.1, 6.2<br/>V1.1, 1.2, 2.1</b> |                    |
| <b>Component</b>                              |  |  |   |                    |
| Knowledge and understanding of course content | 20   | 20                                       | 10  | <b>50</b>          |
| Skills outcomes and content                   | 20   | 20                                       | 10  | <b>50</b>          |
| Total %                                       | 40   | 40                                       | 20  | <b>100</b>         |

## Year 11 Extension English 1 2022

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

| Task Number  | Task 1                                      | Task 2  | Task 3  | Weighting % |
|--|---|---|---|-------------|
| Type of Task   | Imaginative response                        | Multimodal TED Talk   | Comparative essay                                   |             |
| Timing of Task   | Week 9 Term 1                               | Week 9 Term 2   | Week 9 Term 3                                       |             |
| Outcomes assessed  | Outcomes assessed<br>EE11-2, EE11-3, EE11-6 | Outcomes assessed<br>EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 | Outcomes assessed<br>EE11-1, EE11-2, EE11-3, EE11-5 |             |
| <b>Component</b>   |   |   |   |             |
| Knowledge and Understanding of texts and why they are valued | 15  | 20  | 15  | <b>50</b>   |
| Skills in complex analysis composition and investigation     | 15  | 20  | 15  | <b>50</b>   |
| Total %  | <b>30</b>                                   | <b>40</b>   | <b>30</b>   | <b>100</b>  |

## Year 11 Food Technology

### PRELIMINARY COURSE STRUCTURE

The compulsory core strands are as follows:

- Food Availability & Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

### PRELIMINARY COURSE OUTCOMES

A student:

- P1.1 identifies and discusses a range of historical and contemporary factors, which influence the availability of particular foods.
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
- P2.1 explains the role of food nutrients in human nutrition.
- P2.2 identifies and explains the sensory characteristics and functional properties of food.
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups.
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.
- P4.2 plans, prepares and presents foods which reflect a range of influences on food selection.
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
- P5.1 generates ideas and develops solutions to a range of food situations.

| Task Number  | Task 1                           | Task 2                                      | Task 3                       | Weighting % |
|--|----------------------------------|---|------------------------------|-------------|
| Type of Task   | Report and Practical Preparation | Experiment Design and Practical Preparation | Exam Block                   |             |
| Timing of Task   | Term 1, Week 9                   | Term 2, Week 9                              | Term 3, Weeks 9 & 10         |             |
| Outcomes assessed  | P1.1, P1.2, P4.1, P4.2, P4.3     | P2.2, P3.2, P4.1, P4.4, P5.1                | P1.1, P1.2, P2.1, P2.2, P3.1 |             |
| <b>Component</b>   |                                  |   |                              |             |
| Knowledge and understanding of course content                                    | 10                               | 10  | 20                           | <b>40</b>   |
| Knowledge and skills in designing, researching, analysing and evaluating         | 10                               | 10  | 10                           | <b>30</b>   |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10                               | 10  | 10                           | <b>30</b>   |
| Total %  | 30                               | 30  | 40                           | <b>100</b>  |

## Year 11 Legal Studies 2022

Outcomes

**A student:**

P1. identifies and applies legal concepts and terminology

P2. describes the key features of Australian and international law

P3. describes the operation of domestic and international legal systems

P4. discusses the effectiveness of the legal system in addressing issues

P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6. explains the nature of the interrelationship between the legal system and society

P7. evaluates the effectiveness of the law in achieving justice

P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9. communicates legal information using well-structured responses

P10. accounts for differing perspectives and interpretations of legal information and issues

| Task Number       | Task 1            | Task 2   | Task 3             | Weighting % |
|-------------------|-------------------|--|--------------------|-------------|
| Type of Task      | In class response | Essay & Presentation – Contemporary issue in Law | Yearly Examination |             |
| Timing of Task    | Term 1 Week 10    | Term 3 Week 6                                    | Term 3 Week 9/10   |             |
| Outcomes assessed | P1,P2,P3          | P1,P2,P4,P5,P6,<br>P7,P8,P9,P10                  | P1,P2,P3,P4,P5,P6  |             |
| <b>Component</b>  |                   |  |                    |             |
| <b>C1</b>         | 15                | 5  | 20                 | <b>40</b>   |
| <b>C2</b>         | 5                 | 15   |                    | <b>20</b>   |
| <b>C3</b>         | 5                 | 10   | 5                  | <b>20</b>   |
| <b>C4</b>         | 5                 | 10   | 5                  | <b>20</b>   |
| Total %           | <b>30</b>         | <b>40</b>  | <b>30</b>          | <b>100</b>  |

