



*Pymble Ladies' College*

Year 11

Student Assessment  
Handbook

2022

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# Introduction

Congratulations on the completion of your Stage 5 courses. The Year 11 Preliminary (Stage 6) courses start in Term 1 Year 11. The Higher School Certificate courses usually commence in Term 4 and cover four terms of work.

The NSW Education Standards Authority (NESA) has determined that in order to satisfactorily complete the Preliminary course, all students must:

- follow the course developed by NESA,
- apply diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- achieve at least some of the course outcomes.

The Preliminary courses and assessment schedule at *Pymble* are structured to provide an understanding and build familiarity in many of the expectations of the HSC year. This is designed so that the routines and experiences of the HSC courses are easier for you to master.

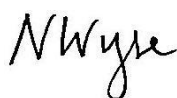
There are some well-established practices that will assist you in achieving your best in the Preliminary course. Organisation is a priority. Using your diary and student planner effectively will prove to be very advantageous as these will allow you to organise your time, meet deadlines and maintain the important balance between your school and non-school activities.

Secondly, you should communicate with your teachers regularly about your work. Your Compass Teacher can also assist with study techniques and time management. The Heads of Learning Area, the Director of Student Learning 11-12 and the Head of Senior School are also readily available to offer assistance and guidance.

Above all, remember to keep a healthy perspective on your progress. Establishing a regular routine of revision and homework is more effective and manageable than working in a sporadic way when tasks and examinations are on the horizon. You will always give yourself the best chance of success by maintaining sensible levels of exercise, sleep and healthy eating.

The handbook is written for you to refer to at any time during Year 11, so please keep it in a safe place.

Best wishes for your Year 11 Preliminary studies.



Nikki Wyse  
**Head of Senior School**

# Head of Learning Area

Students with a concern or a query should contact either their teacher or the Head of Learning Area.

English Standard English Advanced English Extension 1	Mrs Mandy Reynolds <b>mreynolds@pymblelc.nsw.edu.au</b>
Mathematics Standard Mathematics Mathematics Extension 1	Ms Catrina Kerr <b>ckerr@pymblelc.nsw.edu.au</b>
Agriculture Biology Chemistry Earth and Environmental Science Physics	Dr Kristie Spence <b>kspence@pymblelc.nsw.edu.au</b>
Geography Business Student Learning 11-12 Economics	Mr Trevor Lucas <b>tlucas@pymblelc.nsw.edu.au</b>
Ancient History Modern History Legal Student Learning 11-12 Student Learning 11-12 of Religion 1	Ms Caragh Warth <b>cwarth@pymblelc.nsw.edu.au</b>
Dance Drama Music 1 Music 2	Mr Marcus Stafford <b>mstafford@pymblelc.nsw.edu.au</b>
Chinese French German Italian Beginners Japanese Classical Greek Latin	Ms Salina Bussien <b>sbussien@pymblelc.nsw.edu.au</b>
Design and Technology Food Technology Hospitality Software Design and Development Textiles and Design	Mr Peter Ellis (TAS) <b>pellis@pymblelc.nsw.edu.au</b>
Visual Arts	Mrs Brigiat Maltese (Visual Arts) <b><u><a href="mailto:bmaltese@pymblelc.nsw.edu.au">bmaltese@pymblelc.nsw.edu.au</a></u></b>
Personal Development, Health and Physical Education	Mrs Alison Cruz <b>acruz@pymblelc.nsw.edu.au</b>

# Glossary of Key Words

A glossary of key words has been developed by NESA to help provide a common language and consistent meaning in the Higher School Certificate.

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

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

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

# Section I – Assessment Information

## General assessment information

To be eligible for the award of the Higher School Certificate you must satisfactorily complete courses that comprise the pattern of study required by NESA. This pattern is:

- at least 12 units in the Preliminary year and at least 10 units in the HSC year
- at least six units from Board-Developed courses (all courses at *Pymble* are Board Developed)
- at least two units of English
- at least three courses of two units' value or greater
- at least four subjects.

A student may count a maximum of six Preliminary units and six HSC units from courses in Science.

## Record of School Achievement (RoSA)

Students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records complete Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. Students who go on to complete the HSC will see all their Stage 6 (Years 11 and 12) courses and results on their HSC.

## Preliminary course grades

Schools are responsible for awarding each student who completes a Stage 6 Preliminary course (except Life Skills and VET courses) a grade from A to E to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved. Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives at Pymble Ladies' College can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

## Common Grade Scale

The Common Grade Scale shown on the next page is used to report student achievement in the Preliminary Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of the five grade levels.

<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



## **Satisfactory completion of a Preliminary course**

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- A. followed the course developed or endorsed by NESAs
- B. applied 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.

If a student has not satisfactorily completed any units in a competency-based course, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

A student will be warned, and her parent or guardian sent a 'N award' warning letter, if she is not meeting the requirements in a course. The letter will document what she must do to enable her to meet the requirements satisfactorily. If the first warning letter is not effective, a further warning letter will be sent. If a student has not complied with the above requirements at the time of finalising assessments, she cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' (non-completion) determination.

The school may determine that, as a result of absence, the course completion criteria have not been met. Absences are regarded seriously by the school and NESAs.

## **Students joining Year 11 mid-year**

Occasionally students join the school mid-year. The relevant Head of Learning Area will require such students to submit work to demonstrate that they have covered the outcomes of the part of the course that they have missed.

