



ARMIDALE SECONDARY **COLLEGE**

Year 11 **Assessment Handbook** **2021**

Armidale Secondary College

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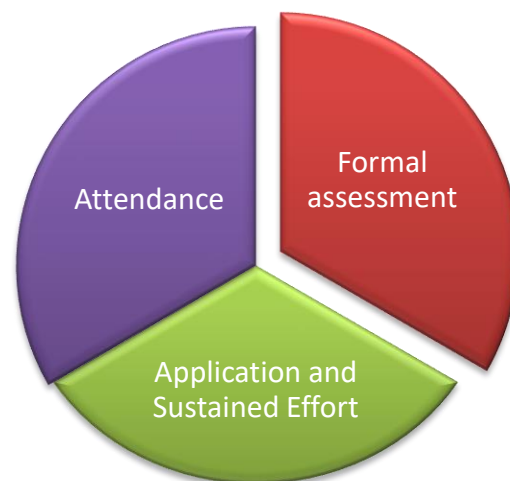
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Component 1: Attendance

1. Students are expected to attend a minimum of 85% of all classes. This is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
2. Students must explain every absence from school and must apply for exemption (with evidence) for absences from school of more than 10 days.
3. Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents.



Component 2: Application and Sustained Effort

Students must study each course in Years 7 – 12 for the required hours and at a satisfactory level. A student will be considered unsatisfactory in a course if she or he has failed to work with diligence and sustained effort to the set tasks and experiences required by the school to achieve course outcomes.

Indicators of possible failure to demonstrate 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- An excessive number of absences or lateness to school, particularly if these are unexplained
- An excessive rate of absences from or lateness to classes in one or more courses, particularly if these are unexplained
- A recurring pattern of lateness or absences
- Poor achievement in class tests, assignments etc *caused by lack of application*
- Poor classroom behaviour (this inhibits your own and others' learning)
- Failure to submit assessment items
- Failure to complete classwork and homework
- Proven cases of copying, plagiarism or cheating

If at any stage during the course it appears that a student will not achieve a sufficient number of course outcomes, a warning letter will be sent. The purpose of these letters is:

- (i) to give students a warning in time for them to correct the problem, and/or
- (ii) to clarify their current status regarding an unsatisfactory designation.

Component 3: Formal Assessment

1. Students are expected to complete **ALL** assessment tasks by the due dates.
2. Some assessment tasks will involve attendance at excursions, field studies etc. Attendance is compulsory.
3. All work submitted for assessment must be the student's own work. Students are required to acknowledge all sources and provide footnotes and references for all information cited.
4. It is the student's responsibility to be aware of assessment task dates for all courses and to organise their homework schedule accordingly. We encourage them to use our Homework Centre and the HSC Hub for help with any assessment task.

Senior Assessment Policy and Procedures

The School Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.

Assessment at Armidale Secondary College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- co-ordination of the assessment program to ease the load on students

School assessment is an integral part of a student's Higher School Certificate. This internal school assessment counts for 50% of a student's final HSC grade. Each subject has developed an Assessment Schedule in strict accordance with the NSW Education Standards Authority (NESA) guidelines.

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

- Tests which may take a written, practical or oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and projects

During an assessment period, students may be required to do more than one assessment task or examination on any one day. As well, students may be required to hand in more than one prepared HSC assessment task on any one day.

Assessment in the HSC courses is the ranking of students across the allotted tasks in components as determined by NESA for each subject. The components and their weightings for each subject are specified by NESA syllabus documents and are outlined in this booklet. Also outlined are the nature of the various tasks, the components to which it relates, the approximate time when the task will be assessed, and the syllabus outcomes assessed by the task.

The exact date of each assessment task will be notified in writing **at least three weeks in advance**. In special circumstances the school reserves the right to vary this information, subject to written notification.

The school submits to the NSW Education Standards Authority (NESA) in September the assessment marks awarded at the school in each subject.

These assessment marks indicate the rank order and relative performance of all candidates in each course. NESA moderates these marks according to the HSC examination performance of the students in the cohort. The rank order is not altered, but the marks themselves may be higher or lower than the marks submitted depending on the examination performance.

Responsibilities of the School

The school is required to provide students with the following information:

- **An Assessment Calendar.** This outlines when the assessment tasks are scheduled.
- **Written Assessment Notification.** This notification outlines a more detailed explanation of the specific nature of each calendared assessment task. **This notification will be issued at least three weeks in advance.** In exceptional circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing at least three weeks in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.
- **Assessment Task Feedback and Record of Progress.** At the completion of each task, students will receive **a mark, rank and cumulative rank, detailed marking criteria and written feedback concerning areas for development.** Ideally, assessment tasks will be returned within two weeks of submission. Exceptions to this may occur in the case of a teacher's absence from school or vacation times. Students may request information regarding their rank within the course for a particular assessment.
- A register will be maintained for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- **Official NESA non-completion of a course warning letter.** Official letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of the HSC course requirements.

Responsibilities of the Student

- Students must demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- Students must attend classes regularly and ensure their attendance **does not fall below 85%.**
- Students must complete all set tasks in order to achieve course outcomes.
- Every student has the responsibility to be familiar with this document. Every student must also be familiar with the course information contained in the handbook.
- If a student is absent on the day that an assessment task notification is issued, it is the responsibility of the student to contact the teacher and/or Head Teacher to obtain the task notification.

- It is important that the student speaks with their Class Teacher or Head Teacher of the Faculty if there is any doubt about the requirements of the subject/course assessment policy.
- It is the responsibility of the student to be present for or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- Any assessment item conducted over more than one day (e.g. Drama practical or oral presentations) - students are to be prepared to complete the assessment item from the first lesson of the nominated week.
- Assessment events comprising oral components will be due on the same date and students must be prepared to deliver their oral presentation as required.

Submission of Assessment Tasks

- The **NSW Education Standards Authority (NESA)** expects students to complete all assessment tasks outlined in the school's Assessment Booklet. Details of the nature of assessment tasks and procedures for submission will be provided to students in writing at **least three weeks prior to the due date**.
- To be considered to have satisfactorily studied the course, students must complete assessment tasks that contribute more than 50% of available marks in a course.
- Unless specified otherwise, students will hand in their assessment tasks by **8:45am** on the due date.
- Students are required to sign to identify that they have submitted the task on time.
- Receipt of the task will be acknowledged by the teacher.

Failure to submit a task on time will result in a zero mark being awarded

- If a student is absent on the day the task is due to be submitted, they should arrange to have the task delivered to the school office.
- If applying for illness/misadventure students, should follow the procedures outlined in this booklet.
- If a student knows in advance that they will be absent on the day a task is due, then the task should be handed in prior to the due date.
- Students are reminded of the requirements of "All My Own Work". Students who submit identical/near identical individual tasks will have tasks forwarded to the HSC Review Committee for consideration of possible sanctions.
- Students who are granted leave from an assessment task, including examinations, in general will be required to do a substitute paper at the earliest possible time after returning from leave (time to be determined by the relevant Head Teacher) and may not receive an examination ranking.
- Students must always make back up and hard copies of all assessment tasks. Computer or printer malfunction is not an acceptable reason for failing to submit a task on time. It remains the responsibility of the student at all times.
- All tasks are completed by students **individually**, unless otherwise stated.

Absence from Excursions and Fieldwork

- Some course rules require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence for such activities, students must negotiate alternate arrangements prior to the event. The granting of any concession is at the discretion of the Principal.

Absence due to School Representation and Excursions

- If a student is chosen in a representative team/group (zone, regional, state, national), a request for leave/extension should be given to the Faculty Head Teacher/Stage Head Teacher at least **one week prior** to the start of the assessment task or examination.
- Students away on excursions on the due date should hand the assessment task in the day before if they cannot hand it in on the day due.

Late to a Formal Exam

- Students must make sure that they carefully read their examination timetable and are punctual for all formal examinations.
- If a student is up to 15 minutes late after the start of a formal examination, they will complete the examination and no extra time will be given.
- If a student is more than 15 minutes late to a formal examination, they are to report directly to the Stage 6 Head Teacher where a decision regarding the completion of the examination will be negotiated.

Unfair Advantage

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from **any** lessons on a day that an assessment task is scheduled, or a hand-in task is due.
- To absent yourself from **any** lessons or normal school routine on the day that a hand-in task is due.
- Arriving late on the day of a scheduled assessment task or hand-in task.
- To absent yourself from **any** lessons the week prior to a scheduled assessment task without a doctor's certificate.
- Students who truant from school/class in order to complete an assessment task will have part or all of their assessment task mark deducted. **A penalty of up to 10% of marks** allocated for that task may be imposed.
- Students absent the day before a task is due, or for a period of time prior to submission/completion must provide a doctor's certificate.

Suspension

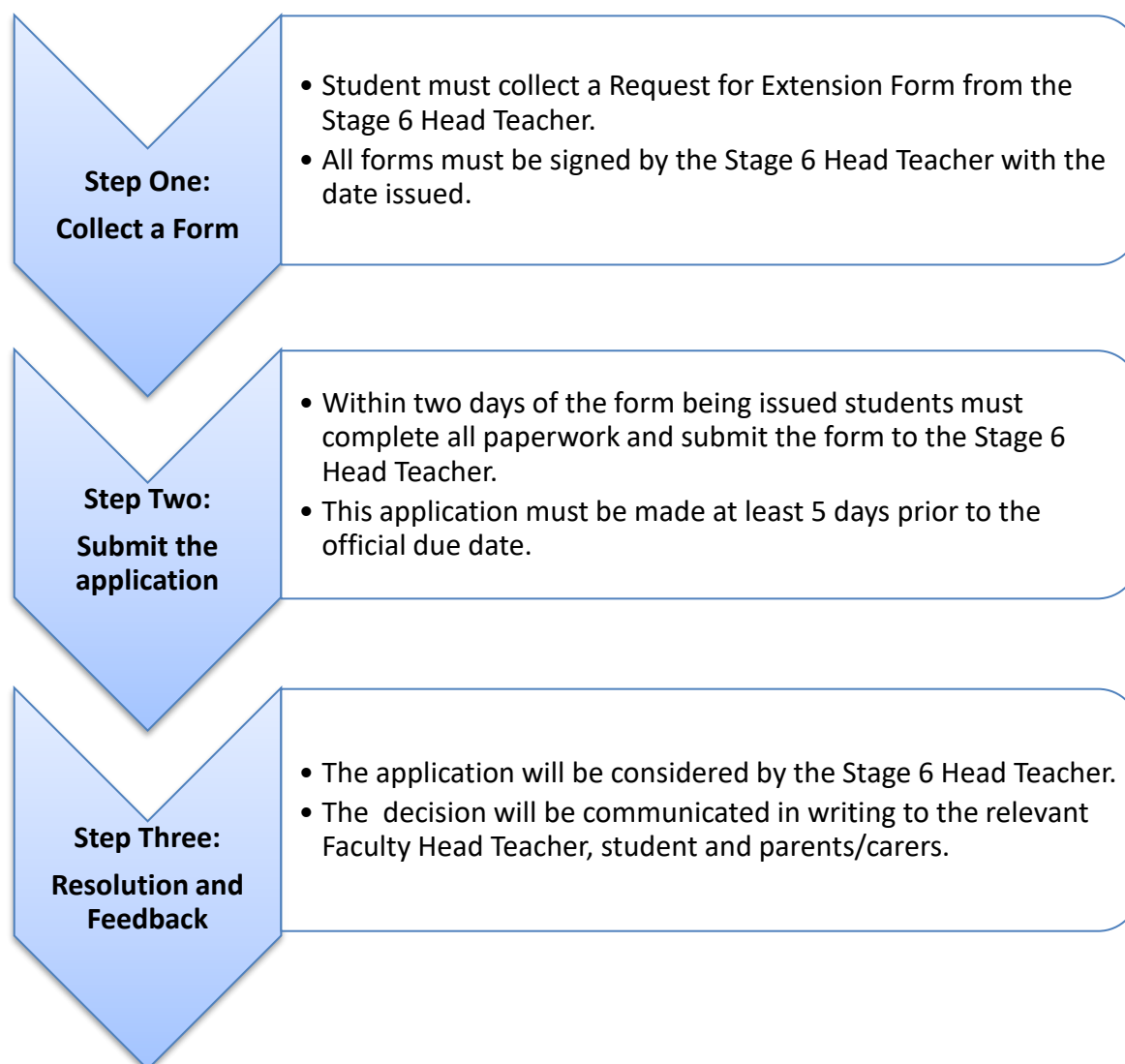
- If a student is on suspension from Armidale Secondary College at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted **on the due date**.
- On all such occasions, submission of the task is to be organised through the school office – the student is not to go directly to the course teacher as students are excluded from the school grounds when on suspension.
- If the nature of the assessment item requires the student's attendance on the grounds for a set period (e.g. listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the Principal and in negotiation with the relevant Head Teacher.
- Where appropriate, a student may be asked to complete the task upon return from suspension.
- Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item.

- It remains the responsibility of the student to notify the Principal at the time of suspension that an assessment item is due over the period of suspension.

PROCEDURES FOR REQUESTING AN EXTENSION

- All students are provided with the opportunity to request an extension if they feel they have a genuine inability to meet a scheduled due date.
- All applications for an extension must be made **at least 5 school days prior to the due date.**
- These applications are to be expressed in writing using the request for extension form provided by the school. These forms are to be collected from the Stage 6 Deputy Principal and must be returned to the Deputy Principal within **two days of issue.**
- Students will receive a zero mark for handing in assessment tasks after the due time/date without an extension or misadventure application.

Students wishing to request an extension must follow the procedure outlined below:



Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes
- being in possession of electronic devices during a test or examination
- using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- submitting another person's work as their own
- paying someone to write or prepare an assessment task
- offering false documentation or explanations in support of an appeal/non-serious attempt in an exam or assessment task
- work presented which contains frivolous and/or objectionable material
- assisting other students to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Faculty Head Teacher. Malpractice in an examination or task will result in a zero mark being awarded for the task.

Students may appeal any such decision using the appeals procedures existing within the school.

In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with the NSW Education Standards Authority (NESA).

Consequences of malpractice

- the disqualification from the award of marks for that assessment task
- the student may be awarded zero marks
- the issuing of an 'N' warning. If two or more 'N' warnings are issued in any one subject, then the course may be withheld from the award of the Higher School Certificate
- advice sought from NESA in relation to the student's continuing eligibility for the award of the Higher School Certificate.

Illness, Accident or Misadventure

If a student is unable to submit a task on the due date due to illness, accident or misadventure, a full and adequate written explanation must be provided through the completion of an 'Illness, Accident or Misadventure Application'. This will require a Medical Certificate to be provide in the case of illness and a copy submitted with the form.

The student is required to inform the relevant Head Teacher of his/her absence from the task and submit the Illness, Accident or Misadventure Application form to the Head Teacher within the week of their return to school.

The HSC Review Committee will determine the outcome of the submission. In most cases the student must complete an alternative task as soon as possible after return from leave (time to be determined by the Head Teacher but will generally be on the day of return).

PROCEDURES FOR ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make an application for Illness/Misadventure must follow the procedure outlined below:

Step One: Contact the School

- Student/family member is requested to inform the school of the absence.

Step Two: Obtain Relevant Documentation

- For illness, the student **MUST** obtain a medical certificate for the period of absence.
- For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.

Step Three: On first day of return

- It is the student's responsibility to:
- Report to the Faculty Head Teacher of the faculty concerned for missed in-school assessment tasks and hand-in tasks.
 - Report to the Stage 6 Head Teacher for missed examinations.
 - Complete an Illness/Misadventure Application form including Faculty Head Teacher comments and parental signature.

Step Four: Submission, Resolution and Feedback

- Submit the application form to the relevant Faculty Head Teacher or Stage 6 Head Teacher within 2 days of your return.
- The Stage 6 Deputy Principal will consider the application.
- Resolution and feedback will be given to the Faculty and Stage 6 Head Teacher, student and parents.

The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected and a zero mark being awarded.

Outcome of Illness/Misadventure

The Deputy Principal for that year group will consider all illness/misadventure cases. They will assess the presented evidence and determine whether the application is to be upheld or rejected.

If the application is upheld one of three things may occur:

1. **Substitute task set** - a zero will be recorded for the original task and the student will be required to complete the substitute task. The mark gained for this task will replace the zero.
2. **Awarded mark remains** - the performance may be unaffected, and the student's result in the task will remain as marked.
3. **Maintain rank applied to task** - in exceptional circumstances, where undertaking an alternative task is not possible, the Stage 6 Deputy Principal may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period.

In all cases, students may lodge an appeal to the Stage 6 Deputy Principal in writing to reconsider the decision. Students must follow the appeal process and the appeal must be submitted **within two days** of receiving the initial decision.

Non-Serious and Non-Attempts - Assessment Task or Examination

The Non-completion of a course procedure commences when a student has not:

- (a) Followed the course developed by the board; and
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) Achieved some or all the course outcomes.

Students who do not make a serious attempt at an examination or assessment task will receive an 'N' determination in that task. This may render some students ineligible for the award of the Preliminary or Higher School Certificate.

Non-serious attempts include minimal or frivolous responses (including a repetitive pattern of answers in multiple choice questions) or those that include objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will also have an 'N' determination awarded.

Non-attempts may include those where only multiple-choice questions are attempted but who leave other sections incomplete.

Students who fail to submit assignments or complete other assessment tasks to the total value of 50% or more of the final course assessment marks, may be considered not to have satisfactorily studied the course.

Students not completing more than 50% of available task marks will be considered to have not completed course requirements.

An 'N' award may be applied in any of these circumstances. The Principal will be required to inform NESA and the subject concerned may not appear on the HSC/Result Notice or Certificate. If fewer than 10 units have been satisfactorily studied, no HSC Certificate will be awarded. (Where a genuine excuse exists for failure to attempt an assessment task, an illness/misadventure form must be submitted. If

approved, a substitute task may be required. Where no substitute task can be arranged an estimate may be given for the task with the Principal's authorisation.)

Any student identified as making a non-serious attempt or a non-attempt will be asked why they should receive a result in the task or examination concerned.

'N' Award

Students recommended for an 'N' award in any course will have received at least two formal warnings, in time for problems identified to be corrected. The school will follow the timeline set out by NESA with respect to notification to a student of an 'N' award. Students have the right to appeal the 'N' award, firstly to the School, and if unsuccessful to NESA. The school HSC Review Committee will investigate and make school judgements.

PROCEDURES FOR NON-COMPLETION OF PRELIMINARY AND HSC COURSE REQUIREMENTS

Process and Support for Students

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

- (a) followed the course developed or endorsed by NESA
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all the course outcomes

Structure	Intervention and support
First Warning letter	
<p>This letter is issued due to concerns with the satisfactory completion of a course. This may include but not limited to:</p> <ul style="list-style-type: none"> • Non-serious attempt made in a formal assessment task • Lack of application in completing course work • A pattern of unexplained absence impacting on the undertaking of the course 	<ul style="list-style-type: none"> • Classroom Teacher sends an official warning – ‘Non-completion of Course’ letter • Action required by the student to resolve the warning letter • The revised due date for the work to be completed <p>Has a conversation with the student affirming the need to undertake and complete course work to satisfy the course outcomes.</p> <p>Records letter on Sentral.</p>
	<p>Faculty Head Teacher/Student interview</p> <ul style="list-style-type: none"> • Areas of concern discussed, and support provided • A plan is devised, outlining steps required to resolve the issue • A minimum of two weeks is given to redeem the situation <p>Records interview on Sentral.</p>
Second Warning Letter	
<p>This letter is issued due to concerns with the satisfactory completion of a course. This may include but not limited to:</p> <ul style="list-style-type: none"> • Non-serious attempt made in a formal assessment task • Lack of application in completing course work • A pattern of unexplained absence impacting on the undertaking of the course 	<p>Crew/Year Adviser Student Interview</p> <p>Interview support could include:</p> <ul style="list-style-type: none"> • A step-by-step plan and direction to address and resolve issues as stipulated in the Course Warning letters • A two-week time frame to resolve the issue with a review meeting to confirm progress • Support student with organisational skills • Outline further school provided support mechanisms (eg. mentoring period) • Referral to the Stage Head Teacher if unresolved
Series of Warning Letters	
<p>An interview is conducted between the parent/carer, student and Deputy to discuss the letters issued to date, NESA requirements, and explain the N-Award process (Years 11 and 12)</p> <ul style="list-style-type: none"> • A formal program of improvement is developed • The program of improvement is implemented and reviewed at an agreed time 	<p>Stage 6 Deputy Principal Interview support includes:</p> <ul style="list-style-type: none"> • Parental interview conducted • Negotiated Program of Improvement developed and communicated to student/parent/teachers • Support provided with clear targets/goals and a review meeting time arranged

Student Grievances

Student Grievances Concerning Assessment Practices

Where students find they have grievances concerning assessment practices, they should consult with the teacher concerned. Where serious difficulties remain, the student and teacher should consult with their Faculty Head Teacher.

Student Grievances Concerning Marks

Students are entitled to meaningful (effective) feedback. Any concerns about the marks awarded for an individual assessment task are to be made directly to the teacher concerned within a week of the assessment task being returned to the student. Unresolved problems may be dealt with by Stage 6 Head Teacher/Deputy Principal.

School Reports

Students and parents will receive formal written reports in Terms 2 and 4 (Preliminary) and Terms 1 and 3 (HSC).

The assessment rank will be the student's placing in a course. Weighted assessment marks will be combined to produce a final mark out of 100 (50 for Extension and 1-unit courses). The assessment rank, rather than the assessment mark, will be recorded on the student's report.

Calculating Assessment Marks

As individual assessment tasks carry their own weighting, students should be aware that simply adding up their raw scores for each task will not give a true indication of their overall score or rank.

Review of Assessment Ranking

The Student

Following the completion of the HSC examinations for the school, students may apply to NESA to inform them of their ranking on assessment in each course. If a student's position in the group does not conform to his/her expectations, based on feedback from assessment tasks, the student may apply to the Principal in writing for a review of assessment ranking. If the student believes that the review did not conform to NESA requirements, an appeal directly to NESA may be made. NESA sets a timeframe for any appeals.

The School

For any subject in which an appeal is initiated, the school's HSC Review Committee will investigate and make a final determination. The conduct of the appeal shall conform to the requirements of NESA, as prescribed in the HSC Assessment, Certification and Evaluation Manual.

Presentation of Assessments

Reporting to Parents and/or Caregivers

Students are to be given feedback on their performance on assessment tasks. The final assessment mark submitted to NESA is, however, confidential.

The following will be reported to parents and/or caregivers during HSC reporting periods:

- an examination mark; and
- position in examination; and
- an assessment ranking (i.e. position in group) based on all assessment tasks to date.

Special Provisions

The purpose of Special Examination Provisions is to provide students who have special examination needs with practical support in NESA tests and examinations. Special provisions may be applied for under the areas of:

- Learning difficulty
- Physical difficulty (e.g. cerebral palsy, muscular dystrophy)
- Illness (e.g. chronic fatigue syndrome)
- Hearing impairment
- Vision impairment
- Psychological
- Pregnancy

Special provisions identification and application are co-ordinated by the secondary Learning and Support Teacher (LaST), in consultation with the Learning Support Team. The role of the LaST is to consult with teaching staff, gather diagnostic data and supporting evidence (including medical documentation), co-ordinate/administer testing, liaise with students, parents, school executive and NESA, and complete/submit all applications to NESA.