## Year 11 Mathematics Advanced

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

| Task Number  | Task 1                                     | Task 2                                    | Task 3   | Weighting % |
|--|--|---|--|-------------|
| Type of Task                                       | Class test<br>"Question Bank"<br>Topic: F1 | Assignment/<br>Investigation<br>Topic: C1 | Yearly Examination<br>Topics: F1, T1, T2, C1,<br>E1, S1                            |             |
| Timing of Task                                     | Term1, Week 10                             | Term 2, Week 10                           | Term 3, Week 9-10  |             |
| Outcomes assessed                                  | MA11-1, MA11-2,<br>MA11-8, MA11-9          | MA11-1, MA11-5, MA11-<br>8, MA11-9        | MA11-1, MA11-2,<br>MA11-3, MA11-4,<br>MA11-5, MA11-6,<br>MA11-7, MA11-8,<br>MA11-9 |             |
| Component  |  |   |  |             |
| Understanding,<br>Fluency and<br>Communicating     | 15   | 15  | 20   | 50          |
| Problem Solving,<br>Reasoning and<br>Justification | 15   | 15  | 20   | 50          |
| Total %  | 30   | 30  | 40   | 100         |

## Year 11 Mathematics Standard

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

| Task Number                                  | Task 1                          | Task 2                                  | Task 3  | Weighting<br>% |
|--|---------------------------------|---|---|----------------|
| Type of Task                                 | Skills Prep & Quiz              | Research Assignment                     | Yearly Examination  |                |
| Timing of Task                               | Term 1 Week 7                   | Term 2 Week 8                           | Term 3 Week 9-10  |                |
| Outcomes assessed                            | MS11-1, MS11-6, MS11-9, MS11-10 | MS11-5, MS11-6, MS11-7, MS11-9, MS11-10 | MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10 |                |
| <b>Component</b>                             |                                 |   |   |                |
| Understanding, Fluency and Communicating     | 15                              | 15                                      | 20  | <b>50</b>      |
| Problem Solving, Reasoning and Justification | 15                              | 15                                      | 20  | <b>50</b>      |
| <b>Total %</b>                               | <b>30</b>                       | <b>30</b>                               | <b>40</b>   | <b>100</b>     |

## Year 11 Modern History

### Outcomes

Knowledge and Understanding

**MH11-1** describes the nature of continuity and change in the modern world

**MH11-2** proposes ideas about the varying causes and effects of events and developments

**MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past

**MH11-4** accounts for the different perspectives of individuals and groups

**MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world

### Skills

**MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**MH11-7** discusses and evaluates differing interpretations and representations of the past

**MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**MH11-10** discusses contemporary methods and issues involved in the investigation of modern history

| Task Number   | Task 1  | Task 2  | Task 3  | Weighting % |
|---|---|---|---|-------------|
| Type of Task  | Source analysis Essay                                   | Historical Investigation  | Yearly Exam   |             |
| Timing of Task  | Term 1, Week 8  | Term 2, Week 9  | Term 3, Week 9-10   |             |
| Outcomes assessed   | MH11-3, MH11-4, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10 | MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10 | MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, |             |
| Component   |   |   |   |             |
| Knowledge and understanding of course content                                   | 10%   | 5%  | 25%   | 40%         |
| Historical skills in the analysis and evaluation of sources and interpretations | 15%   |   | 5%  | 20%         |
| Historical inquiry and research   |   | 20%   |   | 20%         |
| Communication of historical understanding in appropriate forms                  | 5%  | 10%   | 5%  | 20%         |
| Total %   | 30%   | 35%   | 35%   | 100         |



