

**INNOVATION
INSPIRATION
EXCELLENCE**



**2023 Year 11
Assessment Schedules Booklet**



Education

1 PROCEDURES RELATED TO THE ADMINISTRATION OF TASKS

1.1 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:
 - the task due date, outcomes, components and weight value in relation to the total weighted mark for the course
 - a task description outlining the nature of the task and specific requirements, including the drafting process/requirements for the task
 - details of the school's policy for non-submission of the task
 - a marking rubric for project-based tasks to guide student performance against A-E and numerical scales
 - 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
 - submission and presentation instructions.

1.2 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.
- Examination notifications must be processed through the Assessment Task Development Process. Where examinations have been purchased from external providers, copies of examination papers and marking rubrics are not required to be submitted during this process due to time constraints with external providers. This applies to HSC Trial and Year 11 Yearly Examinations only.
- Assessment Task Notifications must use the THS Examination Assessment Template. See page 50 for the THS Examination Assessment Task Notification Template.

1.3 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.

1.4 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.

1.5 Submission and Completion of Tasks

1.5.1 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.

1.5.2 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.**
- 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.
- 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.

1.5.3 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 a *N-Award Warning* letter (Year 10-12).
- 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.

1.6 School Based Assessment, Absences and Late Submissions

1.6.1 Late or non-submission of school-based tasks: ACE 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.

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

- Students who hand in work late, without a valid reason, will be awarded a mark of zero.
- For Years 7-9 students, verbal communication from the parent to the teacher providing a valid reason can be accepted as valid. A medical certificate is not required.
- For Year 10-12 students, all tasks not submitted on the due date and not undergoing appeal, an N-Warning letter will be sent as per NESA requirements.
- Each faculty will take responsibility for tracking Faculty Warnings and N-Warnings.
- Once a N-Warning or Faculty Warning is resolved, it is the responsibility of the classroom teacher to ensure this is reflected on Sentral.
- If a student is absent on the day of a submission or "hand in task", they must submit the task on the first day of their return from absence along with a Misadventure/Illness and Application Form within three days of their return.

1.6.3 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.

1.6.4 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 Year 11 Yearly Examinations and Year 12 HSC Trial Examinations misadventure and appeal, see Section 1.6.7.
- 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.

1.6.5 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.

1.6.6 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.

1.6.7 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.

1.6.8 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.

1.7 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.

1.8 Alternate Tasks

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).

1.9 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.

1.10 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.

1.11 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.

1.12 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. Years 7-9 require parental/carers contact/contribution and the completed Extension of Assessment Form. 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 Head Teacher Faculty (Years 7-9) and 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) and Head Teacher (Years 7-9). 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 Head Teacher Faculty (Years 7-9) or 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.

2 PROCEDURES RELATING TO MALPRACTICE

2.1 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.

2.2 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.

2.3 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.

2.4 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.

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

3.1 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.
- 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.

3.2 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.
- 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.

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

4.1 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. Attendance may not be used to determine satisfactory completion of a course. 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.

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

For Years 10, 11 and 12, an 'N' warning letter is to be used as the primary method for notifying parents of failure to submit or undertake an assessment task. In addition, faculty letters, phone calls home and parent interviews should also be used. Parents may also be informed of failure to submit or undertake an assessment task during parent teacher evening. Records of this contact need to be maintained.

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

- Teachers are to interview students failing to engage in satisfactory course completion. 'N' warning letters are to be sent home regarding unsatisfactory course completion. Head Teachers are to interview students regarding ongoing unsatisfactory course completion and make parent / carer phone contact.
- Students undergoing a UPL are to be interviewed by the Deputy Principal and parent / carer phone contact is to be made. Parental inclusion in the UPL interview is at the discretion of the Deputy Principal. Regular contact home regarding student progress is also at the discretion of the Deputy Principal.
- Students failing to meet UPL requirements, and/ or have been officially nominated to the Principal for an 'N' determination by the Deputy Principals, will be interviewed by the Principal. Parent/carers contact and involvement at this point of intervention will be at the discretion of the Principal.

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

5.1 Disputes Related to Assessment Tasks

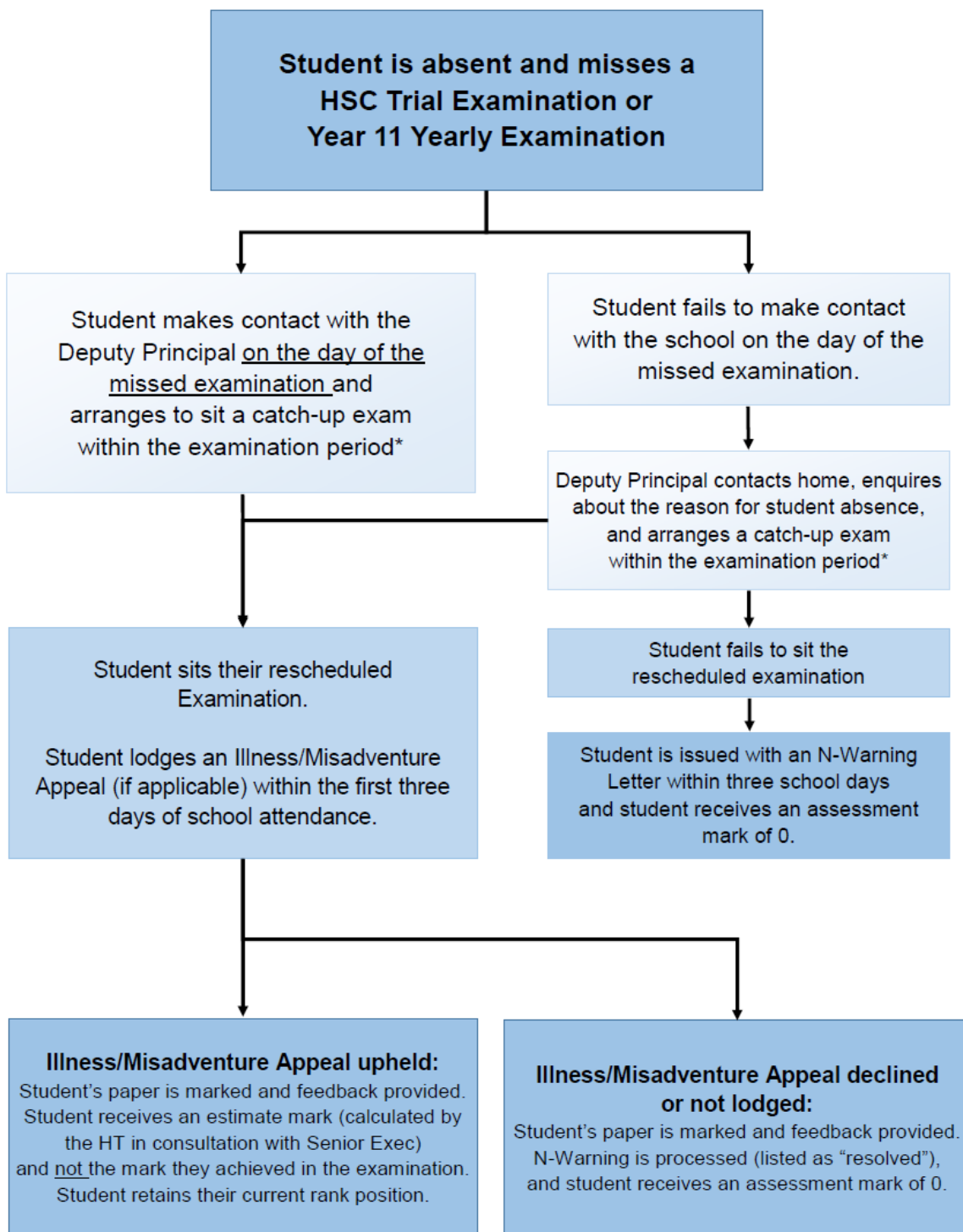
- Disputes are to be put before the Assessment Appeals/Dispute Committee. Investigation into claims and recommendations will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the Assessment Appeals/Dispute Committee.
- The Stage 6 Assessment 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.

5.2 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:
 - the school review process was adequate for determining whether:
 - the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages
 - 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
 - there are no computational or other clerical errors in the determination of the assessment mark.
 - 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 YEAR 11 YEARLY AND HSC TRIAL EXAMINATION ABSENTEE PROCEDURES



**Catch-up examinations will be held within the examination period where possible.
Alternatively, these catch-up examinations will be scheduled within 1-2 weeks of the examination period ending.*



TORONTO HIGH SCHOOL

YEARS 10-12 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"/> Reason for appeal completed
<input type="checkbox"/> Details to support appeal completed
<input type="checkbox"/> Classroom teacher comment completed | <input type="checkbox"/> Parental/Carer signature and date completed
<input type="checkbox"/> Student signature and date completed
<input type="checkbox"/> Doctor's Certificate/Statutory Declaration attached |
|--|---|

Course: ☐ Year 10 ☐ Preliminary ☐ HSC

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

Details to Support Appeal:

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Classroom Teacher Comment:

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Documentation Attached:	<input type="checkbox"/> Doctor's Certificate	<input type="checkbox"/> Statutory Declaration
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Parent/Carer Signature: Date: ____/____/____	Student Signature: Date: ____/____/____
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Appeal Upheld: Yes ☐ No ☐

Deputy Principal Decision:

- ☐ Alternative Task. Details:
- ☐ Estimate. Method of Estimate:
- ☐ Original Task

Date: ____/____/____

Deputy Principal Signature:

Head Teacher Signature:

Date: ____/____/____

Date: ____/____/____



TORONTO HIGH SCHOOL
YEARS 10-12 APPLICATION FOR EXTENSION
OF ASSESSMENT DUE DATE FORM

STUDENT NAME: _____

YEAR: _____

SUBJECT: _____

TEACHER: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED

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

Subject:	Task Name:	Due Date: / /
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Course:	<input type="checkbox"/> Year 10	<input type="checkbox"/> Preliminary	<input type="checkbox"/> HSC
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Reason for Extension Request:

Details to Support Extension Request:

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Classroom Teacher Comment:

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Documentation Attached:	<input type="checkbox"/> Doctor's Certificate	<input type="checkbox"/> Statutory Declaration	<input type="checkbox"/> Other-
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Parent/Carer Signature:	Student Signature:
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Date: / /	Date: / /
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Deputy Principal's Decision:

- | | |
|---|---|
| <input type="checkbox"/> Extension of due date (<i>New due date</i> _____)
<input type="checkbox"/> Alternate task (<i>New due date</i> _____) | <input type="checkbox"/> An adjustment to the task
<input type="checkbox"/> No extension granted |
|---|---|

Deputy Principal's Comments:

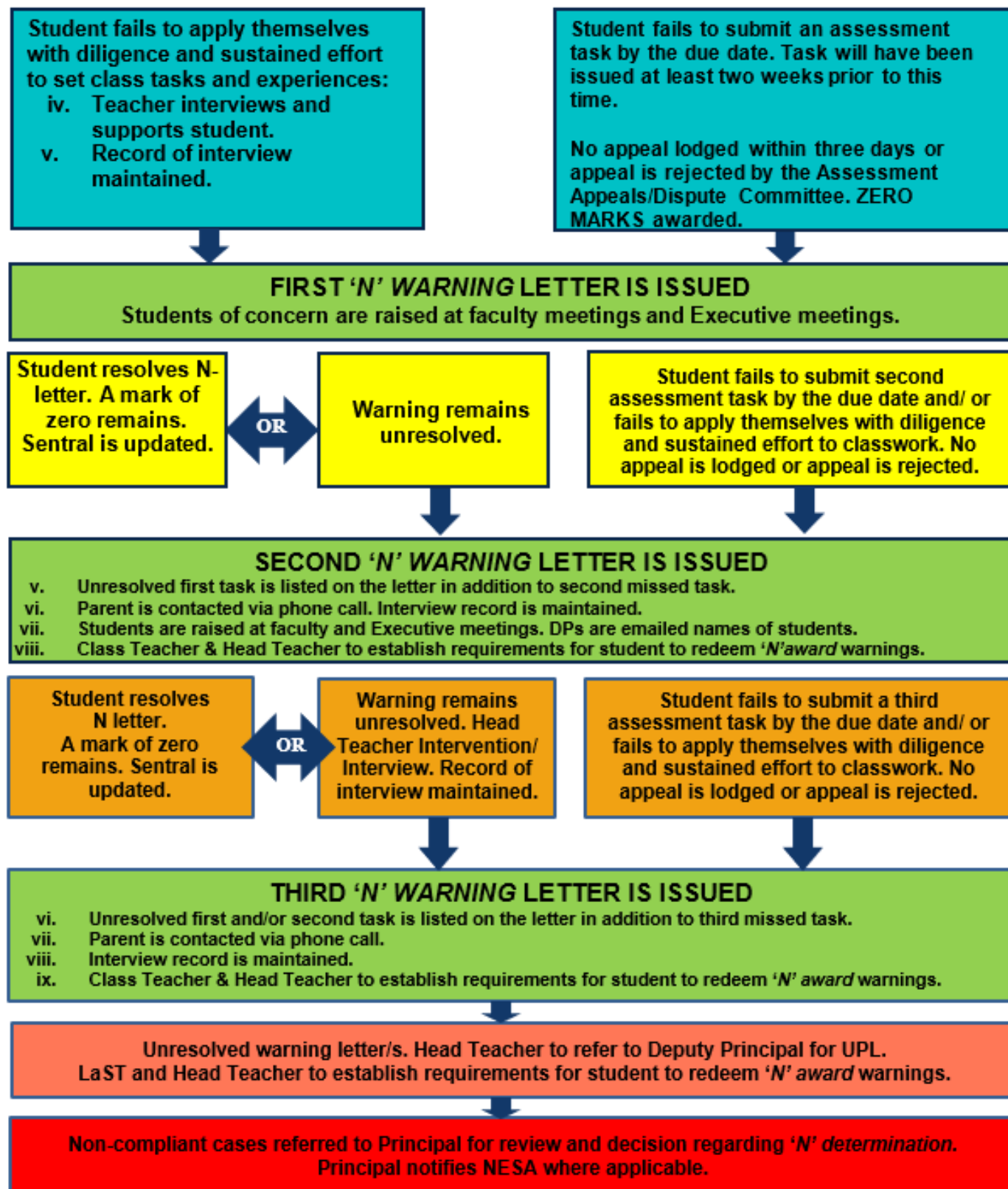
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Deputy Principal Signature:	Head Teacher Signature:
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Date: / /	Date: / /
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TORONTO HIGH SCHOOL 'N' AWARD FLOWCHART



Year 11 2023

Term 1		Term 2		Term 3	
(Week 1)	•	Week 1	• Biology Task 1 Depth Study	Week 1	• Biology Task 2 Research
Week 2	•	Week 2	• Business Studies Task 1 Research • English Extension 1 Task 1 Response	Week 2	• English Extension 1 Task 2 Multimodal • Investigating Science Task 2 Depth Study
Week 3	•	Week 3	• Ancient History Task 2 Research	Week 3	• Industrial Technology Task 2 Project and Folio • Physics Task 2 Depth Study
Week 4	•	Week 4	• Physics Task 1 Practical	Week 4	• VET Manufacturing Cluster Task 2
Week 5	•	Week 5	• Investigating Science Task 1 Depth Study • Work Studies Task 2 Project	Week 5	•
Week 6	• Ancient History Task 1 Essay	Week 6	• Chemistry Task 2 Depth Study	Week 6	
Week 7	•	Week 7	• Dance Task 2 Composition • Mathematics Advanced Task 2 Assignment • SLR Task 2 Written Report	Week 7	• Business Studies Task 2 Business Plan • Food Technology Task 2 Report
Week 8	• Chemistry Task 1 Investigation • Mathematics Extension 1 Task 1 Assignment • PDHPE Task 1 Research	Week 8	• Earth and Environmental Science Task 2 <i>Depth Study</i> • English Studies Task 2 Multimodal • Legal Studies Task 1 Essay • Mathematics Extension 1 Task 2 Test • PDHPE Task 2 Writing Task	Week 8	• SLR Task 3 Research Task • Work Studies Task 2 Portfolio • Photography Task 3 Case Study • Visual Design Task 3 Illustration
Week 9	• Earth and Environmental Science Task 1 Investigation • Industrial Technology Task 1 Industry Study • Mathematics Standard Task 1 Test • Modern History Task 1 Test • Food Tech Task 1 Report	Week 9	• Food Technology Task 1 Experiment • Mathematics Standard Task 2 Assignment	Week 9	• Yearly Examination Period, all subjects excluding the following: • English Studies Task 3 Portfolio of Texts • VET Manufacturing Cluster Task 3 • Music Task 3 Presentation and Performance
Week 10	• CAFS Task 1 Resource Plan • Dance Task 1 Performance • Legal Studies Task 1 Test • Mathematics Advanced Task 1 Test • VET Manufacturing Cluster Task 1 • Work Studies Task 1 Project • Photography Task 1 Case Study	Week 10	• CAFS Task 2 Research • English Advanced Task 2 Multimodal • English Standard Task 2 Multimodal • Modern History Task 2 Research • Music Task 2 Exam • Visual Arts Task 2 BoW • Visual Design Task 2 Design • Photography Task 2 Case Study	Week 10	
Week 11	• English Advanced Task 1 Discursive Writing • English Standard Task 1 Narrative • English Studies Task 1 Writing Task • Music Task 1 Presentation • SLR Task 1 Test • Visual Arts Task 1 Portfolio				

Ancient History- Year 11

Implementation for Year 11 from Term 1, 2023

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, 2023

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/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, 2023

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:	<u>Course Overview:</u> Topic 1: The Nature of Business Topic 2: Business Management Topic 3: Business Planning			

Chemistry- Year 11

Implementation for Year 11 from Term 1, 2023

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>Reactive Chemistry</i>	<i>Properties and Structure of Matter</i> <i>Introduction to Quantitative Chemistry</i> <i>Reactive Chemistry</i>	
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, 2023

Task Number	Task 1	Task 2	Task 3
Nature of Task	Resource Management Plan	Research and Presentation	Yearly 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, P6.2	All Outcomes
Syllabus Components	Weighting %		
Knowledge and understanding of course content	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%
Total %	30	30	40
Additional Subject Information:	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.		



Education
Public Schools
School Name:

Student Competency Assessment Schedule

COURSE: CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction 2023 -2024

Assessment Events (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	
Cluster	Code	Unit of Competency	Week TBA depending on school delivery Term	Week 10 Term1	Week 10 Term 2	Week 10 Term 3 :
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, 2023

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 and 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

Earth and Environmental Science- Year 11

Implementation from Term 1, 2023

Task Number	Task 1	Task 2	Task 3	
Nature of Task Topic	Practical Investigation <i>Plate Tectonics</i>	Depth Study <i>Human Impacts</i>	Yearly Examination <i>Whole Course</i>	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10 (TBA)	
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, 2023

Implementation for Year 11 from Term 1, 2020				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Discursive Writing and Reflection	Multimodal	Yearly Examination	
Topic	Common Module: Reading to Write	Module A: Narratives that Shape Our World	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, 2023

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Imaginative Response	IRP Multimodal	Yearly Examination	
Topic	Module: Texts, Culture and Value	Module: Texts, Culture and Value	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, EE11-4, 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, 2023

Task Number	Task 1	Task 2	Task 3	
Nature of Task Topic	Narrative and Reflection <i>Common Module: Reading to Write</i>	Multimodal <i>Module A: Contemporary Possibilities</i>	Yearly Examination <i>Common Module & Module B: Close Study of Literature</i>	
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, 2023

Implementation for Year 11 from Term 1, 2020				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Reading and Writing Task	Multimodal	Portfolio of Texts	
Topic	Module: Achieving Through English	Module L: Who Do You Think I Am?	Module E: Playing the Game	
Timing	Term 1, Week 11	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, 2023

Task number	Task 1	Task 2	Task 3	
Nature of Task	Written Investigation Report	Food Quality Experiment and Preparation	Yearly Examination	
Topic	<i>Nutrition</i>	<i>Food Quality</i>		
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:				

Investigating Science– Year 11

Implementation for Year 11 from Term 1, 2023

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 5	Term 3, Week 2	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%	20%	10%	40
Skills in working scientifically	20%	20%	20%	60
Total %	30	40	30	100
Additional Subject Information:				

Industrial Technology – Year 11

Implementation for Year 11 from Term 1, 2023

Implementation for Year 11 from Term 1, 2020				
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, 2023

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:	<p>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.</p>			

Mathematics Advanced – Year 11

Implementation for Year 11 from Term 1, 2023

Task Number	Task 1	Task 2	Task 3	
Nature of Task Topic	In-class Test MA-F1: <i>Working With Functions</i>	Investigative Assignment MA-C1: <i>Calculus- Introduction to Differentiation</i>	Yearly Examination MA-F1: <i>Working with Functions</i> MA-C1: <i>Calculus- Introduction to Differentiation</i> MA-T1& MA-T2: <i>Trigonometry</i> MA-S1: <i>Probability and Discrete Probability Distributions</i> MA-E1: <i>Exponential and Logarithmic Functions</i>	
Timing	Term 1, Week 10	Term 2, Week 7	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, 2023

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Investigative Assignment	In-class Test	Yearly Examination	
Topic	Working with Combinatorics	Inequalities, Further Graphs and Polynomials	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, ME11-6, 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, 2023

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 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	
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				

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 2023	Date: Week: 4 Term: 3 2023	Date: Week: 10 Term: 3 2023	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, 2023

Implementation for Year 11 from Term 1, 2020				
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:	Course Overview: <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			

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

Implementation for Year 11 from Term 1, 2023

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 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, 2023

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Photographs and Case Study	Photographs and Case Study	Photographs and Case Study	
Topic	<i>Re-shoot / Re-invent</i>	<i>Stories, Signs and Symbols</i>	<i>Darkroom Magic</i>	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8	
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, 2023

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.			

Sport, Lifestyle and Recreation (SLR) - Year 11

Implementation for Year 11 from Term 1, 2023

Task Number	Task 1	Task 2	Task 3	
Nature of Task Topic	Examination <i>Fitness</i>	Written Report and Practical Demonstration <i>Games and Sports Applications I</i>	Research Task <i>Healthy Lifestyle</i>	
Timing	Term 1, Week 11	Term 2, Week 7	Term 3, Week 8	
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 and Healthy Lifestyles			

Visual Arts – Year 11

Implementation for Year 11 from Term 1, 2023

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Portfolio of Experimental Works and Artist Research	Submission of Body of Work and Extended Written Research	Submitted Artworks 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, 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, 2023

Implementation for Year 11 from Term 1, 2020				
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	MADD Publications	Styling Up	Plants Wildlife and Zombies	
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Week 8	
Outcomes Assessed	DM4, DM5, CH1, CH4	DM2, DM4, CH2	DM1, DM3, CH3	
Syllabus Components	Weighting %			
Designing and Making	20%	25%	25%	70
Critical and Historical Studies	10%	10%	10%	30
Total %	30	35	35	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, 2023

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>			