Identification of students to whom special provisions may apply occurs through:

- Nominations from teaching staff
- Parent notification
- Known physical/developmental disabilities/impairments
- Medical advice
- Diagnosed learning difficulties

Special provisions apply specifically to NESA tests and examinations. In cases of known physical/developmental disabilities/impairments, medical conditions or diagnosed learning difficulties, special provisions support may be provided in formal school-based examinations (Preliminary, Trial HSC).

Major Works

Major Works must be submitted on the time and dates as specified by NESA. This information is contained in written brochures distributed by the school during the HSC year. Students should ensure that they have this information or see the Careers Adviser for copies.

Vocational Education and Training (VET) Assessment

VET courses are competency-based courses. NESA and the Australian Skills Quality Authority (ASQA) require that a competency-based approach to assessment be used and that a record be held by the Registered Training Organisation (RTO) of the competencies achieved.

In a competency-based course, assessment of competencies is criterion referenced. This means that a student's performance is judged against a prescribed standard – not against the performance of other students.

The purpose of assessment is to judge competence based on performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

The Higher School Certificate examination for all VET courses is optional but may be mandatory for some students gaining an ATAR. It is recommended that students check this with their teacher or the Careers Adviser. Students will nominate during the HSC year to undertake the optional examination. The examination is independent of the competency-based assessment undertaken during the course and has no impact on student's eligibility for Australian Quality Frameworks (AQF) qualifications.

For a student to be considered to have satisfactorily completed a VET course there must be sufficient evidence that the student has:

- followed the course
- applied themselves with diligence and sustained effort to the set tasks and experiences
- participated in the course
- achieved some or all the course outcomes
- undertaken the mandatory work placement

Work placement is a mandatory HSC requirement of all VET courses. A minimum of 70 hours work placement, in an appropriate workplace, is required by students in 240-hour VET courses.

To facilitate flexibility of VET in the HSC, all VET courses may be delivered as Preliminary units, HSC units or as a combination of Preliminary and HSC units.

To achieve a qualification, a student must achieve the full set of units of competence as specified in the training package.

If a qualification is only partly achieved, a Statement of Attainment can be issued for successful achievement of a single unit or for a group of units.

Variation to Year 11 and Year 12 Assessment Policy

The Principal reserves the right to alter the Armidale Secondary College HSC Assessment Policy should exceptional circumstances present themselves.

Armidale Secondary College Assessment Calendar Year 11, 2021

Year 11 Assessment Calendar 2021 Term 1			
Week	Week Beginning	Line	Subject
1	25 th January	No Assessment Tasks	
2	1 st February	No Assessment Tasks	
3	8 th February	No Assessment Tasks	
4	15 th February	No Assessment Tasks	Year 11 Assessment Handbook to be handed out
5	22 nd February	Line 2	Exploring Early Childhood, Industrial Technology Multimedia, Software Design and Development
		Line 4	Community and Family Studies, Earth and Environmental Science, Japanese Continuers
6	1 st March	Line 6	Geography, Investigating Science, Music 1, Music 2, Visual Arts
		Line 1	Drama, Physics, Society and Culture, Visual Design
7	8 th March	Subjects on shared lines 1	PDHPE, Chemistry
		Line 7	English Extension 1, Philosophy, Maths Extension 1, Work Studies
8	15 th March	Subjects on Shared lines 2	Biology, Legal Studies
		Line 5	Advanced English, Standard English, English Studies
9	22 nd March	Line 3	Maths Advanced, Maths Standard, Photography, Sport Lifestyle and Recreation
			Proposed Line 1 Day
10	29 th March		Proposed Line 4 Day Industrial Technology Timer, Ancient History, Economics
VET – Business Services, Construction, Hospitality, Manufacturing and Engineering, Outdoor Recreation, Primary Industries Ongoing Assessment throughout Term 1 (Refer to Individual Schedules)			

Year 11 Assessment Calendar 2021 Term 2

Week	Week Beginning	Line	Subject
1	19 th April	No Assessment Tasks	
2	26 th April		Proposed Line 3 Day
		Line 2	Engineering Studies
3	3 rd May	Subjects on Shared lines 2	
4	10 th May	Line 2	Aboriginal Studies, Exploring Early Childhood, Industrial Technology Multimedia, Modern History, Software Design and Development
			Proposed Line 5 Day
5	17 th May	Line 3	Photography, Sport Lifestyle and Recreation
6	24 th May	Line 4	Ancient History, Community and Family Studies, Earth and Environmental Science, Economics, Japanese Continuers
7	31 st May	Line 6	Geography, Investigating Science, Music 1, Music 2, Visual Arts
		Line 1	Drama, Industrial Technology Timber, Physics, Society and Culture, Textiles, Visual Design
8	7 th June	Subjects on Shared lines 1	Business Studies, PDHPE, Chemistry
		Line 7	English Extension 1, Philosophy, Maths Extension 1, Work Studies
9	14 th June		Proposed Line 6 Day
		Line 5	Advanced English, Standard English, English Studies
10	21 st June	No Assessment Tasks	
VET – Business Services, Construction, Hospitality, Manufacturing and Engineering, Outdoor Recreation, Primary Industries Ongoing Assessment throughout Term 2 (Refer to Individual Schedules)			

Year 11 Assessment Calendar 2021

Term 3

Week	Week Beginning	Line	Subject
1	12 th July	Line 2	Modern History Proposed Line 2 Day
2	19 th July		Proposed Line 7 Day
		Line 1	Engineering Studies, Textiles, Visual Design
3	26 th July	Subjects on Shared lines 1	Business Studies
		Line 7	
4	2 nd August	Subjects on Shared lines 2	Biology, Legal Studies
		Line 5	
5	9 th August	Line 3	Maths Advanced, Maths Standard
		Line 2	Aboriginal Studies,
6	16 th August	Line 4	
		Line 6	Music 1, Music 2
7	23 rd August	No Assessment Tasks	
8	30 th August	No Assessment	Year 11 Examinations
9	6 th September	No Assessment	Year 11 Examinations
10	13 th September	No Assessment Tasks	
VET – Business Services, Construction, Hospitality, Manufacturing and Engineering, Outdoor Recreation, Primary Industries Ongoing Assessment Throughout Term 3 (Refer to Individual Schedules)			

Aboriginal Languages

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Stolen Generations Report	Minor project Local Area	Exam
Timing		Term 2 Week 4	Term 3 Week 5	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10		30
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%	5	10	
Research and inquiry methods, including aspects of the local community case study	20%	10	10	
Communication of information, ideas and issues in appropriate forms	25%	10	15	
Total	100%	35	35	30
Outcomes Assessed		P1.1, 3.1, 3.2, 3.3, 4.1	P2.2, 3.3, 4.1, 4.2	P1.2, 2.1, 2.2, 3.1, 3.2, 3.3

Course Outcomes:

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices
- P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Ancient History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Source Analysis <i>Investigating Ancient History</i>	Research <i>Historical Investigation</i>	Yearly Examination
Timing		Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	10
Historical inquiry and research	20%	10	10	
Communication of historical understanding in appropriate forms	20%	5	10	5
Total	100%	30	35	35
Outcomes Assessed		AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-5 AH11-6 AH11-8 AH11-9	AH11-5 AH11-6 AH11-7 AH11-9

Course Outcomes:

- AH11-1 describes for 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Investigation: Cells and Microscopy	Depth Study Presentation Field Work Term 2	Yearly Examination
Timing		Term 1 Week 8	Term 3 Week 4	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	10	10	20
Skills in working scientifically	60%	20	20	20
Total	100%	30	30	40
Outcomes Assessed		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11-9	BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11

Course Outcomes:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystems dynamics and the interrelationships of organisms within the ecosystem

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Nature of Business – Report	Business Plan	Yearly Examination
Timing		Term 2 Week 8	Term 3 Week 3	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	5	10	25
Stimulus based skills	20%	10	5	5
Inquiry and research	20%	15	5	
Communication of business information, ideas and issues in appropriate forms	20%	5	5	10
Total	100%	35	24	40
Outcomes Assessed		P1, P2, P7, P9	P3, P5, P6, P8	P4, P5, P8, P10

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Task Module 1 Properties and Structure of Matter	Depth Study Research Task Submission Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination Modules 1-4
Timing		Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Skills in working scientifically	60%	15	25	20
Knowledge and understanding	40%	10	10	20
Total	100%	25	35	40
Outcomes Assessed		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH11/12-7 CH11-10 CH11-11	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11

Course Outcomes:

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

Community and Family Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Resource Management Interview Task	Individual and Group Research Task	Yearly Examination
Timing		Term 1 Week 5	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60%	20	20	20
Total	100%	30	30	40
Outcomes Assessed		P1.1, P1.2, P3.2, P4.2, P5.1, P6.1	P2.1, P2.3, P3.2, P4.1, P4.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.2, P5.1, P6.1, P6.2

Course Outcomes:

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

Drama

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Improvisation, Playbuilding and Acting (with logbook)	Theatre History: Shakespeare	Elements of Production in Performance: Theatre practitioners
Timing		Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 8/9
Assessment Component		Devised performance Logbook	Performance and Research	Performance and Written Examination
Making	40%	20	10	10
Performing	30%	10	10	10
Critically studying	30%		10	20
Total	100%	30	30	40
Outcomes Assessed		P1.2, P1.3, P1.5, P2.1, P2.5	P1.1, P1.4, P2.3, P3.2, P3.3	P1.3, P2.2, P2.4, P3.1, P3.2, P3.3

* Teachers will select the appropriate outcomes based on the Individual Project option selected by each student.

Course Outcomes:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

Earth & Environmental Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Secondary Source Investigation: Minerals	Depth Study: Human Impacts	Yearly Examination
Timing		Term 1 Week 5	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Skills in Working Scientifically	60%	20	20	20
Knowledge and Understanding	40%	10	10	20
Total	100%	30	30	40
Outcomes Assessed		EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-8	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-6 EES11/12-7 EES11-11	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

Course Outcomes:

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task – Comparing Economies	Labour Market Essay	Yearly Examination
Timing		Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	5	15	20
Stimulus based skills	20%		5	15
Inquiry and Research	20%	20		
Communication	20%	10	10	
Total	100%	35	30	35
Outcomes Assessed		P4, P9, P10, P12	P1, P2, P3, P8	P5, P6, P7, P11

Course Outcomes:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms, institutions and governments 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 on 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

Engineering Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Engineering Fundamentals Analysis	Engineering Solution and Report	Yearly Examination
Timing		Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	60%	10	10	40
Knowledge and skills in research, problem-solving and communication related to engineering practice	40%	20	20	
Total	100%	30	30	40
Outcomes Assessed		P1.2, P2.1, P3.1, P3.3, P5.2, P6.1, P6.2	P1.1, P2.2, P3.1, P3.2, P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1

* **Mandatory task**

Course Outcomes:

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, structure, 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, synthesis and experimentation related to engineering

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Multimodal Presentation and Reflection	Critical Response (Module B)	Yearly Examination: Reading and Analytical Response
Timing		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	50%	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	15	20
Total	100%	30	30	40
Outcomes Assessed		EA11-1, EA11-2, EA11-9	EA11-3, EA11-7, EA11-8	EA11-1, EA11-4, EA11-5, EA11-6, EA11-8

Course Outcomes:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EAL11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

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English Standard

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio of work and Reflection	Multimodal Presentation	Yearly Examination: Short Answer and Analytical Response
Timing		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8/9
Assessment Component		Reading to Write	Module A	Module B
Knowledge and understanding of course content	50%	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	20	15
Total	100%	30	40	30
Outcomes Assessed		EN11-1, EN11-4, EN11-9	EN11-2, EN11-3, EN11-6	EN11-5, EN11-7, EN11-8

Course Outcomes:

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio of Classwork	Multimodal: Individual or Collaborative project	Yearly Examination
Timing		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8/9
Assessment Component		Common Module: Achieving Through English	In the Marketplace	The Big Screen
Knowledge and understanding of course content	50%	15	20	15
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50%	15	20	15
Total	100%	30	40	30
Outcomes Assessed		ES11-1, ES11-2, ES11-4, ES11-7	ES11-3, ES11-5, ES11-6, ES11-9, ES11-10	ES11-1, ES11-4, ES11-7, ES11-8

Course Outcomes:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

English Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Imaginative Response	Multimodal Presentation (on independent related project)	Yearly Examination Critical and Creative Response
Timing		Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of complex texts and of how and why they are valued	50%	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50%	15	20	15
Total	100%	30	40	30
Outcomes Assessed		EE11-2, EE11-3	EE11-1, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5

Course Outcomes:

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Exploring Early Childhood

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Pregnancy and Childbirth Written Task	Child Growth and Development Case Study	Yearly Examination
Timing		Term 1 Week 5	Term 2 Week 4	Term 3 Weeks 8/9
Assessment Component				
Physical and emotional implications of pregnancy and childbirth	40%	20		20
Impact of children on partners, family members and friends	30%	10	10	10
Contributing factors of healthy child growth and development	30%		20	10
Total	100%	30	30	40
Outcomes Assessed		1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1	1.1, 1.2, 1.3, 1.5, 2.4, 4.1, 5.1, 6.1

Course Outcomes:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4 examines ways in which family, community and culture influence the growth and development of young children
- 1.5 examines implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Geography

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task Biophysical Interactions	Senior Geography Project	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	10	10	20
Stimulus based skills	20%	5	10	5
Inquiry and research	20%	5	10	5
Communication	20%		10	10
Total	100%	20	40	40
Outcomes Assessed		P1, P2, P3, P7, P8	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12

Course Outcomes:

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

Industrial Technology - Multimedia

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Short Film	Industry Study	Yearly Examination
Timing		Term 1 Week 5	Term 2 Week 4	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	5	5	30
Knowledge and skills in the management, communication and production of projects	60%	25	25	10
Total	100%	30	30	40
Outcomes Assessed		P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P2.1, P5.1, P7.1, P7.2, P2.2	P1.2, P6.1, P6.2, P7.1, P7.2

Course Outcomes:

- 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

Industrial Technology - Timber

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Preliminary Project	Industry Case Study/Project	Yearly Examination
Timing		Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10	20	10
Knowledge and skills in the management, communication and production of projects	60%	30	20	10
Total	100%	40	40	20
Outcomes Assessed		P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P6.1, P7.1

Course Outcomes:

- 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

Investigating Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Investigation Modules 1 and 2	Depth Study Scientific Model Modules 2 and 3	Yearly Examination Modules 1-4
Timing		Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 8/9
Assessment Component				
Skills in working scientifically	60%	20	20	20
Knowledge and understanding	40%	10	20	10
Total	100%	30	40	30
Outcomes Assessed		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9 INS11-9	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-10	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11

Course Outcomes:

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops and engages with modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

Japanese Continuers

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Oral presentation and response to spoken texts	Response to written texts Designing an information brochure	Yearly Examination Response to spoken and written texts, written composition
Timing		Term 1 Week 5	Term 2 Week 6	Term 3 Weeks 8/9
Assessment Component				
Listening	30%	20		10
Reading	30%		20	10
Speaking	20%	10		10
Writing	20%		10	10
Total	100%	30	30	40
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	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

