



# Kellyville High School

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**Learning** Excellence **Integrity**

## Year 11 (Preliminary) Assessment Booklet

### 2023

Name: \_\_\_\_\_

**Principal:** Mr T O'Brien

**Deputy Principal:** Mrs D Maloney

**Year Adviser:** Miss M Gazzera

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# Welcome to Year 11

## Preliminary Course

### Introduction

This assessment booklet for the Year 11 Preliminary Course is provided to:

- assist students in understanding the role of assessment in their HSC credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

Students are advised to refer to the NSW Education Standards Authority website for further information:

<http://educationstandards.nsw.edu.au/>

**Students are responsible to read and follow the school assessment procedures outlined at the back of this booklet in conjunction with the above information from NESA.**

It is **our** responsibility to provide you with these guidelines and explain them to you.  
It is **your** responsibility to read and ensure that you understand them.

To successfully complete the coursework, you will need to demonstrate a number of qualities:

- **Attendance** at **all** timetabled lessons
- **Consistent and diligent effort** in each subject/course
- **Sustained application**
- Maintaining a **positive attitude** and **continued motivation** to achieve your personal best
- A work ethic that reflects a serious **commitment to your studies**

If you need to discuss any *wellbeing or personal issues* please contact the following staff members:

<b>Aboriginal Liaison Officer:</b>	Miss E. Wood	<b>School Counsellor</b>	Mrs K. Marshall
<b>Careers:</b>	Mr H. Obidi	<b>Student Support Officer:</b>	Mrs N. Howell (Nat)
<b>Deputy Principal:</b>	Mrs D. Maloney	<b>Year 11 Adviser:</b>	Miss M. Gazzera
<b>HT Teaching and Learning:</b>	Mrs K. Graham	<b>Year 11 Assistant Adviser:</b>	Mrs T. Moy
<b>HT Wellbeing:</b>	Mr T. Brown		

If you have a *subject related matter*, please contact the relevant Head Teacher:

<b>Creative Arts:</b>	Ms. M Vasliscu	<b>Mathematics:</b>	Ms. M. Wise
<b>English:</b>	Mr T. Kearns	<b>PDHPE:</b>	Mr A. Jack
<b>Social Sciences:</b>	Mrs S. McHardy	<b>Science:</b>	Mr F. Caprarelli
<b>Inclusive Ed:</b>	Mrs H. Alalikin	<b>TAS:</b>	Mr A. Depalo
<b>History:</b>	Mr D Knott		

Mr T.O'Brien  
**Principal**  
February, 2023

## Assessment Schedules

The assessment schedules provided to you by your classroom teacher indicate the major components in each course. It is recommended that you go through your schedules and draw up a calendar in your diary or utilise the calendar at the back of the book, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson or due date within the week may be allocated for all classes.

***Dates may change due to unforeseen circumstances. In this instance the Principal will approve the change, providing as much notice as possible of the new date.***

The Assessment Policy rules about lateness will be applied to all of these tasks.

**Following the list of English courses (of which ONE is compulsory), courses follow in alphabetical order.**

### **Notes:**

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class but the final product is assessed on completion.
3. Ongoing observation also contributes to final assessment marks in many areas. No set date can be attached to this form of assessment.
4. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.
5. Not all assessments on this schedule apply to all students.

## Year 11 Assessment Summary 2023

Term 1 2023			
Week	Subject	Year 11 Assessment Task	%
1A			
2B			
3A			
4B	Sport, Lifestyle and Recreation	Task 1: Games and Sport Applications I	30
5A			
6B	Ancient History	Task 1: Historical Investigation Essay	30
7A	Mathematics Extension 1	Task 1: Class Test	30
8B	Business Studies	Task 1: Research Task	30
	Drama	Task 1: Absurdism Piece	30
	Industrial Technology	Task 1: Industry Study	30
	Mathematics Advanced	Task 1: Class Test	30
	Mathematics Standard	Task 1: Class Test	30
	Music	Task 1: Performance and Composition	30
	Physics	Task 1: Practical Examination	30
9A	Community and Family Studies	Task 1: Case Study	30
	Earth and Environmental Science	Task 1: Depth Study	30
	Economics	Task 1: Graphing and Data Interpretation Skills	30
	English Advanced	Task 1: Imaginative Writing with reflection	30
	English Standard	Task 1: Imaginative writing with reflection	30
	English Studies	Task 1: Multimodal Presentation	30
	Information Processes and Technology	Task 1: Depth Study	30
	Modern History	Task 1: Historical Investigation	30
	Society and Culture	Task 1: Social and Cultural Research Skills Task	30
	Software Design and Development	Task 1: Algorithm Design & Solution Prototyping	30
10B	Biology	Task 1: Open Ended Practical Task	30
	Construction	Task 1: Cluster 1 and 2	NA
	Engineering Studies	Task 1: Engineered Products	30
	Legal Studies	Task 1: Topic Test	30

Term 2: 2023			
Week	Subject	Year 11 Assessment Task	%
1A	Chemistry	Task 1: Depth Study	30
2B	English Extension	Task 1: Written Response	30
	PDHPE	Task 1: Better Health for Individuals	30
3A	Visual Arts	Task 1: Semester 1 Body of Work	25
4B	Food Technology	Task 1: Food Quality Experiment	30
	Sport, Lifestyle and Recreation	Task 2: Fitness	30
	Music	Task 2: Concept analysis	25
5A			
6B	Ancient History	Task 2: Historical Analysis Investigation	30
	Physics	Task 2: Depth Study	30
7A			
8B	Business Studies	Task 2: In class task	30
	Drama	Task 2: Mini Individual Project	30
	Economics	Task 2: Research	30
	Engineering Studies	Task 2: Braking Systems Engineering Report	30
	English Advanced	Task 2: Multimodal Presentation	40
	English Standard	Task 2: Multimodal Presentation	40
	Mathematics Advanced	Task 2: Assignment/Investigation + test	30
	Mathematics Standard	Task 2: Assignment/Investigation + test	30
	Society and Culture	Task 2: In class task	30
	Software Design and Development	Task 2: Individual Project	40
9A	Community and Family Studies	Task 2: Leadership Analysis	30
	Industrial Technology	Task 2: Design Task	40
	Legal Studies	Task 2: Research and Writing task	30
	Mathematics Extension 1	Task 2: Assignment/Investigation + test	30
	Modern History	Task 2: In class Essay	30
	Music	Task 2: Arrangement	20
10B	Biology	Task 2: Depth Study	30
	Construction	Task 2: Cluster 3	NA
	Information Processes and Technology	Task 2: Model Presentation	30
	PDDHPE	Task 2: The Body in Motion	30

Term 3: 2023			
Week	Subject	Year 11 Assessment Task	%
1A	English Extension	Task 2: Multimodal Presentation	40
2B	Chemistry	Task 2: Scientific Skills Test	30
	Earth and Environmental Science	Task 2: Practical Task	30
3A			
4B	English Studies	Task 2: Collection of Classwork	40
	Food Technology	Task 2: Nutrition Investigation	30
5A	Drama	Task 3: Yearly Examination	40
	Visual Arts	Task 2: Semester 2 Body of Work and Research	40
6B 7B 8A	Ancient History	Task 3: Yearly Examination	40
	Biology	Task 3: Yearly Examination	40
	Business Studies	Task 3: Yearly Examination	40
	Chemistry	Task 3: Yearly Examination	40
	Community and Family Studies	Task 3: Yearly Examination	40
	Construction	Task 3: Yearly Examination	NA
	Earth and Environmental Science	Task 3: Yearly Examination	40
	Economics	Task 3: Yearly Examination	40
	Engineering Studies	Task 3: Yearly Examination	40
	English Advanced	Task 3: Yearly Examination	30
	English Extension	Task 3: Yearly Examination	30
	English Standard	Task 3: Yearly Examination	30
	English Studies	Task 3: Yearly Examination	30
	Food Technology	Task 3: Yearly Examination	40
	Industrial Technology	Task 3: Yearly Examination	40
	Information Processes and Technology	Task 3: Yearly Examination	40
	Legal Studies	Task 3: Yearly Examination	40
	Mathematics Advanced	Task 3: Yearly Examination	40
	Mathematics Extension 1	Task 3: Yearly Examination	40
	Mathematics Standard	Task 3: Yearly Examination	40
	Modern History	Task 3: Yearly Examination	40
	Music	Task 3: Yearly Aural Examination & Performance	25
	PDHPE	Task 3: Yearly Examination	40
	Physics	Task 3: Yearly Examination	40
	Sport, Lifestyle and Recreation	Task 3: Yearly Examination	40
	Society and Culture	Task 3: Yearly Examination	40
	Software Design and Development	Task 3: Yearly Examination	30
	Visual Arts	Task 3: Yearly Examination	35
9A			
10B	Construction	Task 4: Cluster 4	

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Reading to Write. Imaginative writing with Reflection	Knowledge and understanding. Skills in responding	EA11-3, EA11-5, EA11-9	30	T1, W9
2	Narratives that Shape our World. Multimodal Presentation	Knowledge and understanding. Skills in responding	EA11-1, EA11-2, EA11-3, EA11-4, EA11-7	40	T2, W8
3	Yearly Examination	Knowledge and understanding. Skills in responding	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	30	T3, W6-8

**A student**

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



Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Written Response	Knowledge and understanding Skills in responding	EE11-1, EE11-2, EE11-3, EE11-5	30	T2, W2
2	Multimodal Presentation & Creative manifestation	Individual Research Project	EE11-1, EE1-2, EE11-3, EE11-4, EE11-5, EE11-6	40	T3, W1
3	Yearly Examination	Knowledge and understanding Skills in responding	EE11-1, EE1-2, EE11-3, EE11-5	30	T3, W6-8

## A student:

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Reading to Write. Imaginative / Reflection writing	Knowledge and understanding Skills in responding	EN11-3, EN11-5, EN11-9	30	T1, W9
2	Contemporary Possibilities. Multimodal Presentation	Knowledge and understanding Skills in responding	EN11-1, EN11-2, EN11-3, EN11-4, EN11-7	40	T2, W8
3	Yearly Examination	Knowledge and understanding Skills in responding	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	30	T3, W6-8

**A student:**

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Multimodal Presentation	Mandatory Module: Achieving through English Knowledge and understanding Skills in responding	ES11-1, ES11-2, ES11-5, ES11-6, ES11-8	30	T1, W9
2	Collection of Classwork	Mandatory Module: Achieving through English Knowledge and understanding Skills in responding	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	40	T3, W4
3	Yearly Examination	Mandatory Module: Achieving through English Knowledge and understanding Skills in responding	ES11-1, ES11-4 ES11-5, ES11-7, ES11-9	30	T3, W6-8

**A student:**

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Historical Investigation Essay	Investigating Ancient History (6. The Treatment and Display of Human Remains)	AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	30	T1, W6
2	Historical Analysis Investigation	Investigating Ancient History: Case Study (A9 Boudicca)	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	30	T2, W6
3	Yearly Examination	Investigating Ancient History, Features of Ancient Societies	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	40	T3, W6-8

## A student:

- AH11-1 Describes the nature of continuity and change in the ancient world
- AH11-2 Proposes ideas about the varying causes and effects of events and developments
- AH11-3 Analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 Accounts for the different perspectives of individuals and groups
- AH11-5 Examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 Discusses and evaluates differing interpretations and representations of the past
- AH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured form
- AH11-10 Discusses contemporary methods and issues involved in the investigation of ancient history

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Open Ended Practical Task	Module 1: Cells as the Basis of Life	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8	30	T1, W10
2	Depth Study: Natural Selection/Ecosystems	Module 3: Biological Diversity Module 4: Ecosystem Dynamics	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	30	T2, W10
3	Yearly Examination	Modules 1 - 4	BIO11/12-5, BIO11/12-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11	40	T3, W6-8

**A student:**

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Research Task	Nature of Business	P1, P2, P6, P7, P8	30	T1, W8
2	In class Task	Business Management	P2, P4, P5, P6, P7, P8, P9, P10	30	T2, W8
3	Yearly Examination	All Topics	P1, P2, P3, P4, P5, P6, P8, P9, P10	40	T3, W6-8

**A student:**

- P1 Discusses the nature of business, its role in society and types of business structure
- P2 Explains the internal and external influences on businesses
- P3 Describes the factors contributing to the success or failure of small to medium enterprises
- P4 Assesses the processes and interdependence of key business functions
- P5 Examines the application of management theories and strategies
- P6 Analyses the responsibilities of business to internal and external stakeholders
- P7 Plans and conducts investigations into contemporary business issues
- P8 Evaluates information for actual and hypothetical business situations
- P9 Communicates business information and issues in appropriate formats
- P10 Applies mathematical concepts appropriately in business situations

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Depth Study	Module 2	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-9	30	T2, W1
2	Scientific Skills Test	Module 3	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7	30	T3, W2
3	Yearly Examination	Modules 1 – 4	CH11/12-6, CH11/12-7, CH11-8, CH11/12-9, CH11/12-10, CH11/12-11	40	T3, W6-8

**A student:**

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Case Study	Resource Management	P1.1, P1.2, 3.2, P4.1, P4.2, P5.1, P6.1	30	T1, W9
2	Leadership Analysis	Individuals & Groups	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	30	T2, W9
3	Yearly Examination	Resource Management; Individuals & Groups; Families & Communities	P1.1, P1.2, P2.2, P2.4, P3.1, P4.1, P4.2, P6.1	40	T3, W6-8

### A student:

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



**\*\* Assessment advice received from Macquarie Park RTO 90222 \*\***

Assessment Events for Certificate II Construction CPC20220		Cluster 1 & Cluster 2		Cluster 3	Cluster 4	Yearly Examination T3, W6-8
		Term 1 Week 10		Term 2 Week 10	Term 3 Week 10	
		Competencies will be assessed throughout the course.				
Code	Unit of Competency					Examinable Units of Competency
CPCCWHS1001	Prepare to work safely in the construction industry		X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carrying out measurements and calculations			X		
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 Certificate II in Construction CPC20220 or a Statement of Attainment towards Certificate II in Construction CPC20220.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.  
The exam events will be used for school and / or NESA reporting requirements.**

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.

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Absurdism piece	Making 20% Performing 10%	P1.1, P1.7, P1.8, P3.4	30	T1, W8-9
2	Mini Individual Project	Making 20% Critical study 10%	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.8, P2.2, P2.3, P2.4, P2.5, P2.6, P3.3	30	T2, W8-9
3	Yearly Examination Commedia Dell' Arte performance Essay on Commedia Dell' Arte	Performing 20% Critical study 20%	P1.3, P1.6, P2.4 P2.1, P2.2, P3.1, P3.2	40	T3, W5 T3, W6-8

**A student:**

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical & design elements & performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Depth Study	Module 1: Physical and Chemical composition of soil	EES11/12-1, EES11/12-2, EES11/12-5, EES11/12-7, EES11-8	30	T1, W9
2	Practical Task	Module 3: Energy Transformations	EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7, EES11-10	30	T3, W2
3	Yearly Examination	Modules 1 – 4	EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	40	T3, W6-8

## A student:

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they interrelate
EES11-9	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Graphing & data interpretation skills	Introduction to Economics	P1, P2, P4, P7, P8, P10	30	T1, W10
2	Research	Labour Markets	P1, P2, P3, P5, P6, P7, P8, P10, P11	30	T2, W8
3	Yearly Exam	All Topics	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	40	T3, W6-8

**A student:**

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Engineered Products	Knowledge and skills in research, problem solving, and communication related to engineering practice	P4.1, P4.2, P4.3, P6.1	30	T1, W10
2	Braking Systems Engineering Report	Knowledge and skills in research, problem solving, and communication related to engineering practice	P2.2, P3.2, P5.1, P6.2	30	T2, W8
3	Yearly Examination	Knowledge and understanding of course content	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	40	T3, W6-8

## A student:

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 describes the nature of engineering in specific fields and its importance to society
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 develops written, oral and presentation skills and applies these to engineering reports
- P3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P4.2 describes the influence of technological change on engineering and its effect on people
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering
- P5.1 demonstrates the ability to work both individually and in teams
- P5.2 applies management and planning skills related to engineering
- P6.1 applies knowledge and skills in research and problem-solving related to engineering
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Food Quality Experiment and Preparation	Knowledge and skills	P2.2, P3.2, P4.1, P4.2, P4.4	30	T2, W4
2	Nutrition Investigation	Knowledge and understanding	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	30	T3, W4
3	Yearly Examination	Knowledge and understanding	P1.1, P1.2, P2.1, P2.2	40	T3, W6-8

**A student:**

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 generates ideas and develops solutions to a range of food situations

**\*\* Assessment advice received from Macquarie Park RTO 90222 \*\***

<b>Assessment Events for Certificate II Hospitality SIT20316</b>		Cluster A	Cluster B	Cluster C	
		Getting ready for work	Practical Café Skills	Working relationships	Yearly Examination
		Competencies will be assessed throughout the course.			T3, W6-8
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

**The exam events will be used for school and / or NESA reporting requirements.**

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.

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Industry Study	Design, Management and Communication	P1.1, P3.2, P5.1, P7.1, P7.2	30	T1, W8
2	Design Task	Design, Management and Communication	P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	40	T2, W9
3	Yearly Examination	Knowledge, Communication and Application	P1.1, P1.2, P2.1, P4.3, P7.1, P7.2	30	T3, W6-8

**A student:**

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment



Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	<b>Project Work: Individual</b> System design and development System documentation	Introduction to Information Skills and Systems Tools for information processes Developing information systems	P1.1, P2.1, P3.1, P6.1, P6.2, P7.1	30	T1, W9
2	<b>Project Work: Group</b> System design and development System Documentation Project Management Report	Introduction to Information Skills and Systems Tools for information processes Developing information systems	P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	30	T2, W10
3	Yearly Examination	Introduction to Information Skills and Systems Tools for information processes Developing information systems	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2	40	T3, W6-8

### A student:

- P1.1 describes the nature of information processes and information technology
- P1.2 classifies the functions and operations of information processes and information technology
- P2.1 identifies the information processes within and information system
- P2.2 recognises the interdependence between each of the information processes
- P3.1 identifies social and ethical issues
- P4.1 describes the historical development of information systems and relates these to current and emerging technologies
- P5.1 selects and ethically uses computers based and non-computer based resources and tools to process information
- P6.1 analyses and describes an identified need
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 recognises and applies management and communication techniques to project work
- P7.2 uses technology to support group work

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Topic Test	Legal system	P1, P2, P3, P4, P5, P6, P8, P9, P10	30	T1, W10
2	Research & Writing task	Individuals and the Law – Technology	P1, P2, P3, P4, P5, P6, P8, P9, P10	30	T2, W9
3	Yearly Examination	All Topics	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10		T3, W6-8

**A student:**

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Class Test	Algebraic techniques (F1.1), Introduction to functions (F1.2) and Linear, Quadratic and Cubic Functions (F1.3)	MA 11-1, MA11-2, MA11-9	30	T1, W8
2	Assignment/Investigation + Class Test	Trigonometry (T1.1), Radians (T1.2)	MA11-1, MA11-3, MA11-8, MA11-9	30	T2, W8
3	Yearly Examination	All Topics	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	40	T3, W6-8

Each of the task weightings given above will be split equally to represent the following components:

- Understanding, fluency and Communicating
- Problem Solving, Reasoning and Justification

## A student:

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 practice 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Class Test	Inequalities (F1.2), Remainder and Factor Theorems (F2.1), Sums and Products of Roots of Polynomials (F2.2)	ME11-1, ME11-2, ME11-7	30	T1, W7
2	Assignment/Investigation + Class Test	Graphical relationships (F1.1), Inverse functions (F1.3), Parametric form of a Function or Relation (F1.4)	ME11-1, ME11-2, ME11-6, ME11-7	30	T2, W9
3	Yearly Examination	All Topics	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	40	T3, W6-8

Each of the task weightings given above will be split equally to represent the following components:

- Understanding, fluency and Communicating
- Problem Solving, Reasoning and Justification

## A student:

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	In class test	Algebra – Formula and Equations Financial Mathematics – Earning and Managing Money	MS11-1, MS11-2, MS11-5, MS11-6, MS11-10	30	T1, W8
2	Assignment/Investigation + Class Test	Statistical Analysis – Classifying and Representing Data, Summary Statistics, Relative Frequency and Probability	MS11-2, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	30	T2, W8
3	Yearly Examination	All Topics	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10	40	T3, W6-8

*Each of the task weightings given above will be split equally to represent the following components:*

- *Understanding, Fluency and Communicating*
- *Problem Solving, Reasoning and Justification*

## A student:

- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Historical Investigation	Investigating Modern History: Case Study (A4. Decline and Fall of the Romanovs)	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	30	T1, W9
2	In class Essay	Investigating Modern History: Case Study (China in Turmoil)	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-1	30	T2, W9
3	Yearly Examination	All Topics	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9	40	T3, W6-8

## A student:

- MH11-1 Describes the nature of continuity and change in the modern world
- MH11-2 Proposes ideas about the varying causes and effects of events and developments
- MH11-3 Analyses the role of historical features, individuals and groups in shaping the past
- MH11-4 Accounts for the different perspectives of individuals and groups
- MH11-5 Examines the significance of historical features, people, places, events and developments of the modern world
- MH11-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 Discusses and evaluates differing interpretations and representations of the past
- MH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured form
- MH11-10 Discusses contemporary methods and issues involved in the investigation of modern history

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Performance as a soloist or part of a small ensemble – own choice of genre	Performance 5%	P1, P5, P9	30	T1, W8
	Composition on “Music of a Culture”	Composition 15% Musicology 10%	P2, P4, P6		
2	Concept Analysis of 2 covers of a song Viva Voce “Music for Small Ensembles”	Aural 10% Musicology 15%	P5, P7, P8 P2, P6	25	T2, W4
	Arrangement of a piece and performance as part of a small ensemble	Composition 10% Performance 10%	P3, P5 P1, P9	20	T2, W9
3	Yearly Aural Examination and Performance (own genre) Topic 3 “Jazz Music”	Aural 15% Performance 10%	P4, P5, P6 P1, P5, P9	25	T3, W6-8

## A student:

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Better Health for Individuals	Influences on health / Health promotion / Determinants of health.	P1, P2, P3, P4, P5, P6, P15, P16	30	T2, W2
2	The Body in Motion	Foundations of human movement / Body systems / Planning for participation / Evaluating fitness levels	P7, P8, P9, P10, P11, P16, P17	30	T2, W10
3	Yearly Examination	Core 1, Core 2, First Aid, Fitness Choices	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	40	T3, W6-8

### A student:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation



Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Practical Examination	Experimental Skills	PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-7, PH11-8	30	T1, W8
2	Depth Study	Interactions between colliding objects	PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	30	T2, W6
3	Yearly Examination	Modules 1 - 4	PH11-8, PH11-9, PH11-10, PH11-11	40	T3, W6-8

**A student:**

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Social and Cultural Research Skills Task	The Social & Cultural World	P1, P3, P6, P9, P10	30	T1, W9
2	In class task	Personal and Society Identify	P1, P2, P3, P5, P8, P9, P10	30	T2, W8
3	Yearly Examination	All Topics	P1, P3, P4, P7, P9, P10	40S	T3, W6-8

### A student:

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Algorithm Design and Solution Prototyping	Software development approaches; Introduction to Software Development	P1.2, P4.1, P4.2, P5.2, P6.3	30	T1, W9
2	Individual Project - Mini Major	Design and development of software solutions; Project management techniques	P1.2, P4.1, P4.2, P5.2, P6.1, P6.3	40	T2, W8
3	Yearly Examination	Written Knowledge	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	30	T3, W6-8

### A student:

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Games and Sport Applications I	<ul style="list-style-type: none"> <li>Games and Sport Applications I Practical Task</li> <li>Students skilfully and confidently engage in a variety of sporting activities and games</li> </ul>	1.1, 1.3, 2.1 3.1, 3.2, 4.1, 4.4	30	T1, W4-10
2	Fitness	<ul style="list-style-type: none"> <li>Fitness Testing</li> <li>Practical application of various fitness tests and analysis of personal fitness results</li> </ul>	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	30	T2, W4-10
3	Yearly Examination	Games and Sport Applications I, Fitness, First Aid	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.5	40	T3, W6-8

### A student:

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Semester 1 Body of Work	Art Making	P1, P2, P3, P4	25	T2, W3
2	Semester 2 Body of Work and Artist Research	Art Making 25% Research of mentor artists in Visual Arts Diary 15%	P4, P5, P6, P7, P8	40	T3, W5
3	Yearly Examination	Art Criticism and Art History	P7, P8, P9, P10	35	T3, W6-8

## A student:

- P1 explores the conventions of practice in art making
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in art making
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

## A. NESA Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au/>

This site will also allow you to access full copies of each syllabus and lists of prescribed texts and specifications for each course. In order for you to qualify for the Year 11/Preliminary course, the Principal must certify to NESA that you have:

- satisfactorily completed a pattern of courses which meets NESA's requirements
- completed the requirements for each course, including any necessary practical, or project work, or work placements
- satisfactorily completed tasks designed by the school for the internal assessment program in **each Year 11 course**
- sat for and made a **genuine** attempt at, the required examinations.

### Pattern of Study

The Preliminary course **must include 12 units** of study composed of:

- at least 6 units of Board Developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a Board Developed course in English
- at least 3 courses of a 2 unit value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects (including English)

The Preliminary course must be satisfactorily completed to be eligible to commence the HSC component.

### N Determinations

If the Principal determines that the above course requirements have not been met, you will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will deem that the student has not met the requirements for the course.

You have the right to appeal to the school and then to NESA against the Principal's N-Award determination. The Principal will advise you of this right and explain the appeal process. Where it is determined that you have not satisfactorily completed a course, you will receive no results from NESA in that course. Until you receive results in 12 Preliminary units you will not be eligible for the award of a Preliminary Certificate and to progress to the HSC Course.

Two or more N-Award warning letters in any one subject **regardless of whether the work has been caught up or not** can lead to an N-Award determination by the Principal.

## B. School Assessment Policy

The award of the Preliminary Certificate involves a combination of internal examinations, and other school-based assessment in all subject areas. In most Board Developed Preliminary Courses, school-based assessment counts for 100% of your overall mark. Your Record of School Achievement from the NSW Education Standards Authority will state that you have completed satisfactorily the Preliminary Course. (*VET and Life Skills courses have different requirements.*)

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your Preliminary course mark.

The assessment requirements for each Board Developed Course are set out in each syllabus. Syllabuses and other NESA publications including past examination papers, specimen papers and “*Notes from the Marking Centre*” can be found on the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

At the end of the Preliminary Certificate examinations, you can obtain your rank order in each course you have studied based on the school assessment program. If you feel that your rank in any course is not correct, you may apply to the school Principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgements of the teachers in marking your work.

## ***Rights and Responsibilities***

### ***The school is responsible for providing:***

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- we must also keep records of your performance in these tasks

### ***As a student, you are responsible for:***

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you may receive an N determination in a course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date
- in the case of VET students, ensure you are properly equipped and dressed.

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at Kellyville High School.

## **A. SATISFACTORY COMPLETION OF A COURSE**

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

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

For the satisfactory completion of a course, the NSW Education Standards Authority does not mandate an attendance requirement. At KHS it is an expectation that students attend **all classes** and **engage in learning experiences and work set** by the teacher. Students not meeting this expectation may lead to the Principal determining that the course completion criteria has not been met.

If at any time it appears that a student is at risk of receiving an 'N' determination - this is a non-successful completion of course, the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Student's progress will be monitored by the schools Learning and Support and Wellbeing Team, Subject Head Teacher and the Deputy Principal. Students who are in danger of receiving an N-Award determination will be interviewed, if possible, and contact will be made home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received **at least two (2) written warnings** may be regarded as not having satisfactorily completed the course. The Principal will then apply the N-Award determination process or post compulsory school options will be recommended.

## **B. DUE DATES**

All take home tasks are to be handed in **BEFORE PERIOD ONE** on the due date, regardless of the students' timetable for the day. It is the responsibility of the student to know where to submit the task. Students must **sign a register** when they submit a task.

## **C. ATTENDANCE**

On the day of a task **students will be present for all their normal timetable**, in line with school policy. If a student is not present, a completed **Stage 6 'Illness and Misadventure' form** with a medical certificate, or other appropriate documentation will be required. The attending doctor must complete the form to communicate how the illness prevented or interrupted preparation for and/or attendance at the submission time. ***Illness and Misadventure forms can be copied from this book, found on the school website or available from the Deputy Principal.***

The Head Teacher Secondary Studies will monitor students who are absent who are late or **absent the day before a task is due**. A pattern such as this may suggest the student is using sick days to advantage themselves in completing a task, and could be an example of malpractice. Students absent will need to **produce a medical certificate for absence the day before**.

## **D. LATE SUBMISSION OF ASSESSMENT TASK**

The precise due date for an assessment task will be provided by your classroom teacher, at least **TEN (10)** school days before it is due.

If your Assessment Task is not submitted on the due date **you will receive a ZERO mark**. The task **MUST** still be submitted to fulfil course criteria.

- If you receive a ZERO, you may lodge a request for *Review of Assessment* to the Deputy Principal within 48 hours of Illness/Misadventure outcome notification. Forms are available from the Deputy Principal and at the back of this book. **The responsibility for this rests with the student.**
- An extension of time for the submission of an assessment task will **only** be granted in exceptional circumstances and only **AT THE DISCRETION OF THE PRINCIPAL** and would require the submission of a completed **Stage 6 'Illness and Misadventure' form**.



If you fail to submit assessment tasks amounting to 50% or more of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you may not be eligible to receive the award of the Higher School Certificate.

#### **E. EXPLAINED ABSENCES FOR ASSESSMENT TASKS**

- In cases where a student has been genuinely sick, has had an accident or a valid misadventure on the due date of an Assessment Task, a Doctor's Certificate or relevant independent documentation must be included with the submission of the **Stage 6 'Illness and Misadventure' form** to the Deputy Principal **WITHIN TWO DAYS** of the student's return to school. In such cases a similar task may be set as negotiated with the HEAD TEACHER.
- In rare cases, such as an extended illness which may affect preparation for a task, an estimate or alternate task may be given for an Assessment Task. Again, the circumstances should be presented to the Deputy Principal on the appropriate form with supporting documentation and negotiated with the HEAD TEACHER.

#### **F. UNEXPLAINED ABSENCES FOR ASSESSMENT TASKS**

In all cases and for all students, any unexplained absence from an assessment task will result in a ZERO MARK being awarded for that task. The task **MUST still be submitted to fulfil course criteria**.

#### **G. REVIEW OF ASSESSMENTS**

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance that is not covered by the rules above. This request for review must be submitted in writing to the **Deputy Principal**, who will consult with the Head Teacher and Principal. Documentary evidence is usually required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the **Principal**. The School will review the mark/grade you have been given and advise you of the result of the review. The Review Panel will consist of:

- Principal and/or Deputy Principal
- Head Teacher of the subject in question or a nominee

Your application for a review/appeal should show that your mark/grade in the course is not consistent with the reports given to you throughout the year by the school.

#### **H. FEEDBACK FROM STAFF TO STUDENTS ON ASSESSMENT TASKS**

Students may receive generalised non-specific feedback on draft copies of assessment tasks. Teachers may provide the same feedback to the whole class as appropriate to prevent an unfair advantage.

#### **I. COVER SHEET**

All tasks must be submitted with the blue school cover sheet. No task will be accepted or deemed to have been handed in unless the cover sheet is completed with all relevant signatures.



**COURSE & SUBJECT**

**TASK:**

This section gives you the details of the task and the due date

**DATE DUE:**

if the task is not submitted by the due date you will receive zero – see the school's assessment policy

**IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:**

This section tells you how the task will be assessed

**OUTCOMES TO BE ASSESSED:**

Outcomes from the syllabus related to the task are listed here

*The completed task is to be handed in with this cover sheet*

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **DATE SUBMITTED:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY**

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, skills or any other material from any source in this task or its development without appropriate acknowledgement

You state that the work is yours and have acknowledged sources

**STUDENT SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**RECEIPT**  
(Retained by Student)

You fill in the receipt and retain it as proof you submitted the task

SUBJECT	_____	TEACHER	_____
TASK	_____		
NAME	_____	CLASS	_____
DATE DUE	____/____/____	DATE SUBMITTED	____/____/____
RECEIVED BY	_____	SIGNED	_____

## C. Academic Integrity Policy

The NSW Education Standards Authority has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including all submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to your **receiving ZERO marks** and may jeopardise your Preliminary Certificate and HSC results.

Malpractice is any activity that allows you 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 your own
- using material directly from books, journals 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 your 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 or performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules in relation to communication and use of devices
- obtaining unauthorised access to examination papers or questions before the examination
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

## D. Disability Provisions

The NSW Education Standards Authority makes provision for students who are suffering either a permanent or temporary disability or medical condition to apply for special exam provisions in the HSC year (eg additional time, separate supervision or even a reader and/or writer). Extensive medical evidence is required for such provisions.

In Year 7 – 11 the Principal, on advice from the Learning Support Team, provides for suitable disability provisions. **It must be clear that school adjustments DO NOT automatically mean that a student will receive Disability Provisions from the NESA for their HSC examinations.**

Disability provision forms can be obtained from the Head Teacher Teaching and Learning, Mrs Graham or Deputy Principal and must be returned for consideration by the Learning Support Team at the next fortnightly meeting.

## E. Procedures for Illness/Misadventure

Students are advised to complete all assessment tasks to the best of their ability and to **immediately** advise the school in advance if circumstances appear likely to prevent them from doing so. Students who are absent from a scheduled task, or who cannot submit a task on time due to illness /misadventure, have a responsibility to submit a medical certificate or other appropriate documentation **WITHIN TWO DAYS of their return to school**. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

The student will be required to collect a **Stage 6 'Illness and Misadventure' form** from the student office. This form must be completed and returned to the DEPUTY PRINCIPAL **WITHIN TWO DAYS of returning to school** for the appeals process to progress.

If the appeal is approved, the options may include rescheduling of the task, an estimated mark, or other arrangements negotiated on an individual basis. Since students often perform better under stressful conditions than they expect, it is important to complete the task if possible rather than rely on predictions or estimates.

If a **formal examination** is missed the student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. Where possible, examinations will be rescheduled within the examination period time frame. **It is the responsibility of the student to organise this with the Deputy Principal, who will inform the Head Teacher of the subject, and the Examinations Officer.**

## F. Appeals

Any issue relating to the marking of a task can only be considered at the time the task results are given.

The process to follow is:

- discuss first with the teacher – request a review of the mark
- if not satisfied, discuss with the Head Teacher
- if still not satisfied complete a request for review of assessment and submit to the Deputy Principal
- the appeal will be considered by an assessment review panel consisting of the Faculty Head Teacher and Deputy Principal.
- A further appeal can be requested and will be reviewed by the Principal.

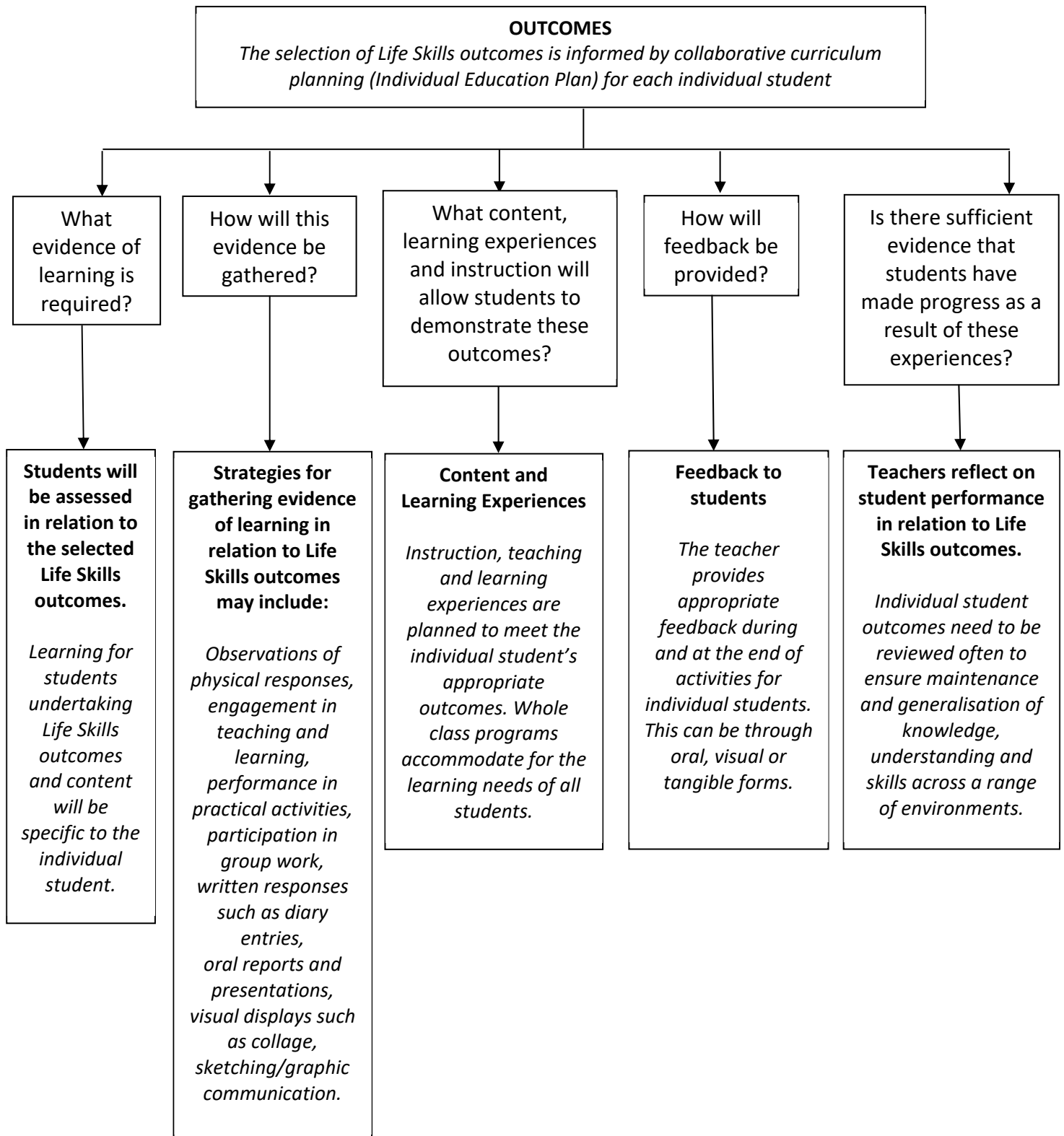
## LEARNING GUIDE: A GLOSSARY OF KEY WORDS

These verbs will be commonly used in assessment tasks at Kellyville High School and in examinations.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## Learning Support: Life Skills Assessment

Years 11–12 Life Skills courses provide options for students who cannot access the regular course outcomes, particularly students with an intellectual disability.





### Stage 6

#### Appeal Due to Illness/Misadventure at the time of Assessment or Examination.

Full Name: \_\_\_\_\_

Year and Roll Class: \_\_\_\_\_

Date Form Submitted: \_\_\_\_\_

#### IMPORTANT

- Only list here the assessments and/ or examinations you are appealing.

Subject	Teacher	Assessment/ Examination	Original Date Due

#### STUDENT APPEAL

- I have carefully read the information on this form.
- I consider that my assessment or examination performance was affected by illness or misadventure which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true.

Student signature

Date

Parent signature

Date

***If this appeal is lodged on behalf of a student, please print:***

Name of person lodging appeal: \_\_\_\_\_

Reason the student is not lodging the appeal: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please complete the information required over the page and return form to Deputy Principal**



**The person completing these sections must not be related to the student.**

Kellyville High School advises that students should attend examinations and hand in assessment tasks on the due date, unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

### Appeal due to illness

Independent evidence of illness: to be completed by medical practitioner OR Doctor's Certificate attached

Diagnosis of medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_\_\_

Date(s) and time(s) of all consultations/ meetings relating to this illness: \_\_\_\_\_

Please describe how the student's condition/ symptoms could affect their examination performance/ or assessment. \_\_\_\_\_

Any other comments or information which may assist in the assessment of the student's appeal. \_\_\_\_\_

*Please note that any fee for providing this report is the responsibility of the student.*

Name of doctor: \_\_\_\_\_

Profession: \_\_\_\_\_

Place of work/ organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Appeal due to misadventure (funeral, car accident, witness to an accident etc)

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor

Date of misadventure event: \_\_\_\_\_

Were you a witness to the event? Yes/ No

If No, how did you obtain the evidence you are providing? \_\_\_\_\_

Are you known to the student? Yes/ No If Yes, nature of relationship: \_\_\_\_\_

Description of event: \_\_\_\_\_

Name: \_\_\_\_\_

Profession: \_\_\_\_\_

Place of work/ organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**RETURN THIS FORM TO THE DEPUTY PRINCIPAL WITHIN 48HRS**





## Stage 6

### Appeal Due to Illness/Misadventure at the time of Assessment or Examination.

To be retained by the student

Full Name: \_\_\_\_\_

Year and Roll Class: \_\_\_\_\_

### To be completed by the Deputy Principal

Doctor's Certificate received: Yes/ No

Date received: \_\_\_\_\_

Subject	Teacher	Assessment/ Examination	Approved/ Declined	Outcome		Other
				Estimate OR	New Date	
			A / D	<input type="checkbox"/>		
			A / D	<input type="checkbox"/>		
			A / D	<input type="checkbox"/>		
			A / D	<input type="checkbox"/>		

Comment:

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Deputy Principal's signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Office Use Only

#### Outcome forwarded to:

Head Teacher ☐ \_\_\_\_\_ Year Adviser ☐ \_\_\_\_\_  
 Class Teacher ☐ \_\_\_\_\_ Student ☐ \_\_\_\_\_  
 Sentral Reference No \_\_\_\_\_ Entered by \_\_\_\_\_

***You should keep this acknowledgement.***



**Stage 6  
Request for Review of Assessment**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

Due Date: \_\_\_\_\_

**Reason for review:**

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**Supporting evidence:**

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**APPROVED / NOT APPROVED**

Comment:

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Deputy Principal: \_\_\_\_\_

Date: \_\_\_\_\_

*Notifications:*

☐ Student/Parent

☐ Staff/Executive/LST

☐ File

## INDIVIDUAL ASSESSMENT CALENDAR

### TERM 1 2023

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JAN 27	0					School Development Day	
JAN 30 – FEB 3	1	School Development Day					
FEBRUARY 6 - 10	2						
FEBRUARY 13 - 17	3						
FEBRUARY 20 - 24	4						
FEB 27 – MAR 3	5						
MARCH 6 - 10	6						
MARCH 13- 17	7						
MARCH 20 - 24	8						
MARCH 27 31	9						
APRIL 3 - 7	10					Public Holiday	
		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

## TERM 2 2023

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
APRIL 24 - 28	1	School Development Day	ANZAC Day				
MAY 1- 5	2						
MAY 8 - 12	3						
MAY 15 -19	4						
MAY 22 - 26	5						
MAY 29 – JUN 2	6						
JUNE 5 - 9	7						
JUNE 12 - 16	8	Public Holiday					
JUNE 19 - 23	9						
JUN 26 - 30	10						
JULY		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
JULY		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

## TERM 3 2023

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JULY 17 - 21	1	School Development Day					
JULY 24 - 28	2						
JUL 31 – AUG 4	3						
AUGUST 7 - 11	4						
AUGUST 14 - 18	5						
AUGUST 21 - 25	6					Yearly Exam Period Begins	
AUG 28 – SEP 1	7						
SEPTEMBER 4 - 8	8					Yearly Exam Period Ends	
SEPTEMBER 11 - 15	9						
SEPTEMBER 18 - 22	10						