



**DOONSIDE
TECHNOLOGY
HIGH SCHOOL**

**Preliminary
Assessment Booklet
2017**

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DOONSIDE TECHNOLOGY HIGH SCHOOL YEAR 11 – 2017

Dear Year 11 student,

Welcome to the first year of your Higher School Certificate – Year 11.

This booklet is designed to help you to plan for the assessments required to successfully complete the preliminary year of the HSC. It informs you of all the tasks, the dates due and the weighting of each task.

It is important to remember that:

- school assessments contribute to your successful completion of the requirements for the award of a Record of School Achievement (RoSA) or the Higher School Certificate (HSC).
- you must not miss any assessment tasks.
- your assessment tasks in each subject will contribute to your final grade in that subject.
- tasks not completed due to illness or misadventure must be supported by a doctor's certificate which must be shown to your teacher immediately upon your return to school.

Remember to put all the tasks that you have due on a calendar so you do not forget when one is due.

Good luck and remember good grades do not just happen. They happen because of hard work and dedication.

Lori Saywell
Year Adviser

Ms. Donna Loughran
PRINCIPAL

Introduction

Welcome to your Preliminary HSC Year,

This booklet is your key to success in the Preliminary HSC. In this booklet you will find outlines of all assessment tasks for your Preliminary courses, the outcomes that they address and when the tasks are due. You will also find information on the school's policies that relate to Year 11 students, information on Vocational Education and Training (VET) courses, Warning Letters and Appeals Process.

You need to become very familiar with this booklet. The back page serves as a year-planner that outlines when all assessments are due. We strongly recommend that you write in all tasks due for your subjects so that you can become aware of your most work-intensive weeks well ahead of time. This will help you to plan and prepare for busy periods and enable you to minimize stress.

Please note that there will be formal Half-Yearly Examination period for Year 11 and they will be held under formal examination conditions.

The assessment tasks set out in this booklet are schedules for certain terms and weeks. These dates are official, and in most cases these will be unaltered. It may be necessary, however, to change the due-date of an assessment task due to unforeseen circumstances on occasion. When this happens, your teacher must **negotiate** a new date with you- we strongly recommend that before you accept a new due-date for a task that you check 'My Assessment Tasks' page at the end of this booklet to make sure that you are not creating difficulty for yourself by compounding another week where you already have assessments due. **You have the right to refuse a change of assessment date, and all members of the class must agree to the change.**

We hope that your Preliminary year is a happy and productive one.

Students are reminded that the issuing of this book to each to each student is evidence that they have been informed of the assessment requirements.
Students enrolling to do the Preliminary course at the beginning of Term 1 confirm their pattern of study at enrolment. The individual printed school timetable is evidence of courses confirmed by each student.

BOARD ENDORSED COURSES

- School-based assessment tasks contribute to 50% of the HSC mark. The assessment mark from the school is moderated by NESAs after the examination is completed. The school

assessment mark will be based on the student's performance in assessment tasks undertaken during the, course.

- The other 50% will come from the HSC external examination.
- The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will

receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 — 100 will correspond to the highest level of achievement.

VOCATIONAL EDUCATION & TRAINING COURSES

- The total 100% will come from the HSC external examination.
- The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will

receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 — 100 will correspond to the highest level of achievement.

- Students will also receive an AQF Records of Achievement that lists the competencies that have been achieved.

CONTENT ENDORSED COURSES

School-based assessment tasks contribute to 100% of the HSC mark. The school assessment mark will be based on the student's performance in assessment tasks undertaken during the course.

HSC: ALL MY OWN WORK

The HSC: All My Own Work program is designed to help Higher School Certificate 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 HSC studies.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

It is expected that all year 11 students complete this program prior to beginning the Preliminary pattern of study.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The RoSA is a new credential for NSW school students.

Previously, if you did not go on to receive your HSC you would use your School Certificate as a record of secondary school achievements. However, the School Certificate was primarily a record of your performance at the end of Year 10. It did not give recognition for achievement if you had continued on to complete courses in Year 11 or 12.

The RoSA records grades or participation in courses right up to the time of leaving school, giving you a more comprehensive and meaningful record of your academic achievements. Those grades are allocated by teachers, and monitored by NESA, to ensure that you receive fair and consistent recognition for your work.

If you decide to leave school prior to receiving your HSC, the RoSA will become the school credential you will use when applying for employment or further education or training.

The RoSA testamur (the formal documentation provided to students who leave school before completing their HSC) is one part of the RoSA package available to you. Other RoSA components include:

- access for all students from Year 10 onwards to a transcript of all current grades through the NESA's Students Online website
- a record of all grades achieved in senior secondary school years for all students, including those who receive their HSC
- access to online literacy and numeracy tests for those students who leave school before receiving their HSC
- access to an online service allowing all students to consolidate a record of their extra-curricular achievements

THE HIGHER SCHOOL CERTIFICATE (HSC)

The Higher School Certificate is the highest educational award you can gain in New South Wales schools.

To be eligible for the HSC you must have:

- satisfactorily complete the Preliminary course before commencing the corresponding HSC course
- a satisfactory record of attendance and application to your studies
- satisfactorily completed course requirements for each subject in the Preliminary Pattern of study
- satisfactorily completed course requirements for each subject in the HSC Pattern of Study
- sat for and made a serious attempt at the HSC exam

For the award of the Higher School Certificate students must have satisfactorily completed courses. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course. Students will receive a separate Assessment Booklet for the Preliminary and HSC. Students must also sit for and make a serious attempt at the Higher School Certificate examinations. Students studying VET Curriculum Frameworks must also complete 35 hours of work placement each year.

On satisfactory completion of your HSC you will receive a portfolio containing:

- The Record of Achievement

This document lists the courses you have studied and reports the marks and bands you have achieved.

- Course Reports

For every HSC Board Developed Course and VET Curriculum Framework courses that you sit the external HSC Exam, you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course indicating the knowledge, skills and understanding attained in that subject. A graph showing the state wide distribution of marks in the course is also shown.

- The HSC Testamur

This is the official certificate confirming your achievement of all requirements for the award.

HIGHER SCHOOL CERTIFICATE
Record of Achievement

This is to certify that **Sample Student of Sample High School** has received the results shown below:

2001 Board Developed Courses	Examination Score	Assessment Score	HSC Band	Performance Band	
2 unit Chemistry	73/100	77/100	75	4	
2 unit English Standard	74/100	78/100	76	4	
2 unit Mathematics	82/100	78/100	81	5	
2 unit Mathematics Extension 1	30/50	35/50	17	E3	
2 unit Personal Development, Health and Physical Education	72/100	78/100	75	4	
2 unit Information Technology	Information Technology Examination	Rule to Teacher recommendation	83/100	NA	5

2000 Board Developed Courses (Preliminary)

2 unit Chemistry
2 unit English Standard
2 unit Mathematics
1 unit Mathematics Extension
2 unit Modern History
2 unit Personal Development, Health and Physical Education
2 unit Information Technology

HIGHER SCHOOL CERTIFICATE
2001 Course Report

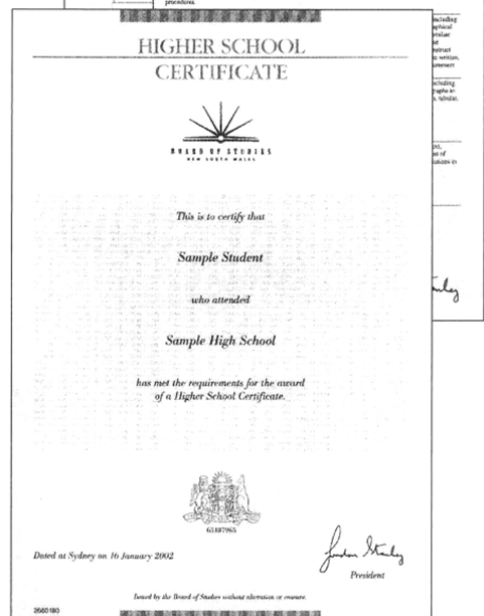
Chemistry
Sample Student

Examination Mark: 73
State Band: 75

The typical performance in this band:

10 Demonstrates an extensive knowledge and understanding of the concepts of the Chemistry course content including concepts associated with atoms and elements. Displays an excellent ability to describe and explain chemical reactions, including chemical ideas, clearly and accurately, and to apply the concepts to unfamiliar situations. Applies a high level of critical thinking skills in developing appropriate responses to problems involving a long sequence of related tasks. Analyzes, evaluates and synthesizes theoretical data effectively, identifies complex relationships, quantifies experimental and theoretical data, and synthesizes information to draw conclusions. Communicates coherently, logically and systematically using a variety of scientific forms. Demonstrates a high level ability to design an experiment procedure.

11 Demonstrates a thorough knowledge and understanding of the concepts of the Chemistry course content including concepts associated with atoms and elements. Effectively communicates a logical understanding of elementary concepts using appropriate theoretical knowledge and scientific forms, and applies the concepts to unfamiliar situations. Analyzes information given in written, tabular, graphical and diagrammatic forms and relates this to other relevant information. Displays competence in recognizing appropriate written problems involving a number of steps. Demonstrates a thorough knowledge of the use of appropriate experimental procedures.



AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

WHAT IS THE DIFFERENCE BETWEEN THE HSC AND THE ATAR?

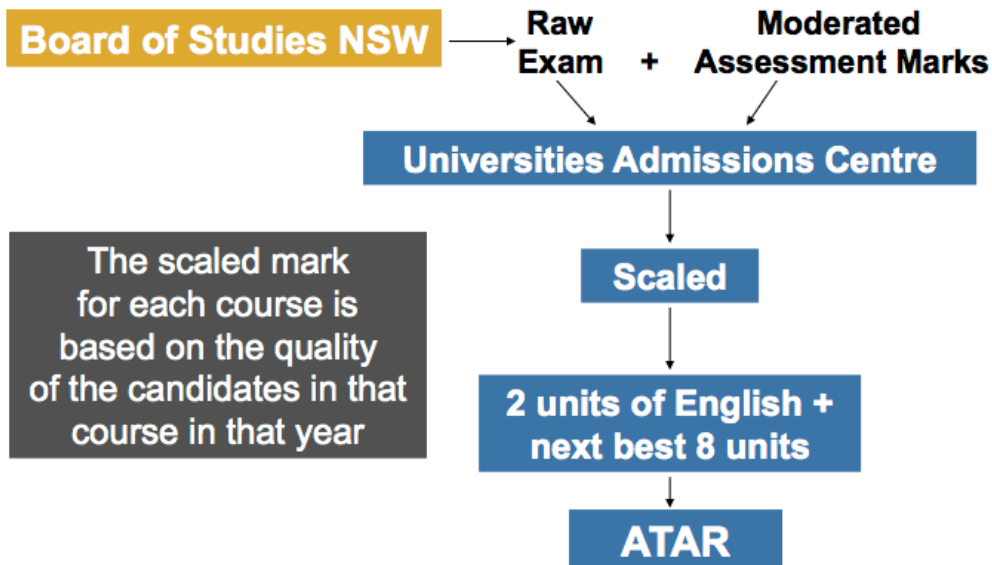
HSC	ATAR
✓ is for all students	✓ is for students wishing to gain a place at a university
✓ reports student achievement in terms of a standard achieved in individual courses	✓ is a rank NOT a mark
✓ presents a profile of student achievement across a broad range of subjects	✓ provides information about how students perform overall in relation to other students

ATAR ELIGIBILITY REQUIREMENTS

Satisfactory completion of:

- ✓ at least 10 units of Board Developed Courses including 2 units of English
- ✓ at least 4 Board Developed Courses
- ✓ satisfactory completion of at least 8 units of Category A courses
- ✓ no more than 2 units of Category B courses

CALCULATING THE ATAR



SENIOR ASSESSMENT

POLICY

Rationale:

Preliminary and Higher School Certificate assessment must reflect NSW Education Standard Authority (NESA) requirements (Previously known as The Board of Studies, Teaching and Educational Standards NSW (BOSTES)).

Aims:

Every student will be made fully aware of the NESA standards, school and KLA requirements for Preliminary and Higher School Certificate assessment, and complete all of the scheduled tasks to the best of their ability. Process must be in place to deal with special considerations in case of misadventure, and also for appeals against assessment results.

Implementation:

- This assessment booklet is the formal notification of the assessment tasks to be completed in each subject. Additionally, each student will receive more detailed information on the specific details and requirements of the task with a minimum of two weeks notice.
- Any variations to the published assessment schedule will be provided in writing to the students after negotiation with them, the class teacher and Head Teacher of the faculty.
- Work submitted in an assessment task must be **only that of the student**. **If a student uses the work of another person or directly copies from published texts or an Internet site to complete a task, they will receive a mark of zero, and an Official Warning letter. If the work used was that of another student from this school who knowingly supplied the information, then this student may also receive a zero mark.**
- Every student is expected to submit or sit all assessment tasks by the due date. An assessment task not submitted or undertaken on time, without a valid reason, will be given a mark of zero and incur a loss of the allocated percentage of marks for the task.
- If the student is involved in other school activities on the date a task is due, he/she must advise the teacher concerned in advance and negotiate some alternate arrangement. This would normally involve the task being submitted before the original due date.
- The final time for submission of an externally completed assessment task (i.e. assignment completed at home) will be 3.00 p.m. on the day the assessment task is due unless communicated otherwise by the Faculty HT.
- All internally completed assessment tasks (e.g. in-class tasks) must be completed in the timetabled lesson on the day designated (unless communicated otherwise by the HT of the faculty). Any variation to this must be negotiated with the class teacher and approved by the faculty Head Teacher in advance of the task being done.
- Students must attend all timetabled classes and complete all set work during these lessons on the day that an assessment task is to be submitted or completed. **Students cannot be absent from their regular lessons to complete assessment tasks. If a student is absent on the due date, formal documentation such as a doctor's certificate must be provided to justify the absence.**
- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by an Illness/Misadventure application. This needs to be submitted to the Head Teacher Secondary Studies for consideration. Forms are not to be handed to faculty head teachers. Guidelines for submitting an Illness/Misadventure application attached to the forms and need to be strictly

followed. Inappropriate documentation will not be accepted. Forms are available in the Head Teacher Secondary Studies office.

- When a student fails to complete an assessment task due to a valid reason then the student could be given a substitute task, or, if this is not possible, an estimated mark for the task will be used.
- When a student fails to submit an assessment task by the due date, the student and their parents will be advised in writing. An official warning letter will be sent home advising the student and parents of the missing task and/or course requirement. The letter will also identify the consequences of the non-completion of the assessment task on course requirements for the award of a Preliminary or Higher School Certificate.
- Even though a student fails to submit an assessment task by the due date that task must still be submitted. Failure to complete a task may be used as evidence that a student has not applied themselves with diligence and sustained effort in the course, and this may negate their eligibility for the award of the Preliminary or Higher School Certificate.
- Technology failure is not considered an acceptable reason for the late submission of a task, or its non-submission. Back-up copies of the assessment task should be kept in addition to hard copies of draft work.
- Year 11 students need to successfully satisfy all of the assessment requirements for all of their Preliminary courses (a total of 12 Units of study) to be eligible to proceed to HSC coursework. A student who receives 2 or more Official Warning letters in any one course will be deemed as 'causing concern' in that subject, and appropriate intervention will be applied. **If there is no subsequent improvement then the student will be issued with an 'N' Determination in that area, and will have to repeat that subject before being eligible to commence the HSC course.**
- Year 12 students need to successfully satisfy all the assessment requirements for all of their HSC courses (a minimum of 10 units of study) to be eligible to receive a Higher School Certificate. **A student who receives 2 or more Official Warning letters in any one subject will be deemed as 'causing concern' in that subject and appropriate intervention will be applied. If there is no subsequent improvement then the student may be issued with an 'N' Determination in that subject and will have to complete an alternative pattern of study before being eligible to receive a Higher School Certificate.**
- Year 12 students who fail to complete tasks whose weightings total more than 50% of the total assessment value in a particular subject, without valid reason, will be issued with an 'N' determination in that subject for the HSC. This would render a student ineligible to receive a Higher School Certificate.
- If, at any time, a student is concerned with the result of an assessment task, they have the right of appeal. An appeal must be lodged using the appropriate appeal form within one week of the task being returned to the student, and it must be submitted in writing to the Head Teacher of the relevant KLA.
- Students who experience some misadventure that may hamper their ability to successfully complete a task to the best of their ability should submit an Appeal Form to the Head Teacher of the relevant subject. The circumstances for appeal will be investigated and considered by that Head Teacher who will then make a ruling on the student's result for the affected task. Each case will be considered on its own merit.

SENIOR EXAMINATION

POLICY

Rationale:

Examinations are an important part of the teaching and learning process. As such, it is appropriate that standards are set to establish acceptable codes of conduct for these examinations.

Aims:

1. To ensure that all examinations meet the requirements set by the NESA Standards.
2. To provide examinations that are fair and meaningful for all students.
3. To ensure the examination environment is conducive to high student achievement.

Implementation:

- All students must be at the hall at least **10 minutes before the start** of each examination.
- If you cannot attend an examination because of illness or misadventure, you must notify the school immediately. You will need to provide a medical certificate and follow the misadventure process by completing a form available from the Deputy Principal.
- If you miss an examination simply because you have misread the timetable, you will receive an examination mark of zero in that course. This is not a ground for an appeal or misadventure.
- Students must wear full school uniform when sitting for an examination.
- Students should not talk once they enter the examination room.
- All mobile phones must be switched off and left in bags in the designated area.
- According to NESA guidelines, students must remove wristwatches at the start of an examination and leave the watch on their desk in full view of the examination supervisors.
- Upon entering the examination room, all equipment required for that examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them during an exam.
- When answering multiple choice questions students must use black or blue pen.
- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- Students who talk or disrupt others during an exam will have their names and the nature of the incident recorded by the exam supervisor and may potentially receive a mark of zero for the exam.
- Any student who creates a disturbance during an exam will be removed from the examination room and sent to a Deputy Principal for disciplinary action. They will receive a mark of zero for that particular examination.

- All students must remain in the examination room for the full period of the exam.
- If a student cannot attend an examination due to unforeseen circumstances, that student needs to obtain appropriate documentation, such as a medical certificate and bring it to the Head Teacher of the subject being examined so that a re-scheduled examination can be arranged.

EXAMINATION PROCEDURES

1. It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check examination papers to make sure that there are no pages missing
2. Reading time for examination papers is as follows:
 - 10 minutes reading and familiarisation time for the first paper of the examination in English
 - 5 minutes reading time for all other examinations
3. During reading time you must not write nor use any equipment including highlighters
4. During written examinations, you must:
 - Read the instructions on the examination paper carefully as well as all questions;
 - Write your name on all writing booklets, special answer books and answer sheets;
 - Write with blue or black pen. Pencil may only be used where specified;
 - Stop writing immediately when told to do so by the supervisor
5. You must not:
 - Commence writing until instructed to do so;
 - Leave the examination room (except in an emergency) until one hour after the start of the examination.
 - If you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room;
 - If you do not make a serious attempt at an examination, you may not receive a result in that course and an N award warning may be issued. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious.

HSC Major Project

POLICY

Rationale:

Many HSC Courses have a practical or creative component that involves a student working alone, or with others, to create a major project or body of work. NESA and the school set stringent guidelines regarding the conceptualisation, development and completion of these major projects.

Aims:

To ensure that all students undertaking HSC Courses that have an independent or group work project component fulfil NESA requirements in the completion of the major project.

Implementation:

- Students must ensure that their major project directly relates to the requirements set out for the subject in the relevant Syllabus document.
- **Students should work consistently and continuously in the development and creation of their major project.**
- Students must be actively engaged in the conceptualisation and/or creation of their major project by Week 6 of their first HSC term of study. Materials required for the production of the project must be purchased by this time also.
- If a student fails to begin work on their major project by the end of their first term of HSC study, an official Warning Letter may be sent home to notify the student's parents that they are in danger of not satisfying HSC course requirements for that subject.
- If a student's progress in creating their major project is not consistent throughout the HSC year, an official Warning Letter may be sent home according to the school's Senior Assessment Policy.

VET WORKPLACEMENT

POLICY

Rationale:

Work placement is a compulsory component of every Vocational Education Course undertaken at school or at a TAFE institution.

Aims:

It provides opportunities for students to experience 'real life' work situations in an area that they have studied in class. It also contributes to the Higher School Certificate and a Nationally Accredited Qualification recognised by industry groups across the country.

Implementation:

- All students must complete a minimum of 35 hours of work placement in the Preliminary Course and another 35 hours in the Higher School Certificate course (total of 70 hours).
- The work placement is arranged in consultation with the student, the VET teacher, the Vocational Educational Co-coordinator and School Industry Partnership.
- Once the work placement has been arranged it cannot be changed.
- SIP is only funded to organise one work placement per student per year.
- Any in-class assessment items that occur when work placement is on must be rearranged if possible and negotiated with the Head Teacher of the affected faculty. If it is a take home assessment then it should be still submitted by the due date.
- The student must collect the appropriate forms for work placement from the curriculum office two weeks before the commencement of work placement.
- The student must contact the workplace by phone and arrange to visit them prior to the commencement of work placement in order to get their student record placement forms signed.
- The student record placement forms must be returned to the curriculum office once it has been signed in order: by the workplace host, then student's parents or legal guardians, then the students themselves and finally their classroom teacher. This must be returned prior to the commencement of work placement.
- The forms will then be photocopied and the student will be given three copies (one for the student, one for the workplace and one for the student's parents or legal guardians)
- The student must attend work placement every day for the length of time they have been requested to be there for.
- If the student is unable to attend work placement due to illness then they must contact the workplace, contact the VET teacher at school and get a doctor's certificate.
 - Work placement hours may vary to school hours and it is expected that all students who undertake a VET course make themselves available for those variables when attending work placement.
 - If the student fails to complete their work placement they will either receive an 'N' award for that course or will be expected to organise another work placement themselves.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

TVET

POLICY

Attendance:

- Students who are accepted into a TVET course are required to commit themselves for the whole course and should be aware they may miss some school lessons in order to meet their commitments with TAFE.
- It is the student's responsibility to liaise with their school teachers and catch up any classes missed at school whilst attending their TVET course.
- Please note that TAFE classes will still run on pupil free days.
- Regular attendance is a requirement for the successful completion of all TVET courses and students must be prepared to attend all lessons, even during exam periods, school development days, sports carnivals, etc.
- An Absence Form must be completed for every full or partial absence from a TAFE class. If a student is absent due to illness then a medical certificate must be provided. This form must be returned to Ms Lake (TVET Coordinator) rather than the TAFE teacher. If a student needs to arrive late or leave TAFE early then a note signed by parents must be authorised by Ms Lake and then given to the TAFE teacher on the day.
- Students will be given a TAFE pass at the beginning of their course which allows them to leave class at a designated time to attend TAFE. Students are expected to show this pass to any teacher who asks to see it. Without this card, students may not be given permission to leave class. If a pass is lost, students are required to seek a replacement card from Ms Lake urgently.
- If a student arrives late to school they are required to indicate to the staff at the Student Window that they are a TAFE student to ensure accurate attendance records.
- Behaviour and course completion criteria Students are required to apply diligence, sustained effort and appropriate behaviour at TAFE. If there are concerns, TAFE will issue an official warning letter detailing what is required to satisfactorily complete the course of study. This letter will be posted to parents. The school will also be notified and Ms Lake will meet with the student. If after two official letters of warning are issued and then required improvements are not made, the student will be issued with an 'N' Determination. This will mean that the student is unable to include the TVET course as units of study towards the Preliminary or HSC year.
- **Uniform-** It is a school requirement that students attend their classes in full school uniform. If a TVET course requires specific dress standards such as protective clothing, then students must carry it to their TAFE class.

SAMPLE DOCUMENTS



Assessment Appeal Form

1. Your Details:

Student's Name: _____ Year: _____

Subject: _____

Assessment: _____ Date: _____

Teacher: _____

2. Please give details of the reason for the appeal:

Signed: _____ (take to Head Teacher)

3. Action Taken: (completed by Head Teacher)

Name: _____

Signed: _____ Date: _____

SAMPLE N-WARNING LETTER

OFFICIAL WARNING
Non-completion of a Preliminary Course

I am writing to advise that your child (Insert name) is in danger of not meeting the Course Completion Criteria for the preliminary course:

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the 1/2 official warning we have issued concerning:

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

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

- a) **followed** the course developed or endorsed by NESA; 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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, (name of student) has not satisfactorily met: A B C of the Course Completion Criteria.

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by

Task name/ Course requirement/ Course outcome	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action required by student	Date to be completed by (if applicable)

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved and/or for which a genuine attempt has not been made. In order for (Insert Student Name) to satisfy the Course Completion criteria, the tasks requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with (Insert Student Name) and contact the school if further information or clarification is needed.

Yours sincerely,

Class Teacher	Head Teacher	Principal
Enter Date	Enter Date	Enter Date

Please detach this section and return to the school Requirements for the satisfactory Completion of a Higher School Certificate

I have received the letter dated indicating that is in danger of not having satisfactorily completed

- I am aware that this course may not appear on his/her Record of Achievement.
- I am also aware that the 'N' determination may make him/her ineligible to proceed to the Higher School Certificate course.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: Date:

Student's signature: Date:



DOONSIDE TECHNOLOGY HIGH SCHOOL

Diversity Innovation Success

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Email doonside-h.school@det.nsw.edu.au ♦ Web www.doonside-h.schools.nsw.edu.au

REQUEST FOR CONSIDERATION FORM

This form is to be completed by any student to request consideration for a missed or late assessment.

Student's Name: _____ Year: _____ Date: _____

Subject/Course: _____ Teacher's Name: _____

DATE TASK GIVEN: _____ DATE OF TASK: _____ WEIGHTING: _____

Assessment Task Details: _____
(e.g. speech/ research/project/ trials/ half yearly task etc)

TICK AS APPROPRIATE

Medical Certificate attached Other Verification (Please specify) _____

EXPLANATION FOR ABSENCE FROM TASK: (PROVIDE SUFFICIENT INFORMATION TO SUPPORT YOUR CASE FOR CONSIDERATION TO SIT OR SUBSTITUTE TASK OR GAIN AN EXTENSION. WHEREVER POSSIBLE EVIDENCE SHOULD BE STAPLED TO THE BACK OF THIS FORM)

Student Signature: _____ Date: _____

Parent's/ Caregiver's Support Comment: _____

Parent's/ Caregiver's Signature: _____ Date: _____

Head Teacher /Nominee: _____ Date Application submitted: _____

TICK AS APPROPRIATE

Task/Alternative task was completed/submitted on _____
Task/Alternative task to be completed on _____
Zero Mark _____

HT/Teacher's Recommendation: _____

HT KLA/Teacher's Signature: _____ Date: _____

TAKE THIS FORM TO THE SENIOR STUDIES COORDINATOR (MS SHARMA)

Outcome: _____

Decision communicated to student and parent/caregiver on: ___ HT Sec Studies Signature: _____

ASSESSMENT GUIDELINES FOR STUDENTS

THE START OF THE PRELIMINARY ASSESSMENT COURSE

Assessment for preliminary courses starts in Term One and concludes at the end of course examinations in Term Three.

SATISFACTORY COURSE COMPLETION

Students who succeed at the preliminary level have:

- Attended Doonside Technology High School for the required period of time for each course. Where a student has not met this requirement, the Principal will determine whether the student has made sufficient progress towards achieving the outcomes of the course and completing course requirements, including assessment.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school.
- Achieved some of the course outcomes as demonstrated in assigned work, practical requirements, formal assessment tasks and examinations.
- Maintained a satisfactory level of class attendance. Doonside Technology High School uses 85% as a guide to satisfactory attendance. Although attendance will not be used by itself as an indicator of student progress, a student whose attendance falls below that level is at risk of non-completion of required course work, whether that attendance is explained or unexplained.

Note:

Where the student has been able to maintain or make up work that was missed during absences, class teachers will use their professional judgment in determining whether the student is still at risk of non-completion.

Students are responsible for explaining their absences to each of their teachers. If they do not, the absence will be viewed as unexplained.

In cases of extended leave which have been approved by the Principal, the student is required to maintain a satisfactory level of course work and to negotiate with course co-ordinators in regard to formal assessment.

SCHOOL BASED ASSESSMENT

Each student can expect to receive from DTHS:

- Guidelines for preliminary level assessment with the administrative details associated with assessment of student work.
- Course requirements for each course including prescribed projects, topics and texts, and the nature and value of each assessment task.
- Changes to the information in this handbook if needed. Students will be notified of the changes in writing.
- At least TWO weeks written notification that an assessment task will take place or be due on a particular date. Where appropriate this will include details of the specific nature of the task.
- Feedback on each assessment task as soon as possible. If students have concerns about a mark on a particular task, they should speak to their teacher as soon as possible (see below),

Students are responsible for:

- Meeting all course requirements, including attendance at classes.
- Applying themselves with diligence and sustained effort to the set tasks and experiences involved in each course.

- Making a genuine attempt at all assessment tasks. To avoid receiving a N determination, the BOS requires that students make a genuine attempt at assessment tasks, which contribute in excess of 50% of the available marks.
- Personal honesty. Work submitted must be the student's own work and sources consulted or quoted must be acknowledged.
- Submitting all tasks on or before the due date.
- Being present for all in-class tasks and examinations.