## **Students' concerns or queries**

If you have a concern about any aspect of your subjects, you should discuss it directly with either your subject teacher or Head of Learning Area. The majority of concerns are resolved at this stage. If particular difficulties arise that cannot be resolved by the subject teacher or Head of Learning Area, the situation will be referred to the Director of Student Learning 11-12.

You should not, however, absent yourself from a lesson to see the Director of Student Learning 11-12, even if it is to discuss the possibility of dropping that particular subject. You can make an appointment using the link on the Senior School Canvas course.

The Director of Student Learning 11-12 works in conjunction with all Heads of Learning Area. This is to ensure that every student, regardless of the course she is studying, is treated fairly and equitably.

## **Students' responsibilities in assessment tasks**

### **Examination rules during in-class assessment tasks**

During in-class assessment tasks, you are subject to the College's Examination Rules (see appendix). If you do not observe the examination rules, the assessment task may not stand and you may be given reduced marks or zero for the task.

## Confidentiality of assessment tasks

No student is to divulge or discuss the nature or content of any assessment task until all the classes have completed the task. Should a student be found to have divulged information about an assessment task, she will be referred to the Assessment Committee, which will decide whether or not her assessment task will stand. A student who divulges or discusses the nature or content of any assessment task before all the classes have completed the task may be given zero for that task, even if her own work has not been advantaged.

## Malpractice

You will be expected to complete assessment tasks using your own abilities. Should you get other people to complete work for you, take time off school to complete assessment tasks, engage in academic misconduct or gain other such unfair advantage, you may be interviewed, asked to complete additional or alternative tasks, and asked to supply supporting statements of the authenticity of your work. Malpractice may result in zero being given for a task.

## Plagiarism

Plagiarism is taking someone else's ideas and manner of expressing them and passing them off as your own.

Some of the assessment tasks you will be asked to complete this year will require you to work independently. Research is an integral aspect of academic work and you will be encouraged to use primary and secondary sources in preparing some of your assessment tasks. It is expected, however, that the work you submit for assessment is **entirely your own**. Where your ideas have been taken from other sources, you **must** acknowledge those sources. To fail to do so is to commit plagiarism.

How can work be plagiarised?

- by copying the writer's exact words without quotation marks or giving the source
- by using the writer's ideas but writing them in your own words and presenting the ideas as your own
- by buying or borrowing someone else's assignment and copying it
- by cutting and pasting from several different sources
- by quoting a small part of the original and presenting the remainder as your own.

From The Principal's Digest  
Vol. 8 No. 9

NESA and the College view cases of plagiarism seriously. Students suspected of plagiarising an assessment task will be investigated by the Assessment Committee. You may be interviewed, asked to complete additional or alternative tasks, and asked to supply supporting statements of the authenticity of your work. Plagiarism may result in a reduced mark or zero being given for a task.

If you are unsure about plagiarism, you should contact your subject teacher or Head of Learning Area for advice. It is your responsibility to read the College advice to students on plagiarism to ensure that you understand what constitutes plagiarism, and the consequences of plagiarism.

## Receiving notice of assessment tasks

All classes doing the same assessment task are given written notice on the same day via Canvas and email. If you are absent from class when assessment information is issued, it is your responsibility to get the information

A minimum two weeks' written notice of the nature and timing of assessment tasks will be given.

## Feedback to students on assessment tasks

Every assessment task targets particular outcomes. To help you understand how well you have achieved those outcomes, teachers provide both summative and formative feedback based on marking guidelines which are linked to the outcomes being assessed. When an assessment task is returned to you, it is returned with the following information:

- the marking guidelines used to mark the assessment task
- a mark linked to the marking guidelines
- a written comment about your performance in the task, indicating strengths and weaknesses and offering constructive criticism
- the top mark awarded, to give you an understanding of your performance relative to the cohort.

If, on receipt of the feedback information, you consider that a mistake has been made, you should discuss this with your teacher or Head of Learning Area immediately. If the matter cannot be resolved, the Head of Learning Area will refer the problem to the Director of Student Learning 11-12.

## Dealing with situations arising in assessment tasks

All forms that are referred to in this section can be found in the Curriculum office and electronically on the Senior School Canvas course.

Students should deal with particular situations in the following ways:

### Requesting leave of absence on the day of an assessment task

Should special circumstances arise requiring you to be absent on the day of an assessment task, you should complete an IMA – Illness/Misadventure form (tick Anticipated Absence on day of Assessment) and submit to the Director of Student Learning requesting leave of absence, outlining the reason and attaching supporting evidence. The Director of Student Learning, in consultation with the Head of Learning Area, will consider the request and advise you of their decision. If the reason for the absence is accepted, a substitute task or extension of time will be given, whichever is more appropriate. Under exceptional circumstances, where neither option is possible, the Principal may authorise the use of an estimated mark.

### Requesting an extension of time for an assessment task

Should special circumstances arise requiring you to need an extension of time to complete an assessment task, you should complete the IMA – Illness/Misadventure form (tick - Anticipated Absence on day of Assessment) and submit it to the Director of Student Learning requesting an extension of time, outlining the reason for the request and attaching supporting evidence. The Director of Student Learning and the Head of Learning Area will consider the request and advise you of their decision. Other than in exceptional circumstances, an extension of time can only be granted in advance of the due date

There can be no consideration for:

- General difficulties in preparation or general loss of preparation time
- Loss of study time or facilities
- Long-term illness
- Matters that could have been avoided by the student
- Other commitments, such as attendance at a sporting or cultural event
- ICT-related issues, including the loss of work due to technical issues

### **Late arrival on the day of an assessment task**

You must attend a full day of school on the day of an assessment task. This is to ensure that no girl is advantaged by using school time to work on an assessment task. If you arrive after 8.45am you must advise your assessment subject teacher, complete the assessment task, and then complete a IMA – Illness/Misadventure form (tick Late arrival on the day of an assessment) and submit it to the curriculum office. Late arrival on the day of an assessment task without a valid explanation may result in reduction of marks or zero being given for the task. The Director of Student Learning, in consultation with the Head of Learning Area, will decide whether or not the assessment task will stand, and inform you of the decision.