## Year 11 Numeracy

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

| Task Number                                  | Task 1   | Task 2   | Task 3   | Weighting % |
|--|--|--|--|-------------|
| Type of Task                                 | Financial Investigative Task                           | Measurement Research Assignment                | Yearly Examination   |             |
| Timing of Task                               | Term 1 Week 9  | Term 2 Week 8                                  | Term 3 Week 9-10   |             |
| Outcomes assessed                            | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-2.4, N6-2.6 | N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-2.6 | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6 |             |
| Component                                    |  |  |  |             |
| Understanding, Fluency and Communicating     | 15   | 15   | 20   | 50          |
| Problem Solving, Reasoning and Justification | 15   | 15   | 20   | 50          |
| <b>Total %</b>                               | <b>30</b>  | <b>30</b>                                      | <b>40</b>  | <b>100</b>  |

## Year 11 Personal Development, Health and Physical Education

### Outcomes

P1 identifies and examines why individuals give different meanings to health  
 P2 explains how a range of health behaviours affect an individual's health  
 P3 describes how an individual's health is determined by a range of factors  
 P4 evaluates aspects of health over which individuals can exert some control  
 P5 describes factors that contribute to effective health promotion  
 P6 proposes actions that can improve and maintain an individual's health  
 P7 explains how body systems influence the way the body moves  
 P8 describes the components of physical fitness and explains how they are monitored  
 P9 describes biomechanical factors that influence the efficiency of the body in motion  
 P10 plans for participation in physical activity to satisfy a range of individual needs  
 P11 assesses and monitors physical fitness levels and physical activity patterns  
 P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings  
 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.

| Task Number  | Task 1   | Task 2  | Task 3                   |                    |
|--|--|---|--------------------------|--------------------|
| <b>Type of Task</b>  | <b>Case Study<br/>Strategies to Improve Health</b> | <b>Practical Workshop<br/>Application of anatomy and physiological concepts to movement</b> | <b>Yearly Exam</b>       | <b>Weighting %</b> |
| <b>Timing of Task</b>  | <b>Term 1, Week 9</b>                              | <b>Term3 , Week 7</b>   | <b>Term3 , Week 9/10</b> |                    |
| <b>Outcomes assessed</b>   | <b>P1-P6,P15,P16</b>                               | <b>P7-P11,P16,P17</b>   | <b>P1-P17</b>            |                    |
| <b>Component</b>   |  |   |                          |                    |
| Knowledge and Understanding  | 10   | 10  | 20                       | <b>40</b>          |
| Skills in critical thinking, research, analyzing and communicating | 20   | 20  | 20                       | <b>60</b>          |
| <b>Total %</b>   | <b>30</b>  | <b>30</b>   | <b>40</b>                | <b>100</b>         |

## Year 11 Sport, Lifestyle & Recreation

### Outcomes

- 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
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
  
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
  
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.7 analyses the impact of professionalism in sport
  
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and activity.

| Task Number               | Task 1  | Task 2                                       | Task 3  | Weighting<br>% |
|---------------------------|---|--|---|----------------|
| Type of Task              | Practical performance<br><br>Games & Sports Applications<br>1 & 2 | Hand in Assignment<br><br>Balanced Lifestyle | Hand in Assignment<br><br>Current Issues in sport |                |
| Timing of Task            | Term 1, 2, 3<br>Ongoing   | Term 1 , Week 5                              | Term 3, Week 5                                    |                |
| Outcomes Assessed         | 1.1 1.3<br>2.3<br>3.1 3.4<br>4.1 4.2 4.4                          | 1.2 1.5<br><br>3.2 3.3 3.5<br>4.3            | 3.7<br>4.5  |                |
| Component                 |   |  |   |                |
| Knowledge & Understanding | 30  | 10   | 10  | 50             |
| Skills                    | 50  |  |   | 50             |
| Total %                   | 80  | 10   | 10  | 100            |

