

# Year 11 2021

## GUIDELINES AND ASSESSMENT SCHEDULES

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## A MESSAGE TO ALL YEAR 11 STUDENTS

Dear Students and Parents/Carers,

The Year 11 Higher School Certificate (HSC) school-based assessment program is an opportunity for students to demonstrate what they have learnt and how they are able to apply that knowledge in a variety of different situations across their courses. This booklet provides outlines for the school-based assessment procedures in every course delivered at Chatswood High School. The procedural guidelines that govern the running of the school-based assessment program are also published in this booklet. This booklet does not address the external assessment program (the HSC) although many of our procedures mirror the procedures used by the New South Wales Educational Standards Authority (NESA).

The assessment outlines published in this booklet indicate a term and week in which the assessment task will take place. The staff will provide a separate assessment notification at least two weeks prior to the assessment task.

Questions relating to specific courses should be directed in the first instance to the teacher of the course. Further clarification can be sought from the Head Teacher of the subject and for all matters relating to the procedures outlined in this booklet students should see the Deputy Principal responsible for Year 11.

It is imperative that every student and their parent/s/carer/s review the procedures published in this booklet as they make up the assessment rules every student is expected to follow. Students may be disadvantaged if these rules are not followed.

The school publishes an assessment booklet to facilitate thorough preparation. One of the keys to success for students is forward planning and the appropriate allocation of time. The most successful students will map all of their commitments on a calendar and start their preparation for assessment tasks many weeks in advance. There are times when students begin to feel overwhelmed during their Year 11 HSC course. Many students use the services of our school counsellor to help them deal with stress throughout the year. The teaching staff, Head Teachers and Deputy Principal are also very good resources to use throughout the year.

I wish you all the best in your pursuit of your Year 11 HSC over the three terms. At the completion of the Year 11 HSC course, the students who have planned ahead, worked consistently to meet deadlines and strived to extend themselves by producing work of the highest quality will achieve results of which they can be justly proud.

I look forward to watching our students mature as young adults taking control of their destiny and pursuing their dreams.



David Osland

**Principal**

## REQUIREMENTS OF STUDENTS

### PATTERN OF STUDY

To qualify for the Higher School Certificate (HSC) students must satisfactorily complete a minimum of 12 units in Year 11 and a minimum of 10 units in the HSC course (Year 12). Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses) and
- at least four subjects.

To satisfy pattern of study requirements for the HSC a student may count a maximum of six units from courses in Science in each study pattern.

### SATISFACTORY COMPLETION OF COURSES

According to NESA, a student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by the Board; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

To achieve the outcomes above, students must:

- a) **satisfactorily complete classwork**  
There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.
- b) **satisfactorily complete assessment tasks**  
In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute **in excess of 50 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- c) **attend school regularly.**  
Regular attendance at school is essential to assist students to maximise their potential. Under the rules set by the Department of Education students must attend a minimum of 85% of lessons. If attendance is unsatisfactory a warning letter will be sent. The Department's document "Suspension and Expulsion of School Students – Procedures 2011" details the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning**. This will be evident in a documented pattern of any one (or combinations) of the following:
  - non-satisfactory completion of work
  - non-serious attempts to meet course objectives
  - non-compliance with NESA requirements for the award of an HSC.

This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.

If a student fails to complete tasks, (made a serious attempt), in a course to the value of more than 50% of that course's total assessment they will be deemed unsatisfactory in that course. This may mean that they are ineligible to receive the Year 11 Record of School Achievement (RoSA) and possibly not be eligible to do the HSC.

Help for students who find themselves in difficulty is always available from their Year Advisor, the Careers Advisor, School Counsellor or Deputy Principal.

The publication from NESA, "Rules and Procedures for Higher School Certificate Candidates", covers most of the things you need to know about the HSC.

## ASSESSMENT

Student performance, application and the achievement of course outcomes in the HSC course will be measured through an assessment program. Assessment seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course. NESA uses a standards-referenced approach to reporting student achievement in the HSC. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

## 2021 YEAR 11 ASSESSMENT AND THE HSC MARK

### Record of School Achievement (RoSA)

After the Yearly Examinations students will be awarded a grade to be sent to NESA. **A** is the highest level and **E** is the lowest level. This is assessed against prescriptors by faculties and their Head Teacher and values of marks that align with each grade. Students will have access to these grades in a period nominated by NESA in Term 4. Students must successfully achieve a grade in a course in Year 11 to continue that course in the HSC year. The Year 11 Assessment period is between February and September 2021 (inclusive).

### How the HSC mark is achieved

With the exception of VET courses and non-ATAR (Australian Tertiary Admissions Rank) courses, the 2022 HSC will record two marks for each Board Developed course studied: an examination mark and a scaled, school-based assessment.

The examination marks will be determined from the individual student's performance in the HSC examinations, which include written papers and externally marked student 'Major Works' and/or performances. The written examinations are held in October/November of Year 12, 2022. 'Major Works' include performance and major projects in Design and Technology, Music, Languages, Drama, Society and Culture, English Extension 2 and Visual Arts, and are marked as early as August. Each course will be individually reported. In each course, overall performance, part of which is the School Assessment, will be reported in respect of Performance Bands detailing what a student is able to do.

In each VET course, students may choose to sit for a written HSC examination paper and marks can be shown on the student's HSC. Marks can also contribute to ATAR calculations provided only one category B course is included in the ten best units being studied for the HSC. No assessment mark is awarded in VET subjects as performance is based on competencies achieved. Schools are required to submit an estimated examination mark for all students entered for the examination. The Trial HSC Examination mark may be used to assist in determining this estimate.

HSC Assessment marks will be derived from tasks set by the school between October of Term 4, 2021, and the end of Term 3 of Year 12, 2022.

If students apply for an ATAR, both the examination marks and the moderated school assessments are used to determine the rank. This is issued by the University Admissions Centre (UAC) in December.

Each tertiary institution sets its own entrance requirements. Virtually all of them will use the ATAR when choosing the students they will admit. For advice in regard to entrance levels and other requirements, students should consult the school's Careers Adviser, Ms Hunter or Ms Reardon. Note that the inclusion of 2 units of English is compulsory in the calculation of an ATAR.

## ASSESSMENT TASKS

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests such as the Yearly examination, written assignments, practical activities, fieldwork and projects.

Final assessment marks will reflect a variety of components depending upon the requirements of each course. These assessment components are usually the skills and knowledge which students are expected to acquire. The student's success in mastering the components is measured by his/her performance in the assessment tasks set. An assessment task may be designed to test a single component or a combination of components.

The assessment components will not all necessarily have the same importance or weighting. Similarly, assessment tasks will have different marking schemes. The assessment mark allows for performance over a range of activities to be judged. The mark represents a measure of achievement against a pre-set standard (standards reference).

Each course has an individual assessment program. Assessment tasks may vary between and within subjects.

## NOTIFICATION OF ASSESSMENT

Students will be given prior adequate notice in writing of every assessment task. A **"minimum" of two weeks advance warning** will be given prior to the date of completion of each assessment task.

It is the student's responsibility if are absent on the day an assessment notification is handed out to obtain any material from the teacher issued during the absence.

## SUBMISSION OF WORK

For hand-in assessment tasks, students are to submit their work to their class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless they are told otherwise.

## LATE SUBMISSION OF TASKS

Responsibility for submitting required work by the due date rests with students. Submission/completion of tasks after the date due without a legitimate reason will result in a student being awarded zero in that task, and receiving an 'N' warning.

For research tasks and/or projects which are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection or express posting it to arrive at the school by the due date.

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated.

## HONESTY IN ASSESSMENT

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- taking time off before an assessment task to study.

Students may be asked to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Malpractice will be penalised as follows:

- cheating or attempting to cheat = 0 marks awarded for the task.
- copying or using the works of other students = 0 marks awarded for the task.

In all cases of malpractice, parents/caregivers will be notified and 'N' warning letters issued. NSW schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task, including information about the subject concerned, the nature of the offence and the penalty applied. This information must then be reported to NESA.



## NON-SERIOUS ATTEMPTS/NON ATTEMPTS

HSC students who do not make a serious attempt at an HSC examination may not receive an award in the course concerned. This may render some students ineligible for the award of the HSC. NESA considers a student's paper to be a non-attempt if there is no evidence of academic engagement with the paper. Students are required to attempt a range of question types throughout the examination paper. It is insufficient to answer multiple-choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper. Non-serious attempts include frivolous or objectionable material written in response to examination questions, as well as answers to examination questions in a language other than English (unless specifically instructed to do so).

Any student identified as making a non-serious attempt or a non-attempt in an HSC examination will be asked by NESA to justify why they should receive a result in the course concerned. NESA will advise the student and the school Principal of its decision at the time of the release of HSC results.

In school assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESA's guidelines. The Head Teacher, in consultation with the teachers involved, shall determine whether the attempt is non-serious.

## LATE OR NON-SUBMISSION OF AN ASSESSMENT TASK

### ILLNESS OR MISADVENTURE

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their examination performance.

The right to submit an Illness/Misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must:

1. ring the school and leave a message for the teacher or Head Teacher on the day of the task explaining why they are not attending or unable to hand in their task.
2. go to the doctor's and get a medical certificate that specifically states what they are suffering from, eg influenza. Certificates simply stating 'unfit for school' do not meet NESA requirements and will not be accepted.
3. download the school's Illness/Misadventure form from this document (or ask their Deputy Principal for one the morning of their return to school) and complete it attaching the medical certificate.
4. hand the **completed** Illness/Misadventure form with the medical certificate to the relevant Deputy Principal the **morning** of the first day they return to school after their illness. All paperwork must be handed to the Deputy Principal **within two days of their return to school**. If the paperwork is not handed in on time a zero mark will be recorded for the task and an 'N' warning letter will be sent.

When their sickness has been verified by a medical certificate, the Head Teacher will arrange for them to sit an alternative task.

If the Head Teacher decides that the student should do the original or a substitute task, the student can be required to sit for the task IMMEDIATELY. For example, if they are sick on Friday when an assessment task is due and they return to school on Monday, they must submit or attempt the task as soon as practicable on the Monday.

Illness/Misadventure at school does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- conditions for which they have been granted disability provisions, unless they experience further difficulties
- courses that are undertaken as a self-tuition student.

A panel will be convened to decide on the outcome of an appeal. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet. [Appendix A](#)

## THE 'N' WARNING PROCESS

The 'N' warning process is designed to identify students 'at risk' of not satisfactorily completing course requirements and to provide solutions in the form of school support. An 'N' warning letter may be issued to students if they are 'at risk' for the following reasons:

- non-completion of classwork and/or homework,
- not applying themselves with diligence and sustained effort to tasks,
- attendance issues; and/or
- non/unsatisfactory completion of assessment tasks.

The 'N' warning letter will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the issue will be considered 'resolved'. However, if they do not complete the work, a second 'N' warning letter will be issued.

If students receive two 'N' warnings in any one course they may be declared unsatisfactory for the HSC. The Principal can make an 'N' determination which could mean they may not be eligible for the HSC in that course.

Note that the 'N' warning letters indicate:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due
- what the student must now do
- when the task is to be done (if that is applicable they may also be told if a zero mark has been awarded)

There is a section which should be signed by parents/carers and returned to the Head Teacher.

A sample 'N' warning letter can be found in [Appendix B](#)

## ZERO AWARDS

If students fail to hand in an assessment task on the due date, or fail to complete a task on the due date, and don't complete an Illness/Misadventure form with a valid medical certificate attached, they will be awarded a zero mark

and an 'N' warning letter will be sent to parents/carers. They will be given two weeks to complete the task. However, the zero mark will remain.

## ASSESSMENT APPEALS

Marks awarded in assessment tasks are not subject to review. If students feel that the **process** of marking was unfair, they may take their concerns to their Deputy Principal.

Students have a right to appeal on assessment rankings. By the direction of NESA and the Department of Education they are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- assessment tasks were carried out in conditions that were fair to all students
- the weightings specified by the school in its assessment program conform with NESA guidelines
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program, and
- there were computational or other clerical errors in the determination of the assessment mark.

## 'N' DETERMINATIONS

An 'N' determination is the decision made by the Principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.

A Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course, or sent to the student's home address. The Principal will also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a Determination reduces the total number of units studied to less than 10, the student will not be eligible for an ATAR.

## DISABILITY PROVISIONS

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results at the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed learning difficulties.

To claim disability provisions, students must speak to the Head Teacher Wellbeing or a School Counsellor. In the HSC year, an application form for NESA must be completed, including documents required by NESA. The closing date for the submission of applications is usually late March. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

## ATTENDANCE PRIOR TO ASSESSMENT DUE DATE

Students must be present at school the day prior to any assessment task. In the case of the Yearly Examination students must be in classes for the whole week prior to the examination period. Students absent prior to a task could be seen as gaining an advantage as they have additional time to complete the assessment or study for an In-

class assessment task. This inequity could adversely affect the rankings for other students who are following policy requirements.

Absenteeism the day before an assessment task is due, or any day in the week prior to an examination period, will not be accepted unless a valid medical certificate is provided to the Head Teacher of the course immediately upon return to school. Attendance all day on the day of a task is also compulsory for equity reasons. Failure to comply with attendance expectations may result in a zero award for the task.

#### USE OF ELECTRONIC DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES

Only NESA-approved calculators may be used in examinations. NESA provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.

If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.

#### GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN HSC COURSES

These are key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

The Glossary can be found in [Appendix C](#)

#### YEAR 11 INTERNAL ASSESSMENT SCHEDULE

Specific assessment information will be found in the following pages for each of the Year 11 courses running in 2021. Students should read these carefully, plan them on a study calendar and ensure they are familiar with all assessment responsibilities and due dates.

##### **Key Date to remember:**

**Yearly examination:**                      **Term 3, Weeks 8-9**

Specific examination schedules will be published closer to these events. Again, students are responsible for ensuring they know their examination timetable and all permitted materials. Any questions, students should ask the relevant classroom teacher, Head Teacher or Deputy Principal.

### Syllabus Outcomes

A student:

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Source Analysis</b> Investigating Ancient History <b>(In class task)</b>	<b>Research Essay and Annotated Bibliography</b> Historical Investigation <b>(Hand in task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 9</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-5 AH11-6 AH11-7 AH11-9	
Knowledge and understanding of course content	10		30	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms	10	5	5	<b>20</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes:**

A student:

- 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Skills and processes task (In class task)</b>	<b>Depth Study (Hand in task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 8</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	BIO11 WS-1-7 K&U 8-9	BIO11 WS-1-7 K&U 8-11	BIO11 WS-1-7 K&U 8-11	
Knowledge and understanding of course content	5	5	30	<b>40</b>
Skills in working scientifically	25	25	10	<b>60</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

NB – Assessment for Depth Study may occur over an extended period of time.

### Syllabus Outcomes

A student:

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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Business Research Report (Hand in)</b>	<b>Case study report (In class)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	P1, P2, P7, P9	P4, P5, P7, P8, P9	P1-P6, P9,P10	
Knowledge and understanding of course content	5	15	20	<b>40</b>
Stimulus-based skills	-	10	10	<b>20</b>
Inquiry and research	10	10	-	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total (%)</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- 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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Skills and Processes Task (In class task)</b>	<b>Depth Study (Hand in/ class task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 9-10</b>	<b>Term 2 Week 8-10</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	CH11 WS 1-7 K&U 8-9	CH11 WS 1, 7 K&U 8-111	CH11 WS 1-7 K&U 8-11	
Knowledge and understanding of course content	5	5	30	<b>40</b>
Skills in working scientifically	25	25	10	<b>60</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

NB – Assessment for Depth Study may occur over an extended period of time.



**SUBJECT: CHINESE CONTINUERS****Syllabus Outcomes**

P1.1 uses a range of strategies to maintain communication  
 P1.2 conveys information appropriate to context, purpose and audience  
 P1.3 exchanges and justifies opinions and ideas  
 P1.4 reflects on aspects of past, present and future experience  
 P2.1 applies knowledge of language structures to create original text  
 P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience  
 P2.3 structures and sequences ideas and information  
 P3.1 conveys the gist of texts and identifies specific information  
 P3.2 summarises the main ideas  
 P3.3 identifies the tone, purpose, context and audience  
 P3.4 draws conclusions from or justifies an opinion  
 P3.5 interprets, analyses and evaluates information  
 P3.6 infers points of view, attitudes or emotions from language and context  
 P4.1 recognises and employs language appropriate to different social contexts  
 P4.2 identifies the values, attitudes and beliefs of cultural significance  
 P4.3 reflects upon significant aspects of language and culture

**Assessment Program**

Component	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
	Response to a spoken/visual text/oral presentation	Response to multimodal and texts/oral presentation/ written report	Yearly examination	
Outcomes assessed	1.1,1.3, 2.1,2.2, 2.3, 3.2, 3.4, 3.5, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	1.1, 1.2, 1.3, 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	10	10		20
Listening	10	10	10	30
Reading	10		20	30
Writing		10	10	20
Total%	30	30	40	100

### Syllabus Outcomes

A student:

- P1.1 conveys information, opinions and ideas appropriate to context, purpose and audience
- P1.2 exchanges and justifies opinions and ideas
- P1.3 uses appropriate features of language in a variety of contexts
- P2.1 sequences and structures information and ideas
- P2.2 uses a variety of features to convey meaning
- P2.3 produces texts appropriate to context, purpose and audience
- P2.4 produces texts which are persuasive, creative and discursive
- P3.1 identifies main points and detailed items of specific information
- P3.2 summarises and interprets information and ideas
- P3.3 infers points of view, values, attitudes and emotions from features of language in texts
- P3.4 compares and contrasts aspects of texts
- P3.5 presents information in a different form and/or for a different audience
- P3.6 explains the influence of context in conveying meaning
- P3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
- P3.8 responds to texts personally and critically
- P4.1 examines and discusses sociocultural elements in texts
- P4.2 recognises and employs language appropriate to different sociocultural contexts
- P4.3 compares and contrasts Australian and Chinese communities

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Response and analysis of text/interview (In class task)</b>	<b>Response to texts (In class task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	1.1, 1.2, 1.3, 3.1, 3.2, 3.4, 3.5, 4.3	1.1, 1.2, 1.3, 3.1, 3.2, 3.4, 4.3	2.1,2.2, 2.3, 2.4, 3.1,3.2, 3.3, 3.4, 3.5,3.6, 3.7, 3.8, 4.1,4.2	
Speaking	10			<b>10</b>
Listening and Responding		10	10	<b>20</b>
Reading and Responding	10	10	20	<b>40</b>
Writing	10	10	10	<b>30</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- 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

### ASSESSMENT PROGRAM

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Designer Case Study (Hand in task)</b>	<b>Year 11 Project 1 (Hand in task)</b>	<b>Year 11 Project 2 (Hand in task)</b>	
Timing	<b>Term 1 Week 7</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 5</b>	
Outcomes Assessed	P1.1, 2.1, 2.2, 6.1	P2.1, P4.3, P5.3, P6.1, P6.2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	20	20	20	<b>60</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
- 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 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
- 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
- P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- 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
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Theatre Genre:</b> practical and written component <b>(In class)</b>	<b>Individual Project:</b> class presentation/ logbook  <b>(Hand in and in class task)</b>	<b>Yearly Examination :</b> 3A Group Devised performance 3B Written response (essay)	
Timing	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 7</b>	<b>Term 3</b> <b>Weeks 8/9</b>	
Outcomes Assessed	P1.1–1.3, P3.1–3.3	P1.3, P1.5, P1.7	P1.1–1.4, P2.1–2.3	
Making	10	10	20	<b>40</b>
Performing	10	10	10	<b>30</b>
Critically studying	10	10	10	<b>30</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes:

A student:

- 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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Skills and Processes Task (In class task)</b>	<b>Depth Study (In class task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 6</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	EES11 WS4-7 K&U 9-10	EES11 WS-1-7 K&U 8-11	EES11 WS 1-7 K&U 8-11	
Knowledge and understanding of course content	5	5	30	<b>40</b>
Skills in working scientifically	25	25	10	<b>60</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

NB – Assessment for Depth Study may occur over an extended period of time.

### Syllabus Outcomes

A student:

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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	In class task	Fiscal policy research and essay (In class task)	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P7	P5, P6, P9, P10, P12	P1 –8, P10, P11	
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills	5	5	10	20
Inquiry and research	-	20	-	20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
<b>Total (%)</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 describes the nature of engineering in specific fields and its importance to society
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 develops written, oral and presentation skills and applies these to engineering reports
- P3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P4.2 describes the influence of technological change on engineering and its effect on people
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering
- P5.1 demonstrates the ability to work both individually and in teams
- P5.2 applies management and planning skills related to engineering
- P6.1 applies knowledge and skills in research and problem-solving related to engineering
- P6.2 applies skills in analysis, syntheses and experimentation related to engineering

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Engineering Report: Engineered Products (Hand in task)</b>	<b>Engineering Report: Biomedical Engineering (Hand in task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 2 Week 8</b>	<b>Term 3 Week 7</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	P2.1, P3.1, P4.3, P5.1, P6.2	P1.2, P2.2 P3.2, P5.2, P6.1	P1.1, P1.2, P2.1 P3.1, P4.2	
Knowledge and understanding of course content	20	20	20	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	20	<b>40</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

A student:

EA 11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA 11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA 11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA 11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA 11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA 11-6 investigates and evaluates the relationships between texts

EA 11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA 11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA 11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

## Assessment Program

Assessment Program				
Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Imaginative text with reflection statement</b>  Common Module: Reading to Write: Transition to Senior English  <b>(Hand in task)</b>	<b>Multimodal presentation</b>  Module A: Narratives That Shape Our World  <b>(Online hand in task)</b>	<b>Yearly Examination</b>  Common Module Module A Module B	
Formative Task	Writing Portfolio –formative portfolio of writing in types of texts across the year			
Timing	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 8/ 9</b>	
Outcomes Assessed	EA11 -3, EA11 -5, EA11 - 9	EA 11-4, EA11-6, EA11- 8	EA11 – 1, EA11 – 2, EA11 – 7	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## Syllabus Outcomes

A student:

EE1-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and contexts

EE1-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE1-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE1-4 develops skills in research methodology to undertake effective independent research

EE1-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE1-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

## Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Imaginative text in class and reflection</b>  Module: Texts, Culture and Value  <b>(Hand in task)</b>	<b>Multimodal presentation in class</b>  Related Project  <b>(Hand in task and class presentation)</b>	<b>Yearly Examination</b>  Creative response and analytical response	
Timing	<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 8/ 9</b>	
Outcomes Assessed	EE 1-3, EE 1-6	EE 1-1, EE 1-4	EE 1-1, EE 1-5	
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
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

EN 11-1 responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN 11-2 uses and evaluates processes, skills and knowledge requires to effectively respond to and compose texts in different modes, media and technologies

EN 11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for specific purposes, audiences and contexts and explains effects on meaning

EN 11-4 applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EN 11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN 11-6 investigates and explains the relationships between texts

EN 11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN 11-8 identifies and explains cultural assumptions and values in texts and their effects on meaning

EN 11-9 reflects on, evaluates and monitors own learning and develops individual and collaborative processes to become an independent learner

## Assessment Program

Assessment Program				
Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Imaginative text with reflection statement</b>  Common Module Reading to Write: Transition to Senior English <b>(Hand in task)</b>	<b>Multimodal presentation</b>  Module A: Contemporary Possibilities <b>(Online hand in task)</b>	<b>Yearly Examination</b>  Common Module Module A Module B	
Formative Task	Writing Portfolio – formative portfolio of writing in types of texts across the year			
Timing	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	EN 11-3, EN 11-5, EN 11- 9	EN 11-4, EN 11-6, EN 11-8	EN 11-1, EN 11-2, EN11-7	
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

A student:

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 EAL 11-2 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 specific purposes, audiences and contexts and analyses their effects on meaning

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

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex information, ideas 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

EAL 11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Imaginative text with reflection statement</b>  Module A: Language and Texts in Context  <b>(Hand in task)</b>	<b>Multimodal presentation</b>  Module B: Close Study of Text  <b>(Online hand in task)</b>	<b>Yearly Examination</b>  Modules A, B and C	
Formative Task	Writing Portfolio – formative portfolio of writing in types of texts across the year			
Timing	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	EAL11-3, EAL11-5, EAL11-6, EAL11-9	EA 11-4, EA11-8	EAL11-1A, EAL11-1B, EAL11-2, EAL11-7	
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**SUBJECT: FRENCH CONTINUERS****Syllabus Outcomes**

P1.1 uses a range of strategies to maintain communication  
 P1.2 conveys information appropriate to context, purpose and audience  
 P1.3 exchanges and justifies opinions and ideas  
 P1.4 reflects on aspects of past, present and future experience  
 P2.1 applies knowledge of language structures to create original text  
 P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience  
 P2.3 structures and sequences ideas and information  
 P3.1 conveys the gist of texts and identifies specific information  
 P3.2 summarises the main ideas  
 P3.3 identifies the tone, purpose, context and audience  
 P3.4 draws conclusions from or justifies an opinion  
 P3.5 interprets, analyses and evaluates information  
 P3.6 infers points of view, attitudes or emotions from language and context  
 P4.1 recognises and employs language appropriate to different social contexts  
 P4.2 identifies the values, attitudes and beliefs of cultural significance  
 P4.3 reflects upon significant aspects of language and culture

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 8/9</b>	
	<b>Response to a spoken/visual text/oral presentation</b>	<b>Response to multimodal and texts/oral presentation/ written report</b>	<b>Yearly examination</b>	
<b>Outcomes assessed</b>	1.1,1.3, 2.1,2.2, 2.3, 3.2, 3.4, 3.5, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	1.1, 1.2, 1.3, 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	10	10		<b>20</b>
Listening	10	10	10	<b>30</b>
Reading	10		20	<b>30</b>
Writing		10	10	<b>20</b>
<b>Total%</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 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.
- P5.1 generates ideas and develops solutions to a range of food situations.

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Food Experimentation, Research Task and Practical Preparation</b>  Food Availability and Selection  <b>(Hand in task and practical task)</b>	<b>Research Report and Practical task</b>  Food Quality  <b>(Hand in task and practical task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 8</b>	<b>Term 3 Week 2</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	P1.1, P1.2, P4.2	P2.2,P3.2,P4.1, P4.4,	All	
Knowledge and understanding of course content	5	5	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		<b>30</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- 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.

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
<b>Nature of task</b>	<b>Field study test (In class task)</b>	<b>Senior Geography Project (Presentation and Hand in task)</b>	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1 Week 7</b>	<b>Term 3 Week 3</b>	<b>Term 3 Weeks 8/9</b>	
<b>Outcomes Assessed</b>	P1, P2, P3, P8	P7, P8, P9, P10, P11, P12	ALL	
Knowledge and understanding of course content	5	15	20	<b>40</b>
Geographical tools and skills	10	5	5	<b>20</b>
Geographical inquiry and research, including fieldwork	10	10	-	<b>20</b>
Communication of geographical information, ideas and issues in appropriate formats	5	10	5	<b>20</b>
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

School Name: Chatswood High School

Student Competency Assessment Schedule

Course: Preliminary Hospitality – Kitchen Operations and Cookery

2021

Assessment Tasks for Certificate II in Kitchen Operations SIT20416 Assessment Due:		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work Week: 4 Term: 2	Intro to the Commercial Kitchen Week: 10 Term: 2	Keeping Food Safe Week: 6 Term: 3	Week: Term:
Code	Unit of Competency				HSC Examinable Units 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	

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. 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.

### Syllabus Outcomes

A student:

- P1.1 describes the organization and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 selects and applies appropriate documentation techniques to project management
- P6.1 evaluates the characteristics of quality manufactured products
- P6.2 applies the principles of quality and quality control
- P7.1 evaluates the impact of the focus area industry on the social and physical environment

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Introductory Project</b> <b>(Hand in task)</b>	<b>In class task</b>	<b>Mini Major</b> <b>(Hand in task)</b>	
Timing	<b>Term 2</b> <b>Week 1</b>	<b>Term 2</b> <b>Week 8</b>	<b>Term 3</b> <b>Week 7</b>	
Outcomes Assessed	P3.2, P3.3, P4.1, P4.2, P5.1, P5.2, P6.1	P1.1, P1.2, P4.3, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2, P6.1, P6.2	
Knowledge and understanding of course content	10	25	5	<b>40</b>
Knowledge and skills in the management, communication and production of projects	25		35	<b>60</b>
<b>Total (%)</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>



### Syllabus Outcomes

A student:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

### ASSESSMENT PROGRAM

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Industry Case Study</b> <b>(Hand in task)</b>	<b>Preliminary Project</b> <b>(Hand in task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1</b> <b>Week 8</b>	<b>Term 3</b> <b>Week 4</b>	<b>Term 3</b> <b>Weeks 8/9</b>	
Outcomes Assessed	P1.1, 1.2, 5.1, 6.2, 7.1, 7.2	P2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.2	P1.1, 1.2, 2.1, 6.1, 7.1	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total (%)</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1.1 describes the nature of information processes and information technology
- P1.2 classifies the functions and operations of information processes and information technology
- P2.1 identifies the information processes within an information system
- P2.2 recognises the interdependence between each of the information processes
- P3.1 identifies 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 and applies management and communication techniques to project work
- P7.2 uses technology to support group work

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Introductory Project (Hand-in task)</b>	<b>Information Systems Project (Hand-in task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 9</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	P2.1, P2.2, P5.1, P6.2, P7.1	P1.1, P1.2, P2.1, P3.1, P4.1, P7.1	
Knowledge and understanding of course content	5	15	40	<b>60</b>
Knowledge and skills in the design and development of information systems	20	20		<b>40</b>
<b>Total (%)</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1.1 establishes and maintains communication in Japanese
- P1.2 manipulates linguistic structures to express ideas effectively in Japanese
- P1.3 sequences ideas and information
- P1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- P2.1 understands and interprets information in texts using a range of strategies
- P2.2 conveys the gist of and identifies specific information in texts
- P2.3 summarises the main points in a text
- P2.4 draws conclusions from or justifies an opinion about a text
- P2.5 identifies the purpose, context and audience of a text
- P2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- P3.1 produces texts appropriate to audience, purpose and context
- P3.2 structures and sequences ideas and information
- P3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- P3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Oral presentation: Q &amp; A with teacher (In-class task)</b>	<b>Response to written text/interview/written report (In-class task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	1.1, 1.2, 2.1, 2.2, 2.6,	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	
Speaking	10	10		<b>20</b>
Listening	10	10	10	<b>30</b>
Reading	10		20	<b>30</b>
Writing		10	10	<b>20</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1.1 uses a range of strategies to maintain communication
- P1.2 conveys information appropriate to context, purpose and audience
- P1.3 exchanges and justifies opinions and ideas
- P1.4 reflects on aspects of past, present and future experience
- P2.1 applies knowledge of language structures to create original text
- P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- P2.3 structures and sequences ideas and information
- P3.1 conveys the gist of texts and identifies specific information
- P3.2 summarises the main ideas
- P3.3 identifies the tone, purpose, context and audience
- P3.4 draws conclusions from or justifies an opinion
- P3.5 interprets, analyses and evaluates information
- P3.6 infers points of view, attitudes or emotions from language and context
- P4.1 recognises and employs language appropriate to different social contexts
- P4.2 identifies values, attitudes and beliefs of cultural significance
- P4.3 reflects upon significant aspects of language and culture

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Response to a spoken/visual text/conversation</b>  (In class task)	<b>Response to multi-modal texts/oral presentation/written report</b>  (In class task)	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	1.1, 1.2, 1.3, 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	10	10		<b>20</b>
Listening	10	10	10	<b>30</b>
Reading	10		20	<b>30</b>
Writing		10	10	<b>20</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of 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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Research Essay (In-class task )	Research Report (Hand in task)	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P3, P6, P9	P1, P4, P5, P7, P8, P10	P1-8	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	-	10	10	20
Inquiry and research	10	10	-	20
Communication of legal information, ideas and issues in appropriate forms	10	10	-	20
Total (%)	30	40	30	100

### Syllabus Outcomes

A student:

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

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

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

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

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

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

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

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

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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Assignment/ Investigation (Hand in task)	In class task	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
<b>Total (%)</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

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

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

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

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

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

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

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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	In class task	Assignment/ Investigation (Hand in task)	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
<b>Total (%)</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	In class task	Assignment/ Investigation  (Hand in task)	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



### Syllabus Outcomes

A student:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Source Analysis Investigating Modern History  (In class task)</b>	<b>Research Essay and Annotated Bibliography Historical Investigation  (Hand in task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 8</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	MH11-6, MH11-7, MH11-10	MH11-2, MH11-3, MH11-7, MH11-8, MH11-9	MH11-1, MH11-4, MH11-5, MH11-9	
Knowledge and understanding of course content	10		30	<b>40</b>
Source-based skills	15		5	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Viva voce and aural analysis</b>	<b>Performance and viva voce</b>	<b>Composition portfolio and aural analysis</b>	
Timing	<b>Term 1 Week 9</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 8</b>	
Outcomes Assessed	P2, P4, P5, P6, P8	P1, P2, P5, P6, P8	P3, P4, P6, P7, P8	
Composition			25	<b>25</b>
Performance		25		<b>25</b>
Aural	10		15	<b>25</b>
Musicology	15	10		<b>25</b>
<b>Total (%)</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1 confidently performs repertoire that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses, in detail, the concepts of music in works representative of the mandatory and additional topics
- P8 understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
- P9 identifies, recognises, experiments with and discusses the uses of technology in music
- P10 performs as a means of self-expression and communication
- P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 demonstrates a willingness to accept and use constructive criticism

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	<b>Aural/Musicology (In-class task)</b>	<b>Composition Portfolio and Research Task (Hand in task)</b>	<b>Yearly Examination Aural/Musicology Exam and Performance Exam</b>	
Timing	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	P1, P2, P5, P6, P7, P10, P11, P12	P3, P4, P5, P6, P8, P9, P10, P11, P12	P1, P2, P6, P7, P11, P12	
Composition		25		<b>25</b>
Performance			25	<b>25</b>
Aural	15		10	<b>25</b>
Musicology	15		10	<b>25</b>
<b>Total (%)</b>	<b>30</b>	<b>25</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1 identifies and examines why people give different meanings to health and to physical activity
- P2 explains how nutrition, physical activity, drug use and relationships affect personal health
- P3 recognises that health is determined by sociocultural, economic and environmental factors
- P6 proposes actions that can improve and maintain personal health
- P7 explains how the body structures 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 to 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
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor activities
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of performance

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Core 1: Better Health for Individuals</b>  <b>Health Report (Hand in task)</b>	<b>Core 2: The Body in Motion</b> <b>(In class and hand in task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1-Week 9</b>	<b>Term 2 - Week 7</b>	<b>Term 3 - Weeks 8/9</b>	
Outcomes Assessed	P1, P2, P5, P6, P12, P15	P8, P7, P14, P16, P17	P1 – P17	
Knowledge and understanding of <ul style="list-style-type: none"> <li>factors that affect health</li> <li>the way the body moves</li> </ul>	10	10	20	<b>40</b>
Skills in: <ul style="list-style-type: none"> <li>influencing personal and community health</li> <li>taking action to improve participation and performance in physical activity.</li> </ul>	10	10	10	<b>30</b>
Skills in: <ul style="list-style-type: none"> <li>critical thinking</li> <li>research and analysis</li> </ul>	10	10	10	<b>30</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Skills and processes task (In class task)</b>	<b>Depth study (In class task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	PH11WS 1-7 K&U 8-9	PH11-1, 7, K&U 8-11	PH11WS 1-7 – K&U 8-1111	
Knowledge and understanding of course content	5	5	30	<b>40</b>
Skills in working scientifically	25	25	10	<b>60</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

NB – Assessment for Depth Study may occur over an extended period of time.

### Syllabus Outcomes

A student:

- P1.1 will develop a broad understanding of the nature of the discipline of psychology
- P1.2 will describe the contribution of key people to the development of psychology
- P1.3 identify major advances in the history of psychological studies
- P2.1 identify major components and functioning of the cerebral cortex
- P2.2 analyses the biological and non-biological bases of human behaviour
- P2.3 understands the physical and biological functioning of the nervous system
- P3.1 will identify factors affecting human behaviour
- P3.2 compares normal and abnormal human behaviour
- P3.3 evaluates schools of thought to the treatment of abnormal human behaviour
- P4.1 will locate, research and comprehend information from a variety of sources
- P4.2 will process and evaluate information from a variety of sources
- P4.3 will communicate ideas and opinions in oral and written form
- P5.1 will demonstrate tolerance towards difference in human behaviour
- P5.2 participate positively in discussions about ethical issues in psychological research
- P5.3 develop empathy towards people struggling to deal with mental illness

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Extended Response</b> <b>(Hand in task)</b>	<b>Research Task</b> <b>(Hand in task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1</b> <b>Week 8</b>	<b>Term 3</b> <b>Week 5</b>	<b>Term 3</b> <b>Weeks 8/9</b>	
Outcomes Assessed	P1.1, P1.2, P1.3, P4.1, P4.2, P4.3	P3.2, P4.1, P4.2, P4.3, P5.1, P5.3	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3, P4.3, P5.1, P5.3	
Knowledge and understanding of course content	10		30	<b>40</b>
Inquiry and research	10	20		<b>30</b>
Communication of psychological understanding in appropriate forms	5	15	10	<b>30</b>
<b>Total (%)</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity 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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
<b>Nature of task</b>	<b>Group Project and Individual Reflection</b>  (In class task)	<b>Research report (Hand in)</b>	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 8/9</b>	
<b>Outcomes Assessed</b>	P1, P6, P7, P8, P10	P2, P3, P5, P8, P10	P1 – 10	
Knowledge and understanding of course content	10	15	25	<b>50</b>
Application and understanding of social and cultural research methods	10	15	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total (%)</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

A student:

- 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 explains the effects of historical 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 role of personnel 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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Introductory Project (Hand in task)</b>	<b>In class task</b>	<b>Mini Major Project (Hand in task)</b>	
Timing	<b>Term 1 Week 10</b>	<b>Term 3 Week 2</b>	<b>Term 3 Week 6</b>	
Outcomes Assessed	P1.2, P4.1, P4.2, P5.1, P5.2, P6.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.3, 5.2, P6.1, P6.3	P1.2, P4.1, P4.2, P5.1, P5.2, P6.3	
Knowledge and understanding of course content	5	35	10	<b>50</b>
Knowledge and skills in the management, communication and production of projects	15	5	30	<b>50</b>
<b>Total (%)</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



### Syllabus Outcomes

A student:

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

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	<b>Research and Extended Response (Hand in task)</b>	<b>Research and Related (In class task)</b>	<b>Yearly Examination</b>	
Timing	<b>Term 1 Week 7</b>	<b>Term 3 Week 4</b>	<b>Term 3 Weeks 8/9</b>	
Outcomes Assessed	P3, P4, P5, P6, P7, P8, P9	P1, P2, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge and understanding of course content	5	15	20	<b>40</b>
Source-based skills	5	5	10	<b>20</b>
Investigation and research	10	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total (%)</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes:**

A student:

- P 1.1 Describes the elements and principles of design and uses them in a variety of applications.
- P 1.2 Identifies the functional and aesthetic requirements and features of a range of textile items.
- P 2.1 Demonstrates the use of a variety of communication skills, including computer-based technology.
- P 2.2 Develops competence in the selection and use of appropriate manufacturing techniques and equipment.
- P 2.3 Manages the design and manufacture of textile products.
- P 4.1 Identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.1 Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context.
- 5.2 Investigates the range of career options in design, consumerism, manufacturing and the retail sectors of the Australian Textile, Clothing and Footwear and Allied Industries.
- P6.1 Identifies and appreciates the factors that contribute to the quality and value of textiles in society.

**Assessment Program**

Tasks		Preliminary Textile Project 1	Preliminary Textile Project 2	Preliminary Exam	Totals
Area of study		Design	Properties and performance of Textiles	<ul style="list-style-type: none"> <li>Design</li> <li>Properties and performance of Textiles</li> <li>Australian Textile, Clothing, Footwear and Allied Industries</li> </ul>	.
Timing		Term 2, Week 5	Term 3 Week 6	Term 3 Yearly Exam Week 8/9	
Outcomes assessed		P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	
Outcomes	Weighting				
Knowledge and understanding of textiles and the textile industry	50	10	15	25	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies.	50	25	25	0	50
WEIGHTING		35	40	25	100

### Syllabus Outcomes

A student:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representation in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

### Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Practical/Theory Submission	Practical/Theory Submission	Yearly Examination	
Timing	Term 2 Week 1	Term 3 Week 7	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P4, P5, P6,P7,P9	P2, P3, P4, P8, P10	P7, P8, P9, P10	
Artmaking	20	30		50
Art criticism and Art History	10	10	30	50
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

School Name: Chatswood High School  
Course: Financial Services – Financial Services Stream  
Preliminary

□

Assessment Tasks for FNS 30115 Financial Services (Financial Services stream)		Cluster A The financial services you use		Cluster B Financial Calculations		Cluster C Customer Service		Yearly Examination
Code	Unit of Competency	Week: Term:	Week: Term:	Week: Term:	Week: Term:	Week: Term:	Week: Term:	
BSBWHS201	Contribute to health and safety of self and others	X						HSC Examinable Units of Competency
BSBWOR204	Use business technology	X						
FNSFLT301	Be MoneySmart	X						
FNSACC313	Perform financial calculations		X					
BSBITU304	Produce spreadsheets		X					
BSBWOR203	Work effectively with others					X		
FNSINC301	Work effectively in the financial services industry					X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Financial Services FNS 30115 or a Statement of Attainment towards Certificate III in Financial Services FNS 30115.

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.

## APPENDIX A

### YEAR 11 ASSESSMENT: ILLNESS/MISADVENTURE APPLICATION

This form must be completed then taken to the relevant Head Teacher and submitted to the Deputy Principal **within two days of returning to school.**

SURNAME: .....

GIVEN NAME: .....

YEAR: .....

DATE OF APPLICATION: .....

Please indicate the subject/s for which this appeal is being lodged.

Subject /Class	Date of Task	Nature of Task	Teacher

NATURE OF APPLICATION (Illness, Misadventure or other School-Approved Absence):

.....

Provide sufficient details to support your case for consideration to sit for the task or substitute task or to gain an extension of time.

SUBSTANTIATING EVIDENCE ATTACHED (attached letter or documents): YES NO

SIGNED: .....  
(student)

DATE: ...../...../.....

SIGNED: .....  
(parent)

DATE: ...../...../.....

HEAD TEACHER'S COMMENT/RESCHEDULED TASK DATE:

.....  
.....

SIGNED: ..... DATE: ...../...../.....

FORM TO BE RETURNED TO THE DEPUTY PRINCIPAL

Form received: ...../...../.....

BY: .....

APPEAL PANEL'S DECISION: .....

.....

SIGNED: ..... DATE: ...../...../..... NAME: .....

## Illness/Misadventure/Absence Process

1. Student gets form from DP or downloads from Guidelines and Assessment Schedules document on the school's website. Student completes the form with relevant details and attaches documentation (medical certificate). Student must discuss with relevant DP.



2. Student takes form to HT for comment **within two school days upon return to school.**



3. Student takes completed form to DP. DP signs receipt of form and enters information into excel spreadsheet. Holds panel to make decision if necessary. Panel members: DP, HT.



4. DP informs student and HT of decision and appeal process if necessary.

## APPENDIX B

### SAMPLE N WARNING LETTER

Dear Parent / Carer

#### **OFFICIAL WARNING: Non-completion of a Preliminary Course**

I am writing to advise that your son / daughter \_\_\_\_\_ is in danger of not meeting the requirements for satisfactory completion of the Preliminary course in «subject».

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. *[Delete the following sentence if this is the first warning]* Previous warning(s) were sent to you on <Insert dates>.

#### **Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself 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 requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

#### **Opportunity to correct the problem**

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Original due date (if applicable)	Action required by student	Date for completion

#### **Action by parent/guardian**

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

[illegible]

*Please detach this section and return to the school*

I have received the letter dated *<Insert date>* advising me that *<Insert name>* is in danger of not meeting the course completion requirements for *<Insert course name>*, and am aware that this is the *<first/second/third>* official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. I am also aware that it may mean that the student is unable to proceed to the Higher School Certificate course.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



**ASSESSMENT CALENDAR 2021**

TERM 1, 2021	SUBJECT	TASK TYPE
WEEK 1	NO TASKS	
WEEK 2	NO TASKS	
WEEK 3	NO TASKS	
WEEK 4	NO TASKS	
WEEK 5	NO TASKS	
WEEK 6	EARTH & ENVIRO. SCIENCE	IN CLASS
WEEK 7	DESIGN & TECHNOLOGY GEOGRAPHY STUDIES OF RELIGION	HAND IN IN CLASS HAND IN
WEEK 8	BIOLOGY ECONOMICS FOOD TECHNOLOGY IT – TIMBER JAPANESE BGEINNERS JAPANESE CONTINUERS MATHEMATICS ADVANCED MATHEMATICS STANDARD MODERN HISTORY PSYCHOLOGY SOCIETY & CULTURE	HAND IN IN CLASS HAND IN/IN CLASS HAND IN IN CLASS IN CLASS HAND IN IN CLASS IN CLASS HAND IN IN CLASS
WEEK 9	ANCIENT HISTORY CHEMISTRY (WKS 9/10) CHINESE CONTINUERS DRAMA FRENCH CONTINUERS INFORMATION PROCESSES & TECH. LEGAL STUDIES MATHEMATICS EXTENSION 1 MUSIC 1 MUSIC 2 PDHPE PHYSICS	IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS HAND IN IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS HAND IN IN CLASS
WEEK 10	BUSINESS STUDIES ENGLISH ADVANCED ENGLISH STANDARD ENGLISH EXTENSION 1 ENGLISH EAL/D FINANCIAL SERVICES SOFTWARE DESIGN & DEVELOPMENT	HAND IN HAND IN HAND IN HAND IN HAND IN CLUSTER TASK A HAND IN

TERM 2, 2021	SUBJECT	TASK TYPE
WEEK 1	IT – MULTIMEDIA VISUAL ARTS	HAND IN HAND IN
WEEK 2	NO TASKS	
WEEK 3	NO TASKS	
WEEK 4	HOSPITALITY	CLUSTER A TASK
WEEK 5	DESIGN & TECHNOLOGY TEXTILES & DESIGN	HAND IN HAND IN
WEEK 6	ECONOMICS	IN CLASS
WEEK 7	BIOLOGY DRAMA MUSIC 1 PDHPE SOCIETY & CULTURE	HAND IN HAND IN/IN CLASS IN CLASS HAND IN/IN CLASS HAND IN
WEEK 8	CHEMISTRY (WKS8-10) EARTH & ENVIRO. SCIENCE ENGINEERING STUDIES IT – MULTIMEDIA JAPANESE BEGINNERS JAPANESE CONTINUERS MATHEMATICS ADVANCED MATHEMATICS STANDARD	HAND IN/IN CLASS IN CLASS HAND IN IN CLASS IN CLASS IN CLASS IN CLASS HAND IN
WEEK 9	BUSINESS STUDIES CHINESE CONTINUERS CHINESE LANGUAGE & LITERATURE ENGLISH EXTENSION 1 FRENCH CONTINUERS MATHEMATICS EXTENSION 1 MUSIC 2 PHYSICS	IN CLASS IN CLASS/HAND IN IN CLASS HAND IN/PRESENTATION HAND IN/IN CLASS HAND IN HAND IN IN CLASS
WEEK 10	ANCIENT HISTORY ENGLISH ADVANCED ENGLISH STANDARD ENGLISH EAL/D FINANCIAL SERVICES HOSPITALITY INFORMATION PROCESSES & TECH. LEGAL STUDIES MODERN HISTORY	HAND IN HAND IN (ONLINE) HAND IN (ONLINE) HAND IN (ONLINE) CLUSTER B TASK CLUSTER B TASK HAND IN HAND IN HAND IN

TERM 3, 2021	SUBJECT	TASK TYPE
WEEK 1		
WEEK 2	FOOD TECHNOLOGY SOFTWARE DESIGN & DEVELOPMENT	HAND IN/IN CLASS IN CLASS
WEEK 3	GEOGRAPHY	IN CLASS/HAND IN
WEEK 4	IT – TIMBER STUDIES OF RELIGION	HAND IN IN CLASS
WEEK 5	DESIGN & TECHNOLOGY PSYCHOLOGY	HAND IN HAND IN
WEEK 6	HOSPITALITY SOFTWARE DESIGN & DEVELOPMENT TEXTILES & DESIGN	CLUSTER C TASK HAND IN HAND IN
WEEK 7	ENGINEERING STUDIES IT – MULTIMEDIA VISUAL ARTS	HAND IN HAND IN HAND IN
WEEK 8	MUSIC 1	HAND IN/IN CLASS
WEEKS 8 & 9	ANCIENT HISTORY BIOLOGY BUSINESS STUDIES CHEMISTRY CHINESE CONTINUERS CHINESE LANGUAGE & LITERATURE DRAMA EARTH & ENVIRO. SCIENCE ECONOMICS ENGINEERING STUDIES ENGLISH ADVANCED ENGLISH STANDARD ENGLISH EXTENSION 1 ENGLISH EAL/D FOOD TECHNOLOGY FRENCH CONTINUERS GEOGRAPHY IT – TIMBER INFORMATION PROCESSES & TECH. JAPANESE BEGINNERS JAPANESE CONTINUERS LEGAL STUDIES MATHEMATICS ADVANCED MATHEMATICS EXTENSION 1 MATHEMATICS STANDARD MODERN HISTORY MUSIC 2 PDHPE PHYSICS PSYCHOLOGY SOCIETY & CULTURE STUDIES OF RELIGION TEXTILES & DESIGN VISUAL ARTS	YEARLY EXAMINATIONS
WEEK 9	NO TASKS	
WEEK 10	FINANCIAL SERVICES	CLUSTER C TASK – WEEK 1, TERM 4

## APPENDIX C

### GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN HSC COURSES

#### GENERIC DIRECTIVE TERMS FROM THE ASSESSMENT SUPPORT DOCUMENT

Key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

Account	Account for; state reasons for, report on. Give an account of; narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy of depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meanings and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate Details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from; investigate
Investigate	Plan, inquire into and draw conclusions about
Justify	Support and argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant Details
Synthesise	Putting together various elements to make a whole