### **Absence from timetabled lessons on the day of an assessment task**

You must attend a full day of school on the day of an assessment task. This is to ensure that no girl is advantaged by using school time to work on an assessment task. Absence from any timetabled lessons or other compulsory activities such as Compass, Chapel and assemblies on the day of an assessment task without a valid reason may result in a reduction of marks or zero for the task.

### **Absence on the day of an in-class assessment task**

If you are absent on the day of an in-class assessment task, you must complete an IMA – Illness/Misadventure form (tick Absence on the day of Assessment). Submit the completed form to the curriculum office. Supporting evidence, for example, a medical certificate, must be attached to the form. Please note that medical certificates cannot be completed by anyone related to the student. The Director of Student Learning, in consultation with the Head of Learning Area, will advise you of their decision regarding the missed assessment task. If the reason for the absence is accepted, a substitute task or extension of time will be given (whichever, in the Head of Learning Area's opinion, is more appropriate). Two days' notice is given by the school for substitute tasks. Under exceptional circumstances, where neither a substitute task nor extension of time is possible, the Principal may authorise the use of an estimated mark.

A student who misses an assessment task without a valid reason, supported by written evidence, will be given zero. A vacation is not considered a valid reason for absence from an assessment task.

Completed IMA forms must be submitted, together with supporting documentation, within one week of the date of absence from the assessment task.

### **Absence on the day of a hand-in assessment task**

If you are away from school on the day a hand-in task is due, it is your responsibility to arrange for someone to email or deliver your work to your classroom teacher and/or relevant Head of Learning Area by 8.15 am on that day. In the case of an oral presentation, you should send a copy of your preparation notes to your teacher and/or Head of Learning Area.

## Illness/Misadventure on the day of a task

If you are unwell on the day of an in-class task, you should NOT complete the assessment task. You should then follow the procedure for absence as detailed above. If you choose to sit for the task when you are unwell, you cannot later submit an application for illness/misadventure for that task.

If you feel well enough to do a task, but believe that **circumstances occurring immediately prior to, or during** an assessment task and which were beyond your control, may diminish your result in that task, you should:

1. inform the Head of Learning Area and the Director of Student Learning **prior to** commencement or submission of the task or **straight after** the task if something occurred during the task.
2. sit for or submit the assessment task if appropriate
3. complete an IMA – Illness/Misadventure form (tick Misadventure during an Assessment) and submit it to the curriculum office.

The circumstances will be considered by the Director of Student Learning and Head of Learning Area. You will be informed of the decision regarding the assessment task.

Illness/Misadventure applications **must be submitted within one week** of the assigned task being completed/submitted and **cannot be submitted once the task has been returned to students**.

There can be no consideration for:

- General difficulties in preparation or general loss of preparation time
- Loss of study time or facilities
- Long-term illness
- Matters that could have been avoided by the student
- Other commitments, such as attendance at a sporting or cultural event
- ICT-related issues, including the loss of work due to technical issues

## Absence on the day before an assessment task

A medical certificate is not required if you are absent on the day before an assessment task once. However, you will require a medical certificate if you are absent on the day before a future assessment task. Complete the IMA – Illness/Misadventure form (tick – Absence on the day prior to a task) and submit it to the curriculum office if necessary.

## Long-term illness

There is no provision for students who have lost preparation time due to long-term illness (such as glandular fever, asthma etc). If, however, there is evidence of a flare-up at the time an assessment task is due, students should follow the procedure for Absence on the day of an assessment. Chronic illness is not in itself an acceptable reason for requesting special consideration.

## Late submission of an assessment task

All hand-in assessment tasks must be submitted by **8.15am** on the due date. Any task submitted after this time will be considered late. Unless you have requested, and had approved, an extension of time **prior** to the due date of an assessment task, an assessment task handed in late without a valid explanation will be penalised at the rate of 20% per day, including weekends and holidays. After five days, a mark of zero will be recorded for the task. If you have only partly completed an assessment task by the due date, you should hand in the incomplete task, including any supporting material (e.g. research notes), for marking.

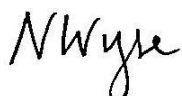
## Querying the result of an assessment task

If, on return of your assessment task, you have a query as to how a question was marked, it is your responsibility to discuss your concern immediately either with your subject teacher or Head of Learning Area. If the matter cannot be resolved, the Head of Learning Area will refer the problem to the Assessment Committee for consideration.

Any disputes over an individual task must be resolved at the time the task is returned. There is no provision for students to seek a review of a teacher's judgement at a later date.

## Disability provisions

Pymble Ladies' College makes every attempt to meet your academic needs in a similar way to NESA in examination conditions. For girls with special needs this might include a writer, reader, additional time or separate supervision. If you wish to discuss whether disability examination provisions apply to you, contact the Director of Student Learning 11-12 and Mrs Lora Lim (Head of Learning Support).



