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# **Secondary School Assessment Handbook**

## **Year 11 Preliminary Program 2018**

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# Goals of Assessment

*'At Kempsey Adventist School we believe that students learn best when they are supported in taking responsibility for their lives and learning, when they experience success, and when they learn from their mistakes.'*

The Teaching and Learning Committee and teachers will plan to:

- Develop a contemporary understanding of how students effectively learn best
- Continue to empower students so that they take responsibility for their own learning
- Continue to refine reporting between school and home on the student's academic performance

## Outcomes-Based Assessment

Assessment is the collection of information for a purpose.

Effective learning has occurred when each learner:

- has integrated prior and new information to form new knowledge
- is able to apply new knowledge and understandings in a range of relevant contexts
- is able to explain new concepts and demonstrate new skills to others in a meaningful way.

Outcomes and assessment are linked in the following continuum:

- the curriculum provides outcomes related to skills and knowledge
- teaching and learning enables students to achieve outcomes
- assessment determines whether students have achieved outcomes
- reporting explains student achievement in terms of outcomes.