## Year 11 Visual Arts

### Artmaking Outcomes:

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

### Art Criticism and Art History Outcomes:

- 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

| Task Number                          | Task 1  | Task 2  | Task 3  | Weighting % |
|--------------------------------------|---|---|---|-------------|
| Type of Task                         | Hand in task  | Hand in task  | Hand in task and Examination                              |             |
| Timing of Task                       | Term 1, Week 10   | Term 2, Week 10   | Term 3, Week 9/10   |             |
| Outcomes assessed                    | P4, P7  | P1, P6, P8  | P2, P3, P5, P9, P10                                       |             |
| Component                            | <i>Creating a still moment in time</i>                    | <i>The Human Form</i>                                     | <i>Art Sensation</i>                                      |             |
| <b>ARTMAKING</b>                     | Submission of Body of Work and Diary Documentation<br>20% | Submission of Body of Work and Diary Documentation<br>20% | Submission of Body of Work and Diary Documentation<br>10% | <b>50</b>   |
| <b>ART CRITICISM AND ART HISTORY</b> | Essay<br>10%  | Essay<br>20%  | Yearly Examination<br>20%                                 | <b>50</b>   |
| Total %                              | 30%   | 40%   | 30%   | <b>100</b>  |

## **11 LHC Assessment Schedules – Preliminary 2022**

## Year 11 Ancient History Assessment Schedule

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING

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

#### SKILLS

A student:

**AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**AH11-7** discusses and evaluates differing interpretations and representations of the past

**AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history

| Task Number   | Task 1   | Task 2   | Task 3  |            |
|---|--|--|---|------------|
| Nature of Task  | <b>Source Analysis</b><br>Ancient Sites and Sources – Portfolio of Sources | <b>Historical Investigation</b><br>Essay – Features of Ancient Societies | <b>Yearly Exam</b>  |            |
| Timing  | Term1, Week 10   | Term 2, Week 9   | Term 3, Week 9-10   |            |
| Outcomes Assessed   | AH11-3, AH11-6, AH11-7, AH11-10  | AH11-2, AH11-4, AH11-5, AH11-9   | AH11-1, AH11-2, AH11-3, AH11-4, AH11-6, AH11-7, AH11-9, AH11-10 |            |
| Component   | Weighting %  |  |   |            |
| Knowledge and understanding of course content                                   | 5  | 10   | 25  | <b>40</b>  |
| Historical skills in the analysis and evaluation of sources and interpretations | 10   |  | 10  | <b>20</b>  |
| Historical inquiry and research   | 10   | 10   |   | <b>20</b>  |
| Communication of historical understanding in appropriate forms                  | 5  | 10   | 5   | <b>20</b>  |
| <b>Total %</b>  | <b>30</b>  | <b>30</b>  | <b>40</b>   | <b>100</b> |

## Year 11 Chemistry Assessment Schedule

### Outcomes

#### SKILLS

A student:

**CH11-1** develops and evaluates questions and hypotheses for scientific investigation

**CH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**CH11-3** conducts investigations to collect valid and reliable primary and secondary data and information

**CH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**CH11-5** analyses and evaluates primary and secondary data and information

**CH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**CH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### KNOWLEDGE AND UNDERSTANDING

A student:

**CH11-8** explores the properties and trends in the physical, structural and chemical aspects of matter

**CH11-9** describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

**CH11-10** explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

**CH11-11** analyses the energy considerations in the driving force for chemical reactions

| Task Number                      | Task 1                         | Task 2                                  | Task 3   |             |
|----------------------------------|--------------------------------|---|--|-------------|
| Nature of Task                   | <b>Practical Investigation</b> | <b>Depth Study – Student Choice</b>     | <b>Yearly Exam</b>                               |             |
| Timing                           | Term 2, Week 1                 | Term 3, Week 3                          | Term 3, Week 9-10                                |             |
| Outcomes Assessed                | CH11-2, CH11-3, CH11-4, CH11-7 | CH11-1, CH11-2, CH11-4, CH11-6, CH11-10 | CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11 |             |
| Component                        |                                |   |  | Weighting % |
| Skills in working scientifically | 20                             | 30                                      | 10   | <b>60</b>   |
| Knowledge and understanding      | 10                             | 10                                      | 20   | <b>40</b>   |
| <b>Total %</b>                   | <b>30</b>                      | <b>40</b>                               | <b>30</b>  | <b>100</b>  |

## Year 11 Design and Technology Assessment Schedule

### Outcomes

#### KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

**P1.1** examines design theory and practice, and considers the factors affecting designing and producing in design projects

**P2.1** identifies design and production processes in domestic, community, industrial and commercial settings

**P2.2** explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects

**P3.1** investigates and experiments with techniques in creative and collaborative approaches in designing and producing

**P4.1** uses design processes in the development and production of design solutions to meet identified needs and opportunities

**P4.2** uses resources effectively and safely in the development and production of design solutions

**P4.3** evaluates the processes and outcomes of designing and producing

**P5.1** uses a variety of management techniques and tools to develop design projects

**P5.2** communicates ideas and solutions using a range of techniques

**P5.3** uses a variety of research methods to inform the development and modification of design ideas

**P6.1** investigates a range of manufacturing and production processes and relates these to aspects of design projects

**P6.2** evaluates and uses computer-based technologies in designing and producing

| Task Number   | Task 1           | Task 2                       | Task 3            |             |
|---|------------------|------------------------------|-------------------|-------------|
| Nature of Task  | Case Study       | Minor Project and folio      | Yearly Exam       |             |
| Timing  | Term 1, Week 8   | Term 3, Week 6               | Term 3, Week 9-10 |             |
| Outcomes Assessed   | P1.1, P2.2, P6.2 | P4.1, P4.2, P5.1, P5.2, P5.3 | P2.1, P4.3, P6.1  |             |
| Component   |                  |                              |                   | Weighting % |
| Knowledge and understanding of course content   | 20               |                              | 20                | 40          |
| Knowledge and skills in designing, managing, producing and evaluating design projects | 10               | 40                           | 10                | 60          |
| <b>Total %</b>  | <b>30</b>        | <b>40</b>                    | <b>30</b>         | <b>100</b>  |



## Year 11 Industrial Technology (Metal and Engineering Technologies) Assessment Schedule

### Outcomes

#### KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

- P1.1** describes the organisation and management of an individual business within the focus area industry
- P1.2** identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1** describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2** works effectively in team situations
- P3.1** sketches, produces and interprets drawings in the production of projects
- P3.2** applies research and problem-solving skills
- P3.3** demonstrates appropriate design principles in the production of projects
- P4.1** demonstrates a range of practical skills in the production of projects
- P4.2** demonstrates competency in using relevant equipment, machinery and processes
- P4.3** identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1** uses communication and information processing skills
- P5.2** uses appropriate documentation techniques related to the management of projects
- P6.1** identifies the characteristics of quality manufactured products
- P6.2** identifies and explains the principles of quality and quality control
- P7.1** identifies the impact of one related industry on the social and physical environment
- P7.2** identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

| Task Number  | Task 1                             | Task 2                                   | Task 3                       |             |
|--|------------------------------------|--|------------------------------|-------------|
| Nature of Task   | <b>Industry Case Study</b>         | <b>Preliminary Project</b>               | <b>Yearly Exam</b>           |             |
| Timing   | Term 1, Week 10                    | Term 2, Week 8                           | Term 3, Week 9-10            |             |
| Outcomes Assessed  | P1.1, P1.2, P5.1, P6.2, P7.1, P7.2 | P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2 | P1.1, P1.2, P2.1, P6.1, P7.1 |             |
| Component  |                                    |  |                              | Weighting % |
| Knowledge and understanding of course content                                    | 10                                 | 10                                       | 20                           | <b>40</b>   |
| Knowledge and skills in the management, communication and production of projects | 10                                 | 30                                       | 20                           | <b>60</b>   |
| <b>Total %</b>   | <b>20</b>                          | <b>40</b>                                | <b>40</b>                    | <b>100</b>  |

## Year 11 Music 1 Assessment Schedule

### Outcomes

#### KNOWLEDGE, UNDERSTANDING AND SKILLS

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

| Task Number       | Task 1   | Task 2   | Task 3   |             |
|-------------------|--|--|--|-------------|
|                   |  |  |  |             |
| Nature of Task    | <b>Viva Voce and Performance</b><br>Topic 1<br>Presentation and written summary of viva voce, with student performance based on the excerpt discussed in Viva Voce | <b>Composition Portfolio and Aural Analysis</b><br>Topic 2<br>Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic | <b>Performance and Musicology Research</b><br>Topic 3<br>Solo or ensemble performance and summary demonstrating the relevance of the performance repertoire with detailed analysis of one aural excerpt within the focus area within the topic |             |
| Timing            | Term 1, Week 9   | Term 2, Week 9   | Term 3, Week 6   |             |
| Outcomes Assessed | P2, P4, P5, P6, P8   | P3, P4, P6, P7, P8   | P1, P2, P4, P6   |             |
| Component         |  |  |  | Weighting % |
| Performance       | 10   |  | 15   | 25          |
| Composition       |  | 25   |  | 25          |
| Musicology        | 10   |  | 15   | 25          |
| Aural             |  | 15   | 10   | 25          |
| <b>Total %</b>    | <b>20</b>  | <b>40</b>  | <b>40</b>  | <b>100</b>  |

## **12 RRHC Assessment Schedules – Preliminary 2022**

## Year 11 - Earth and Environmental Science

Outcomes, A student:

- EES11-1** develops and evaluates questions and hypotheses for scientific investigation
- EES11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- EES11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11-5** analyses and evaluates primary and secondary data and information
- EES11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES11-8** describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9** describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10** describes the factors that influence how energy is transferred and transformed in the Earth's systems
- EES11-11** describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

| Task Number                      | Task 1  | Task 2                               | Task 3  | Weighting<br>% |
|----------------------------------|---|--------------------------------------|---|----------------|
| Type of Task                     | Fieldwork Report<br>Depth Study                               | Tectonic Research<br>Task            | Yearly Examination  |                |
| Timing of Task                   | <b>Term 1, Week 9</b>   | <b>Term 2, Week 8</b>                | <b>Term 3, Week 9-10</b>                                    |                |
| Outcomes assessed                | EES11-1, EES11-2<br>EES11-3, EES11-5<br>EES11-7, EES11-8/9/10 | EES11-4, EES11-5<br>EES11-7, EES11-8 | EES11-5, EES11-6,<br>EES11-8, EES11-9<br>EES11-10, EES11-11 |                |
| <b>Component</b>                 |   |                                      |   |                |
| Skills in Working Scientifically | 35  | 20                                   | 5   | <b>60</b>      |
| Knowledge and Understanding      | 5   | 10                                   | 25  | <b>40</b>      |
| Total %                          | <b>40</b>   | <b>30</b>                            | <b>30</b>   | <b>100</b>     |

## Year 11 - Japanese Beginners

Outcomes, 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.

| Task Number              | Task 1  | Task 2   | Task 3   | Weighting % |
|--------------------------|---|--|--|-------------|
| <b>Type of Task</b>      | Family life, home and neighbourhood.<br>Friends, Recreation and Past-times. | People, places and communities.<br>Education and work. | Future plans and aspirations.<br>Holidays, travel and tourism. |             |
| <b>Timing of Task</b>    | Term 1,<br>Week 9   | Term 2,<br>Week 9                                      | Term 3,<br>Week 9&10   |             |
| <b>Outcomes assessed</b> | 1.1,1.2,<br>1.3,1.4,2.1,2.2, 2.3,<br>2.5, 2.6,                              | 1.2,1.3,2.1,2.2,2.3,<br>2.4,2.5,2.6,3.1,3.2,3.3<br>3.4 | 1.1,1.2,1.3,1.4,<br>2.1,2.2,2.3,2.4,2.5<br>3.1,3.2,3.3,3.4     |             |
| <b>Component</b>         |   |  |  |             |
| Listening                | 20  |  | 10   | <b>30</b>   |
| Reading                  |   | 20   | 10   | <b>30</b>   |
| Writing                  |   | 10   | 10   | <b>20</b>   |
| Speaking                 | 10  |  | 10   | <b>20</b>   |
| Total %                  | <b>30</b>   | <b>30</b>  | <b>40</b>  | <b>100</b>  |

## Year 11 – Mathematics Extension 1

Outcomes, A Student:

**ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

**ME11-2** manipulates algebraic expressions and graphical functions to solve problems

**ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

**ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

**ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering

**ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

**ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

| Task Number                                  | Task 1                               | Task 2                               | Task 3   | Weighting<br>% |
|--|--------------------------------------|--------------------------------------|--|----------------|
| Type of Task                                 | Open Book Test                       | Assignment                           | Yearly Examination                                       |                |
| Timing of Task                               | Term 1, Week 8                       | Term 2, Week 7                       | Term 3, Week 9-10  |                |
| Outcomes assessed                            | ME11-1<br>ME11-2<br>ME11-3<br>ME11-7 | ME11-4<br>ME11-5<br>ME11-6<br>ME11-7 | ME11-1<br>ME11-2<br>ME11-3<br>ME11-4<br>ME11-5<br>ME11-7 |                |
| Component                                    |                                      |                                      |  |                |
| Understanding, fluency and communication     | 15                                   | 15                                   | 20   | 50             |
| Problem-solving, reasoning and justification | 15                                   | 15                                   | 20   | 50             |
| Total %                                      | 30                                   | 30                                   | 40   | 100            |

## Year 11 - Physics

Outcomes, A student:

**PH11-1** - develops and evaluates questions and hypotheses for scientific investigation

**PH11-2** - designs and evaluates investigations in order to obtain primary and secondary data and information

**PH11-3** - conducts investigations to collect valid and reliable primary and secondary data and information

**PH11-4** - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**PH11-5** - analyses and evaluates primary and secondary data and information

**PH11-6** - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**PH11-7** - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**PH11-8** - describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

**PH11-9** - describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

**PH11-10** - explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

**PH11-11** - explains and quantitatively analyses electric fields, circuitry and magnetism

| Task Number                      | Task 1                                 | Task 2                          | Task 3                                   | Weighting<br>% |
|----------------------------------|--|---------------------------------|--|----------------|
| Type of Task                     | Depth Study Presentation               | Refraction Practical Task       | Yearly Examination                       |                |
| Timing of Task                   | Term 2, Week 2                         | Term 3, Week 2                  | Term 3, Weeks 9 &10                      |                |
| Outcomes assessed                | PH11-1, PH11-2, PH11-4, PH11-7, PH11-8 | PH11-3, PH11-4, PH11-5, PH11-10 | PH11-6, PH11-8, PH11-9, PH11-10, PH11-11 |                |
| <b>Component</b>                 |  |                                 |  |                |
| Skills in Working Scientifically | 30                                     | 20                              | 10                                       | <b>60</b>      |
| Knowledge and Understanding      | 10                                     | 10                              | 20                                       | <b>40</b>      |
| Total %                          | <b>40</b>                              | <b>30</b>                       | <b>30</b>                                | <b>100</b>     |

## **VET Course Assessment Schedules**

The 2022 VET course assessment schedules will be published when information is available from the RTO.

The RTO will issue updates for 2022 and these will be distributed by the VET coordinator as they become available.

2022 VET courses include:

Business Services  
Construction  
Hospitality



# 13 Preliminary Course Assessment Schedule Overview 2022 – Kadina High Campus

| TERM 1 2022 |        |        |        |                            |                        |                                   |   |   |  |         |
|-------------|--------|--------|--------|----------------------------|------------------------|-----------------------------------|---|---|--|---------|
| WEEK 1      | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5                     | WEEK 6                 | WEEK 7                            | WEEK 8  | WEEK 9  | WEEK 10  | Week 11 |
|             |        |        |        | SLR                        |                        | Maths<br>Standard                 | Modern History<br>Exploring Early<br>Childhood                | CAFS<br>PDHPE<br>Business<br>Studies<br>English<br>Food<br>Technology<br>Numeracy | Drama<br>VA<br>Legal Studies<br>Maths<br>Advanced<br>Biology |         |
| TERM 2 2022 |        |        |        |                            |                        |                                   |   |   |  |         |
| WEEK 1      | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5                     | WEEK 6                 | WEEK 7                            | WEEK 8  | WEEK 9  | WEEK 10  |         |
|             |        |        |        |                            | CAFS                   |                                   | Maths<br>Standard<br>Numeracy<br>Exploring Early<br>Childhood | English<br>Food<br>Technology<br>Modern History                                   | Drama<br>VA<br>Maths<br>Advanced<br>Biology                  |         |
| TERM 3 2022 |        |        |        |                            |                        |                                   |   |   |  |         |
| WEEK 1      | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5                     | WEEK 6                 | WEEK 7                            | WEEK 8  | WEEK 9  | WEEK 10  |         |
|             |        |        |        | SLR<br>Business<br>Studies | PDHPE<br>Legal Studies | <b>Assessment<br/>Free Period</b> | <b>Assessment<br/>Free Period</b>                             | <b>Yearly<br/>Exams</b>   | <b>Yearly<br/>Exams</b>                                      |         |