



Mullumbimby High School

Preliminary Assessment Policy 2024

The Assessment Schedules printed in this book have been prepared in advance. Circumstances often occur during the Preliminary HSC year, which may require changes to the printed schedules.

Any changes that MAY occur will be made in consultation with staff and students and remain accountable to NESA guidelines.

It is your responsibility to read and refer to the information contained in this Assessment Policy booklet throughout year 11. “Not knowing” about something that is printed in this booklet will not be accepted as an excuse.

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Introduction

The NSW Education Standards Authority (NESA) requires that schools submit a school-based assessment mark to NESA for each of your courses. Formal assessment task results contribute to the overall mark achieved by a student in Year 11 and contribute to the school-based assessment grade submitted for the Preliminary HSC. The grades Mullumbimby High School submits to NESA are based on the tasks outlined in this Assessment Policy.

NESA has identified that the purposes of assessment are to:

- Assist student learning
- Prepare students for their HSC year studies
- Evaluate and improve teaching and learning programs
- Determine student achievement in the course
- Provide evidence of satisfactory completion of a course/stage.

Schools are required to prepare and administer an assessment program in accordance with specifications provided by NESA. These specifications identify the number of tasks, the components of the course to be assessed, weightings and the timing of tasks. Assessment tasks are designed to measure knowledge, skills and understanding of a wide range of outcomes. Tasks may include tests, written assignments, practical activities, oral tasks, fieldwork, depth studies and projects.

Assessment of students for Life Skills courses in Stage 6 is against the achievement of outcomes identified through the individual transition process.

Message from the Principal

Dear Year 11 students and parents/caregivers,

On behalf of the school, I would like to thank you for choosing Mullumbimby High School for your senior studies. We are extremely proud of our school and our record of outstanding student achievements. I know that over the next two years you will have the opportunity to enjoy the very highest standards of academic, sporting and cultural success.

Students have many expectations of senior school. They expect courses that provide learning opportunities, enriched social lives, positive relationships with peers and staff as well as recognition of their status as emerging adults. Staff and parents expect students to concentrate on their studies, balance their school and personal lives, contribute to our safe and secure environment as well as embrace the ethics, values and standards of the school and community.

This booklet contains the assessment information for your Preliminary courses. You should refer to this information regularly. Create your own yearly planner with all your assessment tasks clearly marked. You will need to apply yourself diligently and with sustained effort throughout the duration of your course. Your attendance and application must be regular and genuine. A task does not have to be a formal assessment task to warrant a serious response from you.

It is important to note that you must satisfactorily complete your Preliminary courses to be allowed to continue your HSC studies.

If you need help at any time do not hesitate to seek assistance. This booklet provides information on the people who can best assist you during your senior years. I would like to encourage you to work hard to achieve the best possible result in your senior studies at Mullumbimby High School



Mr Greg Armstrong, PRINCIPAL

Section One - Assessment Procedures

Reporting Student Progress

Formal, written school reports are issued during Term 2, 2024 and following Preliminary examinations. These reports are designed to reflect the work achieved by the student in all aspects of their studies, not just in assessment tasks. Students need to complete all work given so that they are adequately prepared for the HSC examination at the end of Year 12.

Unsatisfactory progress through incompleteness of homework, absence from lessons, poor effort, etc. will be reported to parents as soon as possible. Students are reminded that failure to complete both assessable and non-assessable tasks will contribute to their not having met the requirements to satisfactorily complete the Preliminary HSC year which impacts on a student progressing to year 12. A parent/teacher evening is conducted during Term 2.

Student Leave

Students who are in accelerated classes do not have access to the general designated Senior study days. As a supportive measure, accelerants are allocated a study day the day before their scheduled Preliminary examination for each subject they are accelerated in.

Award of Zero

Zero will be awarded for any task when:

- The student is absent from an in-class or examination task without valid reason.
- A hand-in task is submitted more than two days after the due date without valid reason.
- There is sufficient evidence of malpractice.
- There is sufficient evidence of breaching school examination rules.
- There is sufficient evidence of a non-serious attempt, or a task contains frivolous or objectionable material

In all Assessment tasks, non-serious attempts will be identified by the Teacher/Head Teacher and dealt with by the Head Teacher Senior Studies in consultation with the Principal or Deputy Principal.

Satisfactory Completion Of A Course

"To have satisfactorily completed a course, students will have:

- followed the course;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes." [ACE 8019]

ATTENDANCE	<p>At Mullumbimby High School, at least 85% attendance is expected.</p> <p>a) The Principal may determine that, as a result of absence, the course completion criteria may not be met.</p> <p>b) Any extended leave requires the approval of the Principal prior to the student commencing their leave.</p> <p>c) There should be no unexplained absences.</p> <p>d) Unsatisfactory attendance impacts on a student's ability to satisfactorily complete course work.</p> <p>e) In particular, an Illness/Misadventure Application accompanied with appropriate documentation is required to explain absences: on the day before an assessment task, during periods before an assessment task, for being late to school on the day of an assessment task or on the day of an assessment task. Failure to provide documentation may result in zero marks being awarded for Assessment Tasks.</p>
PARTICIPATION	<p>A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.</p> <p>a) Participating in a course involves completing assignments, homework and set tasks, even if they are not assessment tasks. Work placement is a mandatory Preliminary HSC requirement for Vocational Education Training (VET) courses.</p> <p>b) It is up to the teacher's professional judgement to determine what constitutes genuine participation.</p> <p>c) Those deemed unsatisfactory will be issued with an official NESAS "N" (Non-Completion) warning notice.</p> <p>d) Warnings are sent to parents in writing if this eventuality appears likely. Students are given an opportunity to rectify the situation</p>
COMPLETION OF ASSESSMENT TASKS	<p>A student must make A GENUINE ATTEMPT at all Assessment Tasks in each course in which they are entered.</p> <p>a) Any student who fails to complete Assessment Tasks worth in excess of 50 percent of the available marks will be issued with an official NESAS "N" (Non-Completion) notice, which will disqualify him/her from the particular course.</p> <p>b) This may in turn disqualify the student from completing the Preliminary HSC year and consequently receiving an ATAR and/or the HSC.</p> <p>c) Warnings are sent to parents in writing. Students are given an opportunity to rectify the situation</p>

Unsatisfactory Completion Of A Course

<p>Step 1</p>	<p>NOTIFICATION Parents will be notified by letter when students are not meeting requirements in a course. This formal WARNING is called an 'N-' Warning.</p>
<p>Step 2</p>	<p>Students are given an OPPORTUNITY TO RECTIFY THE SITUATION.</p> <ul style="list-style-type: none"> ● ATTENDANCE and PARTICIPATION in course teaching and learning activities may need to be improved. ● COMPLETION OF AN ASSESSMENT TASK may require students to complete a missed assessment task within a two week period.
<p>Step 3</p>	<p>SECOND N-WARNING LETTER SENT Students are given a second opportunity to rectify their situation.</p>
<p>Step 4</p>	<p>NON-COMPLETION OF COURSE DETERMINATION (N-AWARD) The process for the Principal to action a determination is managed by NESA and documentation is provided within the Preliminary HSC N-Determination package on Schools Online. An unsatisfactory completion of a course will be determined by the Principal, in conjunction with the Deputy Principal and relevant Head Teacher(s).</p> <p>The Principal will explain the reasons for the determination/s to the student and advise them of the consequences of this determination.</p> <p>The Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form. If the student is under 18 years of age the signature of the student's parent/guardian must also be obtained.</p> <p>The student will be advised of their right to seek a reconsideration of this determination and the procedures involved to submit an appeal. The student will be provided with a blank Student Appeal Form and advised of the final date for submission of this form. If an appeal is lodged, a school review committee will determine the outcome, which will be advised to the student by the Principal.</p> <p>This course(s) will not be listed on the student's Higher School Certificate Record of Achievement, unless the student seeks a review of this determination and the appeal is successful.</p> <p>The 'N' determination in this course(s) may also affect the student's eligibility for the award of the Higher School Certificate and/or an ATAR. To be issued with an HSC a student must have successfully completed at least 12 units satisfactorily in the Preliminary (Year 11) pattern of study and 10 units in the HSC (Year 12) study pattern.</p>

Sample 'N' Warning Letter



Mullumbimby High School

9 Jubilee Ave
Mullumbimby NSW 2482
Ph: 02 6684 2600
Email: mullumbimb-h.school@det.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Sunday, 2nd August 2020

Dear Charles & Isabelle Scott

N Award Warning - Non Completion of a HSC Course

I am writing to advise that your son, Bon Scott, is in danger of not meeting the Course Completion Criteria for the HSC course **Subject**.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Please regard this as the **2nd Official Warning** that we have issued concerning Bon's participation in **Subject**

The satisfactory completion of a course requires the Principal to have sufficient evidence that the student has met the following **Course Completion Criteria**:

- Followed the course developed or endorsed by NESA; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- Achieved some or all of the outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination.

An 'N' determination may effect Bon's eligibility for the Higher School Certificate.

To date Bon has not satisfactorily met the following Course Completion Criteria: (a), (b) and (c)

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on >>>>	30%	16/8/2020	Complete this essay and hand in	23/8/2020

In order for Bon to satisfy the Course Completion Criteria, the above tasks, requirements or outcomes will need to be satisfactorily completed or achieved.

Please discuss the matter with Bon and contact the School if further information or clarification is needed.

Yours faithfully,

Mr B Jones
Class Teacher

Mr J Smith
Head Teacher

Mr A Bond
Deputy Principal

Schedule of Assessment Tasks:

Notification of Tasks	<p>The Schedule of Tasks (Section 2) indicate specific dates scheduled for assessment tasks from Term 1, 2024 to Term 3, 2024.</p> <ul style="list-style-type: none">• Teachers will provide written notification for each assessment task, outlining specific task details and marking criteria, at least two weeks prior to the task due date. Teachers will use their professional judgement to ensure students have adequate time to prepare for each task.• For examinations, written notice may be given outlining details prior to the task date. However, students should use the schedule of tasks for task dates, weightings and outcomes assessed.• Notification of changes (eg. of date due) will be given in writing and will require Deputy Principal approval.
Submission of Tasks	<p>Teachers will inform students in writing of how the task is to be submitted.</p> <ul style="list-style-type: none">• Teachers will inform students in writing the date and time the task is to be submitted by.• STUDENTS MUST NOT under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Any work not personally handed to the class teacher or a person nominated by the class teacher will be dealt with in the same manner as for failure to complete a task.• Students must follow the procedures outlined in this policy for not attending or submitting a task due to an unforeseeable or foreseeable absence.• Students will note the rules outlined in this policy regarding late submission of hand-in tasks without a valid reason.

Reporting and Task Feedback	<p>All students will receive meaningful, timely feedback on their performance in each Assessment Task.</p> <ul style="list-style-type: none"> • Feedback prior to task submission is not mandatory. However, teachers may facilitate this assistance. • Feedback will normally be provided as a comment, a raw mark, and/or ranked position within the course cohort. • The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them. • The school will provide each student with formal details of their ranked position within this school's candidature as part of his/her final Preliminary HSC report.
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Procedures for student absence from or inability to submit an Assessment Task on the due date:

Step 1	NOTIFY the Deputy Principal and/or relevant Head Teacher and/or Head Teacher Senior Studies on the morning of the task or task due-by date.
Step 2	<p>OBTAIN documentation: Illness - a Doctor's Medical Certificate will be required covering the absence. Technological Failure- Students will need to provide independent evidence of the technological failure, e.g. Attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc. to be granted. Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network. Other documentation such as police reports in the case of accidents, hospital documents for family illness, school counsellors report/equivalent professional (objective) documents can be used.</p>
Step 3	<p>Every effort is to be made to submit a hand-in task on the due date regardless of illness/misadventure on the due date. Parents can submit the task at the Front Office or you can contact the teacher or relevant Head Teacher and submit the task electronically. If this is not possible, SUBMIT the task the very next day you attend school to the Class Teacher or to the relevant Head Teacher even if there is NO scheduled lesson on that day. ORGANISE an alternate date for an in-class task or examination the very next day you attend school with the Class Teacher or the relevant Head Teacher even if there is NO scheduled lesson on that day.</p>
Step 4	COLLECT and COMPLETE an Illness/Misadventure Form. Ensure that it has been signed by the relevant Head Teacher before submitting it to the Head Teacher Senior Studies. Forms can be collected from the Head Teacher Senior Studies or on the school's website.
Step 5	SUBMIT the Illness/Misadventure form and documentation to the Head Teacher Senior Studies. On return to school, students will be given two school days to submit the form and documentation. If circumstances (e.g. Head Teacher absent) prevent this you must notify the Head Teacher Senior Studies within the two-day period. The Head Teacher Senior Studies will notify the student and relevant Head Teacher the decision regarding the illness/misadventure application. If the application is successful the task is marked

	without penalty. For an in-class task, the original or a substitute task <i>will</i> be administered, an estimated mark <i>will only</i> be given when no alternative is possible, at the discretion of the Head Teacher. If the application is unsuccessful the task is marked with penalty, which may include the student being awarded 'zero'.
Appeal	If the student's application is unsuccessful, students are entitled to lodge an appeal by completing the "Student Appeal arising from Decision on Absence from an Assessment Task" form and submit it to the Principal within two school days of being informed of the illness/misadventure application decision. The appeal will be considered within two school days of being submitted to the Principal, in consultation with the Deputy Principal and relevant Head Teacher. If the student's appeal is successful, the student will be informed and marks awarded. If the student's appeal is unsuccessful, the student will be informed and no further actions are available.
Note	Irrespective of the outcome all students will be required to complete the task/substitute task to show evidence that the student has met the course completion requirements.

Penalties for late submission without an acceptable illness/misadventure:

The following penalties will apply in the case of a hand-in Assessment Task not being submitted on time and where there is no acceptable reason or supporting documentation.	
ONE DAY LATE	20% of the total mark awarded will be deducted
TWO DAYS LATE	40% of the total mark awarded will be deducted
THREE OR MORE DAYS LATE	Zero awarded. The task must still be submitted. The task will be marked and returned to the student with feedback. The mark, however, will not contribute to the aggregated assessment mark in that subject or course. Failure to submit the task may lead to an "N" determination

Award of Zero

Zero will be awarded for any task when:

- The student is absent from an in-class or examination task without valid reason.
- A task is submitted more than two days after the due date without valid reason.
- There is sufficient evidence of malpractice.
- There is sufficient evidence of breaching school examination rules.
- There is sufficient evidence of a non-serious attempt. Any non-serious attempts will be referred to the Head Teacher and Deputy Principal for review.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice could lead to you receiving zero marks and may jeopardise your HSC or ATAR results

Malpractice is any activity that allows you to gain an unfair advantage over other students.

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own

- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- unexplained absences:
 - on the day before the task
 - during periods before the task
 - late to school on the day of the task

If Malpractice is suspected by a teacher, the student's work in question will be referred to the Head Teacher and/or Deputy Principal for further investigation. If malpractice is confirmed, the task will be awarded a zero mark and the student/s and parent/s advised accordingly. A school letter will be sent home and the student's name and details relating to the episode of malpractice will be recorded on the NESA malpractice register. Even though the mark awarded is to be zero, students will be expected to complete and submit the task on an alternate date to demonstrate satisfactory completion of the course.

Use of Generative AI

The use of AI-generated content, such as text produced by ChatGPT or other AI tools, is prohibited by default in assignments, unless expressly authorised by the teacher. Submitting AI-generated work will be considered academic misconduct and may result in disciplinary action, including a failing grade for the assignment or course. If you are unsure whether the use of a specific AI tool is permissible for an assessment, seek prior approval from your teacher.

To ensure academic integrity, teachers may require students to submit their work using Google Docs or other platforms with version history tracking (or some other means of evidence of authorship). This enables teachers to verify that the content has been created by the student and not generated by an AI tool.

Board of Review

A Board of Review will consist of the Head Teacher Senior Studies and Deputy Principal. It will formally convene in Terms 1-3 to interview senior students whose effort, results and attitude indicate lack of acceptable progress in the HSC course, normally in two or more subjects. A letter advising parent.carer and student of date/time/place of interview will be mailed to the student.

The purpose and functions of the Board of Review will be to:

- Warn the student that their progress in the Preliminary HSC course may be jeopardised, and that they may be at risk of non-completion.
- Discuss the pertinent issues with the student, agreed solutions/strategies and the time frame for remedial action.
- Review student attendance in each case.
- Review any other relevant material.
- Monitor subsequent progress or lack thereof through written classroom teacher feedback.
- Re-interview the student at a subsequent Board of Review (or sooner if necessary) when a student is clearly failing to fulfil the agreed conditions.
- Recommend to the Principal that a student be warned of expulsion from school for Unsatisfactory Participation in Learning.

Process

- Create a document summarising the determination of the Board of Review and agreed solutions/strategies/timeframes as well as consequences for non-compliance, would be prepared by the Head Teacher Senior Studies and Deputy Principal and a copy given to to student/parent/carer and posted on Sentral.

Benefits

- Support student engagement and academic progress.
- Consistent whole school monitoring of senior student progress, including the collation of cross-faculty data on a student over time.
- Efficient identification, intervention and monitoring of students requiring assistance and guidance.
- Staff have an overview of a student's progress.

Absence form an Assessment Task and illness/misadventure



Mullumbimby High School

Application for Absence from an Assessment Task & Illness/Misadventure

Name:		Preliminary:	<input type="checkbox"/>	HSC:	<input type="checkbox"/>
Subject:		Teacher:			
Name of Task:		Date of Assessment Task:			

- Prior knowledge of absence (due to School Activity)
- Reason for application: Illness Misadventure
- Extension to submit or complete an Assessment Task
- Absent on the day before an Assessment Task
- Absent from school on the day an Assessment Task is due to be handed in
- Absent from school on the day of an Assessment Task
- Misadventure adversely affected performance during an Assessment Task
- Illness during the completion of an Assessment Task at school. (Note: A medical certificate must be obtained)

Reason Supporting Application (To Be Completed By Student):

I have attached evidence to support my application (please tick and complete ONE selection from below):

Evidence of Illness:

- Medical Certificate (attached) Dated: _____

Evidence of Misadventure:

(e.g. Police report, hospital document outlining family member illness, independent evidence of technical or mechanical failure)

- Dated: _____

SIGNED: _____ (Parent) _____ (Student)

Head teacher Recommendation:

- Zero marks awarded
- No loss of marks for being absent on the day before an assessment task (document attached)
- No loss of marks. Extension granted. Assessment task to be submitted by:
- No loss of marks. Completion of original task on:
- No loss of marks. Completion of substitute task on:
- Estimate (with Principal approval only) calculated at completion by HT, DP). Principal (estimate only)
- Task Completed Task NOT completed

SIGNED (Head Teacher): _____

SIGNED (HT Senior Studies): _____ **Sentral Entry #** _____

SIGNED (Principal): _____ (Estimate Only)

Appeals Procedures

<p>Review of individual Assessment Task</p>	<p>Once an Assessment task has been assessed and the mark accepted, i.e. recognised by both teacher and student, then it constitutes an “agreed mark” and cannot be altered - nor does the work have to be kept by the teacher as it is ineligible for remark.</p> <p>If the student does not accept the mark i.e. there is not an “agreed mark”, students are entitled to lodge an appeal by completing the “Student Appeal arising from Assessment Task” form. The form must be submitted to the Head Teacher Senior Studies within two school days of the task being returned after marking.</p> <p>The appeal will be considered within two school days of being submitted by the Head Teacher Senior Studies, in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student’s appeal is successful, the student will be informed and other students in the course informed of changes (if any) in relative positions within the course group. If the student’s appeal is unsuccessful, the student will be informed and no further actions are available.</p>
<p>Review of Final Assessment Grade</p>	<p>Students are only entitled to challenge the final Assessment Grade on one or more of the following grounds :</p> <ul style="list-style-type: none"> ● That the Assessment procedure for a particular course did not occur according to the weighting of components as required by NESAs. ● That the school’s or relevant subject’s Assessment Policy has not been followed. ● That computational/clerical error has led to the student’s rank in a course being incorrectly determined. <p>An in-school appeal will be considered by the Principal in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student’s appeal is successful, the student will be informed and other students in the course informed of changes (if any) in relative positions within the course group. If the student’s appeal is unsuccessful, the student will be informed. This appeal must be made no later than the closing date as advised each year. The Principal will inform the student of this date.</p>

Appeal of N-Determination	<p>A student may appeal an 'N' determination. When an 'N' determination is made, the Principal's Report should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. A student wishing to appeal will complete the Student Appeal form and submit it to the Principal immediately. An in-school appeal will be considered by the Principal in consultation with the Deputy Principal, Head Teacher Senior Studies and relevant Head Teacher.</p> <p>If the student's appeal is successful at the school level, notification will be sent to NESAs so that the 'N' can be removed from both the assessment schedule and the unsatisfactory completion of course schedule. If the student's appeal is unsuccessful at the school level, the Principal's Report form, the Student Appeal form and any other relevant documentation will be submitted together by the date specified by NESAs.</p>
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Student Appeal Arising from Assessment Task

This form should be completed only if the student does not accept the mark received in an individual assessment task i.e. there is not an "agreed mark".

If submitting an appeal, this form is to be completed and signed by the student within 2 school days after the marked task is returned to the student. The assessment task will be retained by the teacher and given to the Head Teacher until the appeal is considered.

This application is to be submitted to the Head Teacher Senior Studies.

Student's Name: _____ **Date:** _____

Subject: _____ **Assessment Task:** _____

Student Statement in Support of Appeal:

My appeal is based on the following grounds:

(Additional pages may be stapled on to this form if more space is needed)

The appeal will be considered within 2 school days of being submitted to the Head Teacher Senior Studies, by the Deputy Principal in consultation with the Head Teacher Senior Studies and the relevant Head Teacher. The Head Teacher of the course concerned will advise you of the outcome of the school review of your appeal. If the student's appeal is successful, the student will be informed and other students in the course informed of changes (if any) in relative positions within the course group. If the student's appeal is unsuccessful, the student will be informed and no further actions are available.

Student signature: _____ **Date:** _____

Parent signature: _____ **Date:** _____

Received by: _____ **Date:** _____
(Head Teacher Senior Studies)

(Tear off and retain for your own record)

The following section is to be completed by the student and is kept by the student as a receipt of student appeal arising from an assessment task.

Student signature: _____ **Date:** _____

Parent signature: _____ **Date:** _____

Received by Head Teacher Senior Studies: _____ **Date:** _____

Responsibilities of Students

1. Do All Tasks

It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

2. Do Tasks When Due

It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.

3. Attend Day Before, Lesson Before

It is your responsibility to be present at school the calendar day before and during all lessons, on the day, up until the task is due. A school excursion is considered to be attendance.

4. Clashes

It is your responsibility to let your teacher know if there is a clash, such as several tasks due on the same day or a compulsory excursion on the same day as an Assessment Task. If you feel the situation is unfair you should see the Deputy Principal immediately.

5. Absence from Tasks

It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so.

6. NESA Requirements

Familiarise yourself with NESA requirements for the satisfactory completion of courses and for satisfactory attendance.

7. Assessment Schedule

Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.

8. Mullumbimby High School Assessment Policy

Be aware of the assessment policy and procedures of Mullumbimby High School as detailed in this document.

9. Advice

It is your responsibility to seek advice from the subject Head Teacher or Deputy Principal if there is a problem, which has not been resolved satisfactorily within a course.

To be fair to everyone, the rules have to be followed.

Getting Advice on Preliminary HSC Assessment

Deputy Principal and Head Teacher Senior Studies

- Responsible for the management of assessment in the school, i.e. the School Policy and Preliminary HSC Assessment Program.
- Will contact NESA re specific problems.
- First point of contact if you are not sure who to talk to.
- Give advice on Student Appeals

Careers Adviser

- Responsible for Career advice related to subject selections.
- Discuss NESA requirements on Preliminary HSC assessment.
- Provide advice on University entrance, early entry schemes and scholarships
- Provide assistance and guidance regarding TVET courses

Year Adviser

- Responsible for the wellbeing of students
- Discuss problems of adjustment with assessment and organisation of time.

School Counsellor

- Provide wellbeing support and guidance
- Assist with stress management

Head Teachers

- Responsible for their own faculty policy on Preliminary HSC assessment and its implementation.
- Discuss problems related to tasks, which cannot be resolved with the teacher.
- Arrange for alternate tasks due to student absence.
- Provide information and access to Preliminary HSC Prescribed Texts, Topics, Projects & Works, Syllabuses and Examination Specifications.

Librarian

- Provide access to subject guidelines, syllabuses, assessment guidelines.
- Provide advice on resources and research.

BUT REMEMBER,

YOUR TEACHER IS USUALLY GOING TO BE THE FIRST PERSON TO GIVE YOU ASSISTANCE AND ADVICE IF YOU HAVE A REASONABLE PROBLEM.

Section Two - Assessment Schedules

Introduction to Assessment Schedules

The following course Assessment Schedules are organised into Board Developed Courses and Board Endorsed Courses, and listed alphabetically within these groups.

Each course Assessment Schedule indicates the syllabus components and weightings, the task number, type and due date (Term and Week).

Each course has the syllabus outcomes listed below the schedule for your reference.

All syllabus outcomes should be taught within a course, but there is no requirement to formally assess all outcomes. The course outcomes to be assessed are identified under each task. Often a number of outcomes can be addressed by a single task. Course outcomes relating to values and attitudes should not be formally assessed.

For further information on assessment schedules for individual courses, the Class Teacher or Head Teacher of the subject should be contacted via phone on 66842 600 or email mullumbimby-h.school@det.nsw.edu.au

Important Note For All Students

The Assessment Schedules printed in this book have been prepared in advance. Circumstances often occur during the Preliminary HSC year, which may require changes to the printed schedules.

Any changes that MAY occur will be made in consultation with staff and students and remain accountable to NESA guidelines.

Depth Study

From NES A “Stage 6 Science A Guide to Depth Studies”:

What is a depth study?

Each Stage 6 Science syllabus contains the following information about depth studies.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

- Depth studies provide opportunities for students to pursue their interests in Science, acquire a depth of understanding, and take responsibility for their own learning.
- Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning.
- Depth studies allow for the demonstration of a range of Working Scientifically skills.
- A depth study may be, but is not limited to:
- A practical investigation or series of practical investigations and/or a secondary-source investigation or series of secondary-sourced investigations, presentations, research assignments or fieldwork reports
- The extension of concepts found within the course, either qualitatively and/or quantitatively.’
- Depth studies are designed to provide opportunities for students to:
- Consolidate their learning
- Develop competence and confidence in relation to their knowledge and skills
- Foster creativity by allowing students to apply their knowledge and skills to new situations.

Time is the essential element required for students to consolidate their learning, develop their competence and confidence, and to foster creativity.

Can students develop the same/similar depth study if they are studying more than one Science subject?

The purpose of a depth study is to expand students' understanding of scientific concepts while demonstrating Working Scientifically skills, and this is partially course-specific. In a practical sense the skills will be transferable, but are developed within the context of the course studied. Therefore, to fulfil the course requirements, each course must have documentation of the students' depth study/studies for that course only. The formal assessment of the depth study/studies must address at least one specific Knowledge and Understanding outcome for that course.

Completing only one task for both Science subjects will not fulfil the assessment requirements set down in the Assessment Certification Examination (ACE) Manual. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. (Ace 8013).

Can students use their depth study/studies for the Scientific Research Project in Science Extension?

A student may take inspiration from their depth study/studies undertaken in a 2 Unit Science course. However, the course requirements and outcomes are different for the 2 Unit Science courses and Science Extension. Students studying Science Extension are expected to extend their Scientific Research and Working Scientifically skills to a level greater than that required for the 2 Unit courses. Additionally, the Scientific Research Project and the depth study/studies both require separate formal school-based assessment as outlined above and in the ACE manual.

Term 1 2024

Week	Scheduled Tasks
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

11	
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Term 2 2024	
Week	Scheduled Tasks
1	
2	
3	
4	
5	
6	
7	
8	

9	
10	

Term 3 2024	
Week	Scheduled Tasks
1	
2	
3	
4	
5	
6	
7	
8	<p style="text-align: center;">MORATORIUM NO ASSESSMENT TASKS TO BE DUE DURING THIS WEEK</p>

9	Preliminary Examinations
10	Preliminary Examinations

Board Developed Courses

Agriculture

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 2, Week 5 Task: Systems Experiment & Report	Date Due: Term 3, Week 2 Task: Farm Case Study	Date Due: Term 3, Week 9-10 Task: Yearly Examination
Syllabus Outcomes		Outcomes assessed P1.2 P2.1 P4.1	Outcomes assessed P1.1 P1.2 P2.3 P3.1 P5.1	Outcomes assessed P1.1 P1.2 P2.2 P2.3 P3.1 P4.1 P5.1
Skills	30	10	15	5
Knowledge and understanding	70	20	25	25
Weighting	100%	30	40	30

Course Outcomes

The student:

P1.1 describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems

P2.3 describes the farm as a basic unit of production

P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1 applies the principles and procedures of experimental design and agricultural research

P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Ancient History

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 8 Reconstructing the Past	Term 3 Week 6 Historical Investigation	Term 3 Preliminary Examination
Syllabus Outcomes		Knowledge and understanding 10%	Knowledge and understanding 10%	Knowledge and understanding 30%
		Source Based skills 10%	Research and inquiry method 10%	Source Based skills 10%
		Communication of historical understanding in appropriate forms 10%	Communication of historical understanding in appropriate forms 10%	
Weighting	100%	30%	30%	40%

Course Outcomes Course Outcomes

The Student:

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

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

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

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

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

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

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

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

AH11-9 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

Biology

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1, Week 8 Task: Practical Test <u>Enzyme Activity</u> Modules 1 & 2	Date Due: Term 2, Week 7 Task: <u>Flat Rock Field Report</u> Modules 3 & 4	Date Due: Term 3, Week 10 Preliminary Examination Modules 1,2,3,4
Syllabus Outcomes		BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11-8 BIO11-9	BIO11/12-1 to BIO11/12-3 BIO11/12-5 BIO11/12-7 BIO11-10, BIO11-11	BIO11/12-1 BIO11/12-2 BIO11/12-4 to BIO11-11
Skills	60%	15	35	10
Knowledge and understanding	40%	5	5	30
Weighting	100%	20%	40%	40%

Course Outcomes

The student:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

Business Studies

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1, Wk 7 Task: Nature of Business	Date Due: Term 2, Wk 8 Task: Business Planning	Date Due: Term 3, Wk 9/10 Task: Preliminary Examination
Outcomes assessed		P1,P2,P6,P7,P8,P9	P2,P3,P4,P8,P9,P10	P1-10
Knowledge and understanding of course content inquiry & research	40%	15	10	15
Stimulus-based Skills	20%	5		15
Inquiry and Research	20%		20	
Communication of business information, ideas & issues in appropriate forms	20%	5	5	10
Weighting	100%	25%	35%	40%

Course Outcomes

The student:

- 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

Community and Family Studies

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1 Week 8 Task: Wellbeing Interview and Report	Date Due: Term 2 Week 8 Task: Media File	Date Due: Preliminary Examination Task: Term 3 Weeks 9 and 10
Syllabus Outcomes		P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1
Resource Management	30%	30	10	10
Individuals and Groups	30%	0	20	15
Families and Communities	0%	0	0	15
Weighting	100%	30%	30%	40%

Course Outcomes

A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing.
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P6.2 uses critical thinking skills to enhance decision making.
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.4 analyses the interrelationship between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society

English Advanced

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1 Week 11 Task: Portfolio submission and Reflection speech Monday, 8 April	Date Due: Term 2 Week 9 Task: In-class timed essay Module A: Othello (Shakespeare) and Othello (Sax) Tues, 25 June	Date Due: Term 3 Week 9-10 Task: Preliminary Examination
Syllabus Outcomes		EA11-1, EA11-5, EA11-7, EA11-9	EA11-2, EA11-3, EA11-6	EA11-1, EA11-3, EA11-4, EA11-5, EA11-8
Knowledge and understanding of course content.	50%	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	50%	15	15	20
Weighting	100%	30%	30%	40%

Course Outcomes

The student:

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

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

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

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

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

EA11-6 investigates and evaluates the relationships between texts

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

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

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

English Extension 1

Assessment Schedule | Year 11 - 2024

Syllabus Components	Task 1	Task 2	Task 3
	Term 2 Week 7 Tues 11.6.24 Imaginative text and reflection	Term 3 Week 6 Mon 26.8.24 Related Project Task	Term 3 Weeks 9-10 Prelim Examination
Syllabus Outcomes	EE11-2, EE11-3, EE11-6	EE11-1, EE11-3, EE11-4, EE11-5	EE11-1 to EE11-6
Weighting	30%	40%	40%

In the **Common Module – Texts, Culture and Value** students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed. Students also explore, analyse and critically evaluate different examples of such texts in a range of contexts and media, including texts of their choosing. They develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities, and develop skills in sustained composition.

Course Outcomes

The 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

English Standard

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1 Week 9 Tues 2.4.2024 Task: In-class analysis and composition	Date Due: Term 2 Week 9 Tues 25.6.2024 Task: Written speech and interactive ICT presentation	Date Due: Term 3 Week 9-10 Task: Preliminary Examination
Syllabus Outcomes		EN11-1, EN11-3, EN11-5,	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5
Knowledge and understanding of course content.	50%	15	15	20
Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes.	50%	15	15	20
Weighting	100%	30%	30%	40%

Course Outcomes

The student:

EN11-1 - responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 - uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 - analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 - applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 - thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 - investigates and explains the relationships between texts

EN11-7 - understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 - identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 - reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Studies

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1, Week 10 Task: Cover letter, resume, mock interview (35%) Tues 2.4.2024	Date Due: Term 3, Week 4 Task: Portfolio of student work Mon 12.8.2024	Date Due: Term 3 Week 9-10 Task: YEARLY EXAMINATION
Syllabus Outcomes		ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-1, ES11-2, ES11-6, ES11-7, ES11-8, ES11-10	ES11-1, ES11-2, ES11-3, ES11-6, ENS11-7, ES11-10
Knowledge and understanding of course content.	50	20	15	15
Skills in Comprehending texts. Communicate ideas. Using language accurately, appropriately and effectively	50	15	20	15
Weighting	100%	35%	35%	30%

Course Outcomes

The student:

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

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

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

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

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

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

S11-7 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

COURSE: SIT20316 Certificate II in Hospitality

Preliminary outcome: Statement of Attainment toward a SIT20316 Certificate II in Hospitality

Student Competency Assessment Schedule

Delivery Strategy A		Event 1 Cook Safe, Work Safe, Eat Safe	Event 2 Love to serve	Event 3 Keeping up to date	Event 6 A Working in Industry (Work Placement A)	Event Preliminary Half Year Exam*	Event Preliminary Yearly Exam*
Cluster	Code	Unit of Competency	Term 1 2021 Week 9 Date:	Term 3 2021 Week 6 Date:	Term Week Date:	Term Week Date:	Term Week Date:
Event 1 Cook Safe, Work Safe, Eat Safe	SITXWHS001	Participate in safe work practices	✓				
	SITXFS401	Use hygienic practices for food safety	✓				
	SITHCC001	Use food preparation equipment ✓* collecting evidence towards	✓*				
	SITXCCS003	Interact with customers ✓* collecting evidence towards	✓*				
Event 2 Love to serve	SITHFAB007	Serve food and beverage		✓*			
	SITHFAB004	Prepare and serve non-alcoholic beverages		✓			
	BSBWOR203	Work effectively with others ✓* collecting evidence towards		✓*			
	SITHCC001	Use food preparation equipment ✓* collecting evidence towards		✓*			
Event 3 Keeping up to date	SITHIND002	Source and use information on the hospitality industry		✓			
	SITHIND003	Use Hospitality skills effectively ✓* collecting evidence towards			✓*		
Event 6 A Working in industry (Work placement A)	SITXCOM002	Show social and cultural sensitivity ✓* collecting evidence towards			✓*		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate II in Hospitality** or a Statement of Attainment towards a **Certificate II in Hospitality**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

✓* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of competent is made

COURSE: SIT20316 Certificate II in Hospitality
HSC outcome: SIT20316 Certificate II in Hospitality

Student Competency Assessment Schedule

Delivery Strategy A Assessment Events for SIT20316 Certificate II in Hospitality (Must be edited to suit school delivery – refer to TAS)		Event 4 Espresso Yourself	Event 5 Life Bites	Event 6 B Working in Industry (Work placement B)	1/2 yearly Exam*	Trial Exam*
Cluster	Code	Term 1 2022 Week 5 Date:	Term 3 2022 Week 5 Date:	Term Week Date:	Term Week Date:	Term Week Date:
Event 4 Espresso Yourself	Unit of Competency					
	SITHFAB005	Prepare and serve espresso coffee	✓			
	BSBWOR203	Work effectively with others	✓			
	SITXCC9003	Interact with customers	✓			
	SITHCC0016	Prepare appetisers and salads		✓		
	SITHCC0002	Prepare and present simple dishes		✓		
Event 5 Life Bites	SITHCC0001	Use food preparation equipment		✓		
	SITHIND003	Use hospitality skills effectively		✓		
	SITXCOM002	Show social and cultural sensitivity		✓		
Event 6 B Working in Industry (Work placement - B)						

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate II in Hospitality** or a Statement of Attainment towards a **Certificate II in Hospitality**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as 'not yet competent' or 'competent'. In some cases other descriptive words may be used leading up to 'competent'.
* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESAs to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentsonline.nesa.nsw.edu.au/login/>. Students have access to Students Online up until June of the following year. After which, students can contact NESAs for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

Industrial Technology Timber

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Design & Planning	Preliminary Major Project & Folio	Yearly Exam
Syllabus Outcomes		Term 2 Week 8	Term 3 Week 5	Exam Week
Knowledge and understanding of course content	50%	10%	10%	30%
Knowledge and skills in the design, management, communication and production of a major project	50%	20%	30%	
Weighting	100%	30%	40%	30%

Course Outcomes

The student:

- P1.1 describe 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 a 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

Mathematics Advanced

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Class test Topic: F1 Term 1, Week 10	Assignment/ Investigation Topics: F1,C1, Term 2, Week 5	Examination Topics: T1, T2, E1, S1, C1 Term 3, Week 10
Syllabus Outcomes		MA11-1, MA11-2 11MA-8, 11MA-9	MA11-1, MA11-2, MA11-5, MA11-8 MA11-9	MA11-1 to MA11-9
Understanding, Fluency and Communicating	50%	15	20	15
Problem Solving, Reasoning and Justification	50%	15	20	15
Weighting	100%	30%	30%	40%

Course Outcomes

The student:

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Topic Test Week 8 Term 1	Examination Week 8 Term 2	Investigation Week 7 Term 3
Syllabus Outcomes		ME11-1, ME11-2, ME11-5, ME11-7	ME11-1, ME11-2, ME11-4, ME11-7	ME11-3, ME11-4, ME11-6, ME11-7
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
Weighting	100%	30%	30%	40%

Course Outcomes

The student:

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

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

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

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

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

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

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

Mathematics Standard

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Class test Topics: S1.1, S2, A1 F1.1, F1.2 Term 1, Week 10	Examination Topics: F1.3 M1.2, M1.3, S1.1 Term 2, Week 5	Assignment/ Investigation Topics: S1.1, S1.2, S2 A1, A2, F1.1, F1.2, M1.1, M1.2, M1.3, M2, F1.3 Term 3, Week 7
Syllabus Outcomes		MS11-2 MS11-7 MS11-9 MS11-10	MS11-1 MS11-6 MS11-2 MS11-7 MS11-3 MS11-9 MS11-4 MS11-10 MS11-5	MS11-1 MS11-6 MS11-2 MS11-7 MS11-3 MS11-8 MS11-4 MS11-9 MS11-5 MS11-10
Understanding, Fluency and Communicating	50%	15	20	15
Problem Solving, Reasoning and Justification	50%	15	20	15
Weighting	100%	30%	40%	30%

Course Outcomes:

The student:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Modern History

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1, Week 7 Task: In-Class Source Analysis	Date Due: Term 2, Week 7 Task: Historical Investigation	Date Due: Term 3, Week 9-10 Task: Preliminary Exam
Syllabus Outcomes		MH11-1, MH11-2 MH11-6, MH11-7	MH11-4, MH11-6 MH11-7, MH11-8 MH11-10	MH11-3, MH11-5 MH11-6, MH11-9
Knowledge & Understanding of Course Content	40%	20%	0%	20%
Historical Skills in the Analysis & Evaluation of Sources & Interpretations	20%	5%	5%	10%
Historical Inquiry & Research	20%	0%	20%	0%
Communication of Historical Understanding in Appropriate Forms	20%	5%	5%	10%
Weighting	100%	30%	30%	40%

Course Outcomes

The student:

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

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

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

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

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

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

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

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

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

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

Music

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Due Date: Term 1, Week 8 Task: Composition Portfolio and Musicology Research	Due Date: Term 2, Week 8 Task: Performance and Musicology research	Due Date: Term 3, Week 9 Task: Performance and Aural Listening (Preliminary Exam)
Syllabus Outcomes		P2, P3, P5, P8, P10, P11	P1, P2, P4, P6, P9, P10, P11	P3, P4, P6, P7, P8, P9, P10, P11
Performance	25%		15	10
Musicology	25%	15	10	
Composition	25%	25		
Aural	25%			25
Weighting	100%	40%	25%	35%

Course Outcomes

The Student:

P1 - Performs music that is characteristic of the topics studied

P2 - Observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3 - Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 - Recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 - Comments on and constructively discusses performances and compositions

P6 - Observes and discusses concepts of music in works representative of the topics studied

P7 - Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 - Identifies, recognises, experiments with and discusses the use of technology in music

P9 - Performs as a means of self expression and communication

P10 - Demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11 - Demonstrates a willingness to accept and use constructive criticism

Personal Development, Health and Physical Education

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 2, Week 2 Task: Ottawa Charter health campaign report	Date Due: Term 3, Week 1 Task: Movement analysis	Date Due: Term 3 Week 9/10 Task: Preliminary exam
Syllabus Outcomes		P4, P15, P16	P7,P8, P9, P17	P1,P2,P3,P4,P5,P6,P7,P8,P9, P12
Weighting	100%	30%	30%	40%

Course Outcomes

The student:

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

Physics

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Depth Study Week 8 Term 1	Prac Test Week 9 Term 2	Preliminary Exam Week 9/10 Term 3 Modules 1-4
Syllabus Outcomes		PH11/12-1 to PH11-9	PH11/12-2, PH11/12-3 PH11/12-4, PH11/12-5 PH11-10	PH11/12-1, H11/12-4 PHY11/12-6, PHY11-8 to PHY11-11
Skills	60%	25	25	10
Knowledge and Understanding	40%	5	5	30
Weighting	100%	30%	30%	40%

Course Outcomes

The student:

Questioning and predicting

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information

PH11/12-5 analyses and evaluates primary and secondary data and information

Problem solving

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

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 & analyses waves & the transfer of energy by sound, light & thermodynamic principles

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

Software Engineering

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1, Week 9 Task: Tic Tac Toe	Date Due: Term 2, Week 10 Task: Student Management System	Date Due: Term 3 Week 9/10 Task: Preliminary Examination
Syllabus Outcomes		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
Knowledge and understanding of course content Knowledge and skills in the practical application of the content	50%	15%	15%	20%
Knowledge and understanding of course content Knowledge and skills in the practical application of the content	50%	20%	20%	10%
Weighting	100%	35%	35%	30%

Course Outcomes

The 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

Textiles

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Project 1- Practical and Portfolio Term 2 Week 2	Mini MTP with a portfolio Term 3 Week 5	Preliminary Exam
Syllabus Outcomes		P1.1, P1.2, P2.1, P2.2, P2.3	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
Design	45%	20	15	10
Properties and performance of Textiles	40%	10	15	15
Australian Textiles, Clothing, Footwear and Allied Industries	15%	0	0	15
Weighting	100%	30%	30%	40%

Course Outcomes:

The 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 & use of appropriate manufacturing techniques & equipment

P2.3 manages the design and manufacture of textile projects

P3.1 identifies properties of a variety of fabrics, yarns and fibres

P3.2 justifies the selection of fabrics, yarns and fibres for end-uses

P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation

P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context

P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries

P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society

Visual Arts

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Historical & Critical Study Date Due Term 1 Week 7	BOW Artmaking Practice Date Due Term 2 Week 9	BOW Artmaking Practice & Preliminary Exam Date Due Term 3 week 9-10
Syllabus Outcomes		P7,8,9,10	P1 2,4,5,6	P1,2,3,4,5,6,7,8,9,10
Artmaking			30%	20%
Critical & Historical Studies		30%		20%
Weighting	100%	30%	30%	40%

Course Outcomes

The student gains increasing intellectual autonomy in their abilities to aesthetically and persuasively represent ideas in the visual arts; and understand and value how the field of the visual arts is subject to different interpretations.

- 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

Board Endorsed Courses

Marine Studies

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Week 6 Term 1 Task: RLSA and Bronze Medallion topic tests	Date Due: Week 2 Term 3 Task: Life in the Sea Webpage	Date Due: Term 3 - Task: Yearly Examination
Syllabus Outcomes		1.2, 2.1, 3.1, 5.1	2.3, 1.4, 3.4	1.3, 3.1, 3.3
Content	45	15	10	20
Skills	55	15	20	20
Weighting	100%	30%	30%	40%

Course Outcomes

The student:

A student:

Environmental Practices

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information

Management and Communication

- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions

Critical Thinking, research and Analysis

- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills

The Marine Industry

- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure

Safety in the Marine Environment

- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Numeracy

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Tickets Investigation Date Due: End of term 1	Travel guide Investigation Date Due: End of term 2	Footy Tipping Investigation Date Due: End of term 3
Syllabus Outcomes		N6-1.3: N6-2.2: N6-2.3:	N6-1.1: N6-2.2: N6-2.3: N6-3.2:	N6-2.3 N6-2.6 N6-3.1 N6-3.2
Weighting	100%	30%	30%	40%

Course Outcomes

The Student:

N6-1.1 - recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 - applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 - determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 - chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 - chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 - chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 - chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 - 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 N6-3.1

N6-3.2 - chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Photography, Video and Digital Imaging

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Due date: Term 1 Wk 10 Technical Appraisal & Foundations	Due Date: Term 2 Wk 10 Documentary	Due Date: Term 3 week 7 SFX Montage
Syllabus Outcomes		M4, M5, M6 CH2, CH4, CH5	M1, M3, M5, M6 CH2, CH3	M1, M2, M5, M6 CH1, CH3
Making	70	15	40	15
Critical/Historical	30	15	10	5
Weighting	100	30%	50%	20%

Course Outcomes

The Student:

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or practice
M2 explores concepts of artist/photographer, still and moving works, interpretation of the world and audience, in their response, in their making of still and/or moving works

M 3 investigates different points of view in the making of photographs and/or video and/or digital images

M 4 generates images and ideas as representation/simulations in the making of photographs and/or video and/or digital images.

M 5 develops different techniques suited to artistic intentions in the making of photographs and/or video and/or digital images.

M 6 takes into account issues of occupational health and safety in the making of photographs and/or video and/or digital images.

CH 1 generates in their critical and historical practice ways to interpret and explain photographs and/or video and/or digital images

CH 2 investigates the role and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigation

CH 3 distinguishes between different points of view, and offers interpretive accounts in critical and historical investigations

CH 4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photographs and/or video and/or digital images

CH 5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

Sport, Lifestyle and Recreation

Assessment Schedule | Year 11 2024

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1, Week 7 Task: Organising, officiating and participating in Aquatics activities	Date Due: Term 2, Week 7 Task: Sports Rules Lesson Presentation	Date Due: Term 3, Week 6 Task: Gymnastics performance and analysis
Syllabus Outcomes		1.1, 1.3,3.1,3.2,3.3	1.1,1.3,5.2	1.1,1.3,3.4,4.4,5.4, 5.5
Weighting	100%	30%	40%	30%

Course Outcomes

The student:

- 1.1 applies the rules and conventions that relate to the participation in arrange of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
 - 3.4 composes, performs and appraises movement
- 4.4 demonstrates competence and confidence in movement contexts
- 5.2 willingly participates in regular physical activity
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. This glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/logic, questioning, reflection and quality to (analyse/evaluation) evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name

Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole