



# **Year 11**

**Assessment Booklet**

**2024**

## 1. Introduction:

This document provides information relating to the assessment of the Year 11 courses at Kiama High School. The purpose of assessment is to:

- Assist student learning:
  - Evaluate and improve teaching and learning programs;
  - Assess student achievement in the course;
  - Provide evidence of satisfactory completion of the course

At the end of Term 3, the school will submit a Record of School Achievement (RoSA) grade for each student to the NSW Education Standards Authority (NESA). The grade is intended to indicate the student's achievements at the end of their Year 11 courses.

Assessment marks are based on:

- A wider range of syllabus outcomes than can be measured by the formal examinations; and
- Multiple measures and observations made throughout the Year 11 courses, rather than a single assessment event.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event. This also caters for knowledge and skills outcomes that are better assessed in specific settings or times, such as fieldwork and practical skills.

## 2. The Assessment Program

The Year 11 Assessment Program begins during Term 1, 2024 and will continue up to the Final Examinations in Term 3 of the same year. This booklet outlines, for each course studied the:

- Number of tasks
- Weightings for each task
- Scheduling of tasks – terms and weeks. There is generally, two weeks' notice for the specific task throughout the assessment period.
- General nature of tasks
- KHS policies with respect to student absences for tasks, late submissions of tasks, illness and misadventure processes, addressing malpractice and student appeals.

While scheduling is provided as a guide, unforeseen circumstances may result in a change of date for an assessment task. Generally, students should expect at least two weeks' notice in writing if a change is necessary.

### 3. Assessment marks and rankings

Students will be provided with an assessment mark (and rank where appropriate) for each assessment task completed. If necessary, students should appeal against an individual mark or ranking **at the time the mark and ranking are received**.

In addition, students will be supplied with a grade and grade distribution scale for each reporting period. A final rank can be supplied after the completion of the Final Examinations at the end of Term 3.

### 4. Satisfactory Completion of Courses

NESA has stipulated that 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:

- A. **Followed** the course developed or endorsed by the Authority; and
- B. **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- C. **Achieved** some or all of the course outcomes.

Students must make a genuine attempt to complete course requirements and it is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

Further, a student must make a genuine attempt at assessment tasks.

Students must also fulfil the course completion criteria above.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Year 11 courses and 10 units of Year 12 courses that satisfy NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Vocational Education and Training (VET) students are required to complete a total of **70 hours of mandatory work placement**, as mandated by NESA. Work placement is broken up into two blocks – 35 hours in Year 11 (generally in term three) and 35 hours in Year 12. Failure to complete these hours may mean that the student is not eligible for their HSC.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the "N" Determination (non-completion of course requirements).

If, at any time, it appears the student is at risk of being given an "N" Determination, in any course, the Principal must warn students as soon as possible and advise the parent or guardian – in writing, if the student is under 18 years of age.

Students are expected to complete all tasks required – both assessable and non-assessable – in all courses that are studying.

## 5. 'N' Determinations

If at any time, it appears the student is at risk of receiving an 'N' Determination in any course, the Principal must:

- Advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' Determination;
- Advise the parent or guardian, in writing, if the student is under the age of 18;
- Request from the student/parent/guardian a written acknowledgement of the warning'
- Issue at least one follow-up warning letter, if the first letter is not effective.

## 6. Attendance

Principals may determine that, as the result of absence, the course completion criteria might not be met. Students whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting the course criteria.

At Kiama High School, students who are absent for more than **eight days per term** may have their performance reviewed. In individual subjects, students who are absent **for eight periods in a subject per term** may also have their performance reviewed.

### **Absences in assessment tasks or examination notification periods:**

It is considered **UNFAIR ADVANTAGE** if a student, **without a valid reason:**

- Is not in attendance at all classes with the notification period before any assessment task or exam; or
- Arrives more than 20 minutes late to their first scheduled class on the day of an assessment task or in-class exam; and/or
- Does not attend ALL scheduled classes on the day of the assessment task or in-class exam.

Any absence in the school day prior to and/or on the day of the task will require a medical certificate.

It is not acceptable for a student to attend school to fulfil the requirements of an assessment task **only** and not be present at timetabled lessons for that particular day.

Students taking unfair advantage may receive a zero for the task.

### **NOTE:**

During formal examination periods (final examinations etc), students in Year 11 are not required to attend normal lessons.

## 7. Student Responsibilities

### *Students must:*

- Ensure they have a copy of the Assessment Schedule for each course studied;
- Ask their class teacher, after absences, whether any assessment notification has been given;
- Present work according to the schedule of dates for assessment tasks;
- Be aware of the penalties for late or non-submission of assessment tasks;
- Be aware of the procedure to be followed if absent when a task is to be submitted, or completed;
- Attend all classes;
- Be aware of the procedures to be followed if absent for a formal examination;
- Satisfactorily explain all full and partial absences;
- Submit an **Assessment Task Appeal Form**, with supporting documentation, within two days of return to school after an absence from an assessment task.

### *When submitting work, students must:*

- Present their own work;
- Submit work in an appropriate format;
- Submit assessment tasks **BEFORE 8:55AM** on the due date, unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day or unless the Assessment Task Notification specifies submission at a different time.
- Not interfere with the efforts of others.

### **NOTE:**

Failure to submit an Assessment Task as per the requirements stated on the Assessment Task Notification may result in ZERO MARKS being awarded. Students may submit an Assessment Task Appeal Application

## 8. Teacher Responsibilities

The Deputy Principal must ensure that students have a copy of the Assessment Schedule.

Class teachers must:

- Follow the assessment schedule for their course;
- Provide students at least two weeks written notice of the date of an assessment task following NESAs protocol for HSC internal assessment;
- Ensure that absent students receive the information the next time the student attends the class;
- Schedule tasks, as best as possible, such that they do not conflict with other assessment tasks;
- Negotiate a suitable date with students concerned, in the event an assessment task needs to be rescheduled. Generally, at least two-weeks' written notice should be given.

### NOTE:

Students who are absent on the notification date of an assessment task may NOT request or be granted an extension on the basis of that absence. This includes absence due to TAFE or VET commitments, sporting events or any other school endorsed activity. It is each student's responsibility to be aware of the scheduling of a task in their courses and request any task notification sheets from their teacher upon their return to class.

## 9. Assessment Task Appeals

As has been mentioned, it is a student's responsibility to ensure that they are present for scheduled Assessment Tasks. If, however, a student becomes ill or suffers an accident that prevents them from attending school, completing an assessment task by the due date, the student should submit an **Assessment Task Appeal Application Form**.

These are available from:

- The Year 11 Deputy Principal,
- The KHS Administration office,
- The sign-on desk in the library
- The KHS website,
- The Year Advisor

The completed **Assessment Task Appeal Application Form**, together with supporting documentation, must be returned to the Year 11 Deputy Principal within **two** days of a student's return to school, after an absence, or within **two** days of the assessment task date, if there was no absence from school.

A sample **Assessment Task Appeal Application Form** is available at the back of this booklet. Further information about Grounds for Appeal under Illness/Misadventure may be found at the NESAs website <http://ace.bos.nsw.edu.au/ace-11004> .

NESA notes that the following are **NOT grounds for appeal** under the Illness/Misadventure process:

- Attendance at a sporting or cultural event, or family holiday;
- Alleged inadequacies of teaching or long-term matters relation to loss of preparation time, loss of study time or facilities;
- Disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the examination/assessment task.

Students **should not plan absences during term time**, unless there are exceptional circumstances (e.g. a medical operation). In general, family holidays **will not** be considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

**Technology issues**, such as printer or computer failure are NOT deemed an acceptable reason for late submission of a task. It is the student's responsibility to ensure that all digital work is backed up and/or stored in multiple platforms.

## 10. Reasonable Request for Consideration

If a student knows in advance they are to be absent on the day of completion of an Assessment Task, they must complete an **Assessment Task Appeal Application Form**.

There are three types of consideration:

### 1. School Business

Where a student is attending a school-based excursion, sporting event, cultural event or performing arts event, or representing the school in some way. The student will see the Year 11 Deputy Principal for an **Assessment Task Appeal Application Form**. They will then obtain a signature from the event's organising teacher, confirming the student's participation in the school-based event. The student will then complete the form, returning it to the Year 11 Deputy Principal. An alternative date will be organised for completion of the Assessment Task. No penalty will apply.

### 2. Non-School Business

Where a student is attending an appointment (e.g. medical, dental) or a family, religious or cultural event. The student will see the Year 11 Deputy Principal for an **Assessment Task Appeal Application Form**. They will then complete the form, returning it to the Deputy Principal, together with any supporting documentation. An alternative date will be organised for completion of the Assessment Task. The Assessment Task Review Panel will determine the result of the appeal.

### 3. Exceptional circumstances

Where a student feels that they have a genuine inability to meet a scheduled due date because of unforeseen events. This may be deemed a genuine misadventure and an extension may be granted for the task. Students seeking this consideration need to notify the Year 11 Deputy Principal **at least**

**four days** prior to the date of the assessment task to initiate the process, ensuring its completion two days prior to the scheduled date of the task.

**NOTE:**

Requests for consideration may not be granted if the student has completed the necessary process TWO FULL SCHOOL DAYS prior to the scheduled date of the Assessment Task.

*If there is any doubt about Assessment Task Procedures, including submissions of tasks, Illness/Misadventure processes or satisfying course outcomes, please contact the School.*

## 11. Vocational Education and Training (VET)

All students studying VET courses – Construction, Hospitality and Metals and Engineering – will be provided with a separate assessment booklet in Term 1, 2024. If you have any inquiries, please see Ms. Van Kruyssen (VET Coordinator) or Mr Mathew Yates or (Head Teacher TAS).

## 12. Year 11 Life Ready

The following is an extract taken from the NSW Department of Education website:

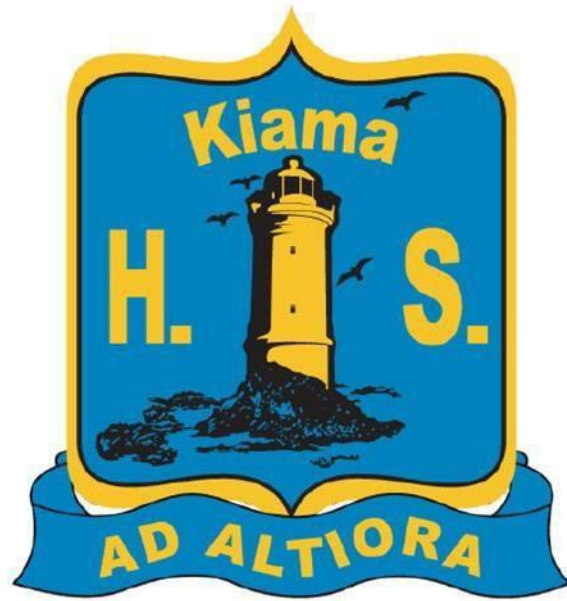
*“Life Ready is a **MANDATORY** 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school. The content of the school’s Life Ready program should be based on the needs and interests of students. This means that each year, every school should develop a program that is relevant to the particular group or cohort of senior students. The planning, delivery and evaluation of Life Ready should be guided by student learning needs and community context.”*

Kiama High School is able to vary the way in which we organise our curriculum, and to structure timetabled events to suit our student cohort, in order to deliver this course. Please note that implementation may differ across schools to accommodate their own particular context and using the resources available.

At Kiama High School, Life Ready will be delivered to Year 11 students during Term 1, Week 11 2022. Attendance during the delivery of the Life Ready course is important so that your child can be signed off as completing the course outcomes.

In order to be eligible for the Higher School Certificate, the Life Ready component of Stage 6 must be completed. Kiama High School encourages all students to attend this week as a normal school week and not to plan other activities during this time.





# COURSE ASSESSMENT PROGRAMS

# Ancient History

HSIE Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Source analysis & skills Investigating Ancient History	Research & Essay Historical Investigation	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 10	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	AH11-5, AH11-6, AH11-8, AH11-9, AH11-10	AH11-2, AH11-6, AH11-7, AH11-8, AH11	AH11-1, AH11-3, AH11-4, AH11-6, AH11-7

## Mandatory Components

<i>Knowledge and understanding of course content</i>	40%	15%		25%
<i>Sources based skills: analysis, synthesis and evaluation from a variety of sources</i>	20%	5%	5%	10%
<i>Historical inquiry and research</i>	20%	5%	15%	
<i>Communication of historical understanding in appropriate forms</i>	20%	5%	10%	5%
	100%	30%	30%	40%

## Course Outcomes

- 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, groups and ideas in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the ancient world.
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

# Biology

## Science Faculty



### COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Skills & Practical Task Module 1 & 2	Communication & Skills Depth Study Modules 3 & 4	Final Examination
<b>DUE DATE</b>	<b>Term 2</b> Week 1	<b>Term 3</b> Week 1	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	BIO11-3, BIO11-4, BIO11-5, BIO11-8	BIO11-1, BIO11-2, BIO11-4, BIO11-7, BIO11-11	BIO11-6, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11.

### Mandatory Components

<i>Skills in working scientifically</i>	60%	20%	25%	15%
<i>knowledge and understanding of course content</i>	40%	10%	5%	25%
	100%	30%	30%	40

### Course Outcomes

BIO11-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11-5	analyses and evaluates primary and secondary data and information
BIO11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11-7	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

# Business Studies

HISE Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Business Report	Small Business Plan	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 3</b> Week 5	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	25%	35%	40%
<b>OUTCOMES ASSESSED</b>	P1, P2, P7, P8, P9	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10

## Mandatory Components

<i>Knowledge and understanding of course content</i>	40%	5%	5%	30%
<i>Stimulus based skills</i>	20%	5%	5%	10%
<i>Inquiry and research</i>	20%	10%	10%	
<i>Communication of business information, ideas and issues in appropriate forms</i>	20%	10%	10%	
	100%	30%	30%	40%

## Course Outcomes

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on business
- 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 businesses 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

# Chemistry

## Science Faculty



### COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Research Task Module 1	Skills & Practical Task Depth Study Module 2 & 3	Final Examination Module 1 - 4
<b>DUE DATE</b>	<b>Term 1</b> Week 9	<b>Term 2</b> Week 10	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	CH11-2, CH11-3, CH11-4, CH11-7, CH11-8	CH11-1, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9	CH11-2, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11

### Mandatory Components

<i>Skills in working scientifically</i>	60%	15%	25%	20%
<i>knowledge and understanding of course content</i>	40%	10%	10%	20%
	100%	30%	30%	40%

### Course Outcomes

- CH11-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5 analyses and evaluates primary and secondary data and information
- CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7 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 reaction

# Community & Family Studies

PDHPE Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Case Study Resource Management	Stimulus Response Individual & Groups	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 7	<b>Term 2</b> Week 7	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	P1.1, P4.2, P5.1	P2.1, P2.3, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2

## Mandatory Components

<i>Knowledge and understanding of course content</i>	40%	10%	10%	20%
<i>Skills in critical thinking, research methodology, analysing and communicating</i>	60%	20%	20%	20%
	100%	30%	30%	40%

## Course Outcomes

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

# Enterprise Computing

Maths Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Interactive media and UI Designs	Networking and social Computing	Online Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 8
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	EC11-04, EC11-08, EC11-09, EC11-11	EC11-01, EC11-03, EC11-04, EC11-06, EC11-07, EC11-09	All outcomes

## Mandatory Components

<i>Knowledge and understanding of course content</i>	50%	10%	10%	30%
<i>Knowledge of skills in the management, communication and production of projects</i>	50%	20%	20%	10%
	100%	30%	30%	40%

## Course Outcomes

- EC11-01 System Design - Explains how systems meet the needs of a range of enterprises
- EC11-02 Data & Information -Explains the function of data and information within enterprise computing systems
- EC11-03 Explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
- EC11-04 Data Analysis - Explains how data is used in enterprise computing systems
- EC11-05 Technology Influence -Applies tools and resources to analyse complex datasets
- EC11-06 Innovative Technologies -Analyses how innovative technologies have influenced enterprise computing systems
- EC11-07 Explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
- EC11-08 Justifies the selection and use of tools and resources to design and develop an enterprise computing system
- EC11-09 Selects and applies methods to record the management and evaluate the development of an enterprise computing system
- EC11-10 System Effectiveness - Evaluates the effectiveness of an enterprise computing System
- EC11-11 Communication Skills- Communicates an enterprise computing solution to a specific audience

# English Advanced

English Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Text Analysis & Response Reading & Writing	Multimodal Presentation (Speaking, presenting, writing, listening)	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 9	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	EA11-1, EA11-4, EA11-7, EA11-8	EA11-2, EA11-5, EA11-6	EA11-1, EA11-3, EA11-4, EA11-8, EA11-10

## Mandatory Components

<i>Common: Reading to write</i>	40%	20%	10%	10%
<i>Module A</i>	30%		30%	
<i>Module B</i>	30%			30%
	100%	20%	40%	40%

## Course Outcomes

- EA11-1 responds to, composes, and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts
- 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



# English Extension 1

English Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	<b>Writing</b> Critical Response	<b>Multimodal Presentation</b> Independent Related Project	Final Examination
<b>DUE DATE</b>	<b>Term 2</b> Week 2	<b>Term 3</b> Week 2	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	40%	30%
<b>OUTCOMES ASSESSED</b>	EE11-1, EE11-2, EE11-5	EE11-2, EE11-3, EE11-4, EE11-6	EE1-1, EE11-3, EE11-5

## Mandatory Components

<i>Knowledge and understanding of complex texts and of how and why they are valued</i>	50%	15%	20%	15%
<i>Skills in:</i>				
<ul style="list-style-type: none"> <li>• <i>Complex analysing</i></li> <li>• <i>Sustained composition</i></li> <li>• <i>Independent investigation</i></li> </ul>	50%	15%	20	15%
	100%	20%	40%	40%

## Course Outcomes

- EE11-1 Demonstrates and applies considered understanding of the dynamic relationship between text, purpose 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 relationship 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 process of research, writing and creativity.

# English Standard

English Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Reading/Writing	Multimodal Presentation (Speaking, presenting, writing, listening)	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 9	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	EA11-1,EA11-4,EA11-7, EN11-8	EA11-2, EA11-5, EA11- 6,	EA11-1; EA11-3; EA11-4; EA 11-8

## Mandatory Components

<i>Common: Reading to write</i>	40%	20%	10%	10%
<i>Module A: Narratives that shape our world</i>	30%		30%	
<i>Module B: Critical study of literature</i>	30%			30%
	100%	20%	40%	40%

## Course Outcomes

- EA11-1 responds to, composes, and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts
- 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

# English Studies

English Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Written Report Mandatory Module: Achieving through English	Multimodal Presentation Elective Module	Portfolio
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 9	<b>Term 3</b> Week 8
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10

## Mandatory Components

<i>Knowledge and understanding of course content</i>	50%	15%	15%	20%
<i>Skills in:</i>				
<ul style="list-style-type: none"> <li>Comprehending texts</li> <li>Communicating ideas</li> <li>Using language accurately, appropriately, and effectively</li> </ul>	50%	15%	15%	20%
	100%	30%	30%	40%

## Course Outcomes

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes represents own ideas in critical, interpretive, and imaginative texts identifies and describes relationships between texts
- 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

# Earth and Environmental Science

## Science Faculty

### COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Earth's resources First Hand Investigation	Impacts of Humans Depth Study	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 11	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	35%	35%
<b>OUTCOMES ASSESSED</b>	EES11-1, EES11-2, EES11-3, EES11-4, EES11-6, EES11-8,	EES11-1, EES11-4, EES11-5, EES11-7, EES11-11	EES11-7, EES11-8, EES11-9, EES11-10, EES11-11

### Mandatory Components

<i>Knowledge and understanding of course content</i>	5%	15%	20%
<i>Skills in working scientifically</i>	25%	20%	15%
	30%	35%	35%

### Course Outcomes

- EES11-1 Develops and evaluates questions and hypotheses for scientific investigation
- EES11-2 Designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11-3 Conducts investigations to collect valid and reliable primary and secondary data and information
- EES11-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11-5 Analyses and evaluates primary and secondary data and information
- EES11-6 Solves scientific problems using P and S data, critical thinking skills and scientific processes
- EES11-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES11-8 Describes the features of the earth's systems, including geosphere, atmosphere, hydrosphere and biosphere and interrelation
- EES11-9 Describes evidence for the theory of plate tectonics and energy and geological changes that occur in plate boundaries
- EES11-10 Describes the factors that influence how energy is transferred and transformed in earth's systems
- EES11-11 Describes human impact on Earth in relation to hydrological and geological processes, and biological changes

# Geography

HISE Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Earth's Natural Systems Research Task	Geographical Investigation	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 3</b> Week 2	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	25%	35%	40%
<b>OUTCOMES ASSESSED</b>	GE11-01, GE11-02, GE11-07, GE11-08	GE11-06, GE11-09, GE11-07, GE11-08, GE11-05	Ge11-01, GE11-02, GE11-07, GE11-05

## Mandatory Components

<i>Knowledge and understanding of course content</i>	40%	10%	10%	20%
<i>Geographical tools and skills</i>	20%	5%	5%	10%
<i>Geographical inquiry and research, including fieldwork</i>	20%	10%	10%	
<i>Communication of geographical information, ideas and issues in appropriate forms</i>	20%		10%	10%
	100%	25%	35%	40%

## Course Outcomes

- GE11-01 examines places, environments and natural phenomena, for their characteristics, spatial patterns, interactions and changes over time.
- GE11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE11-03 explains geographical opportunities and challenges and varying perspectives and responses
- GE11-04 assesses responses and management strategies at a range of scales, for sustainability
- GE11-05 analyses and synthesises relevant geographical information from a variety of sources
- GE11-06 Identifies geographical methods used in geographical inquiry and their relevance in the contemporary world.
- GE11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork and ethical practices, to investigate places and environments
- GE11-08 applies mathematical ideas and techniques to analyse geographical data
- GE11-09 communicates and applies geographical understanding using geographical knowledge, concepts, terms and tools, in appropriate forms

# Industrial Technology

(Timber & Furniture Technologies)



**TAS Faculty**

## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Industry Study	Project & Folio	Final Examination
<b>DUE DATE</b>	<b>Term 2</b> Week 2	<b>Term 3</b> Week 5	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	20%	40%	40%
<b>OUTCOMES ASSESSED</b>	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.3, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2

## Mandatory Components

<i>Knowledge and understanding of course content</i>	40%	10%		30%
<i>Knowledge and skills in the management, communication, and production of projects</i>	60%	20%	40%	
	100%	30%	40%	30%

## Course Outcomes

- P1.1 describes the organization 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 in industry
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- 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 using a range of practical skills in the production of projects
- 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 use 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

# Marine Studies

Science Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	First Aid & CPR	Practical Skills & Knowledge Task	Final Examination
<b>DUE DATE</b>	<b>Term 2</b> Week 6	<b>Term 3</b> Week 4	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	1.1,2.2,3.1,3.2 4.2,5.4	5.1, 5.2, 5.3, 5.4	1.2, 1.3, 3.2, 3.3

## Mandatory Components

<i>Knowledge and understanding of course content</i>	50%	5%	5%	40%
<i>Skills, outcomes and content</i>	50%	25%	25%	
	100%	30%	30%	40%

## Course Outcomes

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

# Mathematics Advanced

Mathematics Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Class Test	Assignment/Investigation	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	25%	35%	40%
<b>OUTCOMES ASSESSED</b>	MA11-1, MA11-2 MA11-3, MA11-8, MA11-9,	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9

## Mandatory Components

<i>Understanding, fluency and communicating</i>	50%	12%	18%	20%
<i>Problem solving, reasoning and justification</i>	50%	13%	17%	20%
	100%	25%	35%	40%

## Course Outcomes

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



# Mathematics Extension

Mathematics Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	In-class Open Book Test	Extended Modelling & Problem-solving	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 11	<b>Term 2</b> Week 9	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	35%	25%	40%
<b>OUTCOMES ASSESSED</b>	ME11-1, ME11-2, ME11-7	ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7

## Mandatory Components

<i>Understanding, fluency and communicating</i>	50%	18%	12%	20%
<i>Problem solving, reasoning and justification</i>	50%	17%	13%	20%
	100%	35%	25%	40%

## Course Outcomes

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

# Mathematics Standard

Mathematics Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Sighted Examination F1.2 A1	Mathematical Investigation and Report F1.1, F1.3, A2	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 9	<b>Term 2</b> Week 9	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	MS11-1, MS 11-2, MS11-4, MS11-6, MS 11-9, MS 11-10	MS 11-1, MS 11-2, MS 11-45, MS11-6, MS 11-9, MS 11-10	MS 11-1, MS 11-2, MS 11-3, MS11-4, MS11-5, MS11-6, MS 11-7, MS 11-8, MS 11-9, MS 11-10

## Mandatory Components

<i>Understanding, fluency and communicating</i>	50%	15%	15%	20%
<i>Problem solving, reasoning and justification</i>	50%	15%	15%	20%
	100%	30%	30%	40%

## Course Outcomes

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional 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

# Modern History

HSIE Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Source Analysis & Skills Investigating Modern History	Research & Essay Historical Investigation	Final Examination
<b>DUE DATE</b>	<b>Term 2</b> Week 1	<b>Term 3</b> Week 1	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	MH 11-6, MH 11-7, MH 11-9, MH 11-10	MH 11-2, MH 11-4, MH 11-6, MH 11-8, MH11-9	MH 11-1, MH 11-3, MH 11-5, MH 11-9

## Mandatory Components

<i>Knowledge and understanding of course content</i>	40%	20%		20%
<i>Historical skills in the analysis and evaluation of sources and interpretations</i>	20%	5%	5%	10%
<i>Historical inquiry and research</i>	20%		15%	5%
<i>Communication of historical understanding in appropriate forms</i>	20%	5%	10%	5%
	100%	30%	30%	40%

## Course Outcomes

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

# Music 1

CAPA Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Composition Portfolio	Viva Voce and performance	Preliminary Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 9	<b>Term 2</b> Week 6 – Viva Voce Week 8 - performance	<b>Term 3</b> Week 7
<b>WEIGHTING</b>	30%	35%	35%
<b>OUTCOMES ASSESSED</b>	P2, P3, P7, P8	P1, P4, P6, P7	P1, P4, P5, P6

## Mandatory Components

<i>Performance</i>	25%		10%	15%
<i>Composition</i>	25%	25%		
<i>Musicology</i>	25%		25%	
<i>Aural</i>	25%	5%		
	100%	30%	35%	35%

## Course Outcomes

- P1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- P4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- 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

# Personal Development, Health & Physical Education

## PDHPE Faculty



### COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Written Report (Core 1)	Anatomy Laboratory (Core 2)	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	P1, P2, P3, P4, P5, P6	P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17

### Mandatory Components

<i>Knowledge and understanding of course content</i>	40%	10%	10%	20%
<i>Skills in critical thinking, research, analysis and communication</i>	60%	20%	20%	20%
	100%	30%	30%	40%

### Course Outcomes

- 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 can contribute to effect 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)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- 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

# Physics

SCIENCE Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Skills & Practical Task	Research Task Depth Study Module 2	Final Examination Modules 1 - 4
<b>DUE DATE</b>	<b>Term 1</b> Week 7	<b>Term 3</b> Week 2	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	PH 11-1, PH 11-2, PH11-3, PH 11-5	PH 11-1, PH 11-4, PH11-5, PH 11-6, PH11-7, PH11-9	PH11-1, PH11-2, PH11-4, PH 11-5, PH 11-6, PH11-7, PH 11-8, PH11-9, PH 11-10, PH 11-11

## Mandatory Components

<i>Skills in working scientifically</i>	60%	20%	20%	20%
<i>Knowledge &amp; understanding of course content</i>	40%	10%	10%	20%
	100%	30%	30%	40%

## Course Outcomes

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

# Society & Culture

HSIE Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Use of methodologies	Mini Personal Interest Project	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 3</b> Week 5	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	P6, P8, P10	P6, P7, P8, P9, P10	P1, P2, P3, P4, P5

## Mandatory Components

<i>Knowledge and understanding of course content</i>	50%	10%	10%	30%
<i>Application and evaluation of social and cultural research methods</i>	30%	10%	10%	10%
<i>Communication of information, ideas and issues in appropriate forms</i>	20%	10%	10%	
	100%	30%	30%	40%

## Course Outcomes

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

# Sport, Lifestyle & Recreation Studies

PDHPE Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Carnivals administration & First Aid	Sports Guide Booklet	Game Skills/ Practical Assessment
<b>DUE DATE</b>	<b>Term 2</b> Week 7	<b>Term 3</b> Week 4	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	40%	40%	20%
<b>OUTCOMES ASSESSED</b>	1.3, 2.3, 3.6, 4.2	1.1, 1.3, 2.3, 3.1, 3.6, 4.2, 4.4	1.1, 2.2, 2.5, 3.1, 3.6, 4.4

## Mandatory Components

<i>Knowledge &amp; understanding</i>	50%	20%	20%	10%
<i>Knowledge and skills in design and skills</i>	50%	20%	20%	10%
	100%	40%	40%	20%

## Course Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 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



# Visual Arts

CAPA Faculty



## COURSE ASSESSMENT PROGRAM

	Task 1	Task 2	Task 3
<b>TASK NAME</b>	Expressive Drawing & VAPD	'What is Art?' Research Project	Final Examination
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 2</b> Week 10	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	40%	30%
<b>OUTCOMES ASSESSED</b>	P1, P2, P6, P7, P9	P3, P4, P5, P10	P7, P8, P9, P10

## Mandatory Components

<i>Artmaking</i>	50%	20%	30%	
<i>Art criticism and history</i>	50%	10%	10%	30%
	100%	30%	40%	30%

## Course Outcomes

- P1 explores the conventions of practice in artmaking
- 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 artmaking
- P5 investigates ways of developing coherence and layers of meaning in the marking 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 the 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

# Assessment Task Schedule – Year 11 (2024)



Week	Term 1	Term 2	Term 3
1		<ul style="list-style-type: none"> <li>Biology (Task 1)</li> <li>Modern History (Task 1)</li> </ul>	<ul style="list-style-type: none"> <li>Biology (Task 2)</li> <li>Food Technology (Task 2)</li> <li>Modern History (Task 2)</li> </ul>
2		<ul style="list-style-type: none"> <li>IT – Timber (Task 1)</li> </ul>	<ul style="list-style-type: none"> <li>Geography (Task 2)</li> <li>Physics (Task 2)</li> <li>English – Extension 1</li> </ul>
3		<ul style="list-style-type: none"> <li>Physics (Task 1)</li> </ul>	
4			<ul style="list-style-type: none"> <li>Sport, Lifestyle and Rec (Task 2)</li> <li>Marine Studies (Task 2)</li> </ul>
5			<ul style="list-style-type: none"> <li>Society &amp; Culture (Task 2)</li> <li>Business Studies (Task 2)</li> <li>ITT – Timber (Task 2)</li> </ul>
6		<ul style="list-style-type: none"> <li>Marine Studies (Task 1)</li> </ul>	
7	<ul style="list-style-type: none"> <li>CAFS (Task 1)</li> <li>Physics (Task 1)</li> </ul>	<ul style="list-style-type: none"> <li>Sport, Lifestyle &amp; Rec (Task 1)</li> <li>CAFS (Task 2)</li> </ul>	<ul style="list-style-type: none"> <li>Music 1 (Task 3)</li> </ul>
8	<ul style="list-style-type: none"> <li>PDHPE (Task 1)</li> <li>Ancient History (Task 1)</li> <li>English – Advanced (Task 1)</li> <li>English – Standard (Task 1)</li> <li>English Studies (Task 1)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Advanced (Task 2)</li> <li>Music 1 (Task 2)</li> <li>PDHPE (Task 2)</li> </ul>	<b>FINAL EXAMINATIONS (TASK 3)</b>
9	<ul style="list-style-type: none"> <li>Chemistry (Task 1)</li> <li>Mathematics – Standard (T1)</li> <li>Music 1 – (Task 1)</li> </ul>	Task 2: <ul style="list-style-type: none"> <li>English – Advanced</li> <li>English – Standard</li> <li>English Studies</li> <li>Maths Ext (Task 2)</li> <li>Mathematics – Standard (Task 2)</li> <li>EES Task 2</li> </ul>	
10	<ul style="list-style-type: none"> <li>Geography (Task 1)</li> <li>Mathematics – Advanced (Task 1)</li> <li>Society &amp; Culture (Task 1)</li> <li>Visual Arts (Task 1)</li> <li>Business Studies (Task 1)</li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal Studies (Task 2)</li> <li>Chemistry (Task 2)</li> <li>Legal Studies (Task 2)</li> <li>Ancient History (Task 2)</li> <li>Visual Arts (Task 2)</li> <li>SDD (Task 2)</li> <li>French Beginners (Task 2)</li> </ul>	
W11	Mathematics Extension (Task 1) <ul style="list-style-type: none"> <li>EES Task 1 due</li> </ul>		

## Sample Assessment Task Appeal Application Form

These forms can be obtained from:

- The Year 11 Deputy Principal
- The Year 11 Year Adviser
- The Front Office
- Near the sign on desk in the library
- The KHS website - [https://kiama-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kiama-h/content/student-life/Assessment\\_Task\\_Appeal\\_Application\\_Form.pdf](https://kiama-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kiama-h/content/student-life/Assessment_Task_Appeal_Application_Form.pdf)

A sample of this form can be found on the next page.



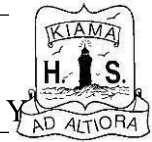
**KIAMA HIGH SCHOOL  
ASSESSMENT TASK APPEAL APPLICATION FORM  
YEARS 10 - 12**

**Type of Appeal** (Tick as applicable)

<b>Illness and /or Misadventure Appeal</b>		<b>Request for Consideration – School Business</b>		<b>Request for Consideration – Non – School Business</b>	
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1. Complete applicable sections of this form, attaching any supporting documentation (eg, medical certificate, enrolment in extracurricular activity).
2. Return to Head Teacher: Then return to your Deputy Principal.

Name:	Year: <b>10</b> <b>11</b> <b>12</b> ( <i>please circle</i> )	
Course:	Teacher:	
Task:	Date Issued:	
Due Date:    /    / <b>M Tu W Th F</b> ( <i>please circle</i> )		
Reason for appeal/request for consideration:  _____		
Student signature: _____ Date:    /    /		
Parent signature: _____ Date:    /    /		
Supporting documentation for: ( <i>please circle, and attach – as applicable</i> ) (Please attach)		
<b>Illness and/or Misadventure</b>	<b>Request for Consideration - School Business</b>	<b>Request for Consideration – Non-School Business</b>
Medical Certificate <b>Y / N</b> Part A completed: <b>Y / N</b> Part B completed: <b>Y / N</b> ( <i>overleaf</i> )	Confirmation from Organising Teacher: <b>Y / N</b>	Confirmation of Approved Leave: <b>Y / N</b> Parent Letter: <b>Y / N</b> Medical/Dental Statement: <b>Y / N</b> Other: <b>Y / N</b>
Signature of Organising Teacher – School Business: _____		
<b>Course Teacher Comment:</b> Support    [    ] Yes [    ] No		
_____		
Teacher Signature: _____ Date:    /    /		
<b>Head Teacher Comment:</b> Support    [    ] Yes [    ] No		
_____		
Head Teacher Signature: _____ Date:    /    /		
<b>Appeal Panel Decision</b>		
New Due Date: _____		Award Estimate, based on appropriate classwork and assessment tasks
Student to complete alternative task. NO PENALTY APPLIES.		ZERO MARKS AWARDED. N-Award Warning to be issued.
Other:		Signature: _____ /    /



**KIAMA HIGH SCHOOL  
ASSESSMENT TASK APPEAL APPLICATION FORM  
YEARS 10 - 12**

**COMPLETE PART A for ILLNESS or PART B for MISADVENTURE or attach a Medical**

<b><u>PART A</u> INDEPENDENT EVIDENCE OF ILLNESS</b>	
<i>The person completing this form must not be related to the student</i>	
Diagnosis of Medical Condition	
Date of onset of Illness	
Date(s) and time(s) of all consultations related to illness	
Please describe how the student's condition/symptoms could impede their performance in the relevant task:	
Name of doctor or health care professional	
Profession:	Place of Work:
Address:	
Contact Number:	Signed: <span style="float: right;">Date: / /</span>

<b><u>PART B</u> INDEPENDENT EVIDENCE OF MISADVENTURE</b>	
<i>(Not to be completed by the student)</i>	
Date of event causing misadventure	
Were you a witness to the event	[ ] Yes [ ] No
If (NO), how did you obtain the information you are providing?	
What is your relationship to the student?	
Describe the event:	
Name:	Profession:
Contact Number:	Signed: <span style="float: right;">Date: / /</span>