



MUIRFIELD HIGH SCHOOL

2019

YEAR 11 ASSESSMENT BOOKLET

General Requirements of Students for HSC Course

To be determined to have met the requirements for completion of HSC Courses, students must be able to provide evidence to the Principal that they have:

NESA Terminology from Assessment, Certification & Examination (ACE) manual:	For students at Muirfield HS this means:
"Followed the course developed or endorsed by the New South Wales Education Standards Authority (NESA)"	<ul style="list-style-type: none">• Following the relevant NESA syllabus and participating in the learning activities set by the teacher
"Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none">• Attending all timetabled lessons unless there is a valid, explained reason• Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability• Actively participating in the learning experiences provided• Completing mandatory practical activities
"Achieved some or all of the course outcomes"	<ul style="list-style-type: none">• Demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course

Failure by a student to meet any of these requirements may result in them being issued an "N determination" warning letter.

The issuing of 3 "N determination" warning letters by the school in any one subject may result in a student being declared to have not met course requirements.

NESA = NSW Educations Standards Authority (www.educationstandards.nsw.edu.au)

Assessment Tasks

- 1.1 Each student is expected to complete and make a genuine attempt at all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances, the Principal may grant exemptions.
- 1.3 Assessment tasks take precedence over family holidays. Absence due to family holidays may result in a zero being awarded for assessment tasks.
- 1.4 Assessment tasks must be handed in personally to the class teacher or subject head teacher in their staffroom. Unless otherwise specified, all assessment tasks must be handed in as hard copies.
- 1.5 Assessment for the HSC Course will begin Term 1, 2019 and finish approximately Week 10, Term 3, 2019.
- 1.6 Assessments can only be based on the Year 11 course, apart from exceptions noted by NESAs.
- 1.7 All work done at home must be the student's own work. The progress of home assessment tasks will be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks.
- 1.8 All teachers will display laminated copies of their classes' assessment schedules in their classroom.
- 1.9 Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- 1.10 Students are not permitted to be absent from timetabled classes to prepare or complete work for other subjects, if they do so, they may be awarded zero marks for the assessment task.
- 1.11 The maximum number of assessment tasks in Year 11 shall be no more than 3, including their Yearly Examination.

Completion of Assessment Tasks

- 2.1 Work submitted late will receive a zero mark unless an illness misadventure application is approved. Illness /Misadventure application must be submitted to the Head Teacher Senior Studies within 7 days of return to school. The task must be completed or submitted on the first day back to school or the first day not covered by the medical certificate.
- 2.2 Broken USBs, computer, email and printing problems, will not be accepted as valid excuses for late work. School staff will not print assessment tasks. Students unable to attend school due to illness must email the task to the school by the date and time published on the assessment notification sheet. Students remain responsible to print and submit the task.

The school's email address is: muirfield-h.school@det.nsw.edu.au

Please mark email topic: *Attention: (Class Teacher Name)*

- 2.3 If a student is absent from an assessment task, a doctor's certificate, as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the head teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of illness leading to absence from an assessment task will be considered by the Senior Review Team.

If a student is absent and does not provide a doctor's certificate, a zero mark will be awarded.

The doctor's certificate must cover absence on the due date and any subsequent days.

- 2.4 If a student is absent due to illness/misadventure on the due date for submission of an assignment, the assignment must be submitted on the day of return (even if the student does not have the subject that day). If the task is incomplete due to the severity and length of the illness, submission of the incomplete task is still required. Failure to do so on immediate arrival to school will be considered late work and no marks will be awarded. Students must complete Appendix A form.
- 2.5 Difficulties in preparing for assessment tasks will not usually be considered for compensation. In exceptional circumstances, the Senior Review Team will consider reviewing results gained under adverse conditions.

- 2.6 If a student knows beforehand that they will be absent on the date of an in class task, the school should be contacted and their Deputy Principal informed well prior to the date. Assessment tasks should be completed and submitted before the due date unless other arrangements are made with the head teacher of the subject. Should a task be submitted late then a doctor's certificate must be submitted.
- 2.7 If a student is ill during an in class assessment task they must inform the supervising teacher and see their Deputy Principal immediately after.
- 2.8 If a student becomes ill during an in class assessment task the head teacher will decide whether an estimate or a substitute task will be given.
- 2.9 If, for any reason, an assessment task produces invalid or unreliable results an additional task may be given. Both tasks will be included in the final assessment mark but the weighting of the first task will be reduced. Students will be informed in writing if this occurs. The value of the task weighting, however, will not change.
- 2.10 Students must attend all classes on the day an assessment task is due. Students are not permitted to turn up late because they have been working on the task. No marks will be awarded if this occurs, unless the necessary documentation is provided. (See 2.3)
- 2.11 In the event of illness for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An illness misadventure form with a doctor's certificate attached must be submitted within 7 days of returning to school and handed to the Head Teacher Senior Studies.
- 2.12 In the event of a misadventure for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An illness misadventure form with relevant documentation must be attached and submitted within 7 days of returning to school and handed to the Head Teacher Senior Studies.
- 2.13 In the event of illness/misadventure for a Yearly Examination students/parents need to notify the school on the day of the examination. The student or parent must lodge an Illness Misadventure Form with relevant documentation attached to the Head Teacher Senior Studies on their return to school. Students who miss an examination will sit the task during the next available timeslot during the Yearly Examination period. Where no available timeslots are available, students should negotiate with the Subject or Faculty Head Teacher a suitable time to sit the task. The Senior Review Team will make all determinations concerning tasks during the Yearly Examination period.

Non Completion of Assessment Tasks

- 3.1 Students awarded zero marks for assessment tasks totalling 50 or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 3.2 Students and parents will be notified if a student receives a zero mark and opportunities will be provided for the student to meet course outcomes. Parents and students will also be made aware of potential consequences of non-completion of course outcomes.

Attendance

- 4.1 *Student attendance at school and in timetabled classes is an essential component of completing course outcomes.*

Excessive absences from class or school may result in a notification of a Non-Award in the HSC for that subject.

- 4.2 **Extended Personal Leave**

The following procedures need to be adopted if families are planning an overseas or interstate trip. The student must realise that doing this can place the Higher School Certificate in jeopardy.

Different subjects have different prerequisites; that is things that students are meant to have done before they sit the final examination. Practical subjects require students complete a set number of hours of practical work. An extended trip would mean that the student may not meet required hours, and therefore the Principal will not be able to confirm course attainment. In that case, the student may not meet the required hours. In addition, students may not be able to demonstrate course outcomes.

- 4.3 As per our attendance policy *“For students absent due to illness, injury or misadventure the school will provide ongoing educational support. For students absent due to family holidays, parents are responsible for ongoing educational programs.”*
- 4.4 Students must be available to sit Yearly Examinations on any day of the designated Trial period. Morning examinations may commence as early as 8:15am, and afternoon examinations end as late as 5:00pm.

4.5 The school supports students undertaking representative duties for the school, region, state, country, or other approved external programs. Students selected for representative duties or elite programs must apply for leave through the Deputy Principal. Parents are responsible for ongoing educational programs while students are on leave for representative duties.

4.5 **Student Procedure when Travelling Overseas or Interstate**

- i) Year 11 students will only be granted exemption from school in extraordinary circumstances. Parents are to apply for exemption in advance to the Year 11 Deputy Principal. Exemption forms are located on the school’s web-site (<http://www.muirfield-h.schools.nsw.edu.au/our-school/attendance-absences>).
- ii) Students requesting extended leave a written request must be given to their Deputy Principal in advance.
- iii) Extended leave that clashes with assessment tasks may result in a zero being awarded for that task.

Senior Review Panel

5.1 Student malpractice in assessment tasks and examinations will be referred to the Senior Review Team. This may result in the student’s paper being cancelled. Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Possession or use of unauthorised notes
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	Unacknowledged assistance
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in-class tasks during exclusion periods

This committee will inform the student of the outcome. The committee will consist of at least **three** of the following:

Principal or their nominee, Deputy Principal or their nominee, Careers Adviser, Head Teacher Senior Studies, the relevant KLA Head Teacher, and/or Head Teacher from another KLA.

Completion of assessment tasks must comply with the NESAs policy: "All my own work."

Plagiarism is considered malpractice. Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

5.3 When a student wishes to lodge an "Assessment Appeal" Form (see appendix B), it must be written by the student and lodged no later than TWO school days from the grievance occurring. All documentation must accompany the appeal when it is lodged.

5.4 A student who wishes to appeal should hand the appeal to the Head Teacher Senior Studies.

5.5 Students who wish to seek a review of an illness/ misadventure appeal decision must submit this request in writing to the Year 11 Deputy Principal within 5 school days of them being notified of the illness/misadventure appeal outcome

Appendix A

Illness and Misadventure

Sometimes students will suffer from an illness or misadventure that affects their performance or prevents them from attending an assessment task or examination. The Muirfield High School illness and misadventure policy has been designed to mirror the official policy of NESAs, ensuring fairness and transparency for all students.

Applications

Applications can be made for, but not limited to:

- illness, primarily acute conditions that affect the students ability to perform a particular task for a limited period of time
- misadventure, including bereavement and accidents.

Limitations on Applications

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- loss of study time or facilities during your HSC
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- misreading examination timetables or instructions
- other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (*these require prior leave approval by the Deputy Principal*).

If you are unsure whether you are eligible, you should ask your Principal, Deputy Principal or the Head Teacher Senior Studies.

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be completed or submitted by your parent/guardian on your behalf.

It is important that you make every effort to attend examinations or submit assessment tasks on the due date, even when applying for illness or misadventure.

Application due to illness/misadventure of Higher School Certificate Assessment Task or Trial Examination

Family Name

First Name

Course

Home telephone

Closing date: Applications must be submitted to the **Head Teacher Senior Studies** and signed no later than 7 DAYS after the examination or submission date.

Assessment or examination task (and component if applicable) For example: English Standard, or English Standard Module C	Submission or examination date	Did you receive disability provisions for this course?

Have you, or will you be, lodging separate applications for other courses?

Student application

I have carefully read the information provided in The Muirfield High School Assessment Booklet and the NESAs Information Guide for Students regarding the rules and procedures for illness/misadventure for Higher School Certificate students.

I consider that my performance was affected by illness or unforeseen misadventure which occurred immediately before or during the assessment/examination.

I declare all the information I have supplied is true.

Student Signature

Date

Section 1 – Student Statement

Date	
Task/Examination	
Details of effect on performance <i>Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.</i>	
Attendance	Yes/No
Submitted Work	Yes/No

Section 2 – Witness Statement

A medical practitioner, police officer, Roads and Maritime Services official, presiding examiner/assessor etc, should complete independent evidence of illness or misadventure. The witness must not be related to the student.

Illness – <i>attach the following documentation:</i>	Misadventure – <i>attach the following documentation:</i>
<p>A doctor’s certificate that contains:</p> <ul style="list-style-type: none"> -Diagnosis -Date and duration of illness -Consultation date -Description of how the student’s condition/symptoms could affect their performance -Contact details of medical practitioner 	<p>A written witness statement, NOT composed by the applicant or a relative, that contains:</p> <ul style="list-style-type: none"> -Date of misadventure -Were they a witness to the event? -If NO, how did they obtain evidence of the event? -Are they known to the student? -Description of event -Contact details <p>Or</p> <p>An official report or notice of event. <i>E.g. Emergency track work at a specified time and place.</i></p>

Section 4 – Application Approval

Application Approved	YES	NO – Date Student Informed:	
Approved by	Name:	Signature:	Date:
	Special Terms:		

Appendix B

Muirfield High School Assessment Appeal Form

Date: _____

Student Name: _____ Subject: _____ Teacher: _____

Appeal Reason: _____

Evidence to support application: _____

Student's Signature: _____ Date: _____ Parent's Signature: _____ Date: _____

Appeal Outcome:

The appeal panel have noted the above and have decided:

- To grant this appeal
- Not to grant this appeal

Reason: _____

Deputy: _____ Signature: _____ Date: _____

Senior Review Member: _____ Signature: _____ Date: _____

Grievance and Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task, or an assessment process. **Grievances** may involve:

- An action
 - An omission
 - A situation
 - A decision
- which is reasonably judged to be
- Unfair
 - Discriminatory
 - Unjustified

Students have 2 school days from the grievance arising in which to lodge an Assessment Appeal Form (Appendix C). For example, a student receives an assignment on a Monday; the appeal must be submitted by 2:35pm Wednesday.

The following procedure must be followed:

- a. Immediately try to clarify the situation with the class teacher involved.
- b. If the situation is unresolved, complete the Assessment Appeal Form.
- c. Submit the form, within 2 school days, to the Head Teacher Senior Studies.
- d. The Senior Review Panel will meet to adjudicate on the matter.

These procedures are consistent with Board of Studies requirements.

Grounds that will not be taken into consideration:

- Individual results or marks – reviews are limited to the assessment process
- Misunderstanding assessment criteria that is published on assessment notifications
- Preferencing informal oral directives over information contained in published assessment notifications
- Absences due to work placement, work experience, TAFE, overseas or interstate trips
- External tutorial instruction
- Teacher allocations
- Class placement
- Line allocation
- Assessment workload
- Illness or misadventure (see Appendix A)

WHAT IS CHANGING FOR THE NSW HSC?

The number of school-based assessment tasks will be capped at three per course in Year 11 and four per course in Year 12 to reduce excessive stress caused by over-assessment.

The guidelines around school-based assessment will be tougher to prevent plagiarism and cheating.

WHAT EVIDENCE SUPPORTS THIS DECISION?

OECD research shows that effective in-school assessments give students better feedback to improve their learning, particularly among struggling students

Research from Hong Kong shows fewer and more targeted assessment tasks are more effective in giving feedback to teachers and students about their strengths and weaknesses. Hong Kong and Scotland have restructured their school-based assessment tasks to reflect this best practice

Limiting the number of assessments will allow more time for teaching and learning, and reduce excessive stress and pressure on students

Geoff Masters of the Australian Council for Educational Research encourages alternatives to exam-style assessments in schools to challenge students in different areas, and allow more opportunities to apply, rather than recite, knowledge

Key Changes to School Based Assessment

Students receive a wide variety of assessment tasks, such as presentations and speeches, projects, in-class problem solving, starting with English, Mathematics, Science and History

School-based assessment tasks evaluate the knowledge and skills not assessed in the end-of-year written HSC exams

Assessment tasks are capped to reduce relentless pressure and allow students more opportunities to demonstrate what they know

A reduction in assessment tasks creates opportunities for deeper learning by students

The cap on assessment tasks to reduce excessive student stress, coupled with tougher school-based assessment guidelines, reduces opportunities for plagiarism and cheating

Agriculture 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Experimental report Plant Production	Farm case study booklet Farm case study	Preliminary Examination All Topics	
	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9	
	Outcomes assessed P1.1 P1.2 P2.1 P2.3 P4.1	Outcomes assessed P1.1 P1.2 P2.3 P3.1 P5.1	Outcomes assessed P1.1 P1.2 P2.1 P2.2 P2.3 P3.1 P4.1 P5.1	
Overview	10		5	15
Farm case study		20	5	25
Plant production	20		10	30
Animal Production		10	20	30
Total %	30	30	40	100

REPORT OUTCOMES

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

P1.2 describes the factors that influence agricultural systems

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

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

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

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

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

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

Ancient History 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Research Project Historical Investigation	Source Analysis Task Case Studies	Preliminary Examination All Topics	
	Term 1, Week 10	Term 2, Week 6	Term 3, Weeks 9/10	
	Outcomes assessed AH11-4, AH11-8, AH11-9, AH11-10	Outcomes assessed AH11-3, AH11-5, AH11-6, AH11-7, AH11-9	Outcomes assessed AH11-1, AH11-2, AH11-5, AH11-6, AH11-9	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	25	35	40	100

REPORT OUTCOMES

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

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

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

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

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

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

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

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

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

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

BIOLOGY 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Practical / Processing Modules 1 and 2	Depth Study Modules 3 and 4	Preliminary Examination All Modules	
	Term 1, Week 11	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed BIO11-1, BIO11-2, BIO11-3, BIO11-7, BIO11-9	Outcomes assessed BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10	Outcomes assessed BIO11-1 – BIO11-15	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

REPORT OUTCOMES

Skills and Application of Biology concepts
Knowledge and Understanding of Biology concepts

SYLLABUS OUTCOMES

BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11-5 analyses and evaluates primary and secondary data and information
BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BUSINESS STUDIES 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Oral Presentation Nature of Business	Business Plan Business Planning	Preliminary Examination Nature of Business, Business Management and Business Planning	
	Term 1, Week 8	Term 3, Week 2	Term 3, Week 9	
	Outcomes assessed P1, P2, P6, P7	Outcomes assessed P7, P8, P9, P10	Outcomes assessed P1-P10	
Knowledge and understanding of course content	5	10	25	40
Stimulus based	10		10	20
Inquiry and research	5	15		20
Communication of business information ideas and issues	5	10	5	20
Total %	25	35	40	100

REPORT OUTCOMES

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

CHEMISTRY 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Modelling Task Module 1	Depth Study Modules 2 & 3	Yearly Examination All Modules	
	Term 1, Week 8	Term 2, Week 10	Term 3, Week 10	
	Outcomes assessed CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-8	Outcomes assessed CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-5	Outcomes assessed CH11-1 to CH11-7, CH11-8 to CH11-11	
Skills in Working Scientifically	15	25	20	60
Knowledge and Understanding	5	15	20	40
Total %	20	40	40	100

REPORT OUTCOMES

Skills and Application of Chemistry concepts
Knowledge and Understanding of Chemistry concepts

SYLLABUS OUTCOMES

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

DESIGN AND TECHNOLOGY 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Designing and Producing Practical and Folio	Designing and Producing Practical and Folio	Yearly Examination All topics	
	Term 2, Week 10	Term 3, Week 6	Term 3, Weeks 9/10	
	Outcomes assessed P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	Outcomes assessed P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P5.1, P5.2, P5.3, P6.1, P6.2	Outcomes assessed P1.1, P2.1, P2.2, P3.1, P4.1, P5.1, P5.3	
	30	35	35	
Knowledge and skills in designing and producing	30	35	35	100
Total %	30	35	35	100

REPORT 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 solutions
- P4.3 evaluates the processes and outcomes of designing and producing
- P5.1 uses a variety of management techniques and tools to develop design projects
- P5.2 communicates ideas and solutions using a range of techniques
- P5.3 uses a variety of research methods to inform the development and modification of design ideas
- P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P6.2 evaluates and uses computer-based technologies in designing and producing

DRAMA 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Performance: Improvisation, Playbuilding and Acting Presentation of <u>group performance</u> based on Theatrical Traditions workshops, log book record of performance development, written analysis of acting technique and performance style	Presentation Individual Project: Performance / Design Presentation of <u>Monologue performance</u> and submission of <u>design project</u> , with log book including script interpretation, supporting research, drafts and planning	Preliminary Examination Theatrical Traditions and Performance Styles Extended Responses	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed P1.1, P1.2, P1.3, P1.4, P1.6, P2.3, P3.3	Outcomes assessed P1.4, P1.5, P2.1, P2.2, P2.4, P3.3	Outcomes assessed P3.1, P3.2, P3.3	
Making	10	30		40
Performing	20	10		30
Critical Studying	10		20	30
Total %	40	40	20	100

REPORT 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
- 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
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

EAL/D 2019

Component	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Reading and Extended Writing Task	Multimodal presentation (including listening component)	Yearly Examination	
	Module A - Language, Texts and Context -	Module B – Close Study of Text	Modules A,B and C	
	Term 1, Week 9	Term 3, Weeks 9	Term 3, Weeks 9/10	
	Outcomes assessed EAL11-1A, EAL-2, EAL11-3, EAL11-5, EAL11-6, EAL11-7, EAL11-9	Outcomes assessed EAL11-1A, EAL11-2, EAL11-3, EAL 11-4, EAL11-5, EAL11-7, EAL 11-8, EAL11-9	Outcomes assessed EAL11-1B, EAL11-2, EAL11-3, EAL11-5, EAL11-6	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

REPORT OUTCOMES

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

EAL11-6 investigates and explains the relationships between texts

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

EARTH AND ENVIRONMENTAL SCIENCE 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Assessment Module 1	Depth Study Module 2	Preliminary Examination All Modules	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9/10	
	Outcomes assessed EES11-3, EES11-4, EES11-5, EES11-6, EES11-8	Outcomes assessed EES11-1, EES11-5, EES11-6, EES11-7, EES11-9	Outcomes assessed EES11-1 – ESS11-15	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding of course content	10	15	15	40
Total %	30	35	35	100

REPORT OUTCOMES

Skills and Application of Earth and Environmental concepts
Knowledge and Understanding of Earth and Environmental concepts

SYLLABUS OUTCOMES

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

ENGLISH ADVANCED 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Reading to Write Imaginative Recreation and Reflection	Narratives that Shape our World Multimodal Presentation	Critical Study of Literature Yearly Examination	
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
	Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-9	Outcomes assessed EA11-2, EA11-4, EA11-6, EA11-7, EA11-8	Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-8	
Knowledge and understanding of course content	10	20	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	10	20	50
Total %	30	30	40	100

REPORT OUTCOMES

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

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

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

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

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

EA11-6 investigates and evaluates the relationships between texts

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

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

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

ENGLISH (EXTENSION 1) 2019

Component	Task 1	Task 2	Task 3	Weighting %
Text, Culture and Value	Imaginative response and reflection	Multimodal Critical Thinking Research Project	Yearly Examination	
	Term 2, Weeks 1 and 3	Term 3, Weeks 1 and 3	Term 3, Weeks 9-10	
	Outcomes assessed EE11-1,11-2, EE11-3, EE11-6	Outcomes assessed EE11-2, EE11-3, EE11-4, EE11-5	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-5	
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

REPORT OUTCOMES

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

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

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

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

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

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

ENGLISH STANDARD 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Reading to Write	Contemporary Possibilities	Yearly Examination	
	Imaginative response and reflection	Multimodal Presentation	Close Study of Literature, Contemporary Possibilities and Reading to Write	
	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10	
	Outcomes assessed EN11-1, EN11-3, EN11-5, EN11-9	Outcomes assessed EN11-2, EN11-4, EN11-6, EN11-7, EN11-8	Outcomes assessed EN11-1, EN11-3, EN11-5, EN11-8	
Knowledge and understanding of course content	10	20	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	10	20	50
Total %	30	30	40	100

REPORT OUTCOMES

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

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

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

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

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

EN11-6 investigates and explains the relationships between texts

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

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

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

ENGLISH STUDIES 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Career Dossier, Presentation & Reflection Mandatory Module: Achieving through English	Multimodal presentation Elective Module: In the Marketplace – English and the world of business	Portfolio of submitted work All modules	
	Term 1, Week 8	Term 2, Week 9	Term 3, Week 7	
	Outcomes assessed ES11-1, ES11-4, ES11-5 ES11-6	Outcomes assessed ES11-2, ES11-6, ES11-7, ES11-8	Outcomes assessed ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100

REPORT OUTCOMES

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

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

ES11-3 A student accesses, comprehends and uses information to communicate in a variety of ways

ES11-4 A student composes proficient texts in different forms

ES11-5 A student develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

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

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

ES11-8 A student understands and explains the relationships between texts

ES11-9 A student identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES11-10 A student monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

INFORMATION PROCESSES AND TECHNOLOGY 2019

Component Knowledge and understanding of course content	Task 1	Task 2	Task 3	Weighting %
	Group Project Introduction to Information Skills and Systems	Group Project Information Processes	Yearly Examination	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
	Outcomes assessed P1.1, P2.1, P6.1, P6.2	Outcomes assessed P2.1, P5.1, P6.2, P7.1, P7.2	Outcomes assessed P1.1, P2.2, P3.1, P4.1, P6.1, P7.1	
Knowledge and understanding of course content	10	20	30	60
Knowledge and skills in the design and development of information systems	15	10	15	40
Total %	25	30	45	100

REPORT OUTOMES

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

JAPANESE CONTINUERS 2019

Component	Task 1	Task 2	Task 3	Weighting %	
	Reading Comprehension and Writing Composition The Individual	Speaking Interview The Personal World	Preliminary Examination Written Paper, consisting of a listening component Speaking Interview The Individual, The Japanese Speaking Communities		
	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9-10		
	Outcomes assessed 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3		
Speaking		15	10	25	
Listening and Responding		10	10	20	
Reading and Responding	15		15	30	
Writing in Japanese	10		15	25	
Total %	25	25	50	100	

REPORT OUTCOMES

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

LEGAL STUDIES 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Research Task The Legal System	Case Study Individual and the Law	Yearly Examination All Topics	
	Term 1, Week 9	Term 2, Week 5	Term 3, Weeks 9-10	
	Outcomes assessed P1, P2, P3, P4	Outcomes assessed P5,P6,P7,P8	Outcomes assessed P1, P2, P9, P10	
Knowledge and understanding of course content	10	10	20	40
Analysis & evaluation		10	10	20
Inquiry & Research	10	10		20
Communication of legal information, ideas & issues in appropriate forms	10	10		20
Total %	30	40	30	100

REPORT 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 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

MATHEMATICS 2019

Component	Task 1	Task 2	Task 3	Weighting %
	In Class Test	Investigation Task	Preliminary Examination	
	Functions Algebraic, Arithmetic Techniques, Equations & Inequalities, Linear, Quadratic, Cubic Functions, Further Functions & Relations	Trigonometry Trigonometry and the Measure of Angles, Trigonometric Functions & Identities	All content studied	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed MA11-1, MA11-2, MA11-8, MA11-9	Outcomes assessed Ma11-1, MA11-3, MA11-4, MA11-8, MA11-9	Outcomes assessed All outcomes covered	
Use of concepts, skills & techniques to solve mathematical problems and interpret practical situations	15	15	20	50
Application of reasoning & Communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	15	15	20	50
Total %	30	30	40	100

REPORT OUTCOMES

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

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

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

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

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

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

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

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

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

MATHEMATICS (EXTENSION 1) 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Investigation Task	In Class Test	Preliminary Examination	
	Functions: Graphical Relationships, Inverse & Parametric Reorientations	Inverse, Parametric representations, Further Trigonometric Identities, Combinatorics	All content studied	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed MEF1-2, MEF1.1, ME2, ME6, ME7	Outcomes assessed ME11-1, ME11-3, ME11-5 ME11-6, ME11-7	Outcomes assessed All outcomes covered	
Use of concepts, skills & techniques to solve Mathematical problems and interpret practical situations	15	15	20	50
Application of reasoning & Communication in appropriate forms to construct mathematical arguments and to interpret and use Mathematical models	15	15	20	50
Total %	30	30	40	100

REPORT OUTCOMES

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

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

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

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

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

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

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

MATHEMATICS STANDARD 2019

Component	Task 1	Task 2	Task 3	Weighting %
	<p style="text-align: center;">In Class Test</p> <p style="text-align: center;">Earning and Managing Money (F1.2), Formula and Equations (MS-A1), Relative Frequency and Probability (MS-S2), Measurement (M1.1 & M1.3)</p>	<p style="text-align: center;">Investigation Task incorporating an in-class test component</p> <p style="text-align: center;">Classifying Data (S1.1), Exploring and Describing Data (S1.2)</p>	<p style="text-align: center;">Preliminary Examination</p> <p style="text-align: center;">All content studied</p>	
	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9/10	
	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-8, MS11-9, MS11-10</p>	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">MS11-2, MS11-7, MS11-9, MS11-10</p>	<p style="text-align: center;">Outcomes assessed</p> <p style="text-align: center;">All outcomes covered</p>	
Use of concepts, skills & techniques to solve mathematical problems and interpret practical situations	15	15	20	50
Application of reasoning & Communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	15	15	20	50
Total %	30	30	40	100

REPORT OUTCOMES

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

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

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

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

MS11-5 models relevant financial situations using appropriate tools

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

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

MS11-8 solves probability problems involving multistage events

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

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

MODERN HISTORY 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Investigating Modern History Investigating Modern History	Essay Research and Essay-Historical Investigation	Yearly Examination All Topics	
	Term 1, Week 8	Term 3, Week 2	Term 3, Weeks 9	
	Outcomes assessed MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	Outcomes assessed MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	Outcomes assessed MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-9	
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	25	35	40	100

REPORT OUTCOMES

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

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

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

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

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

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

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

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

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

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

PDHPE 2019

Component	Task 1	Task 2	Task 3	Weighting %
	The Body in Motion In class written extended response	Better Health for Individuals Written Research Task	Preliminary Examination	
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
	Outcomes assessed P7, P8, P9, P16, P17	Outcomes assessed P2, P3, P4, P5, P6, P15, P16	Outcomes assessed P1, P2, P3, P4, P5, P6, P7, P8, P9, P12, P14, P17	
Knowledge and understanding of: - Factors that affect health - The way the body moves	10	10	20	40
Skills in: - Influencing personal and community health - Taking actions to improve participation and performance in physical activity	15		15	30
Skills in: - Critical thinking, research and analysis	5	20	5	30
Total %	30	30	40	100

REPORT OUTCOMES

P1 identifies and examines why individuals give different meanings to health

P2 explains how a range of health behaviours affects an individual's health

P3 describes how a range of factors determines an individual's health

P4 evaluates aspects of health over which individuals can exert some control

P5 describes factors that contribute to effective health promotion

P6 proposes actions that can improve and maintain an individual's health

P7 explains how body systems influence the way the body moves

P8 describes the components of physical fitness and explains how they are monitored

P9 describes biomechanical factors that influence the efficiency of the body in motion

P10 plans for participation in physical activity to satisfy a range of individual needs

P11 assesses and monitors physical fitness levels and physical activity patterns

P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)

P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)

P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

P15 forms opinions about health-promoting actions based on a critical examination of relevant information

P16 uses a range of sources to draw conclusions about health and physical activity concepts

P17 analyses factors influencing movement and patterns of participation

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Critical & Historical Essay WH&S + Law Mandatory <ul style="list-style-type: none"> • Research Task based on History and Theory of Photography • WH&S and Photography and the Law 	Digital & Video Portfolio Development of portfolio of digital and video photography work including the development in VAPD	Wet Dark Room Portfolio Development of portfolio of wet darkroom photography work including the development in VAPD	
	Term 1, Week 6	Term 2, Week 10	Term 3, Week 8	
	Outcomes assessed M6 CH1 CH2 CH3 CH4 CH5 CH6	Outcomes assessed M1 M2 M3 M4 M5 M6	Outcomes assessed M1 M2 M3 M4 M5 M6	
Art Making		45	25	70
Art Criticism and Art History	30			30
Total %	30	45	25	100

Objectives and Outcomes

Objectives	Outcomes*	Modules
Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment	<p>A Student:</p> <p>M1 – generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</p> <p>M2 – explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works</p> <p>M3 – investigates different points of view in the making of photographs and/or videos and/or digital images</p> <p>M4 – generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</p> <p>M5 – develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</p> <p>M6 – takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works</p>	All
Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging	<p>CH1 – generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p>CH2 – investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p>CH3 – distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p>CH4 – explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging</p> <p>CH5 – recognises how photography and/or video and/or digital imaging are used in various fields of cultural production</p>	All

*M: Outcomes for making

CH: Outcomes for critical and historical studies

PHYSICS 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study Modules 1 & 2	Practical / Processing Module 3	Preliminary Examination All Modules	
	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10	
	Outcomes assessed PHY11-2, PHY11-3, PHY11-4, PHY11-5, PHY11-6, PHY11-8	Outcomes assessed PHY11-2, PHY11-3, PHY11-4, PHY11-5, PHY11-6, PHY11-9	Outcomes assessed PHY11-1 – PHY11-15	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

REPORT OUTCOMES

Skills and Application of Physics concepts
Knowledge and Understanding of Physics concepts

SYLLABUS OUTCOMES

PH11-1 develops and evaluates questions and hypotheses for scientific investigation
PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5 analyses and evaluates primary and secondary data and information
PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

SOCIETY & CULTURE 2019

Component	Task 1	Task 2	Task 3	Weighting %
	The Social and Cultural World In Class Task - Extended Response	Personal and Social Identity Primary Research Investigation – (Methodology) Questionnaire	Intercultural Communication Written examination	
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	
	Outcomes assessed P4, P6, P8, P10	Outcomes assessed P2, P3, P5, P6, P8, P9	Outcomes assessed P1, P2, P3, P4, P7, P10	
Knowledge and understanding of course content	15	10	25	50
Application and evaluation of social and cultural research methodologies	5	20	5	30
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	25	35	40	100

REPORT 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

SOFTWARE DESIGN & DEVELOPMENT 2019

Component	Task 1	Task 2	Task 3	Weighting %	
	Website Development Social and ethical issues; Application of software development approaches	Project Planning and designing software solutions; Implementation of software solution; Testing and evaluating of software solutions; Maintaining software solutions	Preliminary Examination All content		
	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 9-10		
	Outcomes assessed P1.1,P1.3,P3.1, P4.1, P5.1, P5.2, P6.2,P6.3	Outcomes assessed P1.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P6.3	Outcomes assessed P1.1,P1.2,P1.3,P2.1 P2.2,P3.1,P6.1		
Knowledge and understanding of course content: - concepts and issues in the design and development of software - introduction to software development - developing software solutions	10	10	30	50	
Knowledge and skills in the design and development of software solutions	15	15	20	50	
Total %	25	25	50	100	

REPORT OUTCOMES

P1.1 describes the functions of hardware and software

P1.2 describes and uses appropriate data types

P1.3 describes the interactions between the elements of a computer system

P2.1 describes developments in the levels of programming languages

P2.2 describes the effects of program language developments on current practices

P3.1 identifies the issues relating to the use of software solutions

P4.1 analyses a given problem in order to generate a computer-based solution

P4.2 investigates a structured approach in the design and implementation of a software solution

P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches

P5.1 uses and justifies the need for appropriate project management techniques

P5.2 uses and develops documentation to communicate software solutions to others

P6.1 describes the skills involved in software development

P6.2 communicates with appropriate personnel throughout the software development process

P6.3 designs and constructs software solutions with appropriate interfaces

VISUAL ARTS 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Art criticism and art history research and analysis. Research Task based on an art period or movement. Essay based on conceptual understanding of “What is Art”	Investigations of art making practice as a Mini Body of Work Portfolio Development and presentation of Personal Study Art Pieces as investigations of art making practice with evidence in Visual Arts Process Diary (VAPD) including experiments with materials, written reflections and explanations, research about related artists’ practice. This task includes all visual representations of art theories and media samples.	Preliminary Examination Art criticism and art history Section I: All questions Section II: 1 question	
	Term 2, Week 2	Term 3, Week 10	Term 3, Weeks 9=10	
	Outcomes assessed P7, P8, P9	Outcomes assessed P1, P2, P3, P4, P5, P6	Outcomes assessed P7, P8, P9, P10	
Art making		50		50
Art Criticism and Art History	25		25	50
Total %	25	50	25	100

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

Art Criticism and Art History	
Content	Preliminary course
practice	A student: P7: explores the conventions of practice in art criticism and art history
conceptual framework	P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
frames	P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
representation	P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

VET COURSE ASSESSMENT

Assessment in VET is **competency** based.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

A participant is judged either 'competent' or 'not yet competent'. This judgment is made on the basis of a range of evidence, which may be in a variety of forms and may take place at any time during the course although the regional tasks should be submitted by the due dates as these are submitted online to region.

The HSC examination is optional in this course. There is no formal assessment that counts towards the HSC.

The trial HSC examination will assess the core units and will only be used for assessment if the student is sick, or undergoes a misadventure on the day of the HSC examination.

Full attendance at work placement is a **mandatory** component of the course.

School Name: Muirfield High School

Student Competency Assessment Schedule

Course: Year 11 Hospitality - Kitchen Operations and Cookery Stream

2019

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C
		Getting ready for work	Intro to the Commercial Kitchen	Safe Food Handling
		Week: 10 Term: 2	Week: 10 Term: 2	Week: 10 Term: 3
Code	Unit of Competency			
SITXFSA001	Use hygienic practices for food safety	X		
SITXWHS001	Participate in safe work practices	X		
SITHKOP001	Clean kitchen premises and equipment		X	
SITHCCC001	Use food preparation equipment		X	
SITXINV002	Maintain the quality of perishable items			X
SITXFSA002	Participate in safe food handling practices			X
SITHCCC002	Prepare and present simple dishes			X

Yearly Examination
Week: Term:
HSC Examinable Units of Competency

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

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". A course mark is not allocated.

Assessment Tasks for Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICT30115		Cluster A	Cluster B	Cluster C	Cluster G	Half Year Examination
		Communicate at work	Prepare for work	Systems and Software	Work Sustainably	
		Week: 5 Term:2	Week: 5 Term: 3	Week: 10 Term:1	Week: 10 Term: 3	Week10: Term:3
Code	Unit of Competency					HSC Examinable Units of Competency
ICTICT202	Work and communicate effectively in an ICT environment	X				
BSBWHS304	Participate effectively in WHS communication and consultation processes		X			
ICTICT302	Install and optimise operating system software-			X		
ICTSAS301	Run standard diagnostic tests			X		
ICTICT308	Implement and monitor environmentally sustainable work practices				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICT30115.

Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated.

School Name: Muirfield High School

Student Competency Assessment Schedule

Course: Year 11 – Primary Industries – Agriculture AHC20110

2019

Assessment Tasks for Certificate II in Agriculture AHC20110		Cluster A	Cluster B	Cluster C
		Tractors and safety	Health and Welfare of Livestock	Basic Nursery Work
		Week 5: Term: 2	Week: 10 Term: 2	Week: 10 Term: 3
Code	Unit of Competency			
AHCMOM202A	Operate tractors	X		
AHCOHS201A	Participate in OHS processes	X		
AHCLSK205A	Handle livestock using basic techniques		X	
AHCLSK202A	Care for health and welfare of livestock		X	
AHCLSK204A	Carry out regular livestock observation		X	
AHCLSK209A	Monitor water supplies			X
AHCSOL201A	Determine basic properties of soil/or growing media			X
AHCNSY202A	Tend nursery plants			X

Yearly Examination
Week:
Term:

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Agriculture AHC20110 or a Statement of Attainment towards Certificate II Agriculture AHC20110.

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated.

School Name: Muirfield High School

Student Competency Assessment Schedule

Course: Year 11 - Sport Coaching

2019

Assessment Tasks for Certificate II in Sport Coaching SIS20513		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E
		Getting Organised	Tournament Time	Coaching Principles	Injury Prevention	First Aid
		Week 4 Term: 1	Week 10 Term: 1	Week 6 Term: 2	Week 4 Term: 3	Week 8 Term: 3
Code	Unit of Competency					
BSBWOR202A	Organise and complete daily work activities	X				
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions		X			
SISXWHS101	Follow work health and safety policies		X			
SISSSCO101	Develop and update knowledge of coaching practices			X		
ICPMM263C	Access and use the Internet			X		
SISSSPT303A	Conduct basic warm-up and cool down programs				X	
SISSSPT201A	Implement Sports Injury Prevention				X	
HLTAID003	Provide first aid - outsourced					Credit Transfer

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Sport Coaching SIS20513 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS20513.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". A course mark is not allocated.