FAILURE TO COMPLETE TASKS

- a) Absence from and non-completion of tasks:
Failure to complete any assessment task will automatically result in that task being recorded as a non-attempt. A course official warning letter will be issued, work must be submitted to achieve course outcomes. A zero will be recorded to indicate that the work has been received. A 2m warning letter will also be issued if work is not submitted. An NIA is recorded if work is not handed in. The 3rd notification will inform of likely N determination for that course.
- b) Work submitted late (without an Illness/Misadventure Form):
All assignments handed in after the due date will receive a zero mark. Exceptions to this policy will require the implementation of the Misadventure Form Process. A student can complete a misadventure form and seek support from the classroom teacher, relevant Head Teacher, Year Adviser and Deputy Principal for a range of options to support the completion of the assignment.
- c) Illness/Misadventure:
Students who are absent for a formal task or believe they have special circumstances which affected their performance on a task may complete an Illness/Misadventure Form. These are available from the Head Teacher or Deputy Principal on the first day back from leave. Each case will be considered via the appeal process. Students who complete an Illness/Misadventure Form because of illness will need a medical certificate.
- d) Genuine attempts:
Students will have made a genuine attempt if they have completed the task and have made a genuine effort to complete the requirements of the task.

CONCERNS ABOUT ASSESSMENT, MISADVENTURE AND APPEALS FOR SPECIAL CONSIDERATION

- a) Misadventure:
Students must prepare their comments on the Misadventure Form very carefully as this will provide the basis for the review. If the appeal is upheld, the student will usually be required to complete an alternative task
- b) Appeals for consideration of accident or misadventure must
- Be submitted at the time that the assessment task is due. Students who are not at school at the time of the task must submit their applications immediately on return to school.
 - Outline the task being appealed, date for submission and reasons for their appeal.
 - Dated doctor's certificates that identify the nature of the illness and relevance to the assessment task should be submitted in the case of illness.
- c) Appeals that will not be upheld include appeals that:
- Are submitted after results of the task have been published, or more than two school days after the task was to be completed (except where the student has been unable to attend school and the school has been informed of the reasons. In this case the misadventure form

is submitted within two days of their return to school).

- Are submitted by students who do not make themselves available to attempt an alternative task.
- Do not clearly identify the task being appealed and the reasons for the appeal in the application for consideration.
- Claim the influence of long-term illnesses or disabilities for which special consideration has not been requested and granted through NESAs procedures.
- Claim the influence of events that could reasonably be avoided.

Note:

NESA does not allow students to appeal against a teacher's professional judgement about the relative quality of student work.

UNSATISFACTORY PROGRESS

a) Procedures:

- If a student is at risk of not meeting course requirements, they are notified in writing. These standard letters list concerns and outline the consequences of receiving an N determination.
- The purpose of the warning is to give students the opportunity to correct the problem.

b) N Determinations:

An N determination is a very serious matter. If the N determination is in a course which is part of the required pattern of study for the HSC, a student may not be able to complete the preliminary within the planned time. In addition, the course does not appear on the student's Record of Achievement.

c) An N Determination may be issued to a student who has NOT satisfied requirements in one or more of these areas:

- Not studied the required pattern of courses for the required time.
- Not applied themselves with diligence and sustained effort to set tasks and experiences of 'course work'. Students who find work difficult but complete all tasks to the best of their ability are not given N Determinations.
- Not achieved some of the course outcomes as demonstrated in assigned work, practical requirements and HSC assessment tasks. The BOS requires students doing preliminary courses to make a genuine attempt at assessment tasks worth more than 50% of the available marks (ie. 51% or more).
- Not maintained a satisfactory level of class attendance. This school uses 85% as a guide. Although attendance will not be used by itself as an indicator of student progress, a student whose attendance falls below that level is at risk of
 - non-completion of required course work, whether that attendance is explained or unexplained. Where the student has been able to maintain or make up work that was missed during absences teachers will use their professional judgment in determining whether the student is still at risk.
 - Students are responsible for explaining their absences to each teacher. They need to support these absences with notes from parents or medical certificates for illness. If they do not do this, the absence will be viewed as unexplained.

d) Warnings:

In general, a student who enrolled at the start of a course receives two (2) warnings before the Principal recommends an N determination for that course.

- **FIRST WARNING:**

This warning is an initial indication that a student is at risk of receiving an N determination in a course and the student will have had an interview with the class teacher. The teacher will have explained the reasons for the warning and indicated what has to be done to correct the situation. Parents/guardians will be contacted by the teacher or the Head Teacher of the faculty.

- **SECOND WARNING:**

This warning indicates that a student needs to speak immediately with his/her teacher and make every effort to correct any problems. The student will have had an interview with the Head Teacher whose name appears on this letter and will have been told what steps will need to be taken to avoid an N determination. The teacher and the Head Teacher will seek an interview with the parent.

- **THIRD NOTIFICATION:**

This notification indicates that the student will have to act immediately to avoid receiving an N determination. The student will have had an interview with the Deputy Principal to explain why he/she has not completed the task. The Deputy Principal will have explained what actions, if any, the student can take to meet course requirements. At this time, parents/guardians must meet with the teacher and the Principal, or Deputy Principal.

MALPRACTICE

a) Definition:

Malpractice refers to any activity undertaken by a student that allows them to gain an unfair advantage over other students. Student malpractice may include any instances in which students submit work that is not entirely their own, breach examination rules, contrive false explanations as to why work not submitted on time or assist other students to engage in malpractice.

b) Procedures:

Suspected instances of student malpractice will be referred to the faculty head teacher for review. If the issue cannot be resolved at that level, it will be referred to the deputy for consideration. If student malpractice is proven, a zero mark will be awarded for the task.

ASSESSMENT SCHEDULES

Please note:

Assessment task details are subject to change with at least two weeks' notice.

Ancient History

Faculty: Human Society and Its Environment (HSIE)

Outcomes				
P1.1	describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context			
P2.1	identify historical factors and explain their significance in contributing to change and continuity in the ancient world			
P3.1	locate, select and organise relevant information from a variety of sources			
P3.2	identify relevant problems of sources in reconstructing the past			
P3.3	comprehend sources and analyse them for their usefulness and reliability			
P3.4	identify and account for differing perspectives and interpretations of the past			
P3.5	discuss issues relating to ownership and custodianship of the past			
P3.6	plan and present the findings of historical investigations, analysing and synthesising information from a range of sources			
P4.1	use historical terms and concepts appropriately			
P4.2	communicate knowledge and understanding of historical features and issues using appropriate oral and written forms			
Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Source Task	P3.1, P3.2, P3.3, P3.6	Week 6 Term 1	25%
2	Half Yearly Examination	P1.1, P2.1, P3.2, P3.4, P3.5, P4.1, P4.2	Exam Period	20%
3	Research Task/Oral Presentation	P1.1, P2.1, P3.4, P3.6	Week 7 Term 2	35%
4	Yearly Examination	P1.1, P2.1, P3.2, P3.4, P3.5, P4.1, P4.2	Exam Period	20%

Biology

Faculty: Science

Outcomes

- P1 outlines the historical development of major biological principles, concepts and ideas
- P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
- P3 assesses the impact of particular technological advances on understanding in biology
- P4 describes applications of biology which affect society or the environment
- P5 describes the scientific principles employed in particular areas of biological research
- P6 explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- P7 describes the range of organisms in terms of specialisation for a habitat
- P8 analyses the interrelationships of organisms within the ecosystem
- P9 explains how processes of reproduction ensure continuity of species
- P10 identifies and describes the evidence for evolution
- P11 identifies and implements improvements to investigation plans
- P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology
- P14 draws valid conclusions from gathered data and information
- P15 implements strategies to work effectively as an individual or as a team member
- P16 demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Field Work	P4, P7, P11, P12, P13, P14, P15	Week 5 Term 1	25%
2	Half Yearly Examination	P1, P2, P3, P4, P5, P6, P7	Exam Period	25%
3	Practical Examination	P11, P12, P13, P14, P15	Week 8 Term 2	25%
4	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16	Exam Period	25%

Business Studies

Faculty: Human Society and Its Environment (HSIE)

Outcomes				
P1.1	describes the nature of business and its role in society			
P1.2	analyses types of business structures			
P2.1	assesses the role, importance and interdependence of key business functions in the operation of a business			
P2.2	discusses the relationship between business planning and business operations			
P2.3	assesses business planning processes			
P3.1	explains the business life cycle and analyses the challenges that each stage presents for management			
P3.2	explains the responsibilities of business to internal and external stakeholders			
P4.1	explains the interrelationship between the internal and external factors on business			
P4.2	describes the internal and external factors contributing to the success or failure of business			
P5.1	selects, organises and evaluates information and sources for usefulness and reliability			
P5.2	plans and conducts an investigation into business to present the findings in an appropriate business format			
P5.3	communicates business information, ideas and issues, using relevant business terminology and concepts in appropriate forms			
P5.4	uses planning and review strategies effectively to manage complex tasks and techniques appropriately in business contexts			
P5.5	works independently and in groups to achieve appropriate goals in set timeframes			
P5.6	applies mathematical concepts appropriately in business situations			
Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Media File and Business Report	P2, P7, P9	Week 10 Term 1	20%
2	Half Yearly Examination	P1, P2, P3, P6, P7, P9	Exam Period	20%
3	Business Plan Report	P1, P2, P3, P6, P7, P9	Week 9 Term 2	30%
4	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Exam Period	30%

Community & Family Studies

Faculty: PDHPE

Outcomes				
<p>P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</p> <p>P1.2 proposes effective solutions to resource problems</p> <p>P2.1 accounts for the roles and relationships that individuals adopt within groups</p> <p>P2.2 describes the role of the family and other groups in the socialisation of individuals</p> <p>P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning</p> <p>P3.1 explains the changing nature of families and communities in contemporary society</p> <p>P3.2 analyses the significance of gender in defining roles and relationships</p> <p>P4.1 utilises research methodology appropriate to the study of social issues</p> <p>P4.2 presents information in written, oral and graphic form</p> <p>P5.1 applies management processes to maximise the efficient use of resources</p> <p>P6.1 distinguishes those actions that enhance wellbeing</p> <p>P6.2 uses critical thinking skills to enhance decision-making</p>				
Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Resource Management	P1.1, P1.2	Week 7 Term 1	25%
2	Half Yearly Examination	P1.1, P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	Exam Period	15%
3	Individuals and Groups	P2.3, P4.1, P4.2, P6.2	Week 8 Term 2	25%
4	Families and Communities	P3.1, P3.2	Week 5 Term 3	20%
5	Yearly Examination	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	Exam Period	15%

Chemistry

Faculty: Science

Outcomes

- P1 outlines the historical development of major principles, concepts and ideas in chemistry
- P2 applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry
- P3 assesses the impact of particular technological advances on understanding in chemistry
- P4 describes applications of chemistry which affect society or the environment
- P5 describes the scientific principles employed in particular areas of research in chemistry
- P6 explains trends and relationships between elements in terms of atomic structure, the periodic table and bonding
- P7 describes chemical changes in terms of energy inputs and outputs
- P8 describes factors that influence the type and rate of chemical reactions
- P9 relates the uses of carbon to the unique nature of carbon chemistry
- P10 applies simple stoichiometric relationships
- P11 identifies and implements improvements to investigation plans
- P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 identifies appropriate terminology and reporting styles to communicate information and understanding
- P14 draws valid conclusions from gathered data and information
- P15 implements strategies to work effectively as an individual or as a member of a team
- P16 demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Research Assignment	P1, P2, P3, P4, P5	Week 7 Term 1	20%
2	Oral Presentation	P6, P7, P8, P9, P10, P13	Week 2 Term 2	20%
3	Half Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16	Exam Period	20%
4	Practical Examination	P11, P12, P13, P14, P15, P16	Week 2 Term 3	20%
5	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16	Exam Period	20%

Dance

Faculty: PDHPE

Outcomes

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an art form
- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concept/intent
- 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

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Performance	P1.3, P2.2, P2.4	Week 8 Term 1	15%
2	Half Yearly Examination	P2.1, P3.1, P3.2, P4.1, P4.3	Exam Period	25%
3	Composition	P1.2, P3.4, P3.5, P3.6	Week 8 Term 2	20%
4	Performance	P2.3, P2.5, P2.6 P1.1	Week 7 Term 3	20%
5	Yearly Examination	P1.4, P4.4, P4.5	Exam Period	20%

Design & Technology

Faculty: Computing Studies

Outcomes				
P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects			
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings			
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects			
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing			
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities			
P4.2	uses resources effectively and safely in the development and production of design solution			
P4.3	evaluates the processes and outcomes of designing and producing			
P5.1	uses a variety of management techniques and tools to develop design projects			
P5.2	communicates ideas and solutions using a range of techniques			
P5.3	uses a variety of research methods to inform the development and modification of design ideas			
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects			
P6.2	evaluates and uses computer-based technologies in designing and producing			
Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Designer Case Study & Innovative Technologies	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	Week 10 Term 1	30%
2	Bring it On – Costume Design	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	Week 9 Term 2	25%
3	Campaign Design	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	Week 6 Term 3	20%
4	Yearly Examination	P1.1, P2.1, P2.2, P6.1, P6.2	Exam Period	25%

Drama

Faculty: Creative and Performing Arts

Outcomes				
P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles			
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form			
P1.3	demonstrates performance skills appropriate to a variety of styles and media			
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively			
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance			
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action			
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			
P2.1	understands the dynamics of actor-audience relationship			
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers			
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action			
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces			
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production			
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance			
Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Practical Workshops	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	Ongoing Term 1	20%
2	Shakespeare Monologues	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	Week 7 Term 2	40%
3	Group Task	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	Week 4 Term 3	20%
4	Yearly Examination	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	Exam Period	20%

English Advanced

Faculty: English

Outcomes

- 1 A student describes and explains the relationships between composer, responder, text and context in particular texts
- 2 A student describes and explains relationships among texts
- 3 A student develops language relevant to the study of English
- 4 A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses
- 5 A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning
- 6 A student engages with a wide range of texts to develop a considered and informed personal response
- 7 A student selects appropriate language forms and features, and structures to explore and express ideas and values
- 8 A student articulates and represents own ideas in critical, interpretive and imaginative texts
- 9 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
- 10 A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts
- 11 A student draws upon the imagination to transform experience into text
- 12 A student reflects on own processes of responding and composing
- 12A A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts
- 13 A student reflects on own processes of learning

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Area of Study Narrative, Book Cover and Analysis	4, 8, 11	Week 10 Term 1	30%
2	Half Yearly Examination	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 12A, 13	Exam Period	20%
3	King Lear Essay, Listening and Performance	2, 5, 7, 9	Week 10 Term 2	20%
4	Emma and Clueless Essay, Planning and Performance	1, 10, 12, 13	Week 7 Term 3	10%
5	Yearly Examination	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 12A, 13	Exam Period	20%

English Standard

Faculty: English

Outcomes

- 1 A student demonstrates understanding of the relationships between composer, responder, text and context
- 2 A student identifies and describes relationships among texts
- 3 A student develops language relevant to the study of English
- 4 A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses
- 5 A student describes the ways different technologies and media of production affect the language and structure of particular texts
- 6 A student engages with a wide range of texts to develop a considered and informed personal response
- 7 A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values
- 8 A student articulates and represents own ideas in critical, interpretive and imaginative texts
- 9 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
- 10 A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts
- 11 A student draws upon the imagination to transform experience into text
- 12 A student reflects on own processes of responding and composing
- 13 A student reflects on own processes of learning

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Area of Study Narrative, Book Cover and Analysis	4, 8, 11	Week 10 Term 1	30%
2	Half Yearly Examination	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Exam Period	10%
3	Looking for Alibrandi Essay and Speech	2, 5, 7, 9	Week 10 Term 2	20%
4	Robert Frost Essay and Reading	1, 10, 12, 13	Week 7 Term 3	20%
5	Yearly Examination	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Exam Period	20%

English Studies

Faculty: English

Outcomes

- P1.1 has experience of extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- P1.2 explores the ideas and values of the texts
- P1.3 identifies how language and other techniques are used to convey meaning in extended and short texts in a range of forms
- P1.4 produces a range of texts in different forms
- P2.1 comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- P2.2 demonstrates skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- P2.3 demonstrates familiarity with the language conventions of a variety of textual forms, including literary texts, informative texts and texts used in vocational contexts
- P3.1 recognises a range of purposes for and contexts in which language is used and the appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
- P3.2 recognises a range of audiences and the appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
- P4.1 plans and organises, with teacher support to complete tasks or projects, both individually and collaboratively
- P4.2 works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Assessment 1	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2	Week 9 Term 1	30%
2	Half Yearly Examination	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2	Exam Period	20%
3	Assessment 2	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2	Week 9 Term 2	20%
4	Assessment 3	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2	Week 5 Term 3	10%
5	Yearly Examination	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2	Exam Period	20%

English Extension 1

Faculty: English

Outcomes

- P1 A student understands how and why texts are valued in and appropriated into a range of contexts.
- P2 A student develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts.
- P3 A student develops skills in extended composition in a range of modes and media for different audiences and purposes.

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Film, Podcast or Poster	P1, P2, P3	Week 2 Term 2	20%
2	Essay	P1, P2, P3	Week 3, Term 3	10%
3	Yearly Examination	P1, P2, P3	Exam Period	20%

Food Technology

Faculty: Home Economics

Outcomes

- P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 explains the role of food nutrients in human nutrition
- P 2.2 identifies and explains the sensory characteristics and functional properties of food
- P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1 generates ideas and develops solutions to a range of food situations

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Food Availability and Selection	P1.1, P3.2	Week 8 Term 1	30%
2	Half Yearly Examination	P1.1, P1.2, P3.1, P4.1	Exam Period	20%
3	Nutrition	P3.1, P3.2, P4.1	Week 4 Term 3	25%
4	Yearly Examination	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2, P5.1	Exam Period	25%

Geography

Faculty: HSIE

Outcomes

P1 differentiates between spatial and ecological dimensions in the study of geography
 P2 describes the interactions between the four components which define the biophysical environment
 P3 explains how a specific environment functions in terms of biophysical factors
 P4 analyses changing demographic patterns and processes
 P5 examines the geographical nature of global challenges confronting humanity
 P6 identifies the vocational relevance of a geographical perspective
 P7 formulates a plan for active geographical inquiry
 P8 selects, organises and analyses relevant geographical information from a variety of sources
 P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
 P10 applies mathematical ideas and techniques to analyse geographical data
 P11 applies geographical understanding and methods ethically and effectively to a research project
 P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Fieldwork Report OR In-class essay based on fieldwork	P2, P3, P8, P9, P12	Week 7 Term 1	25%
2	Half Yearly Examination	P1, P2, P6, P10	Exam Period	25%
3	Senior Geography Project	P7, P8, P9, P10, P11, P12	Week 2 Term 3	25%
4	Yearly Examination	P4, P5, P8, P10, P12	Exam Period	55%

Industrial Technology – Timer (Life Skills)

Faculty: Technical and Applied Studies (TAS)

Outcomes				
ITLS1 recognises that a design solutions process is used to develop				
ITLS2 explores factors that influence design				
ITLS3 demonstrates awareness that technology can be used for a variety of purposes in a design process				
ITLS4 demonstrates skills and context of a project techniques in the context of a project				
ITLS5 uses a project design process in the production of a project				
ITLS6 explores a features range of industrial products and their features				
ITLS7 identifies materials and of applications technologies for a range of applications				
ITLS8 investigates marketing products strategies for industrial products				
ITLS9 selects and uses appropriate materials, tools and processes in the production of a project				
ITLS10 demonstrates safe of tools practices in the use and care of tools				
ITLS11 identifies and explores relationships between a focus area industry, the individual, society and the environment				
Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Industry Studies	ITLS2, ITLS6, ITLS11	Week 9 Term 1	15%
2	Design Process	ITLS1, ITLS2, ITLS3, ITLS5	Week 6 Term 2	15%
3	Minor Project/Evaluation	ITLS4, ITLS5, ITLS7, ITLS9, ITLS10	Week 6 Term 3	70%

Information Processes & Technology

Faculty: Computing Studies

Outcomes

- 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 development 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

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Report	P3.1, P5.1	Week 11 Term 1	20%
2	Half Yearly Examination	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1	Exam Period	20%
3	Group Project	P1.2, P2.2, P5.1, P7.1	Week 4 Term 3	40%
4	Yearly Examination	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P7.1, P7.2	Exam Period	20%

Italian Beginners

Faculty: Languages

Outcomes

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

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	All Macros	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Week 11 Term 1	25%
2	Half Yearly Examination	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Exam Period	25%
3	Reading/Writing Assessment	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3	Week 3 Term 3	25%
4	Yearly Examination	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Exam Period	25%

Legal Studies

Faculty: Human Society and Its Environment (HSIE)

Outcomes

- 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 the law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	In-Class Test	P1, P2, P3, P4	Week 8 Term 1	30%
2	Research Report	P3, P5, P6, P8, P9	Week 2 Term 2	40%
3	Yearly Examination	P1, P2, P5, P7, P10	Exam Period	30%

Mathematics

Faculty: Mathematics

Outcomes

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2 provides reasoning to support conclusions which are appropriate to the context
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5 understands the concept of a function and the relationship between a function and its graph
- P6 relates the derivative of a function to the slope of its graph
- P7 determines the derivative of a function through routine application of the rules of differentiation
- P8 understands and uses the language and notation of calculus

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Assessment Task	P1, P2, P3, P4, P5	Week 7 Term 1	20%
2	Half Yearly Examination	P1, P2, P3, P4, P5	Exam Period	30%
3	Term Test	P2, P3, P4, P6	Week 2 Term 3	20%
4	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8	Exam Period	30%

Mathematics Extension 1

Faculty: Mathematics

Outcomes				
<p>PE1 appreciates the role of mathematics in the solution of practical problems</p> <p>PE2 uses multi-step deductive reasoning in a variety of contexts</p> <p>PE3 solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations</p> <p>PE4 uses the parametric representation together with differentiation to identify geometric properties of parabolas</p> <p>PE5 determines derivatives which require the application of more than one rule of differentiation</p> <p>PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations</p>				
Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Assessment Task	PE1, PE2, PE6	Week 9 Term 1	20%
2	Half Yearly Examination	PE1, PE2, PE3	Exam Period	30%
3	Term Test	PE2, PE4, PE5	Week 7 Term 2	20%
4	Yearly Examination	PE2, PE3, PE4, PE5, PE6	Exam Period	30%

Mathematics General

Faculty: Mathematics

Outcomes				
MGP-1	uses mathematics and statistics to compare alternative solutions to contextual problems			
MGP-2	represents information in symbolic, graphical and tabular form			
MGP-3	represents the relationships between changing quantities in algebraic and graphical form			
MGP-4	performs calculations in relation to two-dimensional and three-dimensional figures			
MGP-5	demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units			
MGP-6	models financial situations relevant to the student's current life using appropriate tools			
MGP-7	determines an appropriate form of organisation and representation of collected data			
MGP-8	performs simple calculations in relation to the likelihood of familiar events			
MGP-9	uses appropriate technology to organise information from a limited range of practical and everyday contexts			
MGP-10	justifies a response to a given problem using appropriate mathematical terminology			
MGP-VA	develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation			
Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Open Book Class Test	MGP-1, MGP-2, MGP-3, MGP-6, MGP-9, MGP-10	Week 8 Term 1	20%
2	Half Yearly Examination	MGP-1, MGP-2, MGP-3, MGP-4, MGP-5, MGP-6, MGP-7, MGP-9, MGP-10	Exam Period	30%
3	Class Test	MGP-2, MGP-3, MGP-4, MGP-5, MGP-7, MGP-9, MGP-10	Week 3 Term 3	20%
4	Yearly Examination	MGP-1, MGP-2, MGP-3, MGP-4, MGP-5, MGP-6, MGP-7, MGP-8, MGP-9, MGP-10	Exam Period	30%

Modern History

Faculty: Human Society and Its Environment (HSIE)

Outcomes				
P1.1	describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present			
P1.2	investigate and explain the key features and issues of selected studies from the eighteenth century to the present			
P2.1	identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present			
P3.1	ask relevant historical questions			
P3.2	locate, select and organise relevant information from different types of sources			
P3.3	comprehend and analyse sources for their usefulness and reliability			
P3.4	identify and account for differing perspectives and interpretations of the past			
P3.5	plan and present the findings of historical investigations, analysing and synthesising information from different types of sources			
P4.1	use historical terms and concepts appropriately			
P4.2	communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms			
Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Group Research Task	P1.1, P1.2, P2.1	Week 10 Term 1	25%
2	Half Yearly Examination	P1.1, P1.2, P2.1	Exam Period	25%
3	Research Essay	P3.1, P4.1, P4.2	Week 4 Term 3	25%
4	Yearly Examination	P1.1, P1.2, P2.1, P3.1, P6.1	Exam Period	25%

Music 1

Faculty: Creative and Performing Arts

Outcomes

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Performance	P2, P6, P7, P10	Week 8 Term 1	10%
2	Musicology	P1, P9, P10, P11	Week 2 Term 2	25%
3	Performance and Aural	P1, P4, P9, P10, P11	Week 7 Term 2	30%
4	Composition	P3, P8, P10	Week 5 Term 3	15%
5	Aural	P4, P10	Exam Period	20%

Personal Development Health & Physical Education

Faculty: PDHPE

Outcomes

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Health Promotion PowerPoint	P5, P6	Week 11 Term 1	25%
2	Half Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8	Exam Period	25%
3	First Aid Practical	P12	Week 4 Term 3	25%
4	Yearly Examination	P9, P10, P11, P12, P14	Exam Period	25%

Physics

Faculty: Science

Outcomes

P1	outlines the historical development of major principles, concepts and ideas in physics
P2	applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
P3	assesses the impact of particular technological advances on understanding in physics
P4	describes applications of physics which affect society or the environment
P5	describes the scientific principles employed in particular areas of research in physics
P6	describes the forces acting on an object which causes changes in its motion
P7	describes the effects of energy transfers and energy transformations
P8	explains wave motions in terms of energy sources and the oscillations produced
P9	describes the relationship between force and potential energy in fields
P10	describes theories and models in relation to the origins of matter and relates these to the forces involved
P11	identifies and implements improvements to investigation plans
P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding in physics
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a member of a team
P16	demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Practical Examination	P12, P13, P14, P15	Week 6 Term 1	20%
2	Research Assignment	P1, P2, P3, P4, P6	Week 2 Term 2	20%
3	Half Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16	Exam Period	20%
4	PowerPoint Presentation	P10, P13, P14	Week 9 Term 2	20%
5	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16	Exam Period	20%

Senior Science

Faculty: Science

Outcomes

P1	outlines the historical development of scientific principles, concepts and ideas
P2	applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations
P3	assesses the impact of particular technological advances on science
P4	identifies applications of science that affect society and the environment
P5	identifies areas of current scientific research
P6	identifies the origins of Earth's resources
P7	explains relationships between organisms in the environment
P8	describes reactions between compounds
P9	describes the structure of body organs and systems
P10	describes the effect of energy transfers and transformations
P11	identifies and implements improvements to investigation plans
P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding in science
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a member of a team
P16	demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Research Assignment	P1, P2, P3, P4, P5	Week 8 Term 1	20%
2	Oral Presentation	P6, P7, P8, P9, P10, P13	Week 2 Term 2	20%
3	Half Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16	Exam Period	20%
4	Practical Examination	P11, P12, P13, P14, P15	Week 2 Term 3	20%
5	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16	Exam Period	20%

Sports Lifestyle & Recreation

Faculty: PDHPE

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 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
- 3.2 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
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Resistance Program	2.1, 2.5	Week 10 Term 1	25%
2	Half Yearly Examination	1.1, 2.1, 2.5, 3.2	Exam Period	25%
3	Coaching	4.2, 4.5	Week 1 Term 3	25%
4	Yearly Examination	2.2, 2.3, 3.1, 3.3	Exam Period	25%

Studies of Religion

Faculty: HSIE

Outcomes

- 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 and bias
- P8** plans and conducts ethical social and cultural research
- P9** uses appropriate course language and concepts suitable for different audiences and contexts
- P10** communicates information, ideas and issues using appropriate written, oral and graphic forms

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Interview & Report	P1, P2, P3, P4, P9	Week 7 Term 1	20%
2	Half Yearly Examination	P1, P2, P4, P5, P6	Exam Period	20%
3	Research Task	P7, P8, P9, P10	Week 9 Term 2	30%
4	Yearly Examination	P1, P2, P3, P9, P10	Exam Period	30%

Visual Arts

Faculty: Creative and Performing Arts

Outcomes

- P1 Explores the convention of practice in art making
- 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 art making
- P5 Investigates ways of developing coherence and layers of meaning in the making of art
- P6 Explores a range of material techniques in ways that support artistic intentions
- P7 Explores the conventions of practice in art criticism and art history
- P8 Explores the roles and relationships between concepts of artists, artwork, world and audience through critical and historical investigations of art
- P9 Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Task	Name of Assessment Task	Outcomes Assessed	Due Date	Weighting
1	Practical Assessment – The Object	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	Week 10 Term 1	20%
2	Half Yearly Examination	P7, P8, P9, P10	Exam Period	10%
3	Practical Assessment- Mural Design	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Week 9 Term 2	15%
4	Historical & Cultural Study	P7, P8, P9, P10	Week 10 Term 2	10%
5	Practical Assessment – Portrait Series	P1, P2, P3, P4, P5, P6	Week 10 Term 3	20%
6	Yearly Examination	P7, P8, P9, P10	Exam Period	25%

TERM DATES

2017	Term 1	Friday 27, January to Thursday 13 April
	Term 2	Monday 24 April to Friday 30 June
	Term 3	Monday 17 July to Friday 22 September

My Assessment Tasks

Term 1 2017

Week	Dates	Tasks
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Term 2 2017

Week	Dates	Tasks
1		
2		
3		Half Yearly Exams
4		Half Yearly Exams
5		
6		
7		
8		
9		
10		

Term 3 2017

Week	Dates	Tasks
1		
2		
3		
4		
5		
6		
7		
8		Yearly Exams
9		Yearly Exams
10		