Nikki Wyse  
Head of Senior School



Natasha Stanfield  
Director of Student Learning Years 11-12

Components	Weighting	Tasks
Knowledge and understanding of the course content	50	1, 2 & 3
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Composition and Reflection Common Module: Reading to Write	Multimodal Presentation Module A: Contemporary Possibilities	Final Examination Module A: Contemporary Possibilities Module B: Close Study of Literature
Knowledge	50	15	15	20
Skills	50	15	15	20
TOTAL	100	30	30	40
<b>Outcomes</b>		11ES-1 11ES-3 11ES-4 11ES-9	11ES-2 11ES-6 11ES-7 11ES-8	11ES-1 11ES-4 11ES-5 11ES-7 11ES-9

Components	Weighting	Tasks
Knowledge and understanding of the course content	50	1, 2 & 3
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Composition and Reflection Common Module: Reading to Write	Multimodal Presentation Module A: Narratives that Shape Our World	Final Examination Module A: Narratives that Shape Our World Module B: Critical Study of Texts
Knowledge	50	15	15	20
Skills	50	15	15	20
TOTAL	100	30	30	40
<b>Outcomes</b>		11EA-3 11EA-4 11EA-5 11EA-6 11EA-9	11EA-1 11EA-2 11EA-4 11EA-8 11EA-7	11EA-3 11EA-4 11EA-5 11EA-6 11EA-8



Components	Weighting	Tasks
Knowledge and understanding of complex texts and how and why they are valued	50	1, 2 & 3
Skills in complex analysis, sustained compositions and independent investigation	50	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Creative Response/Justification	Independent Project: Multimodal Presentation	Final Examination
Knowledge	50	10	20	20
Skills	50	10	20	20
TOTAL	100	20	40	40
<b>Outcomes</b>		EE11-2B EE11-3C	EE11-1A EE11-4C EE11-5D EE11-6E	EE11-2B EE11-3C EE11-5D

Components	Weighting	Tasks
Understanding, fluency and communication	50	1, 2 & 3
Problem solving, reasoning and justification	50	1, 2 & 3

Components	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Investigation Task followed by accompanying Test	Written Task using set homework questions	Yearly Examination
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
TOTAL	100	30	30	40
Outcomes		MS11 – 2, 5, 6, 9, 10	MS11 –1, 2,3,4, 6, 8, 9, 10	MS11 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

### **Concepts, skills and techniques:**

- recalling mathematics terminology and concepts
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems.

### **Reasoning and communication:**

- interpreting information from theoretical and practical contexts given in written diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems.

Components	Weighting	Tasks
Understanding, fluency and communication	50	1, 2 & 3
Problem solving, reasoning and justification	50	1, 2 & 3

Components	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Investigation Task followed by accompanying Test	Written Task	Yearly Examination
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
TOTAL	100	30	30	40
<b>Outcomes</b>		MA11 - 1, 2, 8, 9	MA11 - 1, 3, 4, 5, 8, 9	MA11 - 1, 2, 3, 4, 5, 6, 7, 8, 9

**Concepts, skills and techniques:**

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solutions
- applying appropriate techniques to solve routine problems.

**Reasoning and communication:**

- interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and /or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems
- evaluating methods of solution in terms of efficiency and breadth of application and recognising limitations to the validity of solutions.

**N.B. Students undertaking the Extension 1 course will also need to complete all assessment tasks for Mathematics.**

Components	Weighting	Tasks
Understanding, fluency and communication	50	1, 2 & 3
Problem solving, reasoning and justification	50	1, 2 & 3

Components	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Written Task	Assessment based on assignment questions	Yearly Examination
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
TOTAL	100	30	30	40
<b>Outcomes</b>		MA11 - 1, 2, 8, 9 ME11 - 1, 2, 6, 7	MA11 - 1, 3, 8, 9 ME11 - 1, 2, 6, 7, 8, 9	MA11 - 1, 2, 3, 4, 5, 6, 7, 8, 9 ME11 - 1, 2, 3, 4, 5, 6, 8, 9

**Concepts, skills and techniques:**

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems.

**Reasoning and communication:**

- interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems
- evaluating methods of solution in terms of efficiency and breadth of application and recognising limitations to the validity of solutions.

**N.B. Students undertaking the Extension 1 course will also need to complete all assessment tasks for Mathematics.**

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Farm Case Study	Experimental Design Practical	Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Knowledge, understanding and skills required to manage agricultural production systems	30	10	10	10
Skills in effective research, experimentation and communication	30	10	10	10
TOTAL	100	30	30	40
<b>Outcomes</b>		P1.1, P1.2, P2.3, P3.1, P5.1	P1.2, P2.1, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Practical Investigation	Depth Study	Yearly Examination
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
TOTAL	100	30	30	40
<b>Outcomes</b>		BIO 11/12.1 BIO 11/12.2 BIO 11/12.3 BIO 11/12.4 BIO 11/12.7 BIO 11.8	BIO 11/12.1 BIO 11/12.2 BIO 11/12.3 BIO 11/12.4 BIO 11/12.5 BIO 11/12.6 BIO 11/12.7 BIO 11.8	BIO 11/12.4 BIO 11/12.5 BIO 11/12.6 BIO 11/12.7 BIO 11.8 BIO 11.9 BIO 11.10 BIO 11.11

