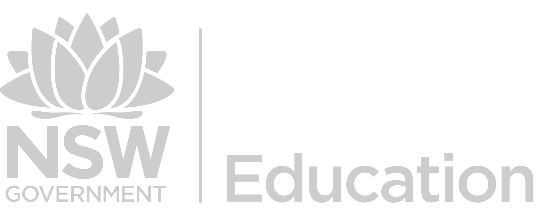
**INSPIRATION**



**INNOVATION**

**EXCELLENCE**

**2024 Year 11**

**Assessment Schedules Booklet**



THS ASSESSMENT -24

Procedures and Protocols

-STUDENT SUMMARY-

**OR**

|  |
| --- |
| RATIONALE |
| The Toronto High School Assessment Procedures and Protocols- Student Summary Document is designed to communicate assessment process and procedures to ensure consistency and fairness across the school in order to support task completion, foster student engagement and improve student learning outcomes.  The unedited, full THS Assessment Procedures and Protocols Document is available on the school website. The Student Summary version includes information that is relevant to students and has omitted sections relating to staff processes, hence why the order of some sections may not be numbered correctly. |

1. **PRINCIPLES OF EFFECTIVE ASSESSMENT**

At THS, assessment is aligned with curriculum, teaching and reporting. NSW syllabuses provide the content, skills, values and attitudes that students at each stage are expected to learn.

**1.2 Comparable Judgments**

Assessment provides evidence of student learning at every stage of the secondary curriculum. So that

judgments about student work are fair and comparable, THS refers to the NSW Education Standards

Authority school-based assessment guidelines:

* Evidence of learning is to be collected from a range of tasks that are varied in nature (modes and conditions) and address a depth and breadth of content and skills.
* Assessments should provide multiple opportunities for students to demonstrate depth and breadth of their learning.
* Established standards such as the common grade scale and course performance descriptors are used to report achievement.

Assessment provides evidence that students’ current understanding is a suitable basis for future learning.

THS uses a grading scale aligned with a numerical scale, to provide students with an A-E grade and total mark for each formal assessment submission.

1. **GUIDELINES ON THE NUMBER AND TYPES OF TASKS BEING USED**

**2.1 Number of Tasks for Each Course**

In 2018, the Stronger HSC Standards reforms developed by NESA, provided new directions for assessment practices in all Stage 6 courses. The Stronger HSC Standards reforms now require each Stage 6 course to:

* follow mandated components and weightings for Year 11 and Year 12
* cap the number of school-based assessment tasks to three in Year 11 and four in Year 12
* ensure that the specified minimum and maximum weightings for formal tasks are implemented
* develop a variety of tasks to assess student knowledge, understanding and skills.

Further to Stage 6 NESA guidelines, at THS:

* unless approved by the Senior Executive, one of the Year 12 assessment tasks will consist of an assessment undertaken in the scheduled HSC Trial examinations
* no assessment tasks are to run within one week of HSC Trial examinations
* assessment tasks scheduled after the HSC Trial examinations must have approval from the Senior Executive
* VET subjects will be assessed accordingly and referenced against RTO Assessment Schedules.

Students cannot be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully complete. Work placement hours must also be completed by all students to satisfy NESA requirements.

**2.2 Types of Assessment Tasks**

Assessment tasks for Stage 6 should vary in nature and reflect outlines specific to NESA course syllabus documents.

Assessment in the form of examinations must not exceed the recommended percentage of overall assessment weighting as outlined in course syllabus documents. An assessment schedule, to be filed in the monitoring folders for Years 11- 12, is to be created, addressing assessable components, outcomes and the weightings of each task.

**3 PROCEDURES TO ENSURE STUDENTS ARE INFORMED IN WRITING OF THEIR ASSESSMENT SCHEDULES**

**3.3 Informing teachers, students and parents about tasks**

A curriculum and assessment handbook for all year levels will be available at the commencement of each new academic year (with the exception of Year 12; this will be provided in Term 4 of the current academic year). Students in Years 11 and 12 will receive a copy of each course assessment schedule. Year 11 and 12 students will acknowledge receipt of this assessment handbook through Canvas. This register will be accessible through Canvas. Course assessment schedules and scope and sequences will also be emailed to all students and be accessed online through the school’s website and THS templates, for documents common across all faculties, need to be completed in full and accurately.

1. **PROCEDURES RELATING TO THE ADMINISTRATION OF TASKS**

**4.1 Providing Adequate Assessment Notice and Information**

A minimum two weeks written notice is required for all formal assessment tasks. Students will be issued with an official assessment notification, and assessment tasks must also be uploaded to CANVAS as an assignment with a set due date within the related course.

THS will provide an assessment notification for every formal task which provides the following information:

i. the task due date, outcomes, components and weight value in relation to the total weighted mark

for the course

ii. a task description outlining the nature of the task and specific requirements, including the drafting

process/requirements for the task

iii. details of the school's policy for non-submission of the task

iv. a marking rubric for project-based tasks to guide student performance against A-E and numerical

scales

v. a marking rubric or common answer guide for examination style tasks is to be attached to the

notification as part of the Assessment Task Development Process and for Head Teacher Faculty

review, but is not required to be distributed to students

vi. submission and presentation instructions.

4.1.1 Year 11 Yearly Examinations and HSC Trial Examinations

Students will be provided with an examination timetable for Year 11 Yearly and Year 12 HSC Trial Examinations. Students will also be issued with an assessment notification for each examination, with a minimum of two weeks written notice.

**4.2 Signing for receipt of tasks**

All students are required to acknowledge receipt of the assessment task. While it is a requirement to

upload all assessment notifications to CANVAS, a hard copy will also be given to students.

Acknowledgement is achieved when the students sign and date the THS Student Assessment

Notification, Submission and Return Register.

**4.3 Students absent from school when assessment information is given out**

Where possible, students have assessment tasks available to them via the school’s Learning

Management System, CANVAS on the day they are physically handed out. If a student is absent the day an assessment task notification is distributed, it is their responsibility to see their teacher to receive the notification. Students will know when a task notification must be provided from information outlined in curriculum handbooks and faculty assessment schedules. Teachers are to issue students with a written copy of task notifications during the next attended lesson and have students sign to acknowledge that they have received this.

It is each student’s responsibility to carefully check the details of the assessment task notification sheet.

Additionally, if a student is absent when the assessment task notification is issued, it is their responsibility to obtain the task information from the class teacher on return to school or otherwise.

**4.4 Submission and Completion of Tasks**

4.4.1 Submitting tasks

* Tasks are to be submitted via the Toronto High School Learning Management System, CANVAS.

Tasks can be handed in during the day or by 2.20pm on the due date. If the submission cannot be made through CANVAS after seeking assistance from your teacher or librarian, tasks can be

submitted directly to the assessing teacher. All tasks need to be submitted by 2.20pm on the

due date, unless a student has a Period 6 class for a subject with an assessment task due.

In this case, the assessment task for this subject will be due by the end of the Period 6 class.

* In the absence of the student’s regular teacher, the Head Teacher of the respective faculty can receive assessment tasks on behalf of the absent staff member. Paper submissions are to be dated, time stamped and signed by the receiving Head Teacher. In the absence of both the teacher and respective Head Teacher Faculty, tasks can be submitted to a Deputy Principal. Paper submissions are to be dated, time stamped and signed by the receiving Deputy Principal.
* Students submitting tasks to CANVAS on the due date will have a time stamped assignment

submission notification sent to the relevant teacher. For physical assignment submissions,

students will be required to sign that they have handed the task to their teacher.

* Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases. Computer/printer problems alone are not sufficient grounds for a misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be resolved in a timely fashion.
* The security of the assessment task prior to submission is the responsibility of the student. No

consideration can be given for tasks which have allegedly been lost or stolen.

* It is the students’ responsibility to ensure that files uploaded to CANVAS are not corrupt and are

the correct, completed task. After submitting the task on Canvas, students can verify this is the case by downloading their submission from the top right hand corner of the Submission page on Canvas.

4.4.2 Examinations and in-class tasks

For examinations, class tests or in-class assessment tasks, it is expected that each student will bring the necessary equipment, including any special items indicated by the class teacher or as listed on the assessment notification. Students should not expect to be allowed to borrow any equipment.

* NESA has previously issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations and may receive a zero for contravening this policy. Internet connected devices (including, but not limited to, phones and smart watches) are prohibited from the examination room and/or classroom at any time whilst an assessment is running, unless prescribed in the assessment task. Phones and smart watches that enter the examination room are to be turned off and placed in bags.
* All teachers will be required to have a visible working clock for all timed assessment tasks.
* In the event of an examination or class task being completed before the allocated time, students are expected to appropriately manage their behaviour so as to not interfere with other students undertaking the assessment. If students finish early, they are encouraged to review and edit their papers to use up the allotted time appropriately. With the exception of special circumstances, no student will be permitted to leave the assessment room early.
* Misbehaviour or inappropriate behaviour will not be tolerated during assessment tasks. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption. An appropriate consequence for actions will be determined by the Head Teacher Faculty or Senior Executive.
* For Year 11 and 12, where two or more classes exist for the same course, all classes must complete tasks at the same time. For multiple classes in the same course for Years 7- 10, where possible, arrangements will be made to have all classes complete the in-class task at the same time. Students are reminded of the malpractice provisions of this policy (as outlined in Section 5) and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.

4.4.3 Non-serious or unsatisfactory attempts of assessment tasks

Students must make a satisfactory attempt at an assessment task. Class teachers, in consultation with

their Head Teacher Faculty, will determine if a student has made an unsatisfactory attempt.

Assessments are designed so all students should be able to access the task.

* Once a submission has been deemed as a non-serious attempt, the teacher will issue the student with an N-Award Warning letter (Year 10-12). Refer to sections 4.6.1 and 4.6.2 for further information.
* Unless other instructions are given, normal examination conditions will apply to all tasks. Internet connected devices (including but not limited to phones and smart watches) are prohibited from the examination room and/or classroom while an assessment task is being conducted, unless prescribed in the assessment task.

**4.5 Teacher Absence on the Day of a Task**

In the case of known absence, arrangements can be made with the respective Head Teacher Faculty to reschedule the task or go ahead with the task depending on the nature of the task. In the case of unforeseen absence, the respective Head Teacher Faculty will decide to reschedule the task, or go ahead with the task depending on the task nature in consultation with the Senior Executive.

*Rescheduling of any task must be done with consideration of other faculty assessment schedules. This must be approved by Senior Executive via the same process as changes to the assessment schedule.*

**4.6 School Based Assessment, Absences and Late Submissions**

4.6.2 Late or non-submission of school-based tasks: THS procedures

If a student fails to complete a task specified in the school-based assessment program and the teacher

considers the student has a valid reason (e.g. illness or endorsed leave), the principal may decide that,

in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on an alternate task.

In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate

based on other appropriate evidence.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

4.6.3 School leave

If students know that they will be absent for an assessment task due to personal or school commitments, they must give notice of their leave to the Senior Executive and Head Teacher Faculty as soon as possible. Where possible, the task should be completed or submitted prior to the due date.

In the event of the task not being able to be completed prior to the due date, the student must consult the Senior Executive (Years 10-12).

If the school does not grant leave approval, and the task has not been submitted or completed by the due date, a mark of zero will be awarded for task non completion.

4.6.4 Illness and misadventure

* If a student is unwell or experiences misadventure (such as an accident), on the due date or day prior, they must complete an Illness/Misadventure form and submit it within three school days from when they return to school.
* For students in Years 10-12, relevant supporting documentation (such as a Doctor’s Certificate or

Statutory Declaration) must be attached to the completed Illness, Misadventure and Appeal Form and submitted to the relevant Deputy Principal (Years 10-12).

* For processes regarding absence from Year 11 Yearly Examinations and Year 12 HSC Trial Examinations misadventure and appeal, see Section 4.6.6.
* As part of the illness and misadventure process, where the Deputy Principal (Years 10-12)

finds that a student has a valid reason for their absence on the due date of the assessment task, the student will incur no academic penalty and alternative arrangements for the submission or completion of the assessment task will be made. Alternative arrangements could include, but are not limited to: estimates, alternate assessment tasks or submission of the original assessment task depending on the circumstances.

* Where the Deputy Principal (Years 10-12) finds that a student does not have a valid reason for their absence on the due date of the assessment task or day prior, the student will receive a mark of zero for that assessment task. The student is still required to complete the assessment task regardless of the zero mark.
* Completing the Illness/Misadventure form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

4.6.5 Excursions and fieldwork

Some subjects require students to undertake compulsory excursions. In the case of unavoidable absences from these activities, students must negotiate alternative arrangements prior to the event. Final decisions will be at the discretion of the Senior Executive.

4.6.6 Missed Year 11 Yearly and HSC Trial Examinations

Students who are absent for a Year 11 Yearly Examination and HSC Trial Examination will be

processed through the relevant Deputy Principal including Illness/Misadventure. This information will be included on the official Examination Timetable.

During the examination period, the relevant Deputy Principal will communicate a daily update to all Head Teachers listing those students absent from examinations and the dates for catch-up examinations. Catch up examinations will be scheduled during the examination period where possible, in consultation with the relevant Deputy Principal and faculty Head Teacher.

Alternate examinations will not be required, instead, students will sit the original examination. If

Misadventure/Illness is upheld, the student will be provided with an estimate mark, calculated by the

Head Teacher in consultation with the Deputy Principal and not the mark they received in the

examination.

For further information, see the Year 11 Yearly and HSC Trial Examination Absentee Flow Chart

4.6.7 Appeals

* If a student wishes to appeal, they must complete an Illness, Misadventure and Appeal Form.
* For students in Years 10 -12, students may submit an appeal with appropriate, independent documentation such as a Doctor’s Certificate or Statutory Declaration. Appeals must be submitted directly to the relevant Deputy Principal. The appeal will be subject to the decision of the Stage 6 Assessment Appeals/Dispute Panel.
* THS deems the following situations as grounds for an appeal:
* the task has not been weighted in line with the NESA requirements
* the task has not complied with the stated assessment program and/or assessment requirements
* there has been a miscalculation or a clerical error when deciding the assessment mark
* Refer to section 12.1 for further information regarding the Stage 6 Assessment Appeals/Disputes Committee and Review Panel.

4.6.8 Absence, illness/misadventure for group performances

In the event of a group member being absent on the due date of a performance, if the remaining group members can complete the performance, then the performance is to go ahead.

* In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an Illness/Misadventure form as a group.
* Completed Illness/Misadventure forms must be completed and submitted within three school days from when the student has returned to school.
* Immediately upon return to school, the absent student is required to complete an Illness, Misadventure and Appeal Form and provide supporting documentation. Completed forms are to be submitted to the Deputy Principal (Years 10-12). This application will be considered separately to any group application.
* Applications for illness/misadventure will be considered on a case-by-case basis and decisions are left to the discretion of the Senior Executive (Years 10-12).
* Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task as per the Toronto High School Illness, Misadventure and Appeal Flow Chart. If rescheduling of the performance to an alternate date is required, this will be determined by the Head Teacher Faculty in consultation with the Senior Executive.

**4.7 Parent/Carer Notification of Incomplete Tasks or Failure to Submit Tasks**

Teachers are to notify parents/carers of incomplete tasks or failure to submit tasks, within two weeks of the official task submission date. This notification is to be an ‘N’ Warning letter for students in Years 10 – 12. Staff will make consistent use of the THS ‘N’ award process for students in Years 10 -12.

A copy of letters should be maintained for Years 11-12 monitoring folders. Head Teachers are responsible for the monitoring of parent notification and making available THS Monitoring Folders for Senior Executive. Students issued with ‘N’ Warning letters should be raised at Faculty and Executive Meetings.

The Principal may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to NESA that a student will receive an ‘N’ determination for the course.

**4.8 Prolonged Absence**

Students with prolonged absence will be judged on a case-by-case basis, through collaborative consultation between Executive and Senior Executive, to design an equitable individualised assessment plan.

**4.9 Substitute Tasks, Alternate Tasks and Estimates**

Estimates, alternate tasks and substitute tasks will be deployed at the discretion of the Senior Executive for individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, in the event a non-discriminating task is administered or where deemed required. Estimates or substitute tasks will also be deployed at the discretion of the Assessment Appeals/Dispute Committee. See section 12.1for more information.

4.9.1 Alternate tasks

If a Senior Executive member determines that a successful Illness/Misadventure or Appeal application

requires the administration of an alternate task, the new task will follow the Assessment Development

Process. Alternate tasks will be given priority during the Assessment Task Development process.

As far as is reasonably practical, the alternate task will be completed two weeks after the original due

date. The alternate date will be recorded on the Sentral assessment calendar and be confirmed in writing on the upheld Illness/Misadventure and Appeal Form.

4.9.2 Estimates

If a student misses the scheduled alternate task due to legitimate reasons which fall within the illness,

misadventure and appeal process, this exceptional circumstance may result in an estimate. This decision is made by the relevant Deputy Principal (Years 10-12).

Estimated marks should be awarded based on a student’s rank in the course and with consideration of performance in the course and previously submitted tasks. Estimates including the method in which an estimate is calculated will be determined by the Head Teacher of Faculty in consultation with Senior

Executive. Students will retain their rank within the subject.

**4.10 Awarding a Zero Mark**

Zero marks will be awarded when a student is absent on the due date or fails to submit an assessment task on the due date. The Assessment Appeals/Disputes Committee may choose to reject an appeal for illness or misadventure in which case, the zero mark will stand. Zero marks will also be awarded in the event of malpractice. Students receiving a zero mark must still complete the assessment task.

**4.11 Invalid Tasks / Parts of Tasks or Non-Discriminating Tasks**

Invalid tasks are tasks that do not directly assess the outcomes intending to be assessed. Invalid tasks may also offer advantage to some students while providing a disadvantage to others. Assessment should also provide all students the opportunity to achieve at a range of levels. Tasks which do not provide scope for this and are, therefore, non-discriminating, are considered invalid. The Senior Executive, in consultation with the Head Teacher Faculty, will determine the resulting course of action and notify all students and parents and carers in writing.

**4.12 Disability Provisions**

4.12.1 HSC and school based assessment

For Year 12 students, THS follows the 2020 NESA *Disability Provisions and NSW Department of Education policy:*

* *‘*Disability provisions for the HSC Examination, in the form of practical arrangements, are implemented to assist a student to make a fair attempt to show what they know in an exam room. Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student’s functioning in an examination situation. NESA determines disability provisions for the Higher School Certificate examinations (2019 NSW Department of Education).
* Disability provisions provide students with practical support to access, i.e. read and respond to, the Higher School Certificate (HSC) exams. In providing disability provisions for the HSC exams, NESA complies with the Disability Discrimination Act 1992 (Cth) (DDA) and the Disability Standards for Education 2005, issued under the DDA. Disability provisions are one way that NESA ensures there are reasonable adjustments available to students with disability so that they can access and participate in the HSC on the same basis as students without disability.
* Disability provisions address students’ exam needs related to learning, medical, vision or hearing disabilities. For example, students with a:
  + learning disability may use reader or writer
  + medical disability may access toilet breaks or use adapted furniture
  + vision disability may use braille or large-print papers
  + hearing disability may use an oral or sign interpreter.
* All schools must ensure that students with disability are able to access and participate in education on the same basis as other students. Schools should regularly assess their students’ learning needs and implement adjustments as required to support students on a day-to-day basis throughout their schooling.
* Adjustments provided in school may change over time in response to a student’s changing needs. Adjustments should be determined collaboratively with the student, parents/carers and other people who support the educational needs of the student. It may be considered discriminatory if adjustments are not in place for identified students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to students with a disability in school-based tasks. School-determined adjustments will not necessarily apply in the Higher School Certificate examinations as what is assessed in school-based assessments may be different to HSC examinations.
* In addition, for HSC examinations, each HSC disability provisions guide for teachers and parents is assessed to ensure consistency and equity across the entire HSC cohort. NESA only approves disability provisions for the HSC exams.
* When providing students with adjustments for school-based assessments, schools are encouraged to take into account NESA’s key messages and principles for exam modifications to ensure that, where appropriate, adjustments are put in place that are consistent with disability provisions granted for the HSC.
* There is no guarantee NESA will grant the same provisions as those given at school. (2020 NESA)’
* The role of the Head Teacher Learning Support is to assist with the identification of students requiring additional support and provisions. The Head Teacher Learning Support will provide opportunities for staff to test students identified as potentially requiring support and provisions and in consultation with the classroom teacher, ensure adjustments are in place for students with disability to access and participate in the full range of education activities, including assessment tasks. Teachers can obtain disability provisions list from the THS Online Management Course in Canvas. Records for individual students need to be kept in the Monitoring Folders.

4.12.2 Other formal assessments

THS follows the guidelines provided by the NSW Department of Education for disability provisions:

‘The school learning and support team assists teachers to meet the educational needs of their students

and to identify appropriate adjustments that may be needed. Parents and carers have a vital role to play in the work of the school learning and support team by taking part in discussions and planning.

Adjustments made in consultation with a student's parents and carers are based on the personalised

needs of the student.

Consultations may also involve the principal, class and support teachers, professional therapists, and

community service providers as well as family members and carers. Schools may also consult with

specialist staff who can help to identify how adjustments can be made.

Adjustments must be regularly reviewed through this consultation process and should be changed or

withdrawn if necessary.

Identification of a child with a disability or a learning difficulty can occur at any age or stage of the child's development.

If adjustments are made for teaching and learning, then similar adjustments should be made for

assessment tasks. This allows students to demonstrate what they know and what they can do in relation to curriculum outcomes. Adjustments to assessment tasks can be applied to:

• assessment processes, e.g. scaffolds, additional, time, use of a reader and or writer, rest breaks

• assessment tasks, e.g. rephrasing questions, using simplified language

• the content being assessed, e.g. fewer or alternative syllabus outcomes

• the format of a task, e.g. written point form instead of reports or essays, oral or PowerPoint

presentation instead of essay’ (NSW Department of Education 2020).

At the discretion of THS Senior Executive or Head Teacher Faculty, the delivery or mode of the

assessment may be adjusted without changing the way in which the assessment is marked.

**4.13 Multiple Classes Following the Same Course**

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course.

* Task notifications and additional common verbal or written instructions, for Year 11 and 12 courses with more than one class, will be provided to the students on the same day. Verbal instructions will be delivered to all students sitting the task by either the teacher in charge of the assessment item or the Head Teacher Faculty.
* Common procedures and practices for offering student support during the assessment task period should also be in place to avoid advantage being provided to some groups. Each faculty will determine an appropriate drafting process as relevant for each assessment task and provide equity of opportunity for all students to access this.
* For examination or test style tasks, the teacher in charge of the task will attach a set of sample responses or a marking guide to the notification so that all class teachers are aware of the need to mark from a common set of answers. This guide is not distributed to students. For project-based learning items, the notification will be supported with a marking rubric which is distributed to students and used by staff to mark the submitted tasks.
* Blind marking, cross class section marking and cross class blanket marking are to be engaged for all year groups where more than one class undertakes a course. Sample responses across the full range of A-E grades will be moderated to ensure that there is a shared understanding of each standard of performance. Faculties are required to have established processes to accommodate shared marking and moderation practices and be able to present faculty processes to Senior Executive at audit.

**4.14 Students Undertaking VET Work Placement**

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

**4.15 Technical Failure**

Technical failure is not an excuse for inability to submit or complete tasks on the due date. It is the student’s responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the agreement of the Assessment Appeals Committee and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by an Illness/Misadventure Appeal form, if any consideration is to be given by the Assessment Appeals/Dispute Committee. All such, cases will be considered individually.

**4.16 Applications for Extension of Task Submission**

A student may apply for an extension to a due date if they feel they have exceptional circumstances that result in a genuine inability to meet the assessment timeframe. All applications for extension must be in writing. For Years 10-12, appropriate supporting documentation, in the form of independent evidence such as Doctor’s Certificate or Statutory Declaration, is required in addition to the completed Extension of Assessment Form.

Applications for extension need to be given to the Deputy Principal (Years 10-12) at least 24 hours prior to the due date. The awarding of the extension will be at the discretion of the Senior Executive (Years 10-12). Where less than 24 hours notice is provided, the Senior Executive and Head Teacher Faculty will determine if an extension is to be granted.

Acceptable reasons to apply for an extension include:

* school related business
* illness or injury where the nature of the illness or injury prevents the student’s capacity to fulfil the task’s requirements
* family bereavement.

Technology failure is not an appropriate reason for late submission and therefore an application for extension may be declined.

A student who wishes to apply for an extension must:

* complete an Application for Extension of Assessment form and
* submit a completed Application for Extension of Assessment Form to the Deputy (Years 10-12) as soon as is reasonably possible.

The Head Teacher Faculty and Deputy Principal will determine the nature or form of the extension. This could include:

* + - * an extension of time for submission
      * completion of an alternative task at a later date or
      * an adjustment of the task. Independent evidence, such as a Doctor’s Certificate or Statutory Declaration, needs to be supplied for students in years 10-12.

\*\*Completing the Application for Extension of Assessment form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

1. **PROCEDURES RELATING TO MALPRACTICE**

**5.1 Definition and Practices**

THS follows the 2011 NESA definition and practices of malpractice:

‘All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results for Year 12 students.’

**‘Malpractice is any activity that allows students to gain an unfair advantage over other students.**

It includes, but is not limited to:

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

‘In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

* providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
* answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills
* The completion of the NESA program HSC: All My Own Work is mandatory for students who are entered in Preliminary courses. It is designed to help students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their stage 6 studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment’ (NESA 2019).
* Documentation related to the HSC: All My Own Work program will be held by the Careers Adviser.’

**5.2 Procedures for Malpractice in Tasks**

Suspected malpractice is to be reported to respective faculty Head Teachers for review. Suspected malpractice is to be communicated to Senior Executive by Head Teachers. Students found to have engaged in malpractice will be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher Faculty and Senior Executive.

Malpractice is taken seriously at Toronto High School and may result in:

* + zero marks for part or all of the assessment task/examination
  + potential further disciplinary action taken by the school (e.g. detention, suspension, etc.) and
  + documenting the malpractice on the NESA Malpractice Register.

**5.3 Procedures for Malpractice in Examinations**

Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students.

Electronic devices should not be brought into the examination room. Any electronic devices entering the examination room must be turned off and placed in bags (with the exception of devices prescribed in the tasks such as approved scientific calculators). For each task, teachers are required to provide a visible working clock.

Students not making a serious attempt at the task or attempting to plagiarise or cheat will be subject to a penalty. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.

Students removed from an examination room will report to a Head Teacher Faculty.

**5.4 Appeals against Penalties Due to Malpractice**

In the case of some assessment tasks (such as research tasks, major works, or projects) a log of student work is required and must be presented on request. Drafts, proofs, and rough copies of assignments should be kept to support the authenticity of the submission.

The student must appeal this decision within three school days of written notification of the zero penalty being given. Appeals must be made in writing to the relevant Deputy Principal who will submit the form to the Assessment Appeals Committee.

**6 AWARDING MARKS FOR AN ASSESSMENT TASK AND PROVIDING FEEDBACK TO STUDENTS ON THEIR PERFORMANCE IN TASKS AND THEIR PROGRESS**

At THS, student achievement in relation to syllabus outcomes and standards, is determined through the collection of evidence in the form of formal assessment tasks and is used for grading and ranking students within each of the courses. NESA promotes a standards-referenced approach to assessment and reporting and each syllabus states what students at each learning stage are expected to learn.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student’s achievement in a course.

**6.1 Awarding Marks for an Assessment Task**

* Marks must be awarded against explicit marking guidelines which should be developed against the course descriptors for individual subjects.
* The teacher must assess the student’s actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations unless an Illness/Misadventure form has been submitted and upheld. Attendance and application are not to be taken into account in the final assessment mark or in any individual assessment task.
* Marks must also accurately correlate and reflect the outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity, but tasks should be weighted more heavily toward the end of the course completion.
* NESA requires all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an ‘N’ determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

**6.2 Assessment Task Notification**

Assessment tasks must include the following information:

|  |  |
| --- | --- |
| * academic year group * faculty delivering the assessment task * task number * weighting * due date | * detailed task description and standards * outcomes * marking criteria, marking rubric or explicit marking guidelines such as a common answer sheet * method of submission. |

*\*\*All assessment tasks must be issued using the appropriate THS Assessment Notification template.*

Marking guidelines on this template need to be detailed, explicit and show clearly where marks will be allocated. This information is to be provided for students with the understanding that students can essentially use the assessment criteria to grade their own work to gauge assessment task progress and self-assess.

**6.3 Assessment Feedback for Individuals and Classes**

Teachers are to use the explicit marking guidelines sheet that accompanies the student assessment notification to clearly identify where individual grades/marks have been awarded. A class/course summary that identifies common and explicit feedback of a meaningful nature, articulating assessment task strengths and assessment task areas for improvement, must be completed for every assessment task so all students are aware of what needs to be done to improve for the next assessment opportunity.

All feedback and marks should be returned to students within two weeks of the task submission. Students must sign for return of task and feedback on the Student Assessment Notification and Return Register.

Additional forms of feedback may be given in accordance with the THS Feedback Policy and/or at the discretion of the Senior Executive and/or Head Teachers.

**6.4 Reporting Progress**

Students are to receive written and verbal feedback regarding progress. It is the teacher’s responsibility

to share constructive feedback with students so productive improvements can be made.

Reporting is the process of providing feedback to students, parents/carers and other teachers about

student progress. It is a core responsibility of teachers and a key phase of the teaching and learning

cycle with the fundamental purpose of assessment and reporting to improve student learning. Toronto

High School’s reporting procedures are designed to enable consistency in communicating information

to a range of stakeholders about student learning, including a student’s level of achievement and the

progress they have made.

**6.5 Distributing Assessment Rank Order Adviceat the End of the HSC Exams**

Assessment task rank is to be provided for each assessment task. Cumulative assessment rank should be provided throughout the year or as a result of student request. Cumulative Rank Order is to be provided on official report documents. A cumulative rank is to be provided after each assessment task.

1. **AWARDING GRADES FOR END OF COURSE PERFORMANCE**

**7.2 Satisfactory Completion of the Course**

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

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

Satisfactory completion of the Preliminary course is a prerequisite for entry into a HSC course. In cases of non- completion of course requirements (both Preliminary and HSC), an ‘N’ determination (non-award) may be made.

**7.6 Establishing Student Performance Year 12**

The Year 12 assessment marks submitted to NESA must establish the rank order and reflect the relative difference between students’ performances for the course.

‘Schools are responsible for providing information to NESA about student performance in school-based assessments. The type of information that is provided to NESA depends on the course. The Assessment and Reporting documents located on the syllabus page for each course detail the requirements.

7.6.1 Grades

Schools will use Achievement Level Descriptions to award grades (A to E) to all students who complete Year 12 courses in [English Studies](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades/monitoring-grades/common-grade-scale) and [Mathematics Standard 1](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017). The grades awarded to students for school-based assessment in these courses will be reported on the HSC credential.

Students who leave school prior to the Higher School Certificate examinations will receive a RoSA. It records grades for their completed Stage 5 and Year 11 courses and any participation in Stage 6 courses that were not completed.

Providing [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard) to assessment tasks for a student with disability does not restrict the student’s access to the full range of grades.

7.6.2 Final assessment marks

‘Schools will submit a final assessment mark for each Board Developed course a student completes (other than Life Skills, VET and English Studies and Mathematics Standard 1 courses). At the conclusion of the assessment program, schools will add up the assessment marks for each task ensuring that the components and weightings detailed in the Assessment and Reporting documents have been applied. To enable the moderated assessment marks to give an accurate representation of student performance, it is important that marks submitted to NESA establish the rank order and reflect the relative differences between students' achievement in the course. Providing [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017) to assessment tasks for a student with disability does not restrict the student’s access to the full range of marks.

‘Schools can advise students of their rank order in each course, but must not inform students of their final, cumulative, school-based assessment mark as these marks will be [moderated](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation) based on examination performance and [aligned to the performance standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments). Students can access their Assessment Rank Order Notice in Students Online after the last HSC examination. If a student thinks that the rank order is not correct, they can seek advice from the school about the rank order appeal process.’

7.6.3 Estimated marks

‘NESA requires schools to submit an estimated examination mark for all students entered for optional HSC examinations in English Studies, Mathematics Standard 1 and VET framework courses. This mark is an estimate of likely performance in the HSC examination and will reflect the student’s achievement on a task or tasks similar to the HSC examination, such as a HSC Trial Examination. The estimated examination mark should not be revealed to students as it is only used in the case of a successful illness/misadventure application’ (NESA 2019).

* The student’s actual performance is assessed, not potential performance. Possible effects of domestic situations or illness, attendance and application, must not be taken into account to modify assessment marks unless an appeal process has been successful.
* In accordance with the illness/misadventure provisions, the school may offer a student an alternative task or an estimate for that task. Estimated marks should be awarded based on a student’s rank in the course and with consideration of performance in the course and previously submitted tasks. Estimates including the method in which an estimate is calculated will be determined by the Head Teacher of Faculty in consultation with Senior Executive.
* In the event of assigning an ‘N’ determination for a student’s achievement in a Board Developed Course, a Grade A-E should still be submitted so that, if the student appeals successfully to NESA, the grade can be reinstated.
* HSC marks submitted to NESA will not be made available to students.

**7.6 The RoSA**

**‘**The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA:

* is a cumulative credential, meaning it contains a student’s record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.
* records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.
* is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA is also available to students who, from 2020, have not demonstrated the [HSC minimum standard](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments) to receive their HSC’ (NESA 2019).
* THS will determine RoSA grades based on school assessment results and moderate these against NESA Course Performance Descriptors (Year 11) and the Common Grade Scale (Year 10) and in consultation across faculties and school support units. Where required, and at the discretion of Head Teachers and Senior Executive, further consultation regarding the determination of a student’s RoSA grade may occur.
* THS students are to apply directly to NESA for ROSA documentation.

**10 PROCEDURES FOR DEALING WITH THE ASSESSMENT OF ACCELERATED STUDENTS AND STUDENTS ELIGIBLE FOR ACCUMULATED CREDIT**

**10.1 Procedures for Accommodating Accelerated Students**

Students may undertake a Preliminary and/or HSC course in advance of their usual cohort or in less than NESA’s stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in NESA’s Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses.

Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (i.e. one or more years in advance of their cohort).

Accelerating students should complete all assessment tasks (or their equivalent), that are undertaken by students completing the usual HSC program, but not necessarily in the same order or at the same time as the usual program. At the same time there may need to be flexibility in the order and timing of assessment tasks. This also means, that accelerating students should anticipate having to complete additional work at certain times and, to some extent, complete programs of work that have been specifically tailored to each student’s needs.

For students accelerating by less than two years, schools should simply enter students for their accelerated course(s) for Stage 5, Preliminary or HSC study pattern(s) via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credentials, the principal must inform NESA prior to the acceleration of the student.

Accelerating students may count results, obtained in advance of their cohort, towards their Higher School Certificate. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

10.1.1 School Business Examination Preparations for Accelerated Students

Accelerated students will be provided school leave prior to Year 11 Yearly Examination, HSC Trial

Examination and HSC Examination periods. This leave will be recorded as “School Business”, allowing students to prepare prior to examinations. The Head Teacher of LEAP will communicate the list of accelerated students to the front office for processing.

Year 11 accelerated students will be given one school day prior to the examination to prepare. HSC

accelerated students will be given two school days prior to the examination to prepare. This will be

recorded as “School Business” and will be included on the examination timetable. For school based

examinations, this provision will be communicated to students and families on the examination

timetables. For the HSC examination period, students will be notified by the relevant Deputy.

When the HSC Timetable is published by NESA, the Head Teacher of LEAP will consult with the Year 12 Deputy Principal regarding “School Business” time allocated for preparation prior to the HSC Examination for accelerated students. This information will be communicated to students and families via correspondence in the form of a letter generated by the Deputy Principal and Head Teacher of LEAP. Generally, at least two days of “school business” is provided for examination preparation prior to a formal HSC Examination.

**10.2 Procedures for Accommodating Students Eligible for Accumulation of Preliminary Courses**

There is no time restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a ‘rolling period’ so that students wishing to go beyond the five years will have the earliest year’s presentation deleted.

On completion of the accumulation, all pattern of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation. Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period.

**12 PROCEDURES FOR CONDUCTING SCHOOL REVIEWS OF FINAL ASSESSMENT MARKS AND APPEALS TO NESA**

**12.1 Disputes Related to Assessment Tasks**

Disputes are to be put before the Assessment Appeals/Dispute Committee. Investigation into claims and recommendations will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the Assessment Appeals/Dispute Committee.

The Stage 6 Assessment Appeal / Disputes Committee will consist of: Deputy Principal, class teacher or Year Advisor and relevant Head Teacher Faculty.

If the complainant wishes to appeal the decision of the Stage 6 Assessment Appeals / Disputes Committee, the appeal will be heard by the Stage 6 Review Panel. The Stage 6 Review Panel will consist of: Principal, Deputy Principal (alternate) and other Head Teacher Faculty.

**12.2 Procedures for Handling Appeals to NESA**

Students wishing to appeal against the grade(s) in any subject awarded to them by the school must submit a written appeal, together with evidence, to their principal. If the appeal is upheld, the principal will send notification of the new grade(s) to NESA. In order to be successful in such appeals, students will need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.

Since the appeal is directed to the progressive reporting by the school, NESA will not revise individual tasks or test marks. Appeals management will reflect processes set out in the ACE manual regarding *Student Appeals Against Assessment Rankings in HSC Courses*:

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks.

NESA will consider only whether:

1. the school review process was adequate for determining whether:
2. the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages
3. the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
4. there are no computational or other clerical errors in the determination of the assessment mark.
5. the conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit. If the appeal is upheld, NESA will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected.

NESA will not consider further appeals from other students whose assessments or ranking may beaffected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group’ (ACE Manual: NESA 2019).

1. **COMMUNICATING ASSESSMENT PROCEDURES AND PROTOCOLS**

**13.1 Student Awareness of the Assessment Program**

Teachers are responsible for informing students about their rights and responsibilities regarding assessment. This is to be done on a regular basis throughout the year in class. Students will also be made aware of assessment rights and responsibilities throughout the year during cohort meetings and parent information evenings.

The full assessment protocols and procedures will be published on the school website and in the THS Online Management Course in Canvas. A summary version will be supplied in the Preliminary and HSC Assessment Booklets.

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ILLNESS AND MISADVENTURE PROCEDURES**

Student in Years 10, 11 or 12 experiences misadventure or illness

Student collects Illness and Misadventure Form from Classroom Teacher.

Student in Years 7, 8 or 9 experiences misadventure or illness

Student collects Illness and Misadventure Form from Classroom Teacher.

Student completes Illness, Misadventure and Appeal Form including:

* Course, subject, task name and due date
* Reason for appeal
* Details to support appeal
* Classroom teacher comment
* Parent and student signature
* Supporting evidence including Statutory Declaration and/or Doctors Certificate.

Student completes Illness, Misadventure and Appeal Form including:

* Course, subject, task name and due date
* Reason for appeal
* Details to support appeal
* Classroom teacher comment
* Parent and student signature
* Supporting evidence including contact from parent.

**OR**

Student submits completed form to relevant **Deputy Principal** within three days of returning to school.

**OR**

Student submits completed form to relevant **Head Teacher** within three days of returning to school.

Deputy Principal utilises the THS Assessment Procedures to decide the validity of the appeal.

Head Teacher utilises the THS Assessment Procedures to decide the validity of the appeal.

Student receives 0 mark for task. Task must be completed.

Alternate arrangements for task are organised by Deputy Principal, working in consultation with the respective Head Teacher. Options may include but are not limited to an alternate task, estimate or completion of original assessment task.

Appeal submitted to Stage 6 Review Panel.

Appeal submitted to Deputy Principal for review.

Alternate arrangements for task are organised by Head Teacher, working in consultation with the respective Classroom Teacher. Options may include but are not limited to an alternate task, estimate or completion of original assessment task.

Appeal submitted to Assessment Appeals/ Disputes Committee for review.

Appeal submitted to Head Teacher of Faculty for review.

Student receives 0 mark for task. Task must be completed.

Appeal is not upheld

Appeal is upheld

Appeal is upheld

Appeal is not upheld

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**YEARS 11 and 12 ILLNESS AND MISADVENTURE APPEAL FORM**

***Note: The following checklist must be completed prior to submission to the relevant Deputy Principal. This form must be submitted no later than three days after return to school. In cases of prolonged absence contact with the school is to be made via phone.***

**STUDENT NAME: YEAR:**

**SUBJECT: TEACHER:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **\*THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED\*** | | | | |
| * Course, subject, task name and due date completed * Reason for appeal completed * Details to support appeal completed * Classroom teacher comment completed | | | * Parental/Carer signature and date completed * Student signature and date completed * Doctor’s Certificate/Statutory Declaration attached | |
| **Course**: | * HSC | * Preliminary | |  |
| **Subject:** | | **Task Name:** | | **Due Date:** / / |
| **Reason for Appeal:** |  | * Illness |  | * Misadventure |
| **Details to Support Appeal:** | | | | |
| **Classroom Teacher Comment-** | | | | |
| **Documentation Attached:** | | * Doctor’s Certificate | | * Statutory Declaration |
| **Parent/Carer Signature: Student Signature:**  **Date:** / / **Date:** / / | | | | |

|  |
| --- |
| **Appeal Upheld:** Yes No  **Deputy Principal Decision:**  **Alternative Task. Details: Date: / /**  **Estimate. Method of Estimate:**  **Original Task** |
| **Deputy Principal Signature: Head Teacher Signature:**  **Date:** / / **Date:** / / |

**TORONTO HIGH SCHOOL**

**YEARS 11 and 12 APPLICATION FOR EXTENSION**

**OF ASSESSMENT DUE DATE FORM**

**STUDENT NAME: YEAR:**

**SUBJECT: TEACHER:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **\*THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED\*** | | | | | | | |
| * Course, subject, task name and due date completed * Reason for extension completed * Details to support request completed * Classroom teacher comment completed | | | | * Parental/Carer signature and date completed * Student signature and date completed * Doctor’s Certificate/Statutory Declaration attached | | | |
| **Subject:** | | | **Task Name:** | | | **Due Date:** / / | |
| **Course:** | * HSC |  |  | * Preliminary | |  |  |
| **Reason for Extension Request:** | | | | | | | |
| **Details to Support Extension Request:** | | | | | | | |
| **Classroom Teacher Comment:** | | | | | | | |
| **Documentation Attached:** | | * Doctor’s Certificate | | | * Statutory Declaration | | * Other- |
| **Parent/Carer Signature: Student Signature:**  **Date:** / / **Date:** / / | | | | | | | |
|  | | | | | | | |
| **Deputy Principal’s Decision:**   * Extension of due date (*New due date* ) * Alternate task (*New due date* ) | | | | | * An adjustment to the task * No extension granted | | |
| **Deputy Principal’s Comments:** | | | | | | | |
| **Deputy Principal Signature: Head Teacher Signature:**  **Date:** / / **Date:** / / | | | | | | | |

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**FIRST *FACULTY WARNING* LETTER IS ISSUED**

**Students of concern are raised at faculty meetings and Executive meetings.**

**Student fails to submit an assessment task by the due date. Task will have been issued at least two weeks prior to this time.**

**No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.**

**Student fails to apply themselves with diligence and sustained effort to set class tasks and experiences:**

1. **Class teacher consults with Head Teacher Faculty**
2. **Teacher interviews and supports student.**
3. **Record of interview maintained.**

***Faculty Warning* remains unresolved.**

**OR**

**Student resolves *Faculty Warning* letter. A mark of zero remains.**

**Sentral is updated.**

**Student fails to submit second assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.**

**SECOND *FACULTY WARNING* LETTER IS ISSUED**

1. **Unresolved first task is listed on the letter in addition to second missed task.**
2. **Parent/carer is contacted via phone call. Interview record is maintained.**
3. **Students are raised at faculty and Executive meetings. DPs are emailed names of students.**
4. **Class Teacher and Head Teacher to establish requirements for student to redeem Faculty Warning/s.**

**Student fails to submit a third assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.**

**Student resolves *Faculty Warning.***

**A mark of zero remains. Sentral is updated.**

**Warning remains unresolved. Head Teacher Intervention/ Interview. Record of interview maintained.**

**OR**

**THIRD *FACULTY WARNING* LETTER IS ISSUED**

1. **Unresolved first and/or second task is listed on the letter in addition to third missed task.**
2. **Parent is contacted via phone call.**
3. **Interview record is maintained.**
4. **Class Teacher and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.**

2024 ASSESSMENT PROCEDURES & PROTOCOLS TORONTO HIGH SCHOOL NSW

**Non-compliant cases referred to Principal for review and decision.**

**Unresolved warning letter/s. Head Teacher to refer to Deputy Principal for UPL.**

**LaST and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.**

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Description automatically generatedTORONTO HIGH SCHOOL ‘N’ AWARD FLOWCHART**

**FIRST ‘*N’ WARNING* LETTER IS ISSUED**

**Students of concern are raised at faculty meetings and Executive meetings.**

**Student fails to submit an assessment task by the due date. Task will have been issued at least two weeks prior to this time.**

**No appeal lodged within three days or appeal is rejected by the Assessment Appeals/Dispute Committee. ZERO MARKS awarded.**

**Student fails to apply themselves with diligence and sustained effort to set class tasks and experiences:**

1. **Teacher interviews and supports student.**
2. **Record of interview maintained.**

**Warning remains unresolved.**

**OR**

**Student resolves N-letter. A mark of zero remains.**

**Sentral is updated.**

**Student fails to submit second assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No appeal is lodged or appeal is rejected.**

**SECOND ‘*N’ WARNING* LETTER IS ISSUED**

1. **Unresolved first task is listed on the letter in addition to second missed task.**
2. **Parent is contacted via phone call. Interview record is maintained.**
3. **Students are raised at faculty and Executive meetings. DPs are emailed names of students.**
4. **Class Teacher & Head Teacher to establish requirements for student to redeem ‘*N’award* warnings.**

**Student fails to submit a third assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No appeal is lodged or appeal is rejected.**

**Warning remains unresolved. Head Teacher Intervention/ Interview. Record of interview maintained.**

**Student resolves N letter.**

**A mark of zero remains. Sentral is updated.**

**OR**

**THIRD ‘*N’ WARNING* LETTER IS ISSUED**

1. **Unresolved first and/or second task is listed on the letter in addition to third missed task.**
2. **Parent is contacted via phone call.**
3. **Interview record is maintained.**
4. **Class Teacher & Head Teacher to establish requirements for student to redeem ‘*N’ award* warnings.**

**Unresolved warning letter/s. Head Teacher to refer to Deputy Principal for UPL.**

**LaST and Head Teacher to establish requirements for student to redeem ‘*N’ award* warnings.**

**Non-compliant cases referred to Principal for review and decision regarding ‘*N’ determination.* Principal notifies NESA where applicable.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 11 2024** | | | | | |
| **Term 1** | | **Term 2** | | **Term 3** | |
| **(Week 1)** |  | **Week 1** | * **Biology Task 1 Depth Study** * **Physics Task 1 Practical** * **Society and Culture Task 1 Methodologies Task** | **Week 1** | * **Aboriginal Studies Task 2 Community Consultation Project** * **Biology Task 2 Research** * **Society and Culture Task 2 Report** |
| **Week 2** |  | **Week 2** | * **Ancient History Task 2 Research** * **English Extension 1 Task 1 Response** * **Engineering Studies Task 1 Assignment** * **Work Studies Task 1 Project** | **Week 2** | * **English Extension 1 Task 2 Multimodal** |
| **Week 3** |  | **Week 3** |  | **Week 3** | * **Industrial Technology Task 2 Project**   **and Folio**   * **Physics Task 2 Depth Study** |
| **Week 4** |  | **Week 4** |  | **Week 4** | * **Engineering Studies Task 2 Report** * **VET Manufacturing Cluster Task 2** |
| **Week 5** |  | **Week 5** | * **Exploring Early Childhood Task 2**   **Virtual Task** | **Week 5** | * **Work Studies Task 2 Project** |
| **Week 6** | * **Ancient History Task 1 Essay** | **Week 6** | * **Chemistry Task 2 Depth Study** * **Exploring Early Childhood Task 2**   **Virtual Task** | **Week 6** | * **Business Studies Task 2 Business Plan** * **English Studies Task 3 Portfolio of Texts** * **Photography Task 3 Photographs & Case Study** * **SLR Task 3 Research Task** * **Visual Design Task 3 Major Illustrations** * **Work Studies Task 3 Portfolio** |
| **Week 7** |  | **Week 7** | * **Dance Task 2 Composition** | **Week 7** |  |
| **Week 8** | * **Chemistry Task 1 Investigation** * **Mathematics Extension 1 Task 1 Assignment** * **Music Task 1 Performance and Viva Voce** * **PDHPE Task 1 Research** | **Week 8** | * **Earth and Environmental Science Task 2 Depth Study** * **English Studies Task 2 Multimodal** * **Legal Studies Task 2 Essay** * **Mathematics Advanced Task 2 Assignment** * **Mathematics Extension 1 Task 2 Test** * **PDHPE Task 2 Writing Task** * **SLR Task 2 Written Report** | **Week 8** |  |
| **Week 9** | * **Business Studies Task 1 Research** * **Earth and Environmental Science Task 1 Investigation** * **Exploring Early Childhood Task 1 Book** * **Food Tech Task 1 Report** * **Industrial Technology Task 1 Industry Study** * **Mathematics Standard Task 1 Test** | **Week 9** | * **Food Technology Task 2 Experiment** * **Mathematics Standard Task 2 Assignment** * **Music Task 2 Examination** | **Week 9** | **Yearly Examination Period**   * **Dance Task 3 Appreciation** * **Music Task 3 Performance, Composition & Portfolio** * **VET Manufacturing Cluster Task 3** * **Visual Arts Task 3 Examination and Artwork Submission** |
| **Week 10** | * **Aboriginal Studies Task 1 Research** * **CAFS Task 1 Resource Plan** * **Dance Task 1 Performance** * **Legal Studies Task 1 Test** * **Modern History Task 1 Test** * **VET Manufacturing Cluster Task 1** * **Photography Task 1 Photographs & Case Study** * **SLR Task 1 Test** | **Week 10** | * **CAFS Task 2 Research** * **English Advanced Task 2 Multimodal** * **English Standard Task 2 Multimodal** * **Modern History Task 2 Research** * **Photography Task 2 Photographs & Case Study** * **Visual Arts Task 2 BoW** * **Visual Design Task 2 Design** | **Week 10** |
| **Week 11** | * **English Advanced Task 1 Discursive Writing** * **English Standard Task 1 Narrative** * **English Studies Task 1 Writing Task** * **Mathematics Advanced Task 1 Test** * **Visual Arts Task 1 Portfolio** * **Visual Design Task 1 Portfolio** |  | | | |

# Aboriginal Studies- Year 11

***Implementation for Year 11 from Term 1, 2024***

| **Task number** | **Task 1** | **Task 2** | **Task 3** |  |
| --- | --- | --- | --- | --- |
| **Nature of Task**  **Topic** | **Research Source Analysis**  *Unit 1:*  *Aboriginality and The Land*  *Unit 2:*  *Heritage and Identity* | **Local Community Consultation Project**  *Unit 3:*  *Research & Inquiry Methods* | **Preliminary Examination**  *Unit 4: Social Justice and Human Rights + All* |
| **Timing** | Term 1, Week 10 | Term 3, Week 1 | Term 3, Week 9/10 Examination Period |
| **Outcomes Assessed** | P1.1, P1.2, P2.1, P3.1, P3.2 | P4.1, P4.2 | P1.1, P1.2, P1.3, P2.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of content | 20% |  | 20% | **40** |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 10% | 5% |  | **15** |
| Research and Inquiry methods |  | 15% | 5% | **20** |
| Communication of information, ideas and issues in appropriate forms | 10% | 5% | 10% | **25** |
| **Total %** | **40** | **25** | **35** | **100** |
| **Additional Subject Information:** | **Course Overview:**  Aboriginality and the Land; Heritage and Identity; Research and Inquiry Methods; International Indigenous Comparative Study | | | |

# Ancient History- Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  | |
| **Nature of Task**  **Topic** | **Prepared Essay**  *Investigating Ancient History* | **Research Task**  *Historical Investigation* | **Yearly Examination**  *Boudicca, Persepolis,*  *Ancient Societies – Egypt and Rome* |
| **Timing** | Term 1, Week 6 | Term 2, Week 2 | Term 3  Examination Period |
| **Outcomes Assessed** | 11.6, 11.7, 11.9 | 11.3, 11.4, 11.6, 11.8 | 11.1, 11.2, 11.3, 11.4, 11.5, 11.6,  11.7, 11.8, 11.9 |
| **Syllabus Components** | **Weighting %** | | | |
| Historical skills in the analysis and evaluation of sources and interpretations | 5% | 10% | 5% | **20** | |
| Knowledge and understanding of course content | 15% | 5% | 20% | **40** | |
| Historical inquiry and research | 5% | 15% |  | **20** | |
| Communication of historical understanding in appropriate forms | 5% | 5% | 10% | **20** | |
| **Total %** | **30** | **35** | **35** | **100** | |
| **Additional Subject Information:** |  | | | |

# Biology –Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |
| **Nature of Task**  **Topic** | **Practical Investigation**  **Depth Study**  *Enzymes* | **Research Presentation /Task**  *Biological Diversity* | **Yearly Examination**  *Whole Course* |
| **Timing** | Experiments/Depth Study:  Term 1, Weeks 8-11  Due: Term 2, Week 1 | Term 3, Week 1 | Term 3  Examination Period |
| **Outcomes Assessed** | BIO11/12-1, BIO11/12-2  BIO11/12-3, BIO11/12-5  BIO11/12-6, BIO11/12-7  BIO11-9 | BIO11/12-4, BIO11/12-5,  BIO11/12-7, BIO11-10 | BIO11/12-5, BIO11/12-6  BIO11/12-7, BIO11-8  BIO11-9, BIO11-10  BIO11-11 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 10% | 20% | **40** |
| Skills in working scientifically | 20% | 20% | 20% | **60** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject Information:** | Term 1 – Practical Investigation is based on the mandatory Depth study that will be 15hrs | | | |

# Business Studies – Year 11

***Implementation for Year 11 from Term 1, 2024***

| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| --- | --- | --- | --- | --- |
| **Nature of Task**  **Topics** | **In-Class Test**  *The Nature of Business and Business Management* | **Business Plan**  *Business Planning* | **Yearly Examination**  *The Nature of Business, Business Management and*  *Business Planning* |
| **Timing** | Term 1, Week 9 | Term 3, Week 6 | Term 3  Examination Period |
| **Outcomes Assessed** | P1, P2, P5, P6 | P7, P9 | P3, P4, P5, P6, P9, P10 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 10% | 20% | **40** |
| Stimulus-based skills | 10% |  | 10% | **20** |
| Inquiry and research |  | 20% |  | **20** |
| Communication of business information, ideas and issues in appropriate forms | 10% |  | 10% | **20** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject Information:** | **Course Overview:**  **Topic 1**:The Nature of Business **Topic 2**: Business Management **Topic 3:** Business Planning | | | |

# Chemistry- Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Practical Investigation**  **and Report**  *Properties and Structure of Matter* | **Depth Study**  *Reactive Chemistry* | **Yearly Examination**  *Properties and Structure of Matter*  *Introduction to Quantitative Chemistry*  *Reactive Chemistry* |
| **Timing** | Term 1, Week 8 | Term 2, Week 6 | Term 3  Examination Period |
| **Outcomes Assessed** | CH11/12-2, CH11/12-3,  CH11/12-4, CH11-8 | CH11/12-1, CH11/12-5,  CH11/12-6, CH11/12-7,  CH11-10 | CH11/12-5, CH11-6,  CH11-8, CH11-9,  CH11-10 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and  understanding of course content | 10% | 10% | 20% | **40** |
| Skills in working scientifically | 20% | 20% | 20% | **60** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject Information:** |  | | | |

# Community and Family Studies- Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Resource Management Plan**  *Resource Management* | **Research and Presentation**  *Individuals and Groups* | **Yearly Examination**  *All Core Topics* |
| **Timing** | Term 1, Week 10 | Term 2, Week 10 | Term 3  Examination Period |
| **Outcomes Assessed** | P1.2, P4.1, P4.2, P5.1, P6.1 | P2.1, P2.3, P4.2, P6.2 | All Outcomes |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 10% | 20% | **40** |
| Skills in critical thinking, research methodology, analysing and communicating | 20% | 20% | 20% | **60** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject Information:** |  | | | |

## Education Logo

**School Name: Student Competency Assessment Schedule**

**COURSE: CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction 2024 -2025**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessment Events The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.  Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated. (Must be edited to suit school delivery – refer to TAS) | | | **Cluster 1** | **Cluster 2** | **Cluster 3** | Cluster 4 |
| Week  TBA depending on school delivery  Term | Week 10    Term1 | Week 10    Term 2 | Week 10  Term 3  : |
| **Cluster** | **Code** | **Unit of Competency** |
| Cluster 1 | CPCCWHS1001 | Prepare to work safely in the construction industry |  |  |  |  |
| Cluster 2 | CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry |  | X |  |  |
| Cluster 3 | CPCCCM1011 CPCCOM1015 | Undertake basic estimation and costing  Carry out measurements and calculations |  |  | X |  |
| Cluster 4 | CPCCOM2001  CPCCOM1013 | Read and interpret plans and specifications  Plan and organise work |  |  |  | X |

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

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.

# Dance – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Core Performance Dance Interview and Log Book**  *Performance –*  *Safe Dance Practice and Performance Quality* | **Core Composition Dance Interview and Log Book**  *Composition –*  *Let’s Experiment and Elements of Dance* | **Yearly Examination Additional Performance** *Appreciation –*  *Dance in Australia and*  *Skills of Analysis* |
| **Timing** | Term 1, Week 10 | Term 2, Week 7 | Term 3  Examination Period |
| **Outcomes Assessed** | P1.3, P2.2, P2.3, P2.6\*,  P3.3, P3.5, P3.7\* | P1.1, P1.4\*, P3.1,  P3.2, P3.4, P3.6 | P1.2, P2.1, P2.4, P2.5, P4.1, P4.2, P4.3, P4.4, P4.5\* |
| **Syllabus Components** |  | | | **Weighting %** |
| Core Performance | 20% |  | 20% | **40** |
| Core Composition |  | 20% |  | **20** |
| Core Appreciation |  |  | 20% | **20** |
| Core Additional | 10%  (Composition) | 10%  (Appreciation) |  | **20** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject**  **Information:** | All topics studied throughout this course explore the syllabus components of PERFORMANCE, COMPOSITION & APPRECIATION. This is done through syllabus content and practice. \* As per the Syllabus, values and attitudes outcomes are included in the task, however, they are not to be assessed as in the HSC assessment program | | | |

**Earth and Environmental Science- Year 11**

***Implementation from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**    **Topic** | **Practical Investigation**    *Plate Tectonics* | **Depth Study**    *Human Impacts* | **Yearly Examination**    *Whole Course* |  |
| **Timing** | Term 1, Week 9 | Term 2, Week 8 | Term 3  Examination Period |  |
| **Outcomes Assessed** | EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5,  EES11/12-6, EES11/12-7,  EES11-9 | EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4  EES11/12-5, EES11/12-7,  EES11-10 | EES11/12-6, EES11/12-7,  EES11-8, EES11-9,  EES11-10, ES11-11 |  |
| **Syllabus Components** |  | **Weighting %** | | | |
| Knowledge and Understanding | 5% | 5% | 30% | **40** | |
| Skills in working scientifically | 25% | 25% | 10% | **60** | |
| **Total %** | **30** | **30** | **40** | **100** | |
| **Additional Subject Information:** | Term 2 – The Depth study is based on the mandatory Depth study that will be 15hrs of class time | | | | |

# English Advanced – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Discursive Writing and Reflection**  *Common Module:*  *Reading to Write* | **Multimodal**  *Module A:*  *Narratives that Shape Our World* | **Yearly Examination**  *Module B:*  *Critical Study of Literature* |
| **Timing** | Term 1, Week 11 | Term 2, Week 10 | Term 3  Examination Period |
| **Outcomes Assessed** | EA11-4, EA11-5, EA11-9 | EA11-2, EA11-6, EA11-7 | EA11-1, EA11-3, EA11-8 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 12.5% | 17.5% | 20% | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 12.5% | 17.5% | 20% | **50** |
| **Total %** | **25** | **35** | **40** | **100** |
| **Additional Subject Information:** | Students will be required to engage with a variety of quality literature texts both in class and at home. There will a component of compulsory learning to be completed by students independently in order to meet course requirements. | | | |

# English Extension 1 – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Imaginative Response**  *Module: Texts, Culture and Value* | **IRP Multimodal**  *Module: Texts, Culture and Value* | **Yearly Examination**  *Module: Texts, Culture and Value* |
| **Timing** | Term 2, Week 2 | Term 3, Week 2 | Term 3  Examination Period |
| **Outcomes Assessed** | EE11-2, EE11-3 | EE11-1, EE11-4, EE11-6 | EE11-1, EE11-2,  EE11-3, EE11-5 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 20% | 20% | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 20% | 20% | 10% | **50** |
| **Total %** | **30** | **40** | **30** | **100** |
| **Additional Subject Information:** | Students will be required to engage with a variety of quality literature texts both in class and at home. There will a component of compulsory learning to be completed by students independently in order to meet course requirements. | | | |

# English Standard – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Narrative and Reflection**  *Common Module:*  *Reading to Write* | **Multimodal**  *Module A:*  *Contemporary Possibilities* | **Yearly Examination**  *Common Module &*  *Module B:*  *Close Study of Literature* |
| **Timing** | Term 1, Week 11 | Term 2, Week 10 | Term 3  Examination Period |
| **Outcomes Assessed** | EN11-1, EN11-3, EN11-9 | EN11-2, EN11-4, EN11-6 | EN11-5, EN11-7, EN11-8 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 15% | 15% | 20% | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10% | 20% | 20% | **50** |
| **Total %** | **25** | **35** | **40** | **100** |
| **Additional Subject Information:** | Students will be required to engage with a variety of quality literature texts both in class and at home. There will a component of compulsory learning to be completed by students independently in order to meet course requirements. | | | |

# English Studies – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Reading and Writing Task**  *Module:*  *Achieving Through English* | **Multimodal**  *Module L:*  *Who Do You Think I Am?* | **Portfolio of Texts**  *Module E:*  *Playing the Game* |
| **Timing** | Term 1, Week 11 | Term 2, Week 8 | Term 3, Week 6 |
| **Outcomes Assessed** | ES11-1, ES11-5, ES11-10 | ES11-3, ES11-6, ES11-7 | ES11-2 ,ES11-4, ES11-8, ES11-9 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 20% | 20% | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 20% | 15% | 15% | **50** |
| **Total %** | **30** | **35** | **35** | **100** |
| **Additional Subject Information:** | Students will be required to engage with a variety of quality literature texts both in class and at home. There will a component of compulsory learning to be completed by students independently in order to meet course requirements. | | | |

**Engineering Studies –Year 11**

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Fundamentals Assignment** | **Engineering Report** | **Yearly Examination** |
| **Timing** | Term 2, Week 2 | Term 3, Week 4 | Term 3  Examination Period |
| **Outcomes Assessed** | P2.1, P3.1, P3.3, P4.1 | P1.1, P2.2, P3.2, P4.3, P5.1, P5.2, P6.1, P6.2 | P1.2, P2.1, P3.1, P3.3, P4.2, P5.2, P6.2 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 20% | 15% | 25% | **60** |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 10% | 15% | 15% | **40** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject Information:** |  | | | |

**Exploring Early Childhood –Year 11**

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Research Task & Busy Book**  *Child Growth and Development* | **Virtual Parenting Task**  *Promoting Positive Behaviour* | **Yearly Examination**  *(Core A, B, C)* |
| **Timing** | Term 1 Week 9 | Term 2 Weeks 5-6 | Term 3  Examination Period |
| **Outcomes Assessed** | 1.2, 1.3, 2.1, 5.1 | 3.1, 6.2, V1.1, V2.1 | 1.4, 2.1, 2.2, 2.3, 2.4, 4.2, 6.2 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 20% | 20% | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 20% | 20% | 10% | **50** |
| **Total %** | **30** | **40** | **30** | **100** |
| **Additional Subject Information** | Virtual Parenting Task – Task 2 students will share two resource babies to take turns in caring for baby at home for up to two nights across a three-week period. The virtual baby automatically generated care report will be used as the mark for this assessment. | | | |

**Food Technology–Year 11**

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Written Investigation Report**  *Nutrition* | **Food Quality Experiment**  **and Preparation**  *Food Quality* | **Yearly Examination** |
| **Timing** | Term 1, Week 9 | Term 2, Week 9 | Term 3  Examination Period |
| **Outcomes Assessed** | P2.1, P3.1, P3.2, P4.3, P5.1 | P2.2, P3.2, P4.1, P4.4 | P1.1, P1.2, P2.1,  P2.2, P4.4, P5.1 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% |  | 30% | **40** |
| Knowledge and skills in designing, researching, analysing and evaluating | 10% | 10% | 10% | **30** |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10% | 20% |  | **30** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject Information:** |  | | | |

# Industrial Technology – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task** | **Industry Study** | **Practical Project and Portfolio** | **Yearly Examination** |
| **Timing** | Term 1, Week 9 | Term 3, Week 3 | Term 3  Examination Period |
| **Outcomes Assessed** | P1.1, P2.1,  P6.2, P7.1, P7.2 | P3.1, P3.2, P3.3, P4.1,  P4.2, P4.3, P5.1, P5.2 | P1.1, P1.2, P2.1, P3.1, P3.2,  P3.3, P4.1, P4.2, P4.3, P5.1,  P6.1, P6.2, P7.1, P7.2  P6.1, P6.2, P7.1 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 10% | 20% | **40** |
| Knowledge and skills in the management, communication and production of projects | 10% | 30% | 20% | **60** |
| **Total %** | **20** | **40** | **40** | **100** |
| **Additional Subject**  **Information:** | The aim of Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of the selected industry and its related technologies with an emphasis on design, management and production through practical applications. | | | |

# Legal Studies– Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **In-Class Test**  *The Legal System* | **Case Study/Essay**  *The Individual and the Law* | **Yearly Examination**  *All Topics* |
| **Timing** | Term 1, Week 10 | Term 2, Week 8 | Term 3  Examination Period |
| **Outcomes Assessed** | P1, P2, P9 | P3, P4, P8, P9 | P1, P2, P3, P4, P5, P6,  P7, P9, P10 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 20% | 10% | 20% | **40** |
| Analysis and evaluation | 5% | 15% | 10% | **20** |
| Inquiry and research | 5% | 5% |  | **20** |
| Communication of legal information, issues and ideas in appropriate forms |  | 5% | 10% | **20** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject**  **Information:** | Course Overview:  **The Legal System –** Basic legal concepts, sources of contemporary Australian law, classification of law, law reform and law reform in action.  **The Individual and the Law-** your rights and responsibilities, resolving reputes, contemporary issue(the individual and technology)  **Law in Practice-** is designed to provide opportunities for students to deepen their understanding of the principles of law covered in  the first sections of the course. | | | |

# Mathematics Advanced – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task** | **In-class Test** | **Investigative Assignment** | **Yearly Examination** |
| **Topic** | ***MA-F1.1:*** *Algebraic Techniques*  ***MA-F1.1:*** *Equations*  ***MA-F1.2&1.3:*** *Functions* | ***MA-F1.4:*** *Further Functions*  ***MA-T1:*** *Trigonometry*  ***MA-T2:*** *Trigonometric Functions and Identities* | ***MA-F1.1:*** *Algebraic Techniques*  ***MA-F1.1:*** *Equations*  ***MA-F1.2&1.3:*** *Functions*  ***MA-F1.4:*** *Further Functions*  ***MA-T1:*** *Trigonometry*  ***MA-T2:*** *Trigonometric Functions and Identities*  ***MA-C1:*** *Calculus*  ***MA-E1:*** *Exponential and Logarithmic Functions*  ***MA-S1:*** *Probability*  ***MA-S1:*** *Discrete Probability Distributions* |
| **Timing** | Term 1, Week 11 | Term 2, Week 8 | Term 3  Examination Period |
| **Outcomes Assessed** | MA11-1, MA11-2, MA11-9 | MA11-2, MA11-3, MA11-4, MA11-8 | MA11-1, MA11-2, MA11-3, MA11-4,  MA11-5, MA11-6, MA11-7,  MA11-8, MA11-9 |
| **Syllabus Components** | **Weighting %** | | | |
| Understanding, Fluency and Communication | 15% | 15% | 20% | **50** |
| Problem Solving, Reasoning and Justification | 15% | 15% | 20% | **50** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject Information:**  **MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems **MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems **MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes **MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities **MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems  **MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems **MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions **MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts **MA11-9** provides reasoning to support conclusions which are appropriate to the context | | | | |

# Mathematics Extension 1 – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Investigative Assignment**  *Working with Combinatorics* | **In-class Test**  *Inequalities, Further Graphs*  *and Polynomials* | **Yearly Examination**  *Working with Combinatorics, Polynomials, Inequalities, Further Graphs, Further Functions, Further Trigonometry, Further Calculus* |
| **Timing** | Term 1, Week 8 | Term 2, Week 8 | Term 3  Examination Period |
| **Outcomes Assessed** | ME11-5, ME11-6, ME11-7 | ME-11-1, ME11-2, ME11-7 | ME11-1, ME11-2, ME11-3,  ME11-4, ME11-5, ME11-7 |
| **Syllabus Components** | **Weighting %** | | | |
| Understanding, Fluency and Communication | 15% | 15% | 20% | **50** |
| Problem Solving, Reasoning and Justification | 15% | 15% | 20% | **50** |
| **Total** | **30** | **30** | **40** | **100** |
| **Additional Subject Information:**  **ME11-1:** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses  **ME11-2:** manipulates algebraic expressions and graphical functions to solve problems  **ME11-3:** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems  **ME11-4:** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change  **ME11-5:** uses concepts of permutations and combinations to solve problems involving counting or ordering  **ME11-6:** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts  **ME11-7:** communicates making comprehensive use of mathematical language, notation, diagrams and graphs | | | | |

# Mathematics Standard – Year 11

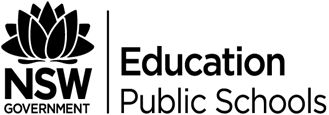
***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |
| **Nature of Task** | **In-class Test**  ***F1.2:***  *Earning and Managing Money*  ***A1:***  *Formulae and Equations*  ***S2:***  *Relative Frequency and Probability* | **Investigative Assignment**  ***M1.2:***  *Perimeter, Area and Volume*  ***DS2:***  *Classifying and Representing Data* | **Yearly Examination**  ***F1.2****: Earning and Managing Money*  ***A1****: Formulae and Equations*  ***M1.1 & 1.3****: Relative Frequency and Probability*  ***S2****: Units of Measurement*  ***M1.2****: Perimeter, Area and Volume*  ***DS2****: Classifying and Representing Data*  ***A2****: Linear Relationships*  ***F1.1****: Interest and Depreciation*  ***S1.2****: Summary Statistics*  ***M2****: Working with Time*  ***F1.3****: Budgeting and Household Expenses* |
| **Topic** |
| **Timing** | Term 1, Week 9 | Term 2, Week 9 | Term 3  Examination Period |
| **Outcomes Assessed** | MS11-1, MS11-5,  MS11-8, MS11-10 | MS11-2, MS11-4, MS11-7, MS11-9, MS11-10 | MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7,  MS11-8, MS11-10 |
| **Syllabus Components** | **Weighting %** | | | |
| Understanding, Fluency and Communication | 15 | 15 | 20 | **50** |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | **50** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject Information:**  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. | | | | |

# Music – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Presentation and Submission: Performance and Viva Voce**  *Solo or ensemble performance. Musicological research based on the performance piece including an overview of the style, supported by a detailed analysis based on Topic 1.*  **Australian Music** | **Examination: Aural Skills**  *Analytical responses to four aural excerpts recognising and discussing the Concepts of Music.*  **Methods of Notating Music** | **Presentation and Submission: Performance and Composition (including Portfolio)**  *Solo or ensemble performance. Composition based on stylistic features of the topic studied.*  **Music for Radio, Film, TV**  **and Multimedia** |
| **Timing** | Term 1, Week 8 | Term 2, Week 9 | Term 3, Examination Period |
| **Outcomes Assessed** | P1, P4, P5, P6 | P2, P4, P6 | P1, P3, P5, P7, P8 |
| **Syllabus Components** | **Weighting %** | | | |
| Performance | 10% |  | 15% | **25** |
| Composition |  |  | 25% | **25** |
| Musicology | 25% |  |  | **25** |
| Aural |  | 25% |  | **25** |
| **Total %** | **35** | **25** | **40** | **100** |
| **Additional Subject Information:**  All supporting material including workbooks, scores and aural excerpts will be provided in hard copy as well as uploaded to CANVAS. | Course Overview of Topics **Topic 1** **– Australian Music** - Students will develop knowledge & an in-depth understanding of Australian Music including traditional & contemporary music of Aboriginal and Torres Strait Islander peoples, Folk music, Jazz, Art Music, forms of Rock and Popular music, the impact of technology and the role of improvisation. Students will work to develop and enhance their research and performance skills. **Topic 2** – **Methods of Notating Music** – Students will develop knowledge and an in-depth understanding of music notation and the various ways composers communicate their ideas using different forms of notation. Through the study of various forms of notation (including but not limited to graphic notation, guitar tablature, jazz chord charts, rock charts, full scores, etc) students will enhance their aural awareness of a variety of musical styles and skills in analysis in relation to the Concepts of Music. **Topic 3** – **Music for Radio, Film, Television and Multimedia** – students will develop knowledge and an in-depth understanding of the topic including relevant composers, music in advertising, theme and incidental music, historical perspectives, film soundtracks, music for gaming, multimedia productions and the use of technology. Students will work to develop their performance and composition skills while maintaining a composition portfolio. | | | |

**1**

**RTO 90162 Public Schools NSW, Tamworth**

**COURSE: Preliminary 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 The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.  Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated. Certificate I in Engineering MEM10119 | | **Cluster 1** | **Cluster 2** | **Cluster 3** | **Work Placement**  **35hrs total** |
| Welcome to the Industry | Right tool, Right job | Engineering in Practice |
| Date:  Week: 10  Term: 1 2024 | Date:  Week: 4  Term: 3 2024 | Date:  Week: 10  Term: 3 2024 | Date:  Week:  Term: T4 2023 or T1 2024 |
| **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 and any examination is carried out according to the school’s internal assessment policy.

# Modern History– Year 11

***Implementation for Year 11 from Term 1, 2024***

| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| --- | --- | --- | --- | --- |
| **Nature of Task** | **Class Test Using Primary and Secondary Sources** | **Independent Research and Annotated Bibliography** | **Yearly Examination** |
| **Timing** | Term 1, Week 10 | Term 2, Week 10 | Term 3  Examination Period |
| **Outcomes Assessed** | MH11-2, MH11-3,  MH11-6 | MH11-3, MH11-7, MH11-8, MH11-9 | MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 20% |  | 20% | **40** |
| Historical skills in the analysis and evaluation of sources and interpretations | 10% |  | 10% | **20** |
| Historical inquiry and research |  | 20% |  | **20** |
| Communication of historical understanding in appropriate forms | 5% | 5% | 10% | **20** |
| **Total %** | **35** | **25** | **40** | **100** |
| **Additional Subject**  **Information:** | **Course Overview:**   * Case Studies- Rwandan Genocide, Yankees and Confederates in the American States in the Mid-Nineteenth Century * Historical Investigation- Death of the Romanovs * The Shaping of the Modern World- World War I | | | |

# Personal Development Health and Physical Education (PDHPE) - Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Research Task**  *Better Health for Individuals* | **Video Analysis and**  **Writing Task**  *The Body in Motion* | **Yearly Examination**  *Core 1 and 2*  *2 x Options* |
| **Timing** | Term 1, Week 8 | Term 2, Week 8 | Term 3  Examination Period |
| **Outcomes Assessed** | P3, P5, P6, P15 | P7, P8, P9, P17 | All Outcomes |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 10% | 20% | **40** |
| Skills in critical thinking, research, analysis and communicating | 20% | 20% | 20% | **60** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject**  **Information:** |  | | | |

# Photography and Digital Media – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Photographs and Case Study**  *Re-shoot / Re-invent* | **Photographs and Case Study**  *Stories, Signs and Symbols* | **Photographs and Case Study**  *Darkroom Designs* |
| **Timing** | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 6 |
| **Outcomes Assessed** | M1, M2, CH1, CH5 | M3, M4, CH2, CH3 | M5, M6, CH4 |
| **Syllabus Components** | **Weighting %** | | | |
| Making | 25% | 25% | 20% | **70** |
| Critical and Historical Interpretations | 10% | 10% | 10% | **30** |
| **Total %** | **35** | **35** | **30** | **100** |
| **Additional Subject**  **Information:** | All topics studied throughout this course explore the syllabus components of Making, Critical and Historical Interpretations through the syllabus content of the Frames, Conceptual Framework and PDM Practice. | | | |

# Physics – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Practical Task**  *Kinematics and Dynamics* | **Depth Study Report**  *Kinematic and Dynamics OR Waves and Thermodynamics* | **Yearly Examination**  *Kinematics, Dynamics, Waves and Thermodynamics and Electricity and Magnetism* |
| **Timing** | Term 2, Week 1 | Term 3, Week 3 | Term 3  Examination Period |
| **Outcomes Assessed** | PH11//12-3, PH11/12-4,  PH11/12-5, PH11/12-6,  PH11-8, PH11-9 | PH11/12-1, PH11/12-2,  PH11//12-3, PH11/12-4,  PH11/12-6, PH11/12-7, PH11-8,  PH11-9, PH11-10 | PH11/12-5, PH11/12-6,  PH11/12-7, PH11-8  PH11-9, PH11-10 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 10% | 20% | **40** |
| Skills in working scientifically | 20% | 20% | 20% | **60** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject**  **Information:** | Depth Studies will be conducted throughout the year. One depth study will be assessed as Task 2 in Term 3. | | | |

# Society and Culture - Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Application of Methodologies**  *The Social and Cultural World* | **Report**  *Personal and Social Identity* | **Yearly Examination**  *All Topics* |
| **Timing** | Term 2, Week 1 | Term 3, Week 1 | Term 3  Examination Period |
| **Outcomes Assessed** | P1, P3, P6, P9, P10 | P1, P2, P3, P5, P8, P10 | P1, P2, P3, P4, P5,  P6, P7, P9, P10 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding of course content | 10% | 10% | 30% | **50** |
| Application and evaluation of social and cultural research methods | 15% | 15% |  | **30** |
| Communication of information, ideas and issues in appropriate forms | 5% | 5% | 10% | **20** |
| **Total %** | **30** | **30** | **40** | **100** |
| **Additional Subject**  **Information:** |  | | | |

# Sport, Lifestyle and Recreation (SLR) - Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Examination**  *Fitness* | **Written Report and Practical Demonstration**  *Games and Sports Applications I* | **Research Task**  *Healthy Lifestyle* |
| **Timing** | Term 1, Week 10 | Term 2, Week 8 | Term 3, Week 6 |
| **Outcomes Assessed** | 1.2, 1.3, 2.2,  3.2, 3.3, 4.1 | 1.1, 1.3, 2.1, 3.1,  3.2, 4.1, 4.4 | 1.5, 2.3,  3.5, 4.3 |
| **Syllabus Components** | **Weighting %** | | | |
| **Knowledge**:  The health and participation in physical activity.  The principles and processes impacting on the realisation of movement potential. | 20% | 10% | 20% | **50** |
| **Skills:**  The ability to analyse and implement strategies that promote health, physical activity and enhance performance.  The capacity to influence the participation and performance of self and others. | 15% | 20% | 15% | **50** |
| **Total %** | **35** | **30** | **35** | **100** |
| **Additional Subject**  **Information:** |  | | | |

# Visual Arts – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Portfolio of Experimental Works**  **and Artist Research**  *The Figure and People in Art* | **Submission of Body of Work**  **and**  **Extended Written Research**  *Issues of Influence* | **Submitted Artworks**  **Yearly Examination**  *Reformed – Contemporary Sculpture* |
| **Timing** | Term 1, Week 11 | Term 2, Week 10 | Term 3  Examination Period |
| **Outcomes Assessed** | P1, P4, P6, P7 | P3, P6, P10 | P2, P5, P7,  P8, P9, P10 |
| **Syllabus Components** | **Weighting %** | | | |
| Art Making | 15% | 20% | 15% | **50** |
| Art Criticism and Art History | 10% | 20% | 20% | **50** |
| **Total %** | **25** | **40** | **35** | **100** |
| **Additional Subject Information:** | This subject focuses on the key components and concepts that need to be known in the visual arts through the content of Practice, Conceptual Framework and Frames.  Making artworks in at least 2 forms.  Use of a process diary  Broad investigation of ideas in Art Criticism and Art History | | | |

# Visual Design (CEC) – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Portfolio of**  **Experimental Works**  and accompanying VDPD including evidence of material and technical experimentation.  Structural and Subjective Frame analysis.  *MADD Publications* | **Clothing Design**  Clothing/wearable Design  Redesign Artwork  Research Task  *Styling Up* | **Major Illustration**  Submission of Completed Design Illustration and  Illustrator /Designer Research  *Plants Wildlife and Zombies* |
| **Timing** | Term 1, Week 11 | Term 2, Week 10 | Term 3, Week 6 |
| **Outcomes Assessed** | DM4, DM5, CH1, CH4 | DM2, DM4, CH2 | DM1, DM3, CH3 |
| **Syllabus Components** | **Weighting %** | | | |
| Designing and Making | 25% | 25% | 20% | **70** |
| Critical and Historical Studies | 10% | 10% | 10% | **30** |
| **Total %** | **35** | **35** | **30** | **100** |
| **Additional Subject**  **Information:** | This subject focuses on the key components and concepts that need to be known in Visual Design through:  Practice: the actions and sequences that affect choices, directions, and ways of working in the different fields of design  The Frames : Frames orientate investigations in designing and making, in critical and historical studies, and represent different beliefs, values and philosophical views.  VDPD process diary. | | | |

# Work Studies – Year 11

***Implementation for Year 11 from Term 1, 2024***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of Task**  **Topic** | **Group School Projects**  *Modules 1, 10, 11 and Core* | **Metal/Timber Project**  *Modules 10 and 11* | **My Working Life Portfolio**  *Modules 10 and 11* |
| **Timing** | Term 2, Week 2 | Term 3, Week 5 | Term 3, Week 6 |
| **Outcomes Assessed** | 1,2,5,6,7 | 1,2,5,6,7 | 1,2,3,4,8,9 |
| **Syllabus Components** | **Weighting %** | | | |
| Knowledge and understanding | 10% | 10% | 10% | **30** |
| Skills | 30% | 30% | 10% | **70** |
| **Total %** | **40** | **40** | **20** | **100** |
| **Additional Subject**  **Information:** | A portfolio must be completed to demonstrate workplace experience and skills achieved – My Working Life. Student will be required to undertake a Work Health and Safety Certificate; there will be a charge for this.  Optional First Aid Certificate can be completed; there will be a charge for this (advisable for Industry employment).  **Course Overview**  Course may comprise of: Employer Expectations and Interview Day, Timber Industry Skills, Metal Industry Skills, Group Practical Project, Work Based Portfolio.  **Assessment**  The [*Common Grade Scale*](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/determining-HSC-results) will be used to report student achievement in the Year 11 course. | | | |