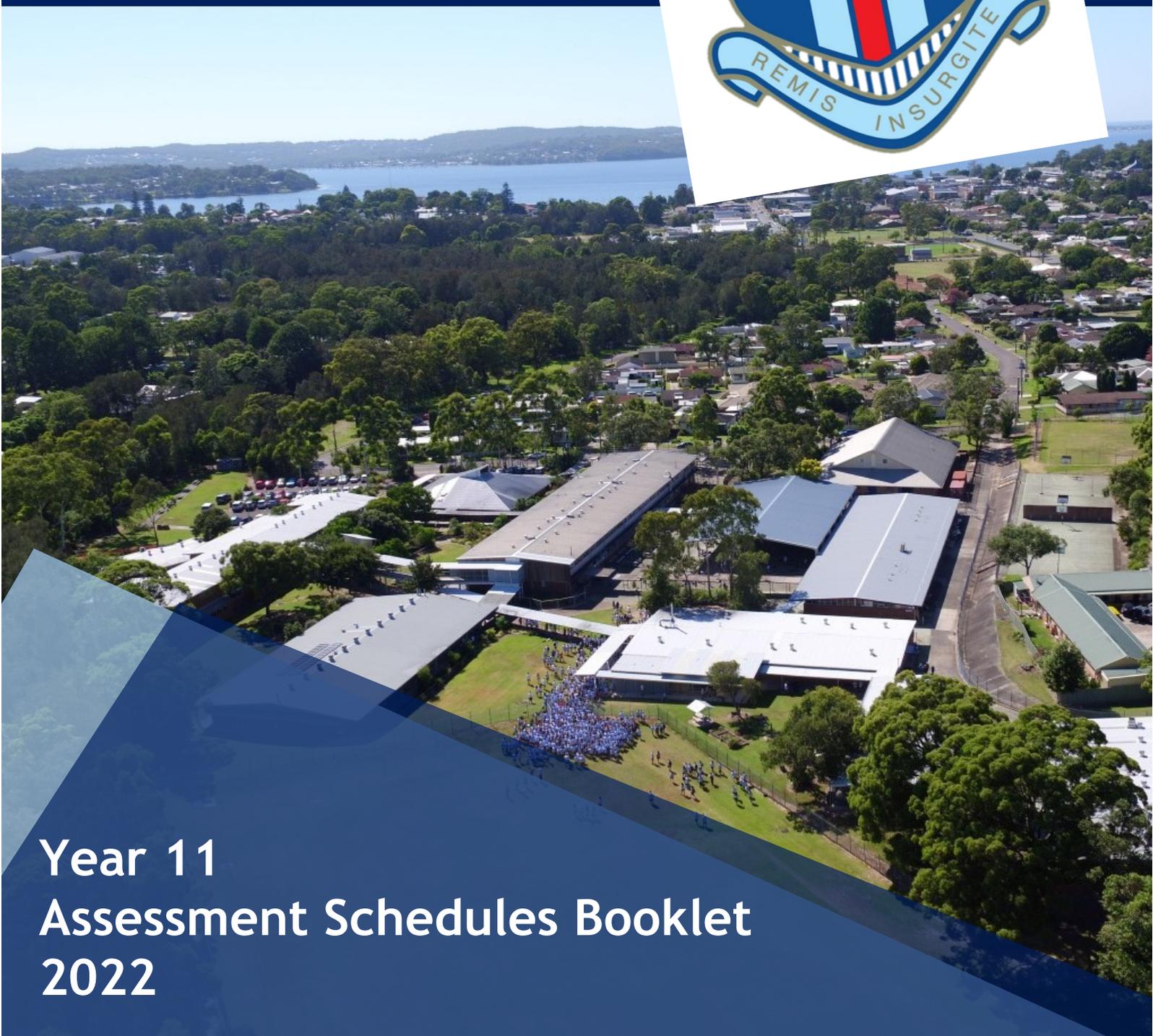


**INNOVATION
INSPIRATION
EXCELLENCE**



**Year 11
Assessment Schedules Booklet
2022**



Education

1 GUIDELINES ON THE NUMBER AND TYPES OF TASKS BEING USED

1.1 Number of Tasks for Each Course

The NESAs HSC Standards 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 NESAs guidelines, at THS:

- 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 NESAs requirements.

1.2 Types of Assessment Tasks

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

An assessment schedule, addressing assessable components, outcomes and the weightings of each task for each course in the Stage 6 learning program, can be found in this handbook

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

2.1 Procedures to Plan the Timing of Tasks

Stage 6 assessment tasks may be issued at the beginning of a unit of work if applied class knowledge is being assessed, or within a reasonable time after the completion of a unit of work if assessing what has been learned. All formal assessment items for Year 11-12 will be recorded in the THS assessment schedule template. If deemed necessary by the Senior Executive, written notification of any changes to the published assessment schedule will be provided to students.

2.3 Informing Students and Parents About Tasks

An assessment schedules handbook for Year 12 will be provided in Term 4 of the current academic year.

Year 11 will receive an assessment schedules handbook upon the commencement of the new academic year.

Year 11 and 12 students will sign an acknowledgement of receipt register when receiving the assessment schedules handbook. Students in Years 11 and 12 will receive a copy of each course assessment schedule. Course assessment schedules and scope and sequences will also be able to be accessed online through the school's Learning Management System, CANVAS.

3 PROCEDURES RELATING TO THE ADMINISTRATION OF TASKS

3.1 Providing Adequate Assessment Notice and Information

A minimum two weeks written notice is required for all formal assessment tasks. 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.

3.2 Signing for Receipt of Tasks

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

3.3 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. 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.

3.4 Submission and Completion of Tasks

3.4.1 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 day**. If the submission cannot be made through CANVAS, tasks are to be submitted directly to the assessing teacher. **All tasks need to be submitted by 2.20pm on the due day.**
- 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. In the absence of both the teacher and respective Head Teacher Faculty, tasks can be submitted to a Deputy Principal.
- Students submitting tasks to CANVAS on the due date by 2.20pm, 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 sorted out 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, students can verify this is the case by downloading their submission from the top right hand corner of the *Submission* page.

3.4.2 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, as well as any special apparatus indicated by the class teacher or on the assessment notification. **Students should not expect to be allowed to borrow any equipment.**

- NESAs 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.
- A visible working clock for all timed assessment tasks will be made available in the examination room.
- 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.
- Stage 6 classes must complete all tasks concurrently where two or more classes exist in the same course.

3.4.3 Non-serious or unsatisfactory attempts of assessment tasks

Students must make a satisfactory attempt at an assessment task. 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 a *N-Award Warning* letter.
- 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.

3.5 School Based Assessment, Absences and Late Submissions

3.5.1 Late or non-submission of school-based tasks

- Stage 6 students who hand in work late will be subjected to a faculty consequence, or set of consequences. Stage 6 students who fail to submit work or sit an assessment task, on or before the due date, will be awarded a mark of zero. For all tasks not submitted on the due date and not undergoing appeal, an N-Warning letter will be sent as per NESAs requirements.

3.5.2 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. The task should be completed or submitted prior to the due date. At the discretion of Senior Executive and the Head Teacher Faculty, alternative due dates and tasks may be negotiated. If the assessment is an in-class examination style task, a different task or estimate will be provided to the absent student. This decision is made by the Head Teacher Faculty in consultation with the Senior Executive.

3.5.3 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.

3.5.4 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. Any relevant supporting documentation (such as a doctor's certificate) must be attached to the completed form and submitted to the Head Teacher Faculty.
- Where the Deputy or Head Teacher Faculty 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.
- Where the Deputy or Head Teacher Faculty 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.

3.5.5 Appeals

- For Stage 6, 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 classroom teacher or Head Teacher Faculty. The appeal will be subject to the decision of the Stage 6 Assessment Appeals/Dispute Committee.
- 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.

3.5.6 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 they have returned to school.
- Immediately upon return to school, the absent student is required to complete the relevant form and provide supporting documentation. Completed forms are to be submitted to the Head Teacher Faculty. 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 and/or Head Teacher Faculty.
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task at the earliest opportunity. Rescheduling of the performance to an alternate date will be determined by the Head Teacher Faculty in consultation with the Senior Executive.

3.14 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.

3.15 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/Dispute 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.

3.16 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, with appropriate supporting documentation; this will need to be independent evidence for Stage 6 students.

Applications for extension need to be given to the Head Teacher Faculty at least 24 hours prior to the due date. The awarding of the extension will be at the discretion of the Senior Executive. Where less than 24 hours notice is provided, the Senior Executive and/or 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 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 by Stage 6 students.

***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.*

4 PROCEDURES RELATING TO MALPRACTICE

4.1 Definition and Practices

THS follows the 2011 NESAs 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 NESAs 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' (NESAs 2019).*
- Documentation related to the HSC: All My Own Work program will be held by the Careers Adviser.

4.2 Procedures for Malpractice in Tasks

Suspected malpractice will be reported to respective faculty Head Teachers Faculty for review. Suspected malpractice will be communicated to Senior Executive by Head Teachers Faculty. 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 NESAs Malpractice Register.

4.3 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.

4.4 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/Dispute Committee.

5 PROCEDURES FOR ADVISING STUDENTS IN WRITING WHEN THEY ARE IN DANGER OF NOT MEETING ASSESSMENT REQUIREMENTS IN A COURSE

5.1 Monitoring Satisfactory Course Completion

Satisfactory completion can be judged by evidence regarding sustained application and diligence to learning experiences in class, home tasks and assessment tasks. Failure to meet one or more of these requirements may lead to an 'N' or 'Non-Completion 'N' determination. An 'N' determination for a course may make a student ineligible for the HSC.

5.2 Informing Parents/Carers of Non-Submissions or Upheld Appeals

For Stage 6 students, an 'N' warning letter is to be used as the primary method for notifying parents/carers of failure to submit or undertake an assessment task. In addition, faculty letters, phone calls home and parent interviews may also be used. Parent/carers may also be informed of failure to submit or undertake an assessment task during parent teacher evening.

Communication regarding incomplete assessment tasks may be articulated in official Half Yearly and Yearly reports. In the event of an upheld appeal the Assessment/Dispute Appeals Committee will decide on the appropriate method of parental contact and the person(s) responsible for making that contact.

5.4 Notifying Students at Risk of Receiving an 'N' Determination

Students failing to engage in satisfactory course completion will be interviewed by their relevant teacher. 'N' warning letters will be sent home regarding unsatisfactory course completion. Head Teachers will interview students regarding ongoing unsatisfactory course completion and make parent / carer phone contact.

6 PROCEDURES FOR CONDUCTING SCHOOL REVIEWS OF FINAL ASSESSMENT MARKS AND APPEALS TO NESAS

6.1 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), other Head Teacher Faculty.

6.2 Procedures for Handling Appeals to NESAS

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 NESAS. 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, NESAS 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 NESAS. There is no provision for appeal against the marks awarded for individual assessment tasks.'

NESA will consider only whether:

- a. the school review process was adequate for determining whether:*
 - i. the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages*
 - ii. 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*
 - iii. there are no computational or other clerical errors in the determination of the assessment mark.*
- b. 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 be affected 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).



TORONTO HIGH SCHOOL

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

- | | |
|--|--|
| <input type="checkbox"/> Course, subject, task name and due date completed | <input type="checkbox"/> Parental/Carer signature and date completed |
| <input type="checkbox"/> Reason for appeal completed | <input type="checkbox"/> Student signature and date completed |
| <input type="checkbox"/> Details to support appeal completed | <input type="checkbox"/> Doctor's Certificate/Statutory Declaration attached |
| <input type="checkbox"/> Classroom teacher comment completed | |

Course: HSC Preliminary

Subject:	Task Name:	Due Date: ____/____/____
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Reason for Appeal: Illness Misadventure

Details to Support Appeal:

Classroom Teacher Comment:

Documentation Attached:	<input type="checkbox"/> Doctor's Certificate	<input type="checkbox"/> Statutory Declaration
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Parent/Carer Signature:

Date: / /

Student Signature:

Date: / /

Appeal Upheld: Yes No

Estimate Based on Evidence

Other:

Deputy Principal Signature:

Date: / /

Head Teacher Signature:

Date: / /



TORONTO HIGH SCHOOL 'N' AWARD FLOWCHART

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

- i. Teacher interviews and supports student.
- ii. Record of interview maintained.

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.

FIRST 'N' WARNING LETTER IS ISSUED
Students of concern are raised at faculty meetings and Executive meetings.

Student resolves N-letter. A mark of zero remains. Sentral is updated.

OR

Warning remains unresolved.

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

- i. Unresolved first task is listed on the letter in addition to second missed task.
- ii. Parent is contacted via phone call. Interview record is maintained.
- iii. Students are raised at faculty and Executive meetings. DPs are emailed names of students.
- iv. Class Teacher & Head Teacher to establish requirements for student to redeem 'N' award warnings.

Student resolves N award letter. A mark of zero remains. Sentral is updated.

OR

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

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.

THIRD 'N' WARNING LETTER IS ISSUED

- i. Unresolved first and/or second task is listed on the letter in addition to third missed task.
- ii. Parent is contacted via phone call.
- iii. Interview record is maintained.
- iv. 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 NESAs where applicable.

Aboriginal Studies – Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Source Analysis	Local Community Consultation Project	Yearly Examination	
Topic	<i>Part 1: Aboriginality and The Land Part 2: Heritage and Identity</i>	<i>PART 4: Research and Inquiry Methods</i>	<i>All</i>	
Timing	Term 1, Week 10	Term 3, Week 1	Term 3 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, P4.2	
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:	<u>Course Overview:</u> 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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Prepared Essay	Research Task	Yearly Examination	
Topic	<i>Investigating Ancient History</i>	<i>Historical Investigation</i>	<i>Boudicca, Persepolis, Ancient Societies – Egypt and Rome</i>	
Timing	Term 1, Week 6	Term 2, Week 3	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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Investigation Depth Study	Research Presentation /Task	Yearly Examination	
Topic	<i>Enzymes</i>	<i>Biological Diversity</i>	<i>Whole Course</i>	
Timing	Experiments: Term 2, Weeks 1-2 Analysis of results Term 2, Week 3-5 Due: Term 2, Week 6	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 2 – Practical Investigation is based on the mandatory Depth study that will be 15hrs			

Business Studies – Year 11

Implementation for Year 11 from Term 1, 2022

Task number	Task 1	Task 2	Task 3	
Nature of Task	Research and In-Class Test	Business Plan	Yearly Examination	
Topics	<i>The Nature of Business and Business Management</i>	<i>Business Planning</i>	<i>The Nature of Business, Business Management and Business Planning</i>	
Timing	Term 2, Week 2	Term 3, Week 7	Term 3 Examination Period	
Outcomes Assessed	P1, P2, P5, P8, P10	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:	<p><u>Course Overview:</u> Topic 1: The Nature of Business Topic 2: Business Management Topic 3: Business Planning</p>			

Chemistry- Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Investigation and Report	Depth Study	Yearly Examination	
Topic	<i>Properties and Structure of Matter</i>	<i>Properties and Structure of Matter</i>	<i>Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of Reactions</i>	
Timing	Term 1, Week 7	Term 2, Week 2	Term 3 Examination Period	
Outcomes Assessed	CH11/12-2, CH11/12-3, CH11/12-4, CH11-8	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10	CH11/12-6, CH11-8, CH11-9, CH11-10, CH11- 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 2 – The Depth study is based on the mandatory class time of 15hrs including a mandatory excursion to ANSTO- (Lucas Heights) Date TBC. Assessment date (week 1-4) subject to change.			

Community and Family Studies- Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Resource Management Plan	Research and Presentation	Final Examination	
Topic	<i>Resource Management</i>	<i>Individuals and Groups</i>	<i>Families and Communities</i>	
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, P6.1,	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:	<p>Course Overview: C1 – Resource Management, C2 – Individuals and Groups and C3 – Families and Communities. The final examination will cover a variety of outcomes and test student knowledge developed throughout the course.</p>			

Preliminary outcome: CPC20211 Certificate II in Construction Pathways

		Cluster 1	Cluster 2	Cluster 3	Work Placement
Assessment Events for CPC20211 Certificate II in Construction Pathways		Let's Get Started	Work Safe, Stay Safe	When at Work	70 hours total
		Week: 2 Term: 1 2022	Week: 2 Term: 3 2022	Week: 8 Term: 3 2022	Week: 4 Term 4: 2022
Code	Unit of Competency				
CPCCWHS1001	Prepare to work safely in the construction industry	✓			
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry		✓		
CPCCCA2011A	Handle carpentry materials		✓		
CPCCCA2002B	Use carpentry materials		✓		
CPCCCM1015	Carry out measurements and calculations		✓		
CPCCCM1014	Conduct workplace communication			✓	
CPCCCM1012	Work effectively and sustainably in the construction industry			✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards a Certificate II in Construction Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

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

Dance – Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Core Performance Dance Interview and Log Book	Core Composition Dance Interview and Log Book	Yearly Examination Additional Performance	
Topic	<i>Performance – Safe Dance Practice and Performance Quality</i>	<i>Composition – Let's Experiment and Elements of Dance</i>	<i>Appreciation – Dance in Australia and Skills of Analysis</i>	
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

Engineering Studies – Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task Topic	Assignment	Engineering Report <i>Hydraulics</i>	Yearly Examination	
Timing	Term 1, Week 8	Term 3, Week 2	Term 3 Examination Period	
Outcomes Assessed	P1.2, P2.1, P3.1, 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:				

English Advanced – Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Discursive Writing and Reflection	Multimodal	Yearly Examination	
Topic	<i>Common Module: Reading to Write</i>	<i>Module A: Narratives that Shape Our World</i>	<i>Module B: Critical Study of Literature</i>	
Timing	Term 2, Week 2	Term 3, Week 1	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 be 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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Imaginative Response	IRP Multimodal	Yearly Examination	
Topic	<i>Module: Texts, Culture and Value</i>	<i>Module: Texts, Culture and Value</i>	<i>Module: Texts, Culture and Value</i>	
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, EE11-4, 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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Narrative and Reflection	Multimodal	Yearly Examination	
Topic	<i>Common Module: Reading to Write</i>	<i>Module A: Contemporary Possibilities</i>	<i>Common Module & Module B: Close Study of Literature</i>	
Timing	Term 1, Week 10	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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Reading and Writing Task	Multimodal	Portfolio of Texts	
Topic	<i>Module: Achieving Through English</i>	<i>Module L: Who Do You Think I Am?</i>	<i>Module E: Playing the Game</i>	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9	
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.			

Food Technology–Year 11

Implementation for Year 11 from Term 1, 2022

Task number	Task 1	Task 2	Task 3	
Nature of Task	Food Quality Experiment and Preparation	Written Investigation Report	Yearly Examination	
Topic		<i>Nutrition</i>		
Timing	Term 2, Week 9	Term 3, Week 7	Term 3 Examination Period	
Outcomes Assessed	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, 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	20%	10%		30
Total %	30	30	40	100
Additional Subject Information:				

Board Endorsed Course: Furniture Making Pathways

Student Competency Assessment Schedule

Course outcome: 3Unit x 1yr 180hr MSF20516 Certificate II in Furniture Making Pathways

Assessment Events for MSF20516 Certificate II in Furniture Making Pathways		Cluster 1	Cluster 2	Cluster 3	Cluster 4	
		Measure twice, cut once	Cabinet Magic	Futureproof	All up to me	
		Date: Week: 9 Term: 1 2022	Date: Week: 9 Term: 4 2022	Date: Week: 9 Term: 3 2022	Date: Week: 9 Term: 3 2023	
Code	Unit of Competency					
FGN2001 MPC103	MSFFP2006 Make measurements and calculations Make simple timber joints Demonstrate care and safe practices at work	✓				
FFP2003 M2002 MSUP106	Prepare surfaces Assemble furnishing components Work in a team		✓			
P2002 MENV272 MEM16008A	Develop a career plan for the furnishing industry Participate in environmentally sustainable work practices Interact with computing technology			✓		
P2001 M2003 MSFFP2005	Undertake a basic furniture making project Select and apply hardware Join furnishing materials				✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **MSF20516 Certificate II in Furniture Making Pathways** or a Statement of Attainment towards a **MSF20516 Certificate II in Furniture Making Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

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

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

Investigating Science– Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Designing Investigations Depth Study	Building Models Depth Study	Yearly Examination	
Topic	<i>Cause and Effect-Observing, Inferences and Generalisations</i>	<i>Scientific Models – Theories and Laws</i>	<i>Whole Course</i>	
Timing	Term 2, Week 3	Term 3, Week 1	Term 3 Examination Period	
Outcomes Assessed	INS11/12-1, INS11/12-3, INS11/12-4, INS11-9	INS11/12-1, INS11/12-2, INS11/12-6, INS11/12-7 INS11-10	INS11/12-1, INS11/12-2, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%	10%	20%	40
Skills in working scientifically	10%	30%	20%	60
Total %	20	40	40	100
Additional Subject Information:				

Industrial Technology – Year 11

Implementation for Year 11 from Term 1, 2022

Task number	Task 1	Task 2	Task 3	
Nature of Task	Industry Study	Practical Project and Folio	Yearly Examination	
Timing	Term 1, Week 9	Term 3, Week 3	Term 3, Week 9/10	
Outcomes Assessed	P1.1, P1.2, 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, 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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In-Class Test	Case Study/Essay	Yearly Examination	
Topic	<i>The Legal System</i>	<i>The Individual and the Law</i>	<i>All Topics</i>	
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	15%	5%	20%	40
Analysis and evaluation	5%	5%	10%	20
Inquiry and research	5%	15%		20
Communication of legal information, issues and ideas in appropriate forms	5%	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 disputes, contemporary issues (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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In-class Test	Investigative Assignment	Yearly Examination	
Topic	MA-F1: Working With Functions	MA-C1: Calculus Introduction to Differentiation	MA-F1: Functions MA-C1: Calculus MA-T1: Trigonometry and Measure of Angles MA-T2: Trigonometric Functions and Identities MA-S1: Probability and Discrete Probability Distributions MA-E1: Exponential and Logarithmic Functions	
Timing	Term 1, Week 9	Term 2, Week 10	Term 3 Examination Period	
Outcomes Assessed	MA11-1, MA11-2, MA11-9	ME11-1, MA11-5, MA11-8, MA11-9	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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Investigative Assignment	Topic Test	Yearly Examination	
Topic	Combinatorics	Further Functions	Combinatorics, Further Functions, Trigonometric Functions, Calculus	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3 Examination Period	
Outcomes Assessed	ME11-5, ME11-6, ME11-7	ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, 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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task Topic	In-class Test F1.2: Earning and Managing Money A1: Formulae and Equations M1.1, M1.3: Units of Measurement	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: Units of Measurement S2: Relative Frequency and Probability 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	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3 Examination Period	
Outcomes Assessed	MS11-1, MS11-3, MS11-5, 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

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 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 2022	Date: Week: 4 Term: 3 2022	Date: Week: 10 Term: 3 2022	Date: Week: Term: T4 2022 or T1 2023
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, 2022

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 9	Term 2, Week 10	Term 3 Examination Period	
Outcomes Assessed	MH11-2, MH11-3, MH11-6, MH11-9	MH11-3, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, 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:	<p><u>Course Overview:</u></p> <ul style="list-style-type: none"> • 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 			

Music – Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Presentation and Submission: Performance and Viva Voce <i>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</i>	Examination: Aural Skills <i>Analytical responses to four aural excerpts recognising and discussing the Concepts of Music.</i>	Presentation and Submission: Performance and Composition (including Portfolio) <i>Solo or ensemble performance. Composition based on stylistic features of the topic studied.</i>	
Topic	Australian Music	Methods of Notating Music	Music for Radio, Film, Television and Multimedia	
Timing	Term 1, Week 11	Term 2, Week 10	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 the curriculum folder and CANVAS.	Course Overview of Topics <ul style="list-style-type: none"> 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. 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 and the use of technology. Students will work to develop their performance and composition skills while maintaining a composition portfolio. 			

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

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Video Analysis and Writing Task	Yearly Examination	
Topic	<i>Better Health for Individuals</i>	<i>The Body in Motion</i>	<i>Health for Individuals Body in Motion First Aid Fitness Choices</i>	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 10	
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:				

Physics – Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Task	Depth Study Report	Yearly Examination	
Topic	<i>Kinematics and Dynamics</i>	<i>Kinematic and Dynamics OR Waves and Thermodynamics</i>	<i>Kinematics, Dynamics, Waves and Thermodynamics and Electricity and Magnetism</i>	
Timing	Term 2, Week 4	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, PH11-11	
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:	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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Application of Methodologies	Report	Yearly Examination	
Topic				
Timing	Term 2, Week 2	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	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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Examination	Written Report and Practical Demonstration	Research Task	
Topic	<i>Fitness</i>	<i>Games and Sports Applications I</i>	<i>Healthy Lifestyle</i>	
Timing	Term 2, Week 2	Term 2, Week 7	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:	Topics Covered: • Fitness • Games and Sports Applications I • Healthy Lifestyles			

TORONTO HIGH SCHOOL

COURSE: Preliminary 2021 - Certificate II Skills for Work and Vocational Pathways

Assessment Events for FSK20113 Certificate II in Skills for Work and Vocational Pathways		Event 1	Event 2	Event 3
		MOCKTAIL MAGIC	K1 CAFE	SERVE ME
		Date: Week 11 Term 1	Date: Week 10 Term 2	Date: Week 10 Term 3
Code	Unit of Competency			
SITHFSA001	Use hygienic practices for food safety	X		
SITHWHS001	Participate in safe work practices	X		
SITHFAB004	Prepare and serve non-alcoholic beverages	X		
FSKOCM07	Interact effectively with others at work	X		
SITHCCC002	Prepare and present simple dishes		X	
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work		X	
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work		X	
SITHFAB005	Prepare and serve espresso coffee			X
FSKDIG03	Use digital technology for routine workplace tasks			X
FSKLRG11	Use routine strategies for work related learning			X
FSKLRG09	Use strategies to respond to routine workplace problems			X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II Skills for Work and Vocational Pathways (FSK20113) or a Statement of Attainment towards a Certificate II in Skills for Work and Vocational Pathways (FSK20113)

* **Units to be delivered within the course will be confirmed by your teacher.**

** **Recommended delivery of FSK20113 is through project based learning and in alignment with Industry framework units of competency.**

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.

Visual Arts – Year 11

Implementation for Year 11 from Term 1, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Portfolio of Experimental Works and accompanying VAPD including evidence of material and conceptual experimentation with explanation of related artist's practice through the Frames.	Submission of Body of Work and Extended Written Research Using research on selected artists as the basis for an in-class extended response Submission of research	Submitted Artworks Submission of completed artworks and Yearly Examination	
Topic	<i>The Figure and People in Art</i>	<i>Issues of Influence</i>	<i>Reformed – Contemporary Sculpture</i>	
Timing	Term 1, Week 11	Term 2, Week 10	Term 3 Examination Period	
Outcomes Assessed	P1, P4, P5, P6, P9	P2, P6, P8, P10	P3, P5, P6, P7, P8, P9, P10	
Syllabus Components				Weighting %
Art Making	20%	15%	15%	50
Art Criticism and Art History	10%	20%	20%	50
Total %	30	35	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, 2022

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Portfolio of Experimental Works and accompanying VDPD including evidence of material and technical experimentation. Structural and Subjective Frame analysis.	Clothing Design Clothing/wearable Design Redesign Artwork Research Task	Major Illustration Submission of Completed Design Illustration and Illustrator /Designer Research	
Topic	<i>MADD Publications</i>	<i>Styling Up</i>	<i>Plants Wildlife and Zombies</i>	
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 5/6	
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, 2022

Task Number	Task 1	Task 2	Task 3		
Nature of Task	Group School Projects	Metal/Timber Project	My Working Life Portfolio		
Topic	<i>Modules 1, 10, 11 and Core</i>	<i>Modules 10 and 11</i>	<i>Modules 10 and 11</i>		
Timing	Term 1, Week 10	Term 3, Week 5	Term 3, Week 8		
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:	<p>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).</p> <p><u>Course Overview</u></p> <p>Course may comprise of: Employer Expectations and Interview Day, Timber Industry Skills, Metal Industry Skills, Group Practical Project, Work Based Portfolio.</p> <p><u>Assessment</u></p> <p>The <i>Common Grade Scale</i> will be used to report student achievement in the Year 11 course.</p>				