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 3	Term 3
		Practical and Data Analysis	Depth Study	Yearly Examination
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
TOTAL	100	30	30	40
<b>Outcomes</b>		CH11/12-3 CH11/12-4 CH11/12-7 CH11/12-5 CH11-8 CH11-9	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-10	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Depth Study - Practical and Data Analysis Task	Problem Solving Task	Yearly Examination
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
TOTAL	100	30	30	40
<b>Outcomes</b>		EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-8	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11-9	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8 EES11-9 EES11-10 EES11-11



Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Data Analysis	Depth Study	Yearly Examination
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	5	15	20
TOTAL	100	25	35	40
<b>Outcomes</b>		PH 11/12-5 PH 11/12-6 PH 11/12-7 PH 11-8	PH 11/12-1 PH 11/12-2 PH 11/12-3 PH 11/12-4 PH 11/12-5 PH 11/12-6 PH 11/12-7 PH 11-10	PH 11/12-4 PH 11/12-5 PH 11/12-6 PH 11/12-7 PH 11-8 PH 11-9 PH 11-10 PH 11-11

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Data Visualisation Analysis	Statistical summary	Research pilot
Coding skills	30	10	10	10
Working scientifically	40	10	10	20
Domain knowledge	30	5	5	20
TOTAL	100	25	25	50
<b>Outcomes</b>		DS11-1, DS11-2, DS11-3, DS11-7	DS11-1, DS11-4, DS11-6	DS11-1, DS11-2, DS11-4, DS11-6

Unlike other Science subjects, there is no online syllabus for reference. Therefore, please find the relevant outcomes below for your reference.

- **DS11-1** - examine real-world problems and make data-informed conclusions
- **DS11-2** - use digital technologies to perform calculations and computations with big data
- **DS11-3** - understanding how 'big data' influences the interpretation and analysis of a data set(s)
- **DS11-4** - identify emerging patterns in data using a variety of statistical tests and measurements
- **DS11-5** - apply conventional data processes to irregular data sets such as photos, words, and sounds
- **DS11-6** - analyse big data by posing questions, considering relations among variables, generating hypotheses, and critically evaluating shortcomings and strengths in the data and the data collection process
- **DS11-7** - investigate connections to other disciplines as a means to understand complex phenomena

Components	Weighting	Tasks
Knowledge and understanding of course content	40	1, 2, 3
Geographical tools and skills	20	2, 3
Geographical inquiry and research, including fieldwork	20	1, 2
Communication of geographical information, ideas, and issues in appropriate forms	20	1, 2, 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Biophysical Interactions (Biophysical Processes)	Senior Geography Project	Yearly Examination
		Research Task In-class writing task	Written Submission / Oral	
Knowledge and understanding	40	5	10	25
Geographical tools and skills	20		10	10
Communication of geographical information	20	5	10	5
Geographical inquiry, research, fieldwork	20	10	10	
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
<b>Outcomes</b>		P1, P2, P3, P8, P9, P12	P6, P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P8, P12

<b>Components</b>	<b>Weighting</b>	<b>Tasks</b>
Knowledge and understanding of course content	40	1, 2, & 3
Stimulus-based skills	20	1, 2 & 3
Inquiry and research	20	2 & 3
Communication of business information, ideas and issues	20	1, 2, & 3

<b>Components</b>	<b>Weighting</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
		Nature of Business	Business Planning	All topics
		Multiple-choice and Short-answer Test	Research Task	Yearly Examination
Knowledge and understanding of course content	40	20	5	15
Stimulus-based skills	20	5	5	10
Inquiry and research	20		15	5
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		P1, P2, P6, P8, P9	P4, P5, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10

Components	Weighting	Tasks
Knowledge and understanding of course content	40	1, 2 & 3
Stimulus-based skills	20	1 & 3
Inquiry and research	20	1 & 2
Communication of economic information, ideas and issues in appropriate form	20	2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Introduction, Consumers, Business and Markets	Labour Markets	All topics
		Class Test	Research Report and Oral Presentation	Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	10		10
Inquiry and research	20	10	10	
Communication of economic information, ideas and issues in appropriate forms	20		10	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		P1, P2, P3, P4, P8, P11	P7, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P11

Components	Weighting	Tasks
Knowledge and understanding of course content	40	1, 2 & 3
Historical skills in the analysis and evaluation of sources and interpretations	20	3
Historical inquiry and research	20	1 & 2
Communication of historical understanding in appropriate forms	20	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		The Nature of Ancient History: <i>Option 1 – Investigation of Ancient Sites and Sources</i>  <i>Option 6 – The Treatment and Display of Human Remains</i>	Historical Investigation	Case Studies <i>Boudicca and Persepolis</i>  Features of Ancient Societies: • Women • Slavery
	Multimodal	Research Essay	Yearly Examination	
Knowledge and understanding of course content	40	15	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20			20
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	10	5	5
TOTAL	100	30	30	40
<b>Outcomes</b>		AH11-1, AH11-2, AH11-9, AH11-10	AH11-4, AH11-6, AH11-8, AH11-9	AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9

Components	Weighting	Tasks
Knowledge and understanding of course content	40	1, 2 & 3
Historical skills in the analysis and evaluation of sources and interpretations	20	3
Historical inquiry and research	20	1 & 2
Communication of historical understanding in appropriate forms	20	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Case Study A	Historical Investigation	Case Studies A and B and Shaping of the Modern World
		Essay	Historical Investigation	Yearly Examination
Knowledge and understanding of course content	40	20	5	15
Historical skills in the analysis and evaluation of sources and interpretations	20			20
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	10	5
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		MH11-1, MH11-4, MH11-5,	MH11-2, MH11-8, MH11-9, MH11-10	MH11-3, MH11-6, MH11-7, MH11-9

Components	Weighting	Tasks
Knowledge and understanding of course content	40	1, 2 & 3
Analysis and evaluation	20	1, 2 & 3
Inquiry and research	20	1 & 2
Communication of legal information, issues and ideas in appropriate forms	20	2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		The Legal System	The Legal System	Yearly Examination
		Multiple choice / short answer	Research Task	
Knowledge and understanding	40	10	10	20
Analysis and evaluation	20	5	5	10
Inquiry and research	20	15	5	
Communication of legal information, issues and ideas in appropriate forms	20		10	10
TOTAL	100	30	30	40
<b>Outcomes</b>		P3, P4, P5, P6	P1, P2, P8, P9,	P6, P7, P9, P10



Components	Weighting	Tasks
Knowledge and understanding	40	1, 2 & 3
Analysis and evaluation	20	2 & 3
Inquiry and Research	20	1 & 2
Communication	20	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Stimulus Response – hand in submission Nature of Religion and Beliefs	Research Essay Religious Tradition Study	Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20		10	10
Inquiry and research	20	10	10	
Communication of information, ideas and issues in appropriate forms	20	5	10	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>
<b>Outcomes</b>		P1, P2, P6, P8,	P3, P4, P7, P9	P1, P2, P5, P8, P9

Components	Weighting	Tasks
Knowledge and understanding	40%	1, 2 & 3
Analysis and evaluation	15%	2 & 3
Inquiry and Research	20%	1 & 2
Communication	25%	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Research Task 1 Aboriginality and the Land	Research Task 2 Heritage and Identity	Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	15		5	10
Inquiry and research	20	10	10	
Communication of information, ideas and issues in appropriate forms	25	10	5	10
<b>TOTAL</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		P1.1, P1.2, P2.1, P2.2, P3.2, P4.3.	P1.3, P3.1, P3.3.	P4.1, P4.2.

Components	Weighting	Tasks
Knowledge and understanding	50%	1, 2 & 3
Application and evaluation of social and cultural research methods	30%	1, 2 & 3
Communication	20%	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Cultural Comparative task The Social and Cultural World Week 11 Term 1	Research Project - Questionnaire Personal and Social Identity Week 9 Term 2	Yearly Examination Week 7 – 8 Term 3
Knowledge and understanding of course content	50	10	20	20
Application and evaluation of social and cultural research methods	30	5	15	10
Communication of information, ideas and issues in appropriate forms	20	10	5	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>
<b>Outcomes</b>		P1, P3, P9, P10	P2, P5, P7, P8, P10	P1, P3, P4, P5, P6, P9

Components	Weighting	Tasks
Speaking	20	1 & 3
Listening	30	2 & 3
Reading	30	1 & 3
Writing	20	2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Reading and Speaking	Listening and Writing	Yearly Examination
Speaking	20	10		10
Listening	30		20	10
Reading	30	20		10
Writing	20		10	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1 – 3.6

Components	Weighting	Tasks
Speaking	20	1 & 3
Listening	30	1 & 3
Reading	30	2 & 3
Writing	20	2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Listening and Speaking	Reading and Writing	Yearly Examination
Speaking	20	10		10
Listening	30	20		10
Reading	30		20	10
Writing	20		10	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1 - 3.4

Components	Weighting	Tasks
Skills in translating	30	1, 2 & 3
Skills in grammar analysis	20	1 & 3
Understanding texts	30	1, 2 & 3
Understanding and translating unseen texts	20	2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Skills in translating / Skills in grammar analysis / Understanding texts	Skills in translating / Understanding texts / Understanding and translating unseen texts	Yearly Examination
Skills in translating	30	10	10	10
Skills in grammar analysis	20	10		10
Understanding texts	30	10	10	10
Understanding and translating unseen texts	20		10	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3

Components	Weighting	Tasks
Skills in translating	30	1, 2 & 3
Skills in grammar analysis	20	1 & 3
Understanding texts	30	1, 2 & 3
Understanding and translating unseen texts	20	2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Skills in translating / Skills in grammar analysis / Understanding texts	Skills in translating / Understanding texts / Understanding and translating unseen texts	Yearly Examination
Skills in translating	30	10	10	10
Skills in grammar analysis	20	10		10
Understanding texts	30	10	10	10
Understanding and translating unseen texts	20		10	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2

<b>Components</b>	<b>Weighting</b>	<b>Tasks</b>
Knowledge and understanding of course content	40	1, 2 & 3
Knowledge and skills in designing, managing, producing and evaluating design projects	60	1 & 2

<b>Components</b>	<b>Weighting</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Term 2</b>	<b>Term 3</b>	<b>Term 3</b>
		Architecture Folio and Project	Minor Major Folio and Project	Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, managing, producing and evaluating design projects	60	30	30	
<b>TOTAL</b>	<b>100</b>	<b>40</b>	<b>40</b>	<b>20</b>
<b>Outcomes</b>		<b>P1 - P6</b>	<b>P1 - P6</b>	<b>P1, P2, P6</b>



Components	Weighting	Tasks
Knowledge and understanding of food technology	40	3
Knowledge and skills in designing, researching, analysing and evaluating	30	1 & 2
Skills in experimenting with and preparing food by applying theoretical concepts	30	1 & 2

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Food Availability and Selection	Food Quality	Yearly Exam
Knowledge and understanding of food technology	30			30
Knowledge and skills in designing, researching, analysing and evaluating.	30	15	15	
Skills in experimenting with and preparing food by applying theoretical concepts	40	15	25	
TOTAL	100	30	40	30
<b>Outcomes</b>		1.1, 1.2, 3.1, 4.1, 4.2, 4.3	2.2, 3.2, 4.1, 4.4, 5.1	1.1, 1.2, 2.1, 2.2

**Task 1**      **Food Availability and Selection** - practical and theoretical application of components

**Task 2**      **Food Quality** - research functional properties of food and food photography, practical application of functional properties of food and evaluate product

**Task 3**      **Yearly Examination**

Requirements

The courses within the Hospitality Curriculum framework are competency based. These competencies will be assessed in subject-related activities during class time, work placement and function experiences. Students will be given prior notice of a competency assessment and performance criteria will be provided. Students will be judged as either 'competent' or 'not yet competent'. This judgement is based on a range of evidence, which may be in a variety of forms. Several elements of competency or even several units of competency may be assessed together.

As part of this course, students are required to participate in 70 hours of work placement. There is some provision for this during school time but there is an additional time commitment outside of school hours.

Work placement for Year 11 will occur during Terms 3 and 4. Specific dates cannot be provided due to the impact of COVID on the hospitality industry. Students are also required to complete 12 service periods. A range of opportunities will be provided to enable students to obtain their required service periods including formal work placement, compulsory onsite catering events and through Chartwells; the onsite catering company for the College.

A range of learning tasks will be provided for students to consolidate their learning and develop examination technique. These are listed below

Tasks to be completed

<b>Term</b>	<b>Task</b>
Term 1	Unit Test/Essay <ul style="list-style-type: none"> <li>• Use hygienic practices for food safety</li> </ul>
Term 2	Unit Test/Essay <ul style="list-style-type: none"> <li>• Use food preparation equipment</li> </ul>
Term 3	Yearly Examination

<b>Components</b>	<b>Weighting</b>	<b>Tasks</b>
Knowledge and understanding of course content	50	1, 2 & 3
Knowledge and skills in designing, managing, producing and evaluating design projects	50	1 & 2

<b>Components</b>	<b>Weighting</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Term 2</b>	<b>Term 3</b>	<b>Term 3</b>
		Concepts and Issues Case Study and App Development	Software Development and Solutions	Yearly Examination
Knowledge and understanding of course content	50	10	10	30
Knowledge and skills in the design and development of software solutions	50	25	25	
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
<b>Outcomes</b>		P1 - P4	P1 - P6	P2 - P6

Components	Weighting	Tasks
Skills and knowledge in the design, manufacture and management of textile projects	50	1 & 2
Knowledge and understanding of course content	50	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Properties and Performance Investigation	Preliminary Textiles Project 1	Yearly Examination
Skills and knowledge in the design, manufacture and management of textile projects	50	20	30	
Knowledge and understanding of course content	50	10	10	30
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes</b>		P2.1, P3.1, P3.2	P1.1, P1.2, P2.1 P2.2, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2 P5.1, P5.2, P6.1

**Task 1 Properties and Performance**

**Task 2 Preliminary Textile Project 1** – Construction of apparel item and support documentation

**Task 3 Yearly Examination**

Component	Weighting	Tasks
Artmaking	50	1 & 2
Art Criticism and Art History	50	1 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 2	Term 3	Term 3
		Art Practice Making & Study Abstraction Unit	Artworks/VAD Installation & Portraiture Unit	Yearly Examination Critical & Historical Studies
Artmaking	50	15	35	
Critical and Historical Studies	50	15		35
TOTAL	100	30	35	35
<b>Outcomes</b>		P1 – P10	P1 – P6	P7 – P10

**Task 1** Core Course content Making and Studying

**Task 2** Artmaking and Visual Diary

**Task 3** Critical and Historical Studies Yearly Examination

Components	Weighting	Tasks
Performance	40	1 & 3
Composition	30	1 & 3
Appreciation	30	1, 2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3, Examination Block
		Choreographing a Performance Work. <i>Composition/Performance + Interview a</i>	Dance Analysis	Creating a Composition + Written Examination
Performance	40	20		20
Composition	30	15		15
Appreciation	30	5	20	5
TOTAL	100	40	20	40
<b>Outcomes</b>		P1.1, P2.1, P2.2, P2.3, P2.4, P.2.5, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2	P1.2, P4.1, P4.2, P4.3	P1.3, P2.1, P2.2, P2.3, P2.4, P.2.5, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2, P4.3

Components	Weighting	Tasks
Making	40	1, 2 & 3
Performing	30	1 & 2
Critically studying	30	2 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Group Performance/ Research	Performance Essay	Examination Block Individual Project/ Written Exam
Making	40	10	10	20
Performing	30	20	10	
Critically studying	30		10	20
TOTAL	100	30	30	40
<b>Outcomes</b>		P1.1, P1.3, P1.5, P2.1, P2.3, P2.4	P1.1, P1.2, P1.3, P1.5, P3.1, P3.2	P1.4, P1.6, P2.2, P2.3, P3.1, P3.2, P3.3

Components	Weighting	Tasks
Performance	25	1 & 3
Composition	25	2
Musicology	25	1 & 2
Aural	25	3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Performance and Musicology	Composition Portfolio and Musicology	Preliminary Examination Period Performance and Aural
CORE Aural	25			25
CORE Musicology	25	15	10	
CORE Composition	25		25	
CORE Performance	25	10		15
TOTAL	100	25	35	40
<b>Outcomes</b>		P1, P2, P4, P7, P9	P3, P4, P6, P7, P8	P1, P4, P6, P9



Components	Weighting	Tasks
Aural skills	25	3
Musicology	25	1 & 2
Composition	25	2
Performance	25	1 & 3

Components	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Performance and Musicology submission related to the Mandatory topic	Composition Portfolio and Musicological Research	Preliminary Course Examination Aural/Musicology skills and Performance
Aural skills	25			25
Musicology	25	15	10	
Composition	25		25	
Performance	25	10		15
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
<b>Outcomes</b>		P1, P2, P5, P7, P9, P10	P3, P4, P6, P7, P8	P1, P2, P7, P10

## Performing Arts **Certificate III in Live Production and Technical Services**

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### Requirements

The courses within the Performing Arts Curriculum framework are competency based. These competencies will be assessed in subject-related activities during class time, work placement and function experiences. Students will be given prior notice of a competency assessment and performance criteria will be provided. Students will be judged as either 'competent or not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms. A number of elements of competency or even several units of competency may be assessed together.

As part of this course, students are also required to participate in 70 hours of work placement. There is some provision for this during school time but there is an additional time commitment outside of school hours. Dates for work placement are Week 1 and Week 10 of Term 3 and cannot be altered.

### Tasks to be completed

<b>Term</b>	<b>Task</b>
Term 1	Unit Test/Essay <ul style="list-style-type: none"><li>• Safety</li><li>• Staging</li></ul>
Term 2	Unit Test/Essay <ul style="list-style-type: none"><li>• Lighting</li></ul>
Term 3	Yearly Examination

Components	Weighting	Tasks
Knowledge and understanding of course content	40	1, 2 & 3
Skills in critical thinking, research and analysing and communicating	60	1, 2 & 3

Components	Weighting	Task 1 Core 1 Better Health for Individuals	Task 2 Core 2 The Body in Motion	Task 3 Whole Course
		Term 1	Term 2	Term 3
		Research and Written Task	Written Task	Yearly Examination
Knowledge and understanding of: * factors that affect health * the way the body moves	40	10	10	20
Skills in: * influencing personal and community health * taking action to improve participation and performance in physical activity	60	20	20	20
<b>TOTAL</b>	100	30	30	40
<b>Outcomes</b>		P1, P2, P3, P4, P5, P15, P16	P7, P8, P9, P10, P17	All outcomes

# Appendix

## Procedures for Examinations

- Students must follow the supervising teachers' instructions at all times and must behave in a polite and courteous manner towards the supervising teachers and other students
- Books, bags and mobile phones are to be placed in lockers before the examination. No responsibility will be taken for the safe keeping of any unauthorised material or equipment surrendered to the supervisor before or during the examinations
- During the Trial HSC period, all Year 12 girls must wear school uniform when sitting for their exams, studying in the Conde Library, or speaking with their teachers. Only the boarders are allowed to study in casual clothes when outside in the school grounds.
- Students should assemble outside the examination room and enter in silence in alphabetical order
- Equipment required for the examination (such as black pens, pencils, erasers, highlighters, maths instruments) is to be in a clear plastic bag
- Liquid paper or correction tape are not permitted in the examination room. If students make an error or want to re-write an answer, they should rule a line through the original response and then write their new response
- Students are permitted to take water into the examination. Water must be in a transparent water bottle with no label. No other food or drink is permitted in the examination room
- Identification numbers should be written on each page of the examination paper during, not at the end of, the examination writing time
- Some examinations include reading time. There is to be no writing or highlighting during the allocated reading time
- Students must not start writing until instructed to do so by the supervisor
- When the supervisor gives the instruction to cease writing, students must respond immediately
- Students must remain in the examination room for the duration of the examination.
- Papers are not to be handed in until the end of the time allotted for the examination
- At the conclusion of the examination, all writing books and/or paper must be handed in, including any paper used for draft responses or notes. Unused writing paper is also to be returned to the supervisor
- Students are **NOT** permitted to take any examination papers out of the examination room when they leave
- Students needing additional paper must raise their hand and extra paper will be brought by the supervisor

- Students are requested to contact the Senior School by phone or email if they will be absent for an examination as soon as possible on the day of the examination or before if possible.
- If a student cheats or is suspected of cheating in the examination, she may have her paper cancelled. Other consequences may also apply
- If a student does not make a serious attempt at the examination, she may not receive a mark in that examination.

#### **Students must not –**

- Take into the examination room any books or notes, the examination timetable, any paper or any equipment other than that required for the examination
- Enter the examination room with writing or pictures on any part of their body
- Take a mobile phone or any electronic device, including 'smart' watches, into the examination room. These need to be placed in lockers prior to the examination
- Borrow any instruments or materials from another student during the examination
- Leave their seats during an examination. Students who need to use the bathroom during the examination must be accompanied by a supervisor. No extra time will be added to the examination
- Speak to any person other than the supervisor during the examination
- Behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- Take a calculator into an examination unless permitted. The calculator must not have anything written on it other than the student's name

All students are expected to act with integrity. **Any breach of the examination rules and/or procedures may result in the cancellation of the examination paper and the student may be awarded a mark of zero.**

## My Assessment Progress

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark