



Auburn Girls
HIGH SCHOOL

*Year 11
2020*

*Assessment
Policy
and
Course
Schedules*

*Handbook
for students*

Auburn Girls High School



Stage 6 Assessment Policy

Contents

Higher School Certificate	4
Assessment Overview	6
Illness and Misadventure	8
Appeals Surrounding Assessment Procedure	12
N Warning process	13
Disability Provisions	14
Accelerated Students	15
Requesting Leave	15
Appendix A – Illness or Misadventure Claim Form	16
Appendix B - Examination rules	17
Appendix C – Official Warning of 'N' Determination	18

Year 11 Assessment Course Schedules

Board Developed Courses (BDC)	19
Vocational Education & Training courses (VET)	48
Content Endorsed Courses (CEC)	52
Life Skills Courses	57
Year 11/12 Assessment Timeline (issued separately)	

Assessment Policy

Higher School Certificate

The Higher School Certificate course requires the study of courses over two years: a minimum of 12 units in Year 11 and a minimum of 10 units in Year 12 (or equivalent).

The Higher School Certificate credential package has two components.

- The New South Wales **Year 12 Record of School Achievement** (RoSA) is available to all eligible students who satisfactorily complete a prescribed pattern and a minimum of 10 units of study.
- The New South Wales **Higher School Certificate** (HSC) is awarded to students who are eligible for a Record of School Achievement (RoSA) and have reached a **minimum standard in literacy and numeracy** tests (see below).

A cumulative record of all academic achievement

The NSW Record of School Achievement is designed to record all of a secondary school student's academic results up until the HSC.

In all subjects, grades will be awarded based on students' achievements across a range of assessment tasks linked to performance descriptors that best describe each student's achievement of the course outcomes.

Eligibility of the Record of School Achievement

To qualify for the RoSA a student must have:

- **completed** a pattern of courses of study that satisfy the NSW Education Standards Authority's (NESA's) curriculum and assessment requirements for the RoSA
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the courses by the school; and
- **achieved** some or all of the course outcomes.

Eligibility of the Higher School Certificate and National Minimum Standards

Year 10 students who achieved the minimum standard in reading, writing and numeracy tests are recognised as having met the HSC minimum standard in that area/s and will not need to sit the corresponding online test/s.

Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to resit them for a few years after they leave school.

Students master basic skills at different stages, so they can decide with their teachers when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again.

Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will only receive the Record of Achievement but not the Higher School Certificate.

Students who leave school before they get their HSC will also have the option to undertake the Literacy and Numeracy tests.

- There will be one test for literacy and one test for numeracy with concepts drawn from the Australian Core Skills Framework (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- The tests, which will be offered online and under teacher supervision, will be reported separately from the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school.
- Students will be able to take the tests during 'windows' of availability throughout the year (proposed to be May and November each year). They will be able to sit for the test only once during each window, but can sit for them again should they decide to stay at school longer.

Assessment Overview

Purpose of School Assessment

Auburn Girls High School is committed to enhancing and encouraging students' learning outcomes. This Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Assessment at Auburn Girls High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- co-ordination of the assessment program to ease the load on students
- consistent application of assessment rules in line with school and NESA policies

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- tests which may take a written, practical and oral form
- class essays, research tasks, assignments, portfolios, log books
- practical tasks and major works
- field work, depth studies and projects.

School Responsibilities

The School will provide students with the following:

- **school and faculty assessment booklets** which set out the relevant policies and provide an overview of the assessment program for each course.
- **an assessment timeline** for them to map their Assessment Tasks. As far as possible the school will avoid scheduling assessment tasks on the same day as major events and will make alternative arrangements for students who are representing the school on the day of an in-class task (Students must make arrangements to submit a hand-in task).
- **written notification of assessment** - this notification outlines a more detailed explanation of the specific nature of each assessment task. This notification will be issued at least **TWO WEEKS** in advance of the date due
- **marking guidelines** for tasks to clearly identify performance standards.
- **appeals procedures** that are administered in a consistent, fair and transparent manner.

The School will communicate with parents/carers about any concerns relating to a student's performance and/or overall achievement. If required an N-warning letter will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

Student Responsibilities

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively
- complete all assigned work including every assessment task to demonstrate through effort and achievement that they have met the requirements of the course
- attend school and specific subjects regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 90% would be expected
- ensure that they understand the task and contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued
- familiarise themselves with the school's 'Assessment Booklet' including all procedures and course information contained in this handbook
- avoid plagiarism and acknowledge sources in accordance with the assessment task notification and NESA 'All My Own Work' guidelines'. They should not engage in malpractice (see below)
- comply with the behavioural expectations of examinations and in-class assessment tasks
- meet all assessment deadlines or they will be penalised in accordance with this policy
- be present for class tasks and hand in all take home tasks at the beginning of the period for that subject (or at the required time specified on the assessment notification)
- attend all lessons on the due date and the school day before (Tuesday to Friday only) for hand-in and in-class tasks
- engage fully with other lessons on the due date (ie: not do work / study for the assessment in other classes)
- attend all lessons on the school day before formal examination periods
- ensure that any questions about marks, grades or comments awarded for an individual task (or part of a task) are resolved at the time the work is returned by the teacher to the student
- understand and apply the feedback about the assessment task that is received
- maintain the integrity and confidentiality of all assessment tasks

In the case of school representative responsibilities, alternative arrangements will be made for in-class tasks and examinations but these students must make prior arrangements with the teacher for submission of hand-in tasks due on that day. If due to illness or misadventure a student is unable to attend school on the due date or the day before for any assessment task, they must follow the procedure outlined below.

Illness or Misadventure and Procedures for Assessment Tasks

Circumstances may arise that prevent a student from completing an assessment task. These may include personal illness, family tragedy or exceptional circumstances. These circumstances may prevent the student from:

- attending on the day of a task or the day before the due date
- performing to their ability in an examination or in-class task
- completing a hand-in task on time

In these cases, students must follow the Illness or Misadventure Appeal Procedure outlined below

Failure to follow these appeal procedures and successfully appeal will result in a mark of zero being awarded

Failure to subsequently submit or complete the task (ie: not at all) will normally result in an N warning letter being sent.

Procedures to Follow

In-Class Tasks and Examinations (written and practical)

Immediately on their return to school:

- The student must come prepared to complete the missed task on the first day back. The student must report to their class teacher (or Head Teacher) of the subject to find out about the scheduling of the task or, if required, an alternate task
- In order to receive a mark for the task, the student must complete and submit the Illness/Misadventure Appeal Form to the Head Teacher Stage 6. It should be supported by a medical certificate or (if appropriate) other documentation explaining the absence

Hand-In Tasks

- Hand-in tasks should be submitted to the teacher on the due date at the **beginning of the lesson** in the subject concerned (or as specified on the notification of the assessment task)
- Assessment tasks may be handed in prior to the due date. Therefore, if an absence was known about in advance, being absent on the last date for submission may not be a sufficient excuse for late submission. In such situations the Head Teacher Stage 6 will decide whether marks will be allocated based upon the evidence submitted to support the Illness/Misadventure Appeal Form.

On the day:

If a student is unable to attend on the day a hand-in task is due they should:

- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to auburng-h.school@det.nsw.edu.au, with their name, the subject and their teacher's name included.

Immediately on return to school:

- If the task was not submitted on the due date, the student must report to the relevant teacher on the **first day of their return to school and submit the task.**
- In order to receive a mark for the task, the student must be successful with an Illness/Misadventure Appeal. The appeal form must be submitted to the Head Teacher Stage 6 and supported by a medical certificate or other formal documentation explaining the reason for the absence.

Late submission of hand-in task or late completion of an in-class task

If a student does not submit an assessment task **on time** and does not have a valid reason:

- a zero mark will be recorded for that task
- the student will still be required to submit the task or complete to assess learning outcomes and complete the course satisfactorily
- the student's parents will be advised in writing via a letter of concern

Non-submission of hand-in task or non-completion of in-class task

If a student does not submit or complete an assessment task **at all** (and no alternative arrangement has been negotiated by the Head Teacher Stage 6), the consequences to follow are:

- the student will be interviewed by the subject teacher or Head Teacher
- the student and her parents will be advised in writing via an N- Warning letter
- the student will still be required to submit or complete the task to assess learning outcomes and complete the course satisfactorily.

Technology and assessment tasks

Technology and/or computer equipment failure, loss of data or inability to print at school are not valid grounds for a misadventure appeal relating to the late submission of an assessment task.

To assist students in the use of technology, the following practices should be adopted:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of an equipment failure
- back-up files regularly and print out copies of drafts. Keep them until the assignment is marked and returned. Bring a copy of the file to school by either email or USB (or both)

Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an excursion, extra or co-curricular activity, it is the **students' responsibility** to make alternate arrangements with their class teacher to submit the task at or before the due date and time.
- If a scheduled assessment task clashes with school representative responsibilities, alternative arrangements will be made for in-class tasks but these students should make prior arrangements with the teacher for submission of hand-in tasks due on that day
- Assessment tasks take precedence over excursions and it cannot be assumed that an in-class assessment task can be rescheduled. This requires negotiation between the student, class teacher, the Head Teacher and, if necessary, the Deputy Principal well before the event.

Approval for Extension of alternate task arrangement

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining extenuating circumstances, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the Head Teacher Stage 6 in consultation with the faculty HeadTeacher.
- If approved, details for an alternate assessment arrangement to cover extended absence (eg: scheduled surgery, family funeral) will be negotiated with the faculty Head Teacher prior to the assessment task.
- It is the student's responsibility to arrange for this approval and, as far as possible, to submit hand-in tasks early if they know that they will be absent on the due date. No in-class assessment or examination can be moved forward to accommodate the student.

Unapproved leave or extended absences (i.e. not illness, misadventure or approved extension)

- In Year 11 and Year 12 no approved leave will be granted for holidays or any other discretionary purpose. Applications for extended leave due to extreme circumstances (eg: extended serious illness or misadventure) should be discussed with the Deputy Principal.
- Students who miss or do not submit assessment tasks due to unapproved leave or extended absences automatically receive:
 - an N warning for each task missed
 - a zero result for each task missed
- Students have an opportunity to redeem the N warning if they attempt the task at the first opportunity after her return to school.
- Unless a successful Illness / Misadventure Appeal has occurred, the zero result will stand.

Non-serious attempts

Students must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements. Because a non-serious attempt does not meet course requirements, an N warning letter will be sent and remains in force until the student makes a serious attempt at the task.

Malpractice

Malpractice is any activity undertaken by a student that allows her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

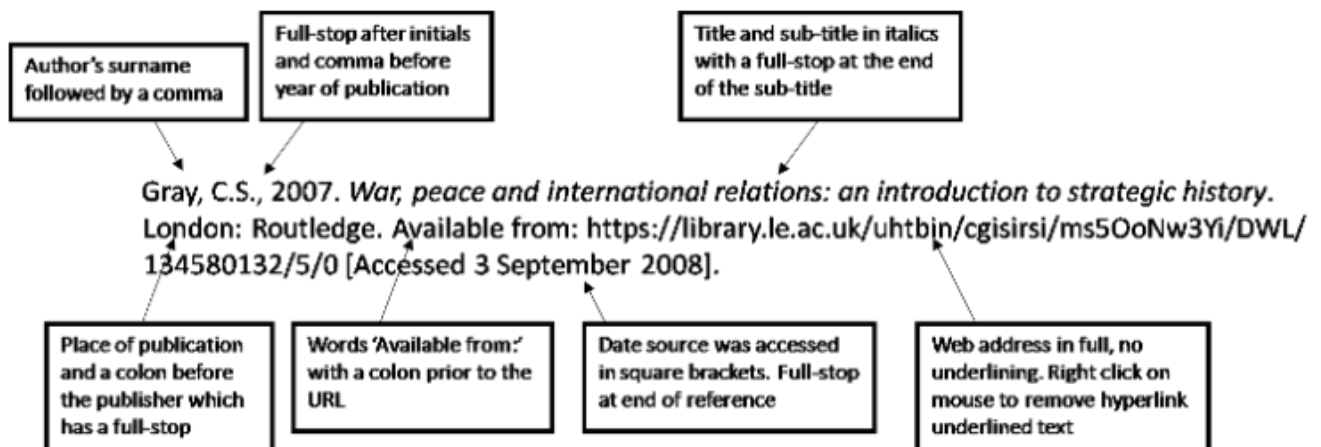
- Plagiarism - copying someone else's work in part or in whole, and presenting it as your own or using material directly from books, journals, CDs or the internet without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach, subject expert or another student (current or former) has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement and permission being granted by the teacher
- Cheating of any sort, including practices identified in the 'All My Own Work' course
- Paying someone to write or prepare material
- Using electronic devices (eg: mobile phones, programmable watches) and non-approved aides during an assessment task unless specifically required

- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Breaching school examination rules (including possession of electronic devices)
- Persistent misconduct during an in-class assessment that disadvantages other students attempting the assessment

The standard penalty for confirmed instances of malpractice is a mark of zero for the task or relevant component of the task. In some circumstances additional school-based sanctions may be applied. In addition, for Year 12 candidates, NESAs requires that instances of malpractice are officially reported.

Strategies to ensure the authenticity of student responses to tasks

Auburn Girls High School implements guidelines for students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their studies. This includes correctly referencing material by using The Harvard Method.



Appeals Surrounding the Assessment Procedure

Grounds for an appeal

An appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to her work is not consistent with the School's assessment policy and procedures she may appeal. The **first appeal MUST be to the Head Teacher**. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, she may appeal to the Principal / Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

N-Warning Process

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:

- followed the course developed or endorsed by the NSW Education Standards Authority
- applied herself with diligence and sustained effort to the set tasks and experiences provided the course by the school and
- achieved some or all of the course outcomes.

If a student is at risk of not meeting the assessment requirements in a course, a written warning letter will be given to the student and their parents notifying of the potential for an 'N determination' in the course.

The letter will:

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and her parent a written acknowledgement of the warning;

If the student does not comply with this 1st N-warning letter by the due date, a 2nd N-warning letter will be issued two weeks after the 1st N-warning. On the second warning letter, the student **and her parents may be required to attend an interview with the Head Teacher (this may involve phone contact)**. If the student does not comply with the 2nd N-warning an N determination in a course may follow and the individual course may not appear on the students' *Record of Achievement*. The loss of a course may place the award of the RoSA in jeopardy because course requirements have not been met.

Disability Provisions

Disability provisions may be provided if a student has a special need which would, in a normal examination situation, prevent her from:

- reading and interpreting the examination questions and/or
- communicating her responses.

Auburn Girls High School will support students seeking disability provisions from NESA. Regardless of the nature of the special need, the provisions granted by NESA will be solely determined by the implications of that need on the student's functioning in an examination situation. (*ACE Manual 13.2*)

Principals have the authority to decide on and to implement special provisions for all school-based assessments. (*ACE Manual 13.1*) Where it is appropriate and suitable these provisions will also be offered to students seeking disability provisions from NESA to complete their internal assessment component.

In addition, if a student experiences a temporary disability (e.g. physical injury) which affects her examination performance, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued within the framework of the NESA general guidelines.

Auburn Girls High School will endeavour to provide access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

Student Responsibilities

Students must consult with the Head Teacher Learning and Support or Head Teacher Stage 6 to commence an application for disability provisions. Students who have been awarded disability provisions are to check with their class teacher prior to the due date about the arrangements for these provisions for the upcoming task.

Special Education

At Auburn Girls High School, students may be sitting subjects on a full or partial Life Skills program. Students requiring Life Skills programs are assessed by external organisations in consultation with parents and Auburn Girls High School. Please see the Deputy Principal if you would like to discuss a Life Skills course in greater detail.

Accelerated Students

In exceptional circumstances, students may accelerate into Preliminary and/or HSC Board Developed Courses in advance of their usual cohort or in less than the NESA's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the NESA's Guidelines for Accelerated Progression (released 2000).

Accelerated students should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerated students, where possible, have to be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over another.

Students who have been accelerated into Preliminary or HSC courses will be granted a study day before Year 11/12 exams (except after a weekend).

Requesting Leave

Students must apply to the School for approved leave. Taking leave without the School's knowledge and formal approval may be putting the student's NESA outcomes at risk because they may not be able to satisfy course requirements.

Periods of leave **for holidays** will not be granted. If there are extenuating circumstances, leave can be applied for in writing to the Principal using the DoE 'Exemption from Attendance' form available from the Student Services office. Completed forms with a copy of airline tickets or other documentation must be discussed with the Deputy Principal. **This must be done well before departure/travel.**

Misadventure Appeal

Student Name: _____ Year: _____

Course: _____ Class Teacher Name: _____

Assessment Task Name: _____

Due Date: _____ Due Time (if not beginning of lesson): _____

Has this task now been submitted / completed? (Tick) Yes ☐ Date _____ No ☐

Reason/s for Appeal (Please tick):

APPLY WELL BEFORE TASK

- ☐ Request for extension (DP or parent signature)
- ☐ Approved leave (DP signature)
- ☐ School commitment (Co-ord. or HT signature)
- ☐ Request for Disability Provision/s

APPLY PROMPTLY AFTER TASK

- ☐ Absent on due day of task
- ☐ Absent on day before due date
- ☐ Misadventure during task
- ☐ Personal reason (DP or parent sign)

Explanation (why I need to appeal):

- ☐ Sick or Other (give details) _____

Supporting evidence submitted with this form. A medical certificate is required if your reason is "sick".

Relevant person who supports the appeal: Signature/s required for other purposes. (see below)

Student signature _____ (for all appeals) Date: _____

Parent signature _____ (eg: misadventure outside school) Date: _____

Teacher signature _____ (eg: misadventure during task) Date: _____

HT or co-ord. signature _____ (eg: school commitment) Date: _____

Deputy Principal signature _____ (eg: approved leave or welfare) Date: _____

(Fill in all relevant sections. Failure to provide necessary details will delay processing.)

Submit to Head Teacher Secondary Studies as soon as possible.)

Decision by Head Teacher Secondary Studies (all being correct):

Head Teacher Secondary Studies signature _____ Date: _____

- ☐ **HT Secondary Studies:** copy to file, notification to teacher, summary to Head Teacher, record on Sentral.
- ☐ **Head Teacher:** forward summary to teacher for action and student notification.
- ☐ **Head Teacher or teacher:** Request a review if any relevant details are missing or not correct.

Appendix B

Examination Protocol/Rules***Prior to Examination Period***

1. Students are to ensure that they have returned all appropriate paperwork) to the Head Teacher Secondary Studies.
2. Students must ensure that they have read and understood all the procedures and rules about examination protocols.

During the Exam

1. Students must ATTEND EVERY EXAM that they are listed in as a candidate.
2. Cheating in any way will be dealt with seriously and may result in zero for that exam. For example, talking, looking around and using or having an electronic device may be interpreted as cheating.
3. Students can only use the provided examination booklets. No other any paper is too brought into the examination room unless instructed to on the Examination Notification for that subject area.
4. Severe illness or misadventure is the only reason for non-attendance. A medical certificate must be provided in the case of illness. Misadventure requires appropriate DOCUMENTARY EVIDENCE and is to be given with a 'blue form' to Head Teacher Secondary Studies upon return. Students and/or parents must notify the Deputy Principal or Exam Coordinator (Head Teacher Secondary Studies) if they cannot attend an exam as soon as possible.
5. Exams are official school activities. Students must wear full school uniform to every exam, abide by all school rules and follow all instructions given.
6. Students are to arrive 15 minutes early for each exam and organise themselves in the assembly area. Ensure all necessary equipment is ready for smooth entry. Expect all exams to start on time.
7. Any bags brought will be left in the assigned area (on stage). NO student will be permitted to return to their bag until the end of the examination. ANY ELECTRONIC DEVICE should be turned off and left in their bag or at home - interruptions and disturbance in the examination room will not be tolerated. Students are to ensure that they have their own handkerchiefs or tissues.
8. Students may not bring any food into the examination room including chewing gum. Students may bring a bottle of clear water only (no other varieties are permitted).
9. Students are to ensure that they have all the equipment needed for the examination. All equipment should be in a clear zip lock bag. There is no BORROWING of equipment under any circumstances
10. Once inside the examination room, students are to sit at their assigned desk. They are NOT to speak or communicate in any way to any other student. Any disturbance affecting other students will not be tolerated (speaking, exchanging equipment, inappropriate handling of exam booklets and gestures). Disturbances may be interpreted as cheating. No discussion will take place in the examination centre. Students who are involved will be seriously dealt with after the exam.
11. Any questions are to be directed to the SUPERVISORS ONLY in an appropriate way. Students with a toilet pass and needing to use the toilet will be escorted to the OASIS toilet with the appropriate request. Students needing to go the toilet will be signed into a book. Students are reminded to attend to their needs prior to the examination.
12. Students will leave the examination room quietly and under the direction of supervising teachers. Examination rules still apply until they exit the room.
13. Graffiti of any examination desks or examination booklets will have serious consequences.

Appendix C

**Auburn Girls High School**

Hunter Street
Auburn NSW 2144

Ph: 02 9649 6949

Fax: 02 9749 1035

Email: auburng-h.school@det.nsw.edu.au

Parent Name _____
Address _____

Date _____

AWARD OF 'N' DETERMINATION - Year 10 RoSA COURSE: [Student Name]

Dear Mr & Mrs _____,

I write to inform you that [student name] of Roll Class 10 [roll call] has not met the Course Completion Criteria for the Year 10 RoSA in [subject] and will receive an 'N' award, which means that [student] will not receive a grade in [subject] on her Record of Achievement. If this is a mandatory course, she will not receive a Year 10 RoSA.

The Board of Studies Teaching and Educational Standards requires two official warnings to be issued before a final 'N' determination is awarded for a Course. This gives students the opportunity to redeem themselves.

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:-

- a) followed the course developed or endorsed by the Board; 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

In particular [student] has failed to complete or improve the following:-

- Not Applying Themselves with Diligence
- Not Achieving Course Outcomes

[Description of task that has not been met]

Yours sincerely,

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

Please sign and return this form to school
Student:

Requirements for the satisfactory completion of a Year 10 RoSA Course.

I have received the warning letter dated _____ indicating that [student] will be receiving an 'N' award in [subject]. I am aware that a grade for this Course will not appear on [student's] Record of Achievement. I am also aware that the 'N' award makes [student] ineligible to receive a Year 10 RoSA if this course is a mandatory course.

Parent/Guardian's Signature _____

Date _____

Student's Signature _____

Subject Assessment Schedules

Board Endorsed Courses (B.E.C.)



Ancient History

OUTCOMES A student:

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

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

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

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

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

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

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

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

AH11-9 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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Mon 23/3 (T1 W9)	TASK 2 Mon 22-24/6 (T2 W9)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Source analysis Investigating Ancient History	Research and essay Historical Investigation	Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation of sources & interpretations	20	5	5	10
Historical inquiry and research	20	10	10	
Communication of historical understanding	20	5	5	10
TOTAL	100	30	30	40
Outcomes		AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Arabic Continuers

OUTCOMES A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Tues 10-11/3 (T1 W7)	TASK 2 Thurs 23/7 (T3W1)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Personal Identity, Family and Friends	Health, Lifestyles	Yearly examination All topics
Speaking	20		10	10
Listening and responding	30	10	10	10
Reading and responding	30	10	10	10
Writing	20		10	10
TOTAL	100	20	40	40
Outcomes		3.1 – 3.6	All	All

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.

Biology

OUTCOMES A student:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
 BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
 BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
 BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
 BIO11/12-5 analyses and evaluates primary and secondary data and information
 BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
 BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
 BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
 BIO11-9 explains the structure and function of multicellular organisms and 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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Wed 25/3 (T1 W9)	TASK 2 Tues 23/6 (T2 W9)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Depth Study Module 1	Practical / Secondary sources Investigation Module 2 & 3	Yearly Examination Module 1-4
Knowledge and understanding	40	10	10	20
Skills in Working Scientifically	60	20	20	20
TOTAL	100	30	30	40
Outcomes		11-8, 11/12-1 to 11/12-7	11-9, 11/12-1 to 3, 11/12-5 to 7	11-8 to 11-11, 11/12-1 to 2, 11/12-4 to 7

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Business Studies

OUTCOMES A student:

- P1. Discuss the nature of business, its role in society and types of business structure
- P2. Explains the internal and external influences on business
- P3. Describes the factors contributing to the success or failure of small to medium enterprise
- P4. Assesses the process 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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Wed 13/5 (T2 W3)	TASK 2 Wed 12/8 (T3 W4)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Stimulus based task in class	Business Plan task	Yearly Examination
Knowledge and understanding	40	10	10	20
Stimulus-based skills	20	15		5
Inquiry and research	20	5	15	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
TOTAL	100	35	30	35
Outcomes		P1, P2, P3, P5, P7, P8, P9,	P1, P2, P3, P5, P6, P10	P1, P2, P3, P4, P5, P6, P8, P10

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Chemistry

OUTCOMES A student:

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Wed 29/4 (T2 W1)	TASK 2 Mon 22/6 (T2 W9)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Secondary sources Investigation Module 1	Practical investigation Module 2 -3	Yearly Examination Modules 1-4
Knowledge and Understanding	40	10	10	20
Skills in Working Scientifically	60	20	20	20
TOTAL	100	30	30	40
Outcomes		CH11-8 and 9 CH 11/12 -1 to 7	CH11-9 and 10 CH 11/12 -1, CH 11/12 -3 to 7	CH11-8 to 11 CH 11/12 -1 and 2, CH 11/12 -1, 3 to 7

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Community and Family Studies

OUTCOMES A student:

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Mon 9/3 (T1 W7)	TASK 2 Fri 26/6 (T2 W9)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Resource Management Case Study	Individual and Groups – Leadership Interview & Report	Yearly Examination
Knowledge and Understanding	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%
Outcomes		P1.1, 1.2, 5.1, 6.1	P 2.3, 4.1, 4.2	All

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.

Dance

OUTCOMES A student:

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Fri 27/3 (T1 W9)	TASK 2 Fri 26/6 (T2 W9)	TASK 3 Term 3 Weeks 8-10
Type of Task		Report & Practical Component Safe Dance Practice	Dance Composition	Yearly Examination
Appreciating	30%			30%
Composing	30%		30%	
Performing	40%	40%		
TOTAL	100%	40%	30%	30%
Outcomes		P1.1 - P1.4, P2.1 - P2.6	P3.1 - P3.7	P1.1 – P1.4, P4.1 – P4.5

Drama

OUTCOMES

Making

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production,
- P1.5 understands, demonstrates & records the process of developing & refining ideas & scripts to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole

Performing

- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures & techniques that can be used in making & shaping performance

Critical Study

- P3.1 critically appraises & evaluates, both orally & in writing, personal performances & performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses & synthesises research & experiences of dramatic & theatrical styles, traditions & movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Assessment Component	Syllabus Weight	TASK 1 Thurs 12/3 (T1 W7)	TASK 2 Fri 5/6 (T2 W6)	TASK 3 Term 3 Week 9-10
Type of Task		Workshops & Extended Response	Theatre practitioners study & reflections	Yearly Exam
Making	40	25	15	
Performing	30	15	15	
Critical Study	30		5	25
TOTAL	100	40	35	25
Outcomes		P1.2, P1.5, P1.6, P1.7, P1.8, P2.5, P2.6	P1.7, P1.8, P2.2, P2.4	P2.6, P3.1, P3.2, P3.3, P3.4

There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Economics

OUTCOMES A student:

- P1 demonstrates understanding of economic terms, concepts and relationships
 P2 explains the economic role of individuals, firms and government in an economy
 P3 describes, explains and evaluates the role and operation of markets
 P4 compares and contrasts aspects of different economies
 P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy.
 P6 explains the role of government in the Australian economy
 P7 identifies the nature and causes of economic problems and issues for individuals, firms and government
 P8 applies appropriate terminology, concepts and theories in economic contexts
 P9 selects and organises information from a variety of sources for relevance and reliability
 P10 communicates economic information, ideas and issues in appropriate forms
 P11 applies mathematical concepts in economic contexts
 P12 works independently and in groups to achieve appropriate goals in set timelines

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Fri 27/3 (T1 W9)	TASK 2 Thurs 18/6 (T2 W8)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		In-class extended response Comparative study	Research and Oral Labour Markets	Yearly examination
Knowledge and understanding	40	10	15	15
Source-based skills	20	5	5	10
Investigation and research	20	5	5	-
Communication	20	5	5	20
TOTAL	100	25	30	45
Outcomes		P1, P2, P4, P5, P8, P9, P10	P1, P2, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P10, P11, P12

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



English - Advanced

OUTCOMES A student:

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

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

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

EN11-4 strategically uses 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 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EN11-8 explains and evaluates 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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Mon 9/3 (T1 W7)	TASK 2 Thurs 4/6 (T2 W6)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Common Module – Reading to Write Othello and related texts	Narratives that shape our world Pride & Prejudice & Bridget Jones's Diary	Yearly Examination All topics
Knowledge and understanding of course content	50	10	10	30
Skills in responding to texts and communication of ideas	50	20	20	10
TOTAL	100	30	30	40
Outcomes		3,4,5,6,9	1,2,7,8	All

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



English – EAL-D

OUTCOMES A student:

- 1A. Responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- 1B. Communicates information, ideas and opinions in a range of familiar personal, social and academic contexts.
2. Uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies.
3. Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
4. Applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
5. Thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
6. Investigates and explains the relationships between texts
7. Understands and assesses the diverse ways texts can represent personal and public worlds
8. Identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
9. Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Mon 30/3 (T1 W10)	TASK 2 Fri 19/6 (T2 W8)	TASK 3 Term 3 Weeks 8-10
Type of Task		Wide Reading Journal & Portfolio Module A	Multimodal Task – Oral & visual pitch Module B	Yearly Examination
Knowledge and understanding of course content	50	10	10	30
Skills in responding to texts and communication of ideas	50	20	20	10
TOTAL	100	30	30	40
Outcomes		1A, 2, 3, 9	1A, 4, 5, 8	All

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



English - Standard

OUTCOMES A student:

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

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

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

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

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

EN11-6 investigates and explains the relationships between texts

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

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

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Fri 3/4 (T1 W10)	TASK 2 Fri 19/6 (T2 W8)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Portfolio Reading to Write	Multimodal Presentation Contemporary Possibilities: Life of Pi	Yearly Examination All modules
Knowledge and understanding of course content	50	10	10	30
Skills in responding to texts and communication of ideas	50	20	20	10
TOTAL	100	30	30	40
Outcomes		3,4,5,6,9	1,2,7,8	All

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



English Studies

OUTCOMES A student:

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

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

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

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

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

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

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

ES11-8 identifies and describes relationships between texts

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

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Thurs 30/4 (T2 W1)	TASK 2 Fri 28/8 (T3 W6)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Multimodal presentation Mandatory module	Portfolio Digital Worlds & English Family Life	Yearly Exam All modules
Knowledge and understanding of course content	50	15	15	20
Comprehending texts, communicating ideas and using language effectively	50	15	15	20
TOTAL	100	30	30	40
Outcomes		ES11-1 to ES11-7	ES11-1 to ES11-8	All outcomes

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



English – Extension 1

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Thurs 2/4 (T1 W10)	TASK 2 Tues 23/6 (T2 W9)	TASK 3 Term 3 Weeks 8-10
Type of Task		Imaginative response	Youth conference	Yearly Examination Comparative essay
Texts		Poetry, fiction, nonfiction, visual - various short texts:	Prose Fiction and Nonfiction	Prose Fiction and Nonfiction
Knowledge and understanding	25	10	5	10
Responding to texts and communication of ideas	25	5	15	5
TOTAL	50	15	20	15
Outcomes		EE11-1, EE11-2, EE11-3, EE11-5, EE11-6	All	All

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Information Processes and Technology

OUTCOMES A student:

- P1.1 describes the nature of information processes and information technology
- P1.2 classifies the functions and operations of information processes and information technology
- P2.1 identifies and describes the information processes within an information system
- P2.2 recognises and explains the interdependence between each of the information processes
- P3.1 identifies and describes social and ethical issues
- P4.1 describes the historical developments of information systems and relates these to current and emerging technologies
- P5.1 selects and ethically uses computer based and non-computer based resources and tools to process information
- P6.1 analyses and describes an identified need
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work
- P7.2 uses and justifies technology to support individuals and teams

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Tues 31/3 (T1 W10)	TASK 2 Wed 17/6 (T2 W8)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Research Task	Preliminary Project	Yearly Examination
Knowledge and understanding of course content	60	10	20	30
Design and development of information systems	40	15	15	10
TOTAL	100	25	35	40
Outcomes		P1.1, P1.2, P2.1, P6.1	P5.1, P6.2, P7.1, P7.2	P1.1, P2.2, P3.1, P4.1, P6.1, P7.1

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Investigating Science

OUTCOMES

A student:

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Mon 30/3 (T1 W10)	TASK 2 Thurs 25/6 (T2 W9)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Depth Study First Hand Investigation Module 1 and 2	Depth Study Scientific Models Module 3	Yearly Examination Modules 1-4
Knowledge and Understanding	40	10	10	20
Skills in Working Scientifically	60	20	30	10
TOTAL	100	30	40	30
Outcomes		INS 11-8 and 9, INS11/12-1 to 7	INS 11-10, INS11/12-1 to 7	INS 11-8 to 11, INS11/12-4 to 7

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Legal Studies

OUTCOMES A student:

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Thurs 2/4 (T1 W10)	TASK 2 Tues 16/6 (T2 W8)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Research – Stimulus based written response	Research – In class task	Yearly Examination
Knowledge and understanding	35	10	10	15
Research	30	10	10	10
Communication	35	10	10	15
TOTAL	100	30	30	40
Outcomes		P1, P2, P3, P5, P6, P8, P9, P10	P1, P2, P3, P5, P6, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Mathematics Advanced

OUTCOMES A student:

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

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

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

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

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

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

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

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

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

Assessment Component	Syllabus Weighting	TASK 1 Wed 18/3 (T1 W8)	TASK 2 Thurs 28/5 (T2 W5)	TASK 3 Term 3 Weeks 8-10
Type of Task		Assignment Topic Test	Extended Modelling Test	Yearly Examination
Understanding, Fluency and Communicating	50	10	20	20
Problem Solving, Reasoning and Justification	50	10	20	20
TOTAL	100	20	40	40
Outcomes		MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-8 MA11-9	MA11-1 – MA11-9

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Mathematics Extension 1

OUTCOMES A student:

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

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

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

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

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

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

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

Assessment Component	Syllabus Weighting	TASK 1 Tues 24/3 (T1 W9)	TASK 2 Tues 2/6 (T2 W6)	TASK 4 Term 3 Weeks 8-10
Type of Task		Research Task Topic Test	Extended Modelling Test	Yearly Examination
Understanding, Fluency and Communicating	50	10	20	20
Problem Solving, Reasoning and Justification	50	10	20	20
TOTAL	100	20	40	40
Outcomes		ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-6 & 7	ME11-1 – ME11-7

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.

The final HSC mark will be halved to a mark out of 50 for students in Mathematics Extension 1. This is due to the course being a 1 Unit subject.



Mathematics Standard

OUTCOMES A student:

- MS 11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS 11-3 solves problems involving quantity measurement, including accuracy and choice of relevant units
- MS 11-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MS 11-5 models relevant financial situations using appropriate tools
- MS 11-6 makes predictions about everyday situations based on simple mathematical models
- MS 11-7 develops and carries out simple statistical processes to answer questions posed
- MS 11-8 solves probability problems involving multistage events
- MS 11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS 11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

<i>Assessment Component</i>	<i>Syllabus Weighting</i>	TASK 1 Wed 18/3 (T1 W8)	TASK 2 Thurs 28/5 (T2 W5)	TASK 3 Term 3 Weeks 8-10
Type of Task		ICT Assignment / Investigation Topics: A1, S1, F1	Practical / Test Topics: A1, S1, F1, M1	Yearly Examination Topics: A1, S1, F1, M1, A2, S2
Understanding, fluency and communication	50%	15	15	20
Problem solving, reasoning and justification	50%	15	15	20
TOTAL	100	30	30	40
Outcomes		MS11-1 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-3 MS11-4 MS11-5 MS11-7 MS11-10	All Outcomes

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Modern History

OUTCOMES

A student:

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

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

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

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

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

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

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

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

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

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

Assessment Component	Syllabus Weight	TASK 1 Tues 24/3 (T1 W9)	TASK 2 Tues 26/5 (T2 W5)	TASK 3 Term 3 Weeks 8-10
Type of Task		Oral Reflection & Presentation for Case Study 1 American Civil War	Essay on Case Study 2 Arab Israeli Conflict	Yearly Examination - Core Study: The Shaping of the Modern World (WW 1)
Knowledge and understanding of course content	40	10		30
Analysis of sources and interpretations	20	20		
Historical inquiry	20		20	
Communication of historical understanding	20		10	10
TOTAL	100	30	30	40
Outcomes		All	All	All

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Personal Development, Health and Physical Education (PDHPE)

OUTCOMES

A student:

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Thurs 30/4 (T2 W1)	TASK 2 Wed 10/6 (T2 W6)	TASK 3 T 3 Weeks 8-10
<i>Type of Task</i>		Core 2: The Body in Motion Video Clip Analysis	Core 1: Better Health for Individuals Case Study & Report	Yearly Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communication	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%
Outcomes		P7, P8, P9, P16, P17	P1, P2, P3, P4, P6, P15, P16	P1 - P12, P15 - P17

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Physics

OUTCOMES

A student:

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

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

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

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

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

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

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

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

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

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

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

Assessment Component	Syllabus Weight	TASK 1 Thurs 7/5 (T2 W2)	TASK 2 Thurs 20/8 T3 W5	TASK 3 Term 3 Weeks 8-10
Type of Task		Practical/Secondary Sources Investigation Modules 1 and 2	Depth Study Module 3	Yearly Examination Module 1-4
Knowledge and Understanding	40	10	10	20
Skills in Working Scientifically	60	20	20	20
TOTAL	100	30	30	40
Outcomes		PH 11-8 and 9 PH11/12-1 to 7	PH 11-10 PH11/12-1 to 7	PH 11-8 to 11 PH11/12-1 PH11/12-3 to 7

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Society and Culture

OUTCOMES A student:

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

Assessment Component	Syllabus Weight	TASK 1 Thurs 19/3 (T1W8)	TASK 2 Fri 22/5 (T2 W14)	TASK 3 T 3 Weeks 8-10
Type of Task		Research/Oral Presentation The Social and Cultural World	Mini PIP Personal and Social Identity	Yearly Exam Intercultural Communication
Communicates information, ideas and issues using appropriate forms	35	10	15	10
Selects, organises and considers information from a variety of sources	30	10	10	10
Identifies and applies social and cultural concepts	35	10	10	15
TOTAL	100	30	35	35
Outcomes		P1, P2, P3, P5, P9, P10	P1, P2, P3, P4, P6, P7, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Studies of Religion II

OUTCOMES A student:

- P1 describes the characteristics of religion and belief systems
- P2 identifies the influence of religion and belief systems on individuals and society
- P3 investigates religious traditions and belief systems
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects and uses relevant information about religion from a variety of sources
- P7 undertakes effective research about religion, making appropriate use of time and resources
- P8 uses appropriate terminology related to religion and belief systems
- P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Fri. 20/3 (T1 W8)	TASK 2 Tues 9/6 (T2 W7)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Research Task Religious Tradition Study	Stimulus related in-class response: Religious Tradition Study	Examination All topics
Knowledge and understanding	55	15	15	25
Source-based skills	15	-	5	10
Investigation and research	15	5	-	10
Communication	15	5	5	5
TOTAL	100	25	25	50
Outcomes		P3, P4, P5, P6, P7, P8, P9	P1, P2, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Textiles and Design

OUTCOMES A student:

- P 1.1 describes the elements and principles of design and uses them in a variety of applications
- P 1.2 identifies the functional and aesthetic requirements and features of a range of textile items
- P 2.1 demonstrates the use of a variety of communication skills, including computer-based technology
- P 2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P 2.3 manages the design and manufacture of textile projects
- P 3.1 identifies properties of a variety of fabrics, yarns and fibres
- P 3.2 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
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Mon 16/3 (T1 W8)	TASK 2 Thurs 27/8 (T3 W6)	TASK 3 Term 3 Week 8-10
<i>Type of Task</i>		Communication Techniques Portfolio	Preliminary Textiles Project	Yearly Examination
Knowledge and understanding of course content	50	10	10	30
Design, manufacture and management of textile projects	50	10	30	10
TOTAL	100	20	40	40
Outcomes		P2.1, P2.3, P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P3.1, P5.1, P5.2, P6.1

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Visual Arts

OUTCOMES A student:

Making:

- 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

Critical/ historical:

- 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 orientations to critical & 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

Assessment Component	Syllabus Weight	TASK 1 Wed 29/4 (T2 W1)	TASK 2 Thurs 30/7 (T3W2)	TASK 3 Term 3 Weeks 8-10
Type of Task		Practical & Diary	Artist Case Study, Body of work & VAPD	Yearly Exam
Practical	50	20	30	
Theory	50	10	15	25
TOTAL	100	30	45	25
Outcomes		P 1-10	P 1-10	P 7-10

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.

Subject Assessment Schedules

Vocational Education Courses (V.E.T.)

Student Competency Assessment Schedule

Preliminary Business Services

Assessment Tasks for Certificate II in Business BSB20115		Cluster A	Cluster B	Cluster C
		Prepared for work	Working effectively	Communicating in the workplace
		Fri 20/3 T1 W8	Fri 19/6 T2 W8	Tues 8/9 T3 W8
Code	Unit of Competency			
BSBWHS201	Contribute to health and safety of self and others	X		
BSBWOR204	Use business technology	X		
BSBITU201	Produce simple word processed documents		X	
BSBITU202	Create and use spreadsheets		X	
BSBIND201	Process and maintain workplace information		X	
BSBCMM201	Communicate in the workplace			X
BSBCUS201	Deliver a service to customers			X

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115

Schools may schedule examination items in preparation for the Higher School Certificate. These do not form part of the RTO assessment requirements. At AGHS this may include a Yearly examination in Year 11 and the Trial Higher School Certificate examination in Year 12.

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”. A course mark is not allocated.

Student Competency Assessment Schedule

Preliminary Hospitality – Food and Beverage Stream

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service
		Tues 17/3 T1 W8	Wed 17/6 T2 W8	Week: 8 Term: 1
Code	Unit of Competency			
SITXFSA001	Participate in safe food handling practices	X		
SITXWHS001	Use food preparation equipment	X		
SITHFAB005	Serve food and beverage		X	
SITHCCC003	Interact with customers		X	
SITHFAB004	Use hospitality skills effectively		X	
BSBWOR203	Source and use information on the hospitality industry			X
SITXCOM002	Participate in environmentally sustainable work practices			X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

Schools may schedule examination items in preparation for the Higher School Certificate. These do not form part of the RTO assessment requirements. At AGHS this may include a Yearly Examination in Year 11 and the Trial Higher School Certificate examination in Year 12.

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”. A course mark is not allocated.

Student Competency Assessment Schedule 2019

HSC Hospitality - Kitchen Operations

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling
		Tues 17/3 T1 W8	Wed 17/6 T2 W8	Wed 9/9 (T3 W8)
Code	Unit of Competency			
SITXFSA001	Use hygienic practices for food safety	X		
SITXWHS001	Participate in safe work practices	X		
SITHKOP001	Prepare and serve espresso coffee		X	
SITHCCC001	Prepare and present sandwiches		X	
SITXINV002	Prepare and serve non-alcoholic beverages		X	
SITXFSA002	Work effectively with others			X
SITHCCC002	Show social and cultural sensitivity			X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

Schools may schedule examination items in preparation for the Higher School Certificate. These do not form part of the RTO assessment requirements. At AGHS this may include a Yearly examination in Year 11 and the Trial Higher School Certificate examination in Year 12.

Preliminary course content will also be assessed in the Year 12 Higher School Certificate examination.

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”. A course mark is not allocated.

Subject Assessment Schedules

Content Endorsed Courses (C.E.C.)



Ceramics

OUTCOMES A student:

Making

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 in response to 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 occupational health and safety in their practice

Criticism and History

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

Assessment Component	Syllabus Weight	TASK 1 Mon 23/3 (T1 W9)	TASK 2 Tues 16/6 (T2 W8)	TASK 3 Term 3 Week 8-10
Type of Task		Making, research and investigation	Major Practical design /work	Yearly Examination
Practical	70	30	40	
Theory	30		15	15
TOTAL	100	30	55	15
Outcomes		M1- M6	M1- M6	CH1- CH5

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Exploring Early Childhood

OUTCOMES A student:

- 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
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 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

Assessment Component	Syllabus Weight	TASK 1 Mon 16/3 (T1 W9)	TASK 2 Tues 1/9 (T3 W7)	TASK 3 Term 3 Week 8-10
Type of Task		Pregnancy & Diet (Pregnancy and Childbirth Unit)	Children's Literature Book	Yearly Examination
Core A	70	30		
Elective : Module 11	30		30	
Yearly Examination	40			40
TOTAL	100			
Outcomes		1.1, 5.1, 6.1	1.3, 4.1	1.4, 3.1, 4.3

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.



Sport, Lifestyle and Recreation

OUTCOMES

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.3 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses Personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 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 physical activity

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Tues 31/3 (T1 W10)	TASK 2 Tues 16/6 (T2 W8)	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Athletics	Games and Sports Application	Yearly Examination
Knowledge and Understanding	50%	20%	20%	10%
Skills	50%	20%	20%	10%
Total:	100%	40%	40%	20%
Outcomes		1.1, 1.6, 4.4	1.3, 3.1, 4.1	1.1, 1.3, 1.5, 1.6, 2.1 - 2.3, 2.5, 3.1 - 3.3, 3.5, 4.1, 4.3 - 4.5

There may be some need to adjust specific outcomes addressed for each task.



Work Studies

OUTCOMES

A student:

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Term 1 Week 10	TASK 2 Term 2 Week 7	TASK 3 Term 3 Weeks 8-10
<i>Type of Task</i>		Research Report My Working Life	Group Presentation Preparing Job Applications	Examination Workplace Communication
Knowledge and Understanding	30	10	10	10
Skills	70	20	25	25
TOTAL	100	30	35	35
Outcomes		1, 3, 4, 5	1, 2, 4, 5, 6, 8, 9	2, 4, 5, 6, 7, 8, 9

There may be some need to adjust specific outcomes addressed for each task.

Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.

Life Skills

Subject Assessment Outlines

NOTE: For students undertaking Life Skills courses:

Stage 6 Life Skills courses were developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. Each course stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students.

Assessment of achievement in Life Skills courses

PRINCIPLES

A student undertaking a Life Skills course will study **selected outcomes and content**, as identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.

Evidence of student achievement of Life Skills outcomes can be based on a **range of assessment for learning opportunities**. There is no requirement for formal assessment of Life Skills outcomes. Schools are not required to report achievement using the Preliminary Common Grade Scale or assessment marks.

For students undertaking a Life Skills course:

- students are not required to complete all Life Skills outcomes
- outcomes will be selected based upon the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.



Ancient History

The course provides opportunities for students to explore the ancient past and develop an understanding of how people, groups and events have influenced past societies and the world today. Students are also provided with opportunities to participate in historical investigations of ancient societies and/or personalities to develop their knowledge, understanding and skills of historical inquiry.

Study in the Stage 6 Ancient History Life Skills course contributes to students' skills in locating, selecting, organising, planning and presenting information within an historical context.

LIFE SKILLS OUTCOMES

KNOWLEDGE

Students may be assessed on their ability to:

- ☐ engage with personal connections to history
- ☐ engage with the concepts of time and chronology
- ☐ explore continuity and change in the ancient world
- ☐ explore events and developments of the ancient world
- ☐ investigate features, people, places and societies in the ancient world
- ☐ engage with perspectives of the past
- ☐ investigate a range of historical aspects in understanding the past

SKILLS

Students may be assessed on their ability to:

- ☐ engage with a variety of sources to investigate the past
- ☐ engage with differing interpretations and representations of the past
- ☐ investigate the past using a variety of strategies to locate, select and organise information
- ☐ communicate information about the past using historical terms and concepts
- ☐ engage with the investigation of ancient history

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
-



Business & Economics

The Stage 6 Business and Economics Life Skills course provides opportunities for students to develop their financial literacy through the study of economic behaviours of individuals, businesses, institutions and governments.

Study of the Stage 6 Business and Economics Life Skills course should contribute to students' understanding of the role of businesses in society in designing, producing, marketing, delivering and supporting a range of goods and services.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ develop knowledge and understanding about the economic behaviour of individuals
- ☐ develop knowledge and understanding of the roles of individuals, businesses, institutions and government in the operation and management of economies
- ☐ develop knowledge and understanding about the function and operation of markets
- ☐ develop knowledge and understanding about the nature, role, functions and processes of businesses
- ☐ develop knowledge and understanding about key issues and challenges for businesses and economies

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
- Unique life skills course tasks



Chemical World Science

The Stage 6 Chemical World Science Life Skills course focuses on the development of knowledge and understanding of matter and chemical reactions in everyday contexts. Students are provided with opportunities to engage in scientific inquiry to explore the properties of matter and how chemical reactions occur. They are also provided with opportunities to explore how physical and chemical properties of a range of substances influence their use.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ pose questions and hypotheses for scientific investigation
- ☐ plan an investigation individually or collaboratively to obtain primary or secondary data and information
- ☐ participate in investigations individually or collaboratively to collect primary or secondary data and information
- ☐ collect and represent qualitative or quantitative data and information using media as appropriate
- ☐ develop conclusions from primary or secondary data and information
- ☐ use strategies to solve scientific problems
- ☐ communicate information about an investigation using scientific language and terminology
- ☐ identify how primary or secondary data is used in scientific investigations
- ☐ use patterns and trends in data to make observations and draw conclusions
- ☐ explore models and descriptions of phenomena
- ☐ recognise processes involved in a range of scientific investigations
- ☐ investigate technologies used in science
- ☐ recognise that scientific investigations can support or refute a hypothesis
- ☐ investigate how science impacts on society
- ☐ explore contemporary issues involving science

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
- Unique life skills course tasks



Community and Family Studies

In this course, students will develop knowledge and understanding of:

- the needs of individuals and families and the skills to effectively maintain wellbeing and relationships
- the nature of groups and the skills to enhance effective participation in groups
- issues and challenges for specific groups in society
- the roles and responsibilities of adulthood
- being able to participate as a productive member of the community
- the research process

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ identify factors that affect wellbeing and investigate ways to improve wellbeing
- ☐ demonstrate an awareness of how to support their needs and wants as well as those of others
- ☐ explore the nature of goals and develops skills in effective goalsetting
- ☐ understand the role of relationships and the strategies to maintain positive relationships
- ☐ identify the structures and functions of families and explore the roles and responsibilities of family members
- ☐ demonstrate an understanding of the nature of parenting and caring
- ☐ appreciate the significance of parents and carers and the ways in which they can be supported
- ☐ recognise types of groups and their functions
- ☐ explore the roles of group members and their interrelationships
- ☐ demonstrate knowledge, understanding and skills in managing relationships within groups
- ☐ demonstrate skills to effectively communicate as a group member
- ☐ recognise specific groups in society
- ☐ explore the characteristics and needs of one or more specific groups
- ☐ investigate the issues facing one or more specific groups and ways they are supported by society
- ☐ identify key transitional stages in life
- ☐ explore the rights and responsibilities of being an adult and develop skills needed for independent living
- ☐ develop knowledge, understanding and skills in decision making
- ☐ demonstrate an appreciation of the significance of support networks in adulthood
- ☐ recognise the nature and value of work
- ☐ explore the interrelationship between individuals and the workplace
- ☐ investigate the impact of technology on our work and community environments
- ☐ develop knowledge, understanding and skills in being a productive member of the community
- ☐ use strategies to gather, select and communicate information related to an area of interest

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed



Drama

This course provides opportunities for students to make and perform drama to explore personal and community issues, develop social skills and self-expression. Responding to and participating in a variety of activities enhances students' understanding of drama and theatre. Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-school environments.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ explore characters, roles, situations and actions through drama
- ☐ participate in drama experiences through improvisation, play building and acting to communicate ideas and feelings
- ☐ explore a variety of theatrical traditions and performance styles
- ☐ develop performance skills appropriate to theatrical traditions and performance styles
- ☐ explore the elements of production through the preparation of performances
- ☐ experience a variety of drama and theatre performances and demonstrates an awareness of the ideas and feelings conveyed
- ☐ communicate and describe how the elements of drama can be used to convey meaning

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed



English

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ read, view and respond to texts in familiar contexts
- ☐ comprehend and respond to a range of texts in familiar and unfamiliar contexts
- ☐ use strategies to comprehend a range of texts composed for different purposes and contexts
- ☐ access information to communicate for different purposes and in different contexts
- ☐ compose texts for a variety of purposes and audiences in a range of modes
- ☐ identify how language forms and features of text vary according to purpose, audience and context
- ☐ use appropriate language forms and features when composing texts for different modes, mediums, audiences, contexts and purposes
- ☐ use appropriate language forms and features when composing texts for different modes, mediums, audiences, contexts and purposes
- ☐ represent own ideas and personal experiences in interpretive and imaginative texts
- ☐ compare ideas, purposes and audiences of texts
- ☐ explore texts that express a range of ideas, values, points of view and attitudes
- ☐ reflect on own learning processes and goals

Assessment for learning opportunities may include:

- Class activities where achievement of outcomes will be observed
- Variations of mainstream assessment tasks
- Unique life skills course tasks



Food Technology

This course provides opportunities for students to engage in a design process through the development of food products in a variety of settings. Practical skills are developed through the care and safe handling of equipment, food preparation activities, and through the design, production and evaluation of food solutions.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ develop knowledge and understanding of a design process
- ☐ develop knowledge and skills in a range of technologies for a variety of purposes and in the production of a design project
- ☐ develop knowledge and understanding of the properties and characteristics of food for a range of applications
- ☐ develop an understanding of the nature of food, nutrition and the relationship of food to health
- ☐ develop skills in the selection and use of food, equipment and techniques to produce a variety of food items
- ☐ develop an appreciation of the significant role of food in society

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
- Unique life skills course tasks



Living World Science

The Stage 6 Living World Science Life Skills course focuses on the development of the knowledge and understanding of the structure of living things, genetic traits and infectious and non-infectious diseases. Students are provided with opportunities to engage in scientific inquiry to explore how living things survive, grow and are interdependent. They are also provided with opportunities to explore the human impact on habitats and ecosystems and how advances in technology can contribute to the ongoing sustainability of life.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ pose questions and hypotheses for scientific investigation
- ☐ plan an investigation individually or collaboratively to obtain primary or secondary data and information
- ☐ participate in investigations individually or collaboratively to collect primary or secondary data and information
- ☐ collect and represent qualitative or quantitative data and information using media as appropriate
- ☐ develop conclusions from primary or secondary data and information
- ☐ *use strategies to solve scientific problems*
- ☐ communicate information about an investigation using scientific language and terminology
- ☐ identify how primary or secondary data is used in scientific investigations
- ☐ use patterns and trends in data to make observations and draw conclusions
- ☐ explore models and descriptions of phenomena
- ☐ recognise processes involved in a range of scientific investigations
- ☐ investigate technologies used in science
- ☐ recognise that scientific investigations can support or refute a hypothesis
- ☐ investigate how science impacts on society
- ☐ explore contemporary issues involving science

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
- Unique life skills course tasks



Mathematics

The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school contexts.

Students are provided with opportunities to apply mathematical operations to practical situations and develop problem-solving in real-life situations. They develop their practical skills in measurement, calculating with money, statistics and using plans and maps. Students also have the opportunity to explore the concepts of earning and spending money and apply their understanding in a range of financial decision-making contexts.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ explore mathematical concepts, reasoning and language to solve problems
- ☐ engage with mathematical symbols, diagrams, graphs and tables to represent information accurately
- ☐ engage with appropriate tools, units and levels of accuracy in measurement
- ☐ explore contexts of everyday measurement
- ☐ demonstrate understanding of money
- ☐ explore money management and financial decision making
- ☐ demonstrate understanding of number and patterns in a range of contexts
- ☐ solve problems using number and patterns in real-life situations
- ☐ use data in a range of contexts
- ☐ explore probability in a range of contexts
- ☐ explore plans, maps, networks and timetables
- ☐ engage with plans, maps, networks and timetables effectively in a range of everyday contexts and situations
- ☐ engage with mathematical skills and techniques, including technology, to investigate, explain and organise information
- ☐ communicate mathematical ideas and relationships using a variety of strategies

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
- Unique life skills course tasks



Modern History

The Stage 6 Modern History Life Skills course provides opportunities for students to explore the forces that have shaped the modern world. Students explore key events, developments, movements, individuals and groups of the recent past to develop an understanding of how these have impacted our world. Students are also provided with opportunities to participate in historical investigations to develop their knowledge, understanding and skills of historical inquiry.

Study in the Stage 6 Modern History Life Skills course contributes to students' skills in locating, selecting, organising, planning and presenting information within an historical context.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

KNOWLEDGE and UNDERSTANDING

- ☐ engage with personal connections to history
- ☐ engage with the concepts of time and chronology
- ☐ explore continuity and change in the modern world
- ☐ explore events and developments of the modern world
- ☐ investigate features, people, ideas and movements in the modern world
- ☐ engage with perspectives of the past
- ☐ investigate a range of historical aspects in understanding the past

SKILLS

- ☐ engage with a variety of sources to investigate the past
- ☐ engage with differing interpretations and representations of the past
- ☐ investigate the past using a variety of strategies to locate, select and organise information
- ☐ communicate information about the past using historical terms and concepts
- ☐ engage with the investigation of Modern History

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
- Unique life skills course tasks



Studies of Religion

The Studies of Religion Life Skills course provides opportunities for students to develop an understanding of belief systems and religions, their influence on human behaviour and interactions with culture and society. Study of this course contributes to students' understanding of the role of religious traditions in Australian and global contexts.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ recognise the nature of religion and belief systems
- ☐ identify characteristics of religious belief systems
- ☐ explore the relationships between religion and belief systems and personal behaviour
- ☐ explore the practices within religion and belief systems
- ☐ explore the influence of religion and belief systems on individuals and society in Australia
- ☐ investigate aspects of a variety of religious traditions
- ☐ investigate interactions between religious traditions and culture and society
- ☐ explore key issues and challenges related to religions and belief systems
- ☐ uses strategies to gather, investigate and communicate information about religion and belief systems

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
- Unique life skills course tasks



Textiles and Design

This course provides opportunities for students to engage in a design process in developing a design project. Practical skills are developed in the design, selection, production, evaluation and care of textiles in the context of a design project.

Design projects should be selected from one or more of the following focus areas: apparel, furnishings, costume, textile arts or non-apparel.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ recognise that a process is used to develop textile design solutions
- ☐ explore factors that influence textile design
- ☐ demonstrate awareness that technology can be used for a variety of purposes in a textile design process
- ☐ demonstrate skills and techniques in the context of a textile project
- ☐ use a design process in the production of a textile project
- ☐ explore a range of textiles and their features
- ☐ identify textiles for a range of applications
- ☐ evaluate the suitability of textile features for a range of applications
- ☐ select fabrics, yarns and fibres for a specific purpose
- ☐ select and uses appropriate materials, equipment and techniques in producing textile items
- ☐ select and uses appropriate equipment and techniques in caring for textile items
- ☐ demonstrate safe practices in the use of equipment
- ☐ identify and explores factors that contribute to the quality and value of textiles in society

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
- Unique life skills course tasks



Visual Arts

This course provides opportunities for students to investigate different ideas and interests that can be represented in 2D, 3D and 4D artworks. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of representing meaning in their work. Each of the forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.

Through making and appreciating their own artworks and responding to the works of other artists, students may enjoy their learning and participate in the visual arts in post-school environments.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ experience a variety of artmaking activities using a range of materials, techniques and processes
- ☐ develop understanding and skills in using a range of 2D, 3D and/or 4D forms
- ☐ explore the function of and relationship between artists, artworks, the world and audiences
- ☐ document and represent ideas about the world including personal, social and cultural experiences and events
- ☐ appreciate, interpret and make judgments about the meaning and significance of their own and others' artworks
- ☐ make a variety of artworks that reflect their experiences and responses or point of view
- ☐ explore the ways in which ideas and experiences of the world are represented
- ☐ explore ways in which different ideas and meanings are developed in artworks
- ☐ make an individual work or series of works using a range of materials, techniques and processes

Assessment for learning opportunities may include:

- Variations of mainstream assessment tasks
- Types of class activities where achievement of outcomes will be observed
- Unique life skills course tasks



Work and Community

Students will:

- in practical experiences to gain first-hand knowledge and understanding of being an active develop knowledge and understanding of the nature, patterns, concepts and variety of work
- develop knowledge and understanding of the rights and responsibilities associated with the workplace and the community.
- participate member of a workforce and community
- develop communication skills for successful participation in work and community settings including the use and application of ICT
- develop organisational and problem-solving skills which facilitate workplace and community engagement
- develop strategies to enhance self-esteem, confidence, resilience and adaptability to facilitate successful participation in the workforce and in the community.

LIFE SKILLS OUTCOMES

Students may be assessed on their ability to:

- ☐ demonstrate an understanding of what work is and why people work
- ☐ identify different types of work and skills for employment
- ☐ demonstrate knowledge and understanding of rules and regulations in different contexts
- ☐ demonstrate knowledge and understanding of their entitlements to fair and equal treatment at work and in the community
- ☐ establish and maintain connections with appropriate agencies and personnel to enhance post-school opportunities
- ☐ actively participate in practical vocational learning experiences
- ☐ communicate appropriately in a variety of settings
- ☐ use a variety of strategies, including ICT, to locate, select, organise and communicate information
- ☐ identify causes and effects of conflict and apply conflict resolution strategies in a variety of contexts
- ☐ demonstrate an understanding of self-management in work and community life
- ☐ demonstrate an understanding of financial management in work and community life
- ☐ identify personal strengths, interests and challenges to make choices and set goals
- ☐ persist with tasks when faced with challenges and adapt their approach when first attempts are not successful

Assessment for learning opportunities may include:

- Class activities where achievement of outcomes will be observed
- Unique life skills course tasks (to be specified)

Year 11 Assessment Timetable

(Issued separately)