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task The Legal System	Case Study The Individual and the Law	Yearly Examination
Timing		Term 1 Week 8	Term 3 Week 4	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding	40%	10	10	20
Analysis and evaluation	20%		10	10
Inquiry and research	20%	10	10	
Communication	20%	10	10	
Total	100%	30	40	30
Outcomes Assessed		P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10

Course Outcomes:

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues

Mathematics Advanced

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		In-class Test (open book)	Investigation	Yearly Examination
Timing		Term 1 Week 9	Term 3 Week 5	Term 3 Weeks 8/9
Assessment Component				
Concepts, skills and techniques	50%	15	10	25
Reasoning and justification	50%	15	20	15
Total	100%	30	30	40
Outcomes Assessed		MA11-1 MA11-2 MA11-6	MA11-4, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7, MA11-9

Course Outcomes:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

Mathematics Standard

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		In-class Test (open book)	Investigation	Yearly Examination
Timing		Term 1 Week 9	Term 3 Week 5	Term 3 Weeks 8/9
Assessment Component				
Concepts, skills and techniques	50%	15	10	25
Reasoning and communication	50%	15	20	15
Total	100%	30	30	40
Outcomes Assessed		MS11-1, MS11-2, MS11-3, MS11-4, MS11-10	MS11-5, MS11-6, MS11-9, MS11-10	MS11-1 to MS11-10

Course Outcomes:

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

Mathematics Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		In-class test (open book)	Investigation	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Concepts, skills and techniques	50%	15	10	25
Reasoning and communication	50%	15	20	15
Total	100%	30	30	40
Outcomes Assessed		ME11-1, ME11-2, ME11-7	ME11-2, ME11-4, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7

Course Outcomes:

ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Modern History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Project Historical investigation	Source Study	Yearly Examination
Timing		Term 2 Week 4	Term 3 Week 1	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%		20	20
Source-based skills	20%		10	10
Historical inquiry and research	20%	15		5
Communication of historical understanding in appropriate forms	25%	15		5
Total	100%	30	30	40
Outcomes Assessed		MH11-3, MH11-5, MH11-8, MH11-9	MH11-1, MH11-2, MH11-6, MH11-10	MA11-3, MH11-4, MH11-6, MH11-7

Course Outcomes:

MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups in their historical context
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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Topic 1 Portfolio	Topic 2 Portfolio	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 6, 8/9
Assessment Component				
Performance	25%	5	10	10
Composition	25%	5	10	10
Aural and Musicology	50%	10	20	20
Total	100%	20	40	40
Outcomes Assessed		P1-8	P1-8	P1-8

Course Outcomes:

- P1 performs music that is characteristic of topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of the 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 wide 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 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P8 demonstrates a willingness to accept and use constructive criticism

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Topic 1 Portfolio	Topic 2 Portfolio	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 6, 8/9
Assessment Component				
Performance	25%	5	10	10
Composition	25%	5	10	10
Aural and Musicology	50%	10	20	20
Total	100%	20	40	40
Outcomes Assessed		P1-12	P1-12	P1-12

Course Outcomes:

Through activities in performance, composition, musicology and aural, 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 and accompaniments 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 uses current technologies as studied
- P9 identifies, recognises, experiments with, and discusses the use 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

**Personal Development, Health, and
Physical Education (PDHPE)**

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Core 1 Research Task	Core 2 Laboratory Analysis	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60%	20	20	20
Total	100%	30	30	40
Outcomes Assessed		P2, P3, P4, P15	P7, P8, P9, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P15

Course Outcomes:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affects an individual's health
- P3 describes how a range of factors determines an individual's health
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Communities of Inquiry (ongoing in class)	Extended Essay – Personal Interest Project	Yearly Examination
Timing		Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8/9
Assessment Component				
Critical and Creative Thinking	30%	10	10	10
Collaborative Thinking	20%	10	10	
Total	50%	20	20	10
Outcomes Assessed		KS1-3, VA1-3	KS1-5, VA1	KS1-5

Course Outcomes:

KS 1:

- 1.1 student constructs logically valid arguments
- 1.2 student differentiates between logic, rhetoric and fallacies
- 1.3 student asks creative questions which consider issues from multiple perspectives

KS 2:

- 2.1 student understands how knowledge is acquired, justified and applied in a variety of fields
- 2.2 student presents knowledge with justification
- 2.3 student critically examines the validity of knowledge from multiple philosophical and scientific perspectives

KS 3:

- 3.1 student develops an understanding of models of ethical decision-making
- 3.2 student applies ethics to evaluate a range of decisions and consequences

KS 4:

- 4.1 student differentiates between appearance and reality
- 4.2 student understands the complexity of the human condition
- 4.3 student demonstrates understanding of a variety of philosophical theories when discussing metaphysical problems

KS 5:

- 5.1 student communicates ideas effectively, using a range of modes, models and technologies
- 5.2 student conducts independent research using a variety of research tools
- 5.3 student synthesises information from multiple sources

VA1 student reflects explicitly on personal values and beliefs

VA2 student develops an understanding that each individual can make a difference

VA3 student develops a tolerant for divergent philosophies

Photography, Video and Digital Imaging

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio Review and Case Study	Portfolio and VAPD	Yearly Examination
Timing		Term 1 Week 9	Term 2 Week 5	Term 3 Week 5 Portfolio Weeks 8/9
Assessment Component				
VAPD	10%	5	5	
Making	60%	15	20	25
Critical and historical studies	30%		15	15
Total	100%	20	40	40
Outcomes Assessed		M1, M3, M4, M5	M1-6 CH1, CH2, CH4, CH5	M1-6 CH1, CH2, CH3, CH4

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research and Presentation Kinematics	Depth Study Practical Investigation and Report Dynamics	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 8/9
Assessment Component				
Skills in Working Scientifically	60%	20	30	10
Knowledge and understanding	40%	10	10	20
Total	100%	30	40	30
Outcomes Assessed		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11

Course Outcomes:

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

Society and Culture

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Media File and Annotated Bibliography	Research Task	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	50%	10	20	20
Application and evaluation of social and cultural research methods	30%	10	10	10
Communication of information, ideas and issues in appropriate forms	20%	10		10
Total	100%	30	30	40
Outcomes Assessed		P1, P3, P6, P10	P2, P5, P7, P8	P1, P4, P6, P9

Course Outcomes:

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

Software Design & Development

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Project 1	Project 2	Yearly Examination
Timing		Term 1 Week 5	Term 2 Week 4	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	50%	10	10	30
Knowledge and skills in the management, communication and production of projects	50%	20	20	10
Total	100%	30	30	40
Outcomes Assessed		P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1

Course Outcomes:

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of program language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces

Sport, Lifestyle and Recreation Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Fitness Analysis Report	Resistance Training Program	Yearly Examination
Timing		Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	40%	10	20	10
Skills in critical thinking, research methodology, analysing and communication	60%	20	20	20
Total	100%	30	40	30
Outcomes Assessed		P1.2, P2.1, P2.2, P2.5, P3.2, P3.3	P1.2, P1.3, P2.1, P2.2, P2.3, P2.5, P3.2, P3.3, P4.4	Selected Outcomes 1.1 to 4.5

Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Textiles and Design

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Elements and Principles of Design	Preliminary Textiles Project	Yearly Examination
Timing		Term 2 Week 7	Term 3 Week 2	Term 3 Weeks 8/9
Assessment Component				
Knowledge and understanding of course content	50%	10	10	30
Skills in knowledge in the design, manufacture and management of textile projects	50%	10	30	10
Total	100%	20	40	40
Outcomes Assessed		P2.1, P2.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1, P6.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1

Course Outcomes:

- P1.1 describes the elements and principles of design and uses them in a variety of applications
- P1.2 identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1 demonstrates the use of a variety of communication skills including computer-based technology
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P2.3 manages the design and manufacture of textile projects
- P3.1 identifies properties of a variety of fabrics, yarns and fibres
- P3.2 justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio Development	Portfolio of Work and Case Study	Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 8/9
Assessment Component				
Artmaking	40%	20	20	
VAPD	10%	5	5	
Critical and Historical	50%		15	35
Total	100%	25	40	35
Outcomes Assessed		P1, P3, P5, P6	P1, P2, P4, P5, P6, P7, P8, P10	P7, P8, P9, P10

Course Outcomes:

Content

Preliminary Course

A student:

Artmaking

practice

P1: explores the conventions of practice in artmaking

conceptual framework

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

frames

P3: identifies the frames as the basis of understanding expressive representation through the making of art

representation

P4: investigates subject matter and forms as representations in artmaking

conceptual strength and meaning resolution

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

Critical and Historical

practice

P7: explores the conventions of practice in art criticism and art history

conceptual framework

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

frames

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

representation

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio Review	Portfolio Review and Research assignment	Final Portfolio Review and Yearly Examination
Timing		Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 2, 8/9
Assessment Component				
Designing and Making	70%	25	25	20
Critical and Historical Studies	30%		20	10
Total	100%	25	45	30
Outcomes Assessed		DM1, DM2, DM4, DM5, DM6	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3

Course Outcomes:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task/ Coursework	Research Task/ Coursework	End of Course Examination
Timing		Term 1 Week 7	Term 2 Week 8	Term 3 Week 8/ 9
Assessment Component				
Knowledge and understanding	30%	10	10	10
Skills	70%	20	20	30
Total	100%	30	30	40
Outcomes Assessed		P4, P5, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8	P1, P3, P4, P5, P6, P7, P8, P9

Course Outcomes:

- P1 investigates a range of work environments
- P2 examines different types of work and skills for employment
- P3 analyses employment options and strategies for career management
- P4 assesses pathways for further education and training and life planning
- P5 communicates and uses technology effectively
- P6 applies self-management and teamwork skills
- P7 utilises strategies to plan organise and solve problems
- P8 assessed influences on peoples working lives
- P9 evaluates personal and social influences on individuals and groups

Student Competency Assessment Schedule 2021/2022

School Name: **Armidale Secondary College**

Assessment Events for AHC20116 Certificate II in Agriculture (2 units x 2 years)			Event 1	Event 2	Event 3	Event 4	Event 6 Work Placement 1*	Event 7 Preliminary Yearly Exam**
			Term 1 Week 3	Term 2 Week 2	Term3 Week 1	Term 3 Week 10	Term 2 Week	Term 8 Week 3
Cluster	Code	Unit of Competency						
1	AHCWHS201	Participate in work health and safety processes	✓					
7	AHC BIO201	Inspect and clean machinery for plant, animal and soil material		✓				
7	AHCMOM202	Operate tractors		✓				
7	AHCMOM304	Operate machinery and equipment		✓				
2	AHCWRK204	Work effectively in the industry			✓			
2	AHCWRK205	Participate in workplace communication			✓			
2	AHCWRK209	Participate in environmentally sustainable work practices			✓			
9	AHCINF201	Carry out basic electric fencing operations				✓		
9	AHCINF202	Install, maintain and repair farm fencing				✓		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Agriculture AHC20116 or a Statement of Attainment towards a Certificate II in Agriculture AHC20116. 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”.

**** Selected units only, to be confirmed by your teacher.** Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

COURSE: Business Services
Student Competency Assessment Schedule 2021
Preliminary outcome: Statement of Attainment (SoA) towards a BSB20115 Certificate II in Business

Assessment Events for Business Services BSB20115 Certificate II in Business		Event 1	Event 2	Event 3	Work Placement 35hrs total
		Work, health and safety	Working in a business and keyboarding	Finance and spreadsheets	
		Term 1 2021 Week 10	Term 2 2021 Week 10	Term 3 2021 Week 10	Term: TBA Week
Code	Unit of Competency				
BSBWHS201	Contribute to health and safety of self and others	√			
BSBITU211	Produce digital text documents	√	√		
BSBITU307	Develop keyboarding speed and accuracy	√	√		
BSBIND201	Work effectively in a business environment		√		
BSBITU212	Create and use spreadsheets			√	
TLIP2029	Prepare and process financial documents			√	

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

Armida Secondary College

COURSE: VET Construction

Preliminary outcome: CPC20211 Certificate II in Construction Pathways

Student Competency Assessment Schedule

ARMIDALE SECONDARY COLLEGE Assessment Events for CPC20211 Certificate II in Construction Pathways		Cluster 1	Cluster 2	Cluster 3	Work Placement Yr11 – 35hrs (70 hours total)	Yearly Exam*
		Let's Get Started	Work Safe, Stay Safe	When at Work		
		Week: 6 Term: 1, 2021	Week: 2 Term: 3, 2021	Week: 8 Term: 3 2021	Week: 8 Term: 2, 2021	Week: 9 Term: 3
Code	Unit of Competency					
CPCCWHS1001	Prepare to work safely in the construction industry	✓				
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry		✓			
CPCCCA2011A	Handle carpentry materials		✓			
CPCCCA2002B	Use carpentry materials		✓			
CPCCCM1015	Carry out measurements and calculations		✓			
CPCCCM1015	Carry out workplace communication			✓		
CPCCCM1012	Work effectively and sustainably in the construction industry			✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards a Certificate II in Construction Pathways. 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”.

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COURSE: SIT2016 Certificate II in Kitchen Operations
Preliminary outcome: Statement of Attainment toward a SIT20416 Certificate II in Kitchen Operations
Student Competency Assessment Schedule

Assessment Events for Armidale Secondary College SIT20416 Certificate II in Kitchen Operations			Event 1 Popup Sandwich Bar	Event 2 All day dining	Event 3 Keeping up to date	Event 6 A Working in Industry (Work placement A)	Preliminary Half Year Exam*	Preliminary Yearly Exam*
			Term 1 2021 Week 10 Date:	Term 3 2021 Week 3 Date:	Term 3 2021 Week 6 Date:	Term Week Date:	Term Week Date:	Term Week Date:
Cluster/Event	Code	Unit of Competency						
Event 1 - Popup Sandwich Bar	SITXFSA001	Use hygienic practices for food safety	√					
	SITXWHS001	Participate in safe work practices	√					
	SITHCCC003	Prepare and present sandwiches	√					
	BSBWOR203	Work effectively with others ✓* collecting evidence towards	√*					
Event 2 - All day dining	SITFXSA002	Participate in safe food handling practices		√				
	SITHCCC002	Prepare and present simple dishes		√				
	BSBWOR203	Work effectively with others		√				
	SITHCCC001	Use food preparation equipment ✓* collecting evidence towards		√*				
	SITHCCC005	Prepare dishes using basic methods of cookery ✓* collecting evidence towards		√*				
Event 3 - Keeping up to date	SITHIND002	Source and use information on the hospitality industry			√			
Event 6 A - Working in Industry (Work placement A)	BSBSUS201	Participate in environmentally sustainable work practices (Journal questions) ✓* collecting evidence towards				√*		
	SITHCCC011	Use cookery skills effectively ✓* collecting evidence towards				√*		

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

* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

✓* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of “competent” is made.

COURSE: SIT2016 Certificate II in Kitchen Operations
HSC outcome: SIT20416 Certificate II in Kitchen Operations
Student Competency Assessment Schedule

Assessment Events for SIT20416 Certificate II in Kitchen Operations			Event 4 - Light Bites	Event 5 - What's for dinner?	Event 6 B - Working in Industry (Work placement B)	Half yearly Exam*	Trial Exam*
			Term 1 2022 Week 5 Date:	Term 3 2022 Week 5 Date:	Term Week Date:	Term Week Date:	Term Week Date:
Cluster	Code	Unit of Competency					
Event 4 - Light Bites	SITHCCC006	Prepare Appetisers and Salads	√				
	SITHKOP001	Clean Kitchen premises and equipment ✓* collecting evidence towards	√*				
	SITHCCC001	Use food preparation equipment ✓* collecting evidence towards	√*				
	SITHCCC005	Prepare dishes using basic methods of cookery ✓* collecting evidence towards	√*				
Event 5 - What's on the menu?	SITHCCC005	Prepare dishes using basic methods of cookery		√			
	SITHCCC001	Use food preparation equipment		√			
	SITXINV002	Maintain the quality of Perishable Items		√			
	SITHKOP001	Clean Kitchen premises and equipment		√			
Event 6B - Working in Industry (Work placement B)	SITHCCC011	Use cookery skills effectively			√		
	BSBSUS201	Participate in Environmentally Sustainable work practices (online quiz)			√		

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

* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

✓* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of "competent" is made.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentsonline.nesa.nsw.edu.au/go/login/>. Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

COURSE: Preliminary 2021 Manufacturing & Engineering – Introduction
Student Competency Assessment Schedule
Preliminary outcome: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

Assessment Events for Certificate I in Engineering MEM10119		Cluster 1	Cluster 2	Cluster 3	Yearly Exam*
		Welcome to the Industry	Right tool, Right job	Engineering in Practice	
		Date: Week: Term: 1 2020	Date: Week: Term: 2 2020	Date: Week: Term: 3 2020	Date: Week: Term:
Code	Unit of Competency				
MEM13015	Work safely and effectively in manufacturing and engineering	✓			
MEM16006	Organise and communicate information	✓			
MEM11011	Undertake manual handling	✓			
MEM18001	Use hand tools		✓		
MEM18002	Use power tools/hand held operations		✓		
MEM12024	Perform computations			✓	
MEM16008	Interact with computer technology			✓	
MEM07032	Use workshop machines for basic operations			✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate I in Engineering MEM10119** or a Statement of Attainment towards a **Certificate I in Engineering MEM10119**. 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”. * Indicates no mark is collected for external assessment.

COURSE: Preliminary 2020 Manufacturing & Engineering – Introduction
Student Competency Assessment Schedule
HSC outcome: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

Assessment Events for Certificate I in Engineering MEM10119		Cluster 4	Cluster 5	Work Placement 35hrs	Yearly Exam*
		Can we build it	Sparks and Noise		
		Date: Week: 8 Term 3 2021	Date: Week: 8 Term: 3 2021	Date: Week: Term: T4 2020 or T1 2021	Date: Week: Term:
Code	Unit of Competency				
MEMPE006A	Undertake a basic engineering project	✓			
MEMPE001A	Use engineering workshop machines	✓			
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	✓			
MEMPE002A	Use Electric welding machines		✓		
MEMPE004A	Use fabrication equipment		✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways** or a Statement of Attainment towards a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways**. 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”. * Indicates no mark is collected for external assessment.

School Name: Armidale Secondary College

Student Competency Assessment Schedule

COURSE: 2021 Preliminary SIS20419 Certificate II in Outdoor Recreation

Assessment Events for SIS20419 Certificate II in Outdoor Recreation			Event 1	Event 2	Event 3	Event 4		Event 5	Event
			Tournament Time	Wet Activities	First Aid	Cycling		Bushwalking	Work Placement
			Week 5 Term 1	Week 10 Term 1	Week 3 Term 2	Week 10 Term 2		Week 6 Term 3	Week 6 Term 1
Cluster	Code	Unit of Competency							
	SISOFLD001 HLTWHS001	Assist in conducting recreation sessions Participate in workplace health and safety	X						
	SISCAQU002 SISOKYS001 SISOSRF001	Perform basic water rescue Paddle a sea kayak in enclosed waters Surf small waves using basic manoeuvres		X					
	HLTAID003	Provide first aid			X				
	SISOCYT001 SISOCYT002 SISOCYT004	Set up, maintain and repair bicycles Ride bicycles on roads and pathways, easy conditions Ride off road bicycles on easy trails				X			
	SISOBWG001 SISOFLD006	Bushwalk in tracked environments Navigate in tracked environments						X	
	SISOFLD002	Minimise environmental impact (Holistic)	X	X	X	X		X	
	SISXIND002	Maintain sport, fitness and recreation industry knowledge (Holistic)	X	X	X	X		X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards a SIS20419 Certificate II in Outdoor Recreation.

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”. This means a course mark is not allocated.



HSC Assessment Variation Form Request for Extension and/or Consideration Due to Illness or Misadventure

Assessment Year:

☐ Year 11

☐ HSC

Students are to fill in the form and take to the Classroom Teacher.

Student Name: _____ Teacher Name: _____

Course: _____ Task No. and Name: _____

Scheduled Completion Date: _____

Nature of task: *(please circle)*

Examination

Portfolio

Written Task

Performance

Research Activity

Speaking Task

Assignment

Practical Task

Field Work

Listening Task

Reason for consideration:

☐ illness

☐ misadventure

☐ accident

☐ other _____

Supporting Documentation for Medical/Other Reason is attached: Yes ☐ No ☐

Medical or Pharmacy Certificate/Statutory Declaration (signed by parent/carer – copy attached):

Name of Doctor/Pharmacist/Justice of the Peace

Signature of Student

/ /
Date

Signature of Parent/Carer

/ /
Date

Classroom Teacher Comment:

Signature of Classroom Teacher

/ /
Date

Please turn over →

Faculty Head Teacher Recommendation:

- ☐ Sit or submit the task without penalty
- ☐ Complete an alternative task
- ☐ Approve an extension without penalty
- ☐ Estimate to be given
- ☐ Task to be submitted with penalty
- ☐ No extension granted
- ☐ No marks to be awarded

Reason for decision: _____

New due date (if applicable): _____

_____/_____/_____
Signature of Faculty Head Teacher *Date*

Deputy Principal Stage 6 Recommendation:

_____/_____/_____
Signature of Deputy Principal Stage 6 *Date*

- * **Original given to student**
- * **Copy given to Classroom Teacher**
- * **Copy retained by Deputy Principal**



HSC Examination Variation Form Request to Reschedule Examination

Examination:

☐ Preliminary HSC

☐ HSC Trial

Student Name: _____ Course: _____

Reason for Rescheduling Request

☐ illness, accident

☐ misadventure

☐ school business

☐ other _____

Supporting Documentation is attached: Yes ☐ No ☐

Medical or Pharmacy Certificate/Statutory Declaration (signed by parent/carer – copy attached):

Name of Doctor/Pharmacist/Justice of the Peace

Examination(s) to be rescheduled

_____ Date of Exam: _____

_____ Date of Exam: _____

_____ Date of Exam: _____

_____ Date of Exam: _____

_____ Date of Exam: _____

Parent/Carer Signature: _____ Date ____/____/____

Student Signature: _____ Date ____/____/____

The following to be consulted if required.

Stage Head Teacher Notified: _____

Faculty Head Teacher Notified: _____

Classroom Teacher Notified: _____

Comment: _____

Please turn over →

Stage Head Teacher recommendation

- ☐ Reschedule examination without penalty
- ☐ Reschedule a new examination
- ☐ Request not granted

Rescheduled Examination Times

_____ Date of Exam: _____

_____ Date of Exam: _____

_____ Date of Exam: _____

_____ Date of Exam: _____

_____ Date of Exam: _____

Head Teacher Stage 6

_____ Date ____/____/____

Assessment Task Cover Sheet

Student Name:	
Student Year:	Subject:
Teacher's Name:	Faculty Head Teacher:
Assessment Task Title:	Assessment Weighting:
Due Date:	Date Received:

☐ I have retained a copy of this assignment/assessment

Declaration of Originality: *In accordance with the Armidale Secondary College Assessment Policy, I am submitting my **own work**. It contains no material previously published or written by another person or me. It has not been submitted before as another assessment task.*

Student Signature: _____

Feedback:	
You demonstrated proficiency in these areas of assessment in this task:	
You need to work on these areas of assessment in the future:	
Some ideas to help achieve success in these areas:	
Cumulative Rank:	Task Rank:

