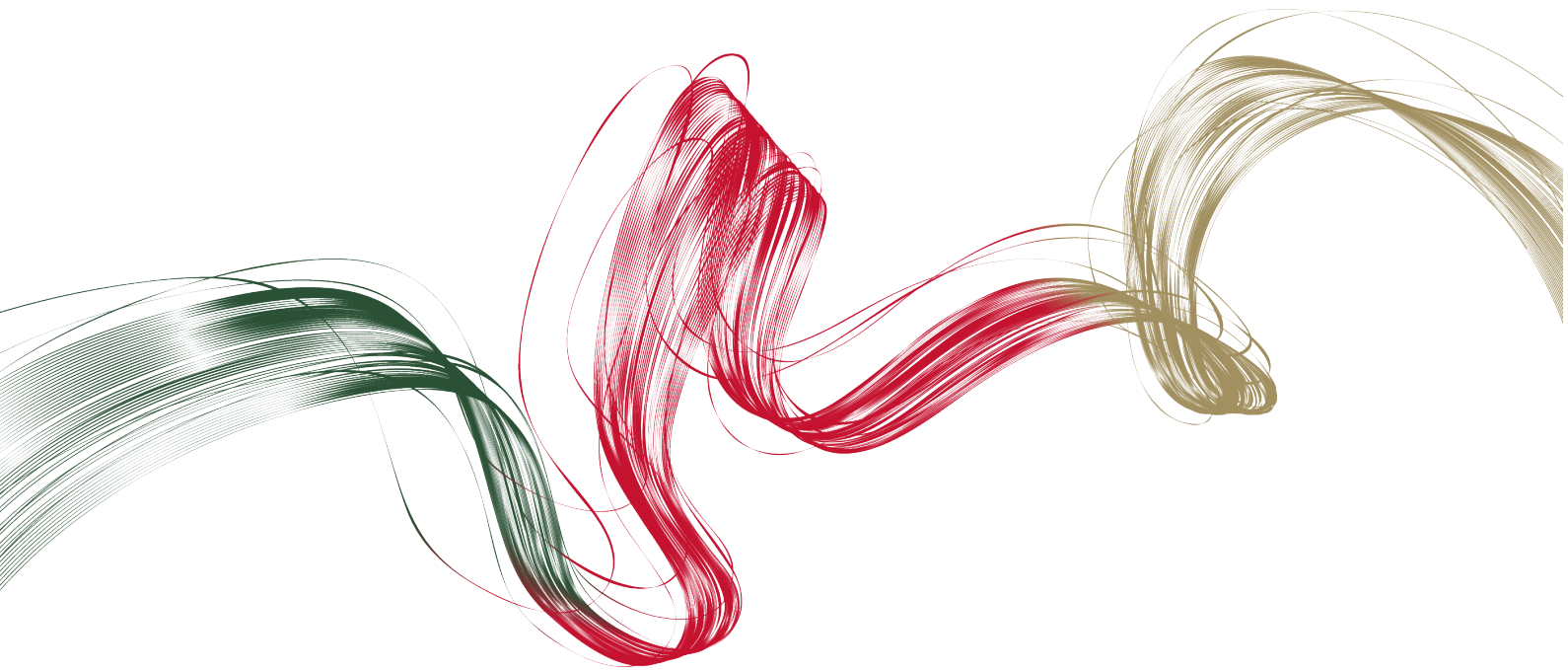




THE RIVERS
SECONDARY COLLEGE

The heart of secondary education for Lismore

Kadina High Campus



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

Preliminary 2024

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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 Science Extension.

At least two units of English must be included in the ATAR calculation. Therefore, those students who take English Studies and want an ATAR, will need to sit the optional HSC examination.

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.

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, including the HSC minimum standard
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 Board Developed courses of two units or greater
- 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

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 Higher School Certificate courses will begin in Term 4 of Year 11. It will normally finish at the end of Term 3 Year 12.

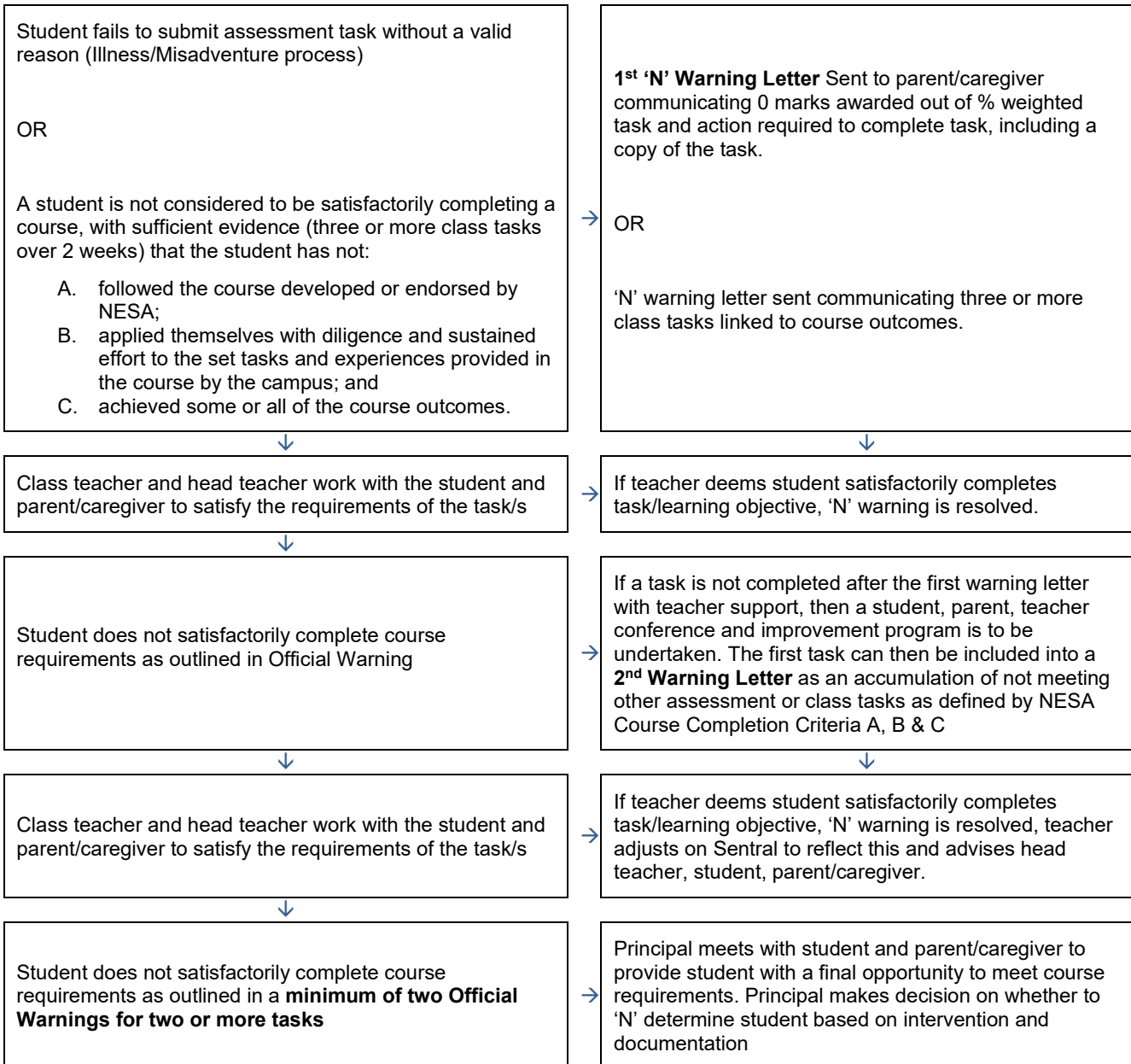
This process outlined in the table below is designed to provide a student with clear information about the steps taken towards an 'N' Determination for a Preliminary or HSC course. Each subsequent action represents a student's failure to respond to the advice and concerns expressed by their

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.



The principal will explain the Review and Appeals process to the student, which may be used if the student believes that the 'N' determination is incorrect, or if believes that they have been treated unfairly.

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 Week 3, Term 4 of Year 11. Higher School Certificate courses will commence in Week 4 of 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

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.

Task Feedback

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.

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. Students collect this document, from the course teacher, when they collect the *Student Placement Record*. Class teachers sign the document, after discussion with the student. Students are responsible for getting parent/carer to sign and return the document and *Student Placement Record* to the course teacher.

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



Task Number		Task Name	
Course		Faculty	
Teacher		Head Teacher	
Issue date		Due date	
Focus (Topic)		Task Weighting	

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>):		
Extension- late assessment	Absence from assessment task	Special consideration
Basis of appeal (<i>please circle</i>):	Illness	Misadventure
Reasons for this application including the date, time and duration of illness or misadventure. (<i>continue on separate sheet as required, including all supporting documentation</i>)		

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: _____		

	_____	_____
	Head teacher signature	Date:
Principal’s determination: _____		

	_____	_____
	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 contained in the Assessment Guidelines documentation distributed at the commencement of the course.

Declaration	
<i>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.</i>	
_____ 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:



Work Placement – Class Teacher Communication

- Students participating in work placement must get this form signed, by all class teachers, prior to commencing work placement.
- 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.
- Students collect this document, from the course teacher, when they collect the *Student Placement Record*.
- Students are responsible for getting parent/carer to sign this document and returning with the *Student Placement Record* to the course teacher.

Student Name: _____

Work Placement Course: _____

Dates of absence for work placement: _____ to _____ (Week ____ / Term ____)

Subject	Details – class work and assessment tasks in period of absence	Class Teacher Signature

Student Signature: _____

Date: _____

Parent/Carer Signature: _____

Date: _____

Work Placement Course Teacher Signature: _____

Date: _____

10 KHC Assessment Schedules – Preliminary 2024

Year 11 Ancient History 2024

Outcomes

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

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

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

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

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

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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Historical Inquiry Essay	Source Analysis Presentation	Formal Examination	
Timing of Task	Term 2, Week 4	Term 3, Week 2	Term 3, Weeks 9 & 10	
Outcomes assessed	AH11-2, AH11-3, AH11-4, AH11-6, AH11-8, AH11-9	AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
Component				
Knowledge and understanding of course content	10	10	20	40%
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20%
Historical inquiry and research	10	10		20%
Communication of historical understanding in appropriate forms	5	5	10	20%
Total %	30%	35%	35%	100

Year 11 Business Studies 2024

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 %
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	
Component				
Knowledge and Understanding	10%	15%	15%	40%
Stimulus based skills	5%	5%	10%	20%
Inquiry & Research	10%	10%	-	20%
Communication of business information, ideas and issues	5%	10%	5%	20%
Total %	30%	40%	30%	100%

Year 11 Chemistry 2024

Outcomes:

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

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

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

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

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

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

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

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

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

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

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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Secondary Investigation	Depth Study	Yearly Exam	
Timing of Task	Term 1, Week 7	Term 3, Week 3	Term 3 Weeks 9-10	
Outcomes assessed	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8	CH11-1, CH11-2, CH11-5, CH11-7, CH11-10	All Course Outcomes	
Component				
Skills in Working Scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	40	30	100

Year 11 Advanced English 2024

Outcomes

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Portfolio	Multi-modal Presentation	Essay in Exam	
Timing of Task	Week 9 Term 1	Week 9 Term 2	Week 9 Term 3	
Outcomes assessed	EA11-1, EA11-4, EA11-5, EA11-9	EA11-2, EA11-3, EA11-6	EA11-1, EA11-7, EA11-8	
Component				
C1. Knowledge and understanding of course content	15	15	20	50
C2. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

Year 11 Standard English 2024

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

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

Year 11 English Studies 2024

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 %
Type of Task	Resume and Cover Letter	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	
Component				
C1. Knowledge and understanding of course content	15	15	20	50
C2. Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100

Outcomes:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence 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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Presentation Pregnancy and Childbirth	Observation Child Growth and Development	Exam	
Timing of Task	Term 1 Week 7	Term 2 Week 5	Term 3 Week 9-10	
Outcomes assessed	1.1,2.1,5.1	1.2,1.3,2.2	1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 5.1, 6.1, 6.2 V1.1, 1.2, 2.1	
Component				
Knowledge and understanding of course content	20	10	20	50
Skills outcomes and content	10	25	15	50
Total %	30	35	35	100

Year 11 Food Technology 2024

Outcomes

- 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
- P4.2** plans, prepares and presents foods which reflect a range of the influences on food selection.
- P2.2** identifies and explains the sensory characteristics and functional properties of food
- 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
- P4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
- P2.1** explains the role of food nutrients in human nutrition
- 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
- P4.3** selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- 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	Food Availability and Selection Report and Practical Preparation	Food Quality Experiment Design and Practical Preparation	Yearly Exam Exam	
Timing of Task	Term 1, Week 9	Term 3, Week 4	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	
Component				
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	30
Total %	30	30	40	100

Year 11 Mathematics Advanced 2024

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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	In class test- Summary sheet allowed	Assignment / Investigation Topic: C1	Yearly Examination	
Timing of Task	Term1, Week 10	Term 2, Week 10	Term 3, Week 9-10	
Outcomes assessed	MA11-1, MA11-2, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	
Component				
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Year 11 Mathematics Extension 1 2024

Outcomes

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

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

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

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

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

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

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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Open Book Test	Assignment	Yearly Exam	
Timing of Task	Term 1, Week 10	Term 2 , Week 10	Term 3, Week 9/10	
Outcomes assessed	ME11-2 ME11-5 ME11-7	ME11-4 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 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 Mathematics Standard 2024

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

Task Number	Task 1	Task 2	Task 3	Weighting %
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	
Component				
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Year 11 Modern History 2024

Outcomes

10.1.1 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%	5%	10%	20%
Total %	30%	30%	40%	100

Year 11 Music 1 2024

Outcomes

- **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 studies
- **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	Weighting %
Type of Task	Viva Voce and Performance	Composition and Aural	Performance and Aural	
Timing of Task	Term 1, Week 7-8	Term 2, Week 9	Term 3 Preliminary Exam Week 9-10	
Outcomes assessed	P1, P6, P10	P2, P3, P5, P8	P4, P7, P9, P11	
Component				
C1 PERFORMANCE	10		15	25
C2 COMPOSITION		25		25
C3 MUSICOLOGY	25			25
C4 AURAL		10	15	25
Total %	35	35	30	100

Year 11 Numeracy 2024

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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Operating with Numbers Open book task	Plan a Trip Research Assignment	Renovate, Redecorate Assignment	
Timing of Task	Term 1 Week 8	Term 2 Week 8	Term 3 Week 6	
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,	
Component				
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Year 11 Personal Development, Health and Physical Education 2024

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	Weighting %
Type of Task	In-class Analysis Application of anatomy and physiological concepts to movement	Report Health Promotion of Young People	Yearly Exam	
Timing of Task	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	P7,P8,P9,P16,P17	P2-6,P16-17	P1-12,P15-17	
Component				
Knowledge and Understanding	15	15	10	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total %	35	35	30	100

Year 11 Photography, Video and Digital Imaging

Outcomes:

M1: generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2: explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3: investigates different points of view in the making of photographs and/or videos and/or digital images

M4: generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5: develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6: takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1: generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2: investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3: distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5: recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Hand in	Hand in	Hand in	
Timing of Task	Term 1, Wk 10	Term 2, Wk 10	Term 3, Wk 10	
Outcomes assessed	M5, M6 CH3	M1, M4 CH1, CH2	M2, M3 CH4, CH5	
Component	<i>Introduction to Practice in Digital Imaging</i>	<i>Developing a Point of View</i>	<i>Traditions, Conventions, Styles and Genres</i>	100%
Artmaking	Photographic Portfolio 20%	Photographic Portfolio 25%	Photographic Portfolio 25%	70%
Art Criticism and Art History	Case Study 20%	Case Study 5%	Case Study 5%	30%
Total %	40%	30%	30%	100%

Year 11 Sport, Lifestyle & Recreation 2024

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 %
Type of Task	Ongoing Practical performance	Safe Party Plan Assessment Task	Resistance Training Program	
Timing of Task	Term1/2/3 2023 Ongoing Finalised end of term 3	Term 1, Week 5	Term 3, Week 6	
Outcomes assessed	1.1 1.3 2.3 3.1 3.3 3.4 4.1 4.2 4.4	1.2 1.3 1.5 2.2 2.5 3.2 3.3 3.5	3.6, 3.7, 4.3, 4.4	
Component				
Knowledge & Understanding	25	12.5	12.5	50
Skills	25	12.5	12.5	50
Total %	50	25	25	100

Year 11 Visual Arts

Outcomes:

P1: explores the conventions of practice in artmaking

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

P3: identifies the frames as the basis of understanding expressive representation through the making of art

P4: investigates subject matter and forms as representations in artmaking

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

P7: explores the conventions of practice in art criticism and art history

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Hand in	Hand in and In class essay	Hand in task and Examination	
Timing of Task	Term 1, Week 11	Term 2, Week 10	Term 3, Exam Week	
Outcomes assessed	P1, P3, P7, P9	P4, P6, P8	P2, P5, P10	
Component	<i>Creating a still moment in time</i>	<i>Exploring the human form</i>	<i>Conceptual Art</i>	
Artmaking	Submission of TWO resolved still life artworks and VAPD 15%	Submission of TWO resolved artworks that explore the human form and VAPD 20%	Submission of TWO resolved artworks, VAPD and Visual-Verbal Presentation 15%	50
Art Criticism and Art History	Exploration of Modern Art Practices through <i>The Frames</i> 20%	Exploration of the Human Form through the practice of artists 15%	Preliminary Examination 15%	50
Total %	35%	35%	30%	100

10.1.2 Assessment Tasks for 10.1.3 BSB30120 Certificate III in Business 10.1.4 Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	EXAM (Optional)
		Week	Week	Week	Week
		Term	Term	Term	Term
		Date	Date	Date	Date
BSBTEC201	Use business software applications	x			
BSBTEC202	Use digital technologies to communicate in the work environment	x			
BSBWHS311	Assist with maintaining workplace safety		x		
BSBINS302	Organise workplace information		x		
BSBXCM301	Engage in workplace communication			x	
BSBOPS201	Work effectively in business environments			x	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

10.1.5 Assessment Tasks for 10.1.6 CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) 10.1.7 Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Task 3	Task 4	EXAM (Optional)
		White Card	Work safe, stay safe	Working it out	Project planning	
		Week	Week	Week	Week	Week
		Term	Term	Term	Term	Term
Code	Unit of Competency	Date	Date	Date	Date	Date
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”

School Name: TRSC Kadina High Campus

Assessment Schedule Year 11 - 2024

10.1.8 Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 1 White card	Task 2 Plan a career *	Task 3 Safe and sound	Task 4 Bump in the light	EXAM (Optional)
10.1.9 Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week Term	Week Term	Week Term	Week Term	Week Term
Code	Unit of Competency	Date	Date	Date	Date	Date
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry		Post WPL			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

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

* **Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: TRSC Kadina High Campus

Assessment Schedule Year 11 - 2024

10.1.10 Assessment Tasks for 10.1.11 SIT20322 Certificate II in Hospitality <i>10.1.12 Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
		Week Term	Week Term	Week Term
Code	Unit of Competency	Date	Date	Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

11 LHC Assessment Schedules – Preliminary 2024

Year 11 Industrial Technology (Timber Products and Furniture Technologies)

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	Industry Case Study	Preliminary Project	Yearly Exam	
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	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

Year 11 Physics

Outcomes

SKILLS

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

KNOWLEDGE AND UNDERSTANDING

A student:

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 and light

PH11-11 explains and quantitatively analyses electric fields, circuitry and thermodynamic principles

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Investigation (Ohm's Law)	Depth Study (Energy Analysis Razor Drop)	Yearly Exam	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
Outcomes Assessed	PH11-2, PH11-3, PH11-4, PH11-5, PH11-11	PH11-2, PH11-3, PH11- 4, PH11-6, PH11-7, PH11-8, PH11-9	PH11-5, PH11-6, PH11- 7, PH11-8, PH11-9, PH11-10, PH11-11	
Component				Weighting %
Skills in working scientifically	25	25	10	60
Knowledge and understanding	5	15	20	40
Total %	30	40	30	100

12 **RRHC** Assessment Schedules – Preliminary 2024

Year 11 – Aboriginal Studies

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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Research Task Aboriginality and the Land	Comparative Study International Indigenous Community	Local Community Case Study Research and Inquiry Methods	
Timing of Task	Term 1, Week 9	Term 2, Week 8	Term 3, Week 7	
Outcomes assessed	P1.1, P1.2, P2.1, P2.2, P3.2	P1.2, P3.2, P3.3, P4.3	P4.1, P4.2	
Component				
Knowledge and understanding of course content	20	10	10	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	15
Research and inquiry methods, including aspects of the Local Community Case Study	5	5	10	20
Communication of information, ideas and issues in appropriate forms	10	10	5	25
Total %	40	30	30	100

Year 11 - Ceramics

Outcomes, A Student:

- M1** generates a characteristic style that is increasingly self-reflective in their ceramic practice
- M2** explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
- M3** investigates different points of view in the making of ceramic works
- M4** explores ways of generating ideas as representations in the making of ceramic works
- M5** engages in the development of different techniques suited to artistic intentions in the making of ceramic works
- M6** takes into account issues of Work Health and Safety in their practice
- CH1** generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
- CH2** investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations
- CH3** distinguishes between different points of view in their critical and historical studies
- CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
- CH5** recognises how ceramic works are used in various fields of cultural production

Task Number	Task 1	Task 2	Task 3	
Type of Task	Part A: Practical submission & WHS test Part B: Research task	Part A: Practical submission Part B: Artist Case Study	Part A: Practical submission Part B: Yearly Exam	Weighting %
Timing of Task	Term 1, Week 11	Term 2, Week 7	Term 3, Week 9 & 10	
Outcomes assessed	M3, M4, M5, M6, CH2, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH4, CH5	M1, M2, M3, M4, M5, CH1, CH2, CH3, CH4, CH5	
Component				
Making	20	20	30	70
Critical and Historical Studies	10	10	10	30
Total %	30	30	40	100

Year 11 – English Extension

Outcomes, A Student:

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Task number	Task 1	Task 2	Task 3	Weighting %
Type of task	Imaginative Response	Multi-Modal Presentation Ted Talk	Yearly Examination	
Timing of Task	Term 1, Week 11	Term 2, Week 9	Term 3, Week 9 &10	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
Components				
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total %	30	40	30	100

Year 11 - Software Engineering

Outcomes, A Student:

- SE-11-01** describes methods used to plan, develop and engineer software solutions
- SE-11-02** explains how structural elements are used to develop programming code
- SE-11-03** describes how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE-11-04** applies safe and secure practices to collect, use and store data
- SE-11-05** describes the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-11-06** applies tools and resources to design, develop, manage and evaluate software
- SE-11-07** implements safe and secure programming solutions
- SE-11-08** applies language structures to refine code
- SE-11-09** manages and documents the development of a software project

Task Number	Task 1	Task 2	Task 3	
Type of Task	Programming methodology and planning	Programming portfolio and research task	Mechatronic programming project	
Timing of Task	Term 2, Week 2	Term 3, Week 4	Term 3, Week 6	Weighting %
Outcomes assessed	SE-11-01, SE-11-02, SE-11-06, SE-11-07, SE-11-08	SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-08	SE-11-01, SE-11-06, SE-11-07, SE-11-08, SE-11-09	
Component				
Knowledge and understanding of course content	15	15	20	50
Knowledge and skills in the practical application of the content	15	15	20	50
Total %	30	30	40	100

Year 11 – Textiles and Design

Outcomes, A Student:

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

Task Number				Weighting %
Type of Task	Design Assessment Practical and Theory	Properties and Performance of textiles Practical and Theory	Yearly Exam	
Timing of Task	Term 2, Week 5	Term 3, Week 6	Term 3, Week 9 & 10	
Outcomes assessed	1.1, 1.2, 2.1, 2.2, 2.3	2.3, 3.1, 3.2, 4.1	5.1, 5.2, 6.1	
Component				
Knowledge and understanding of course content	20	20	10	50
Skills and knowledge in the design, manufacture and management of textiles projects	20	20	10	50
Total %	40	40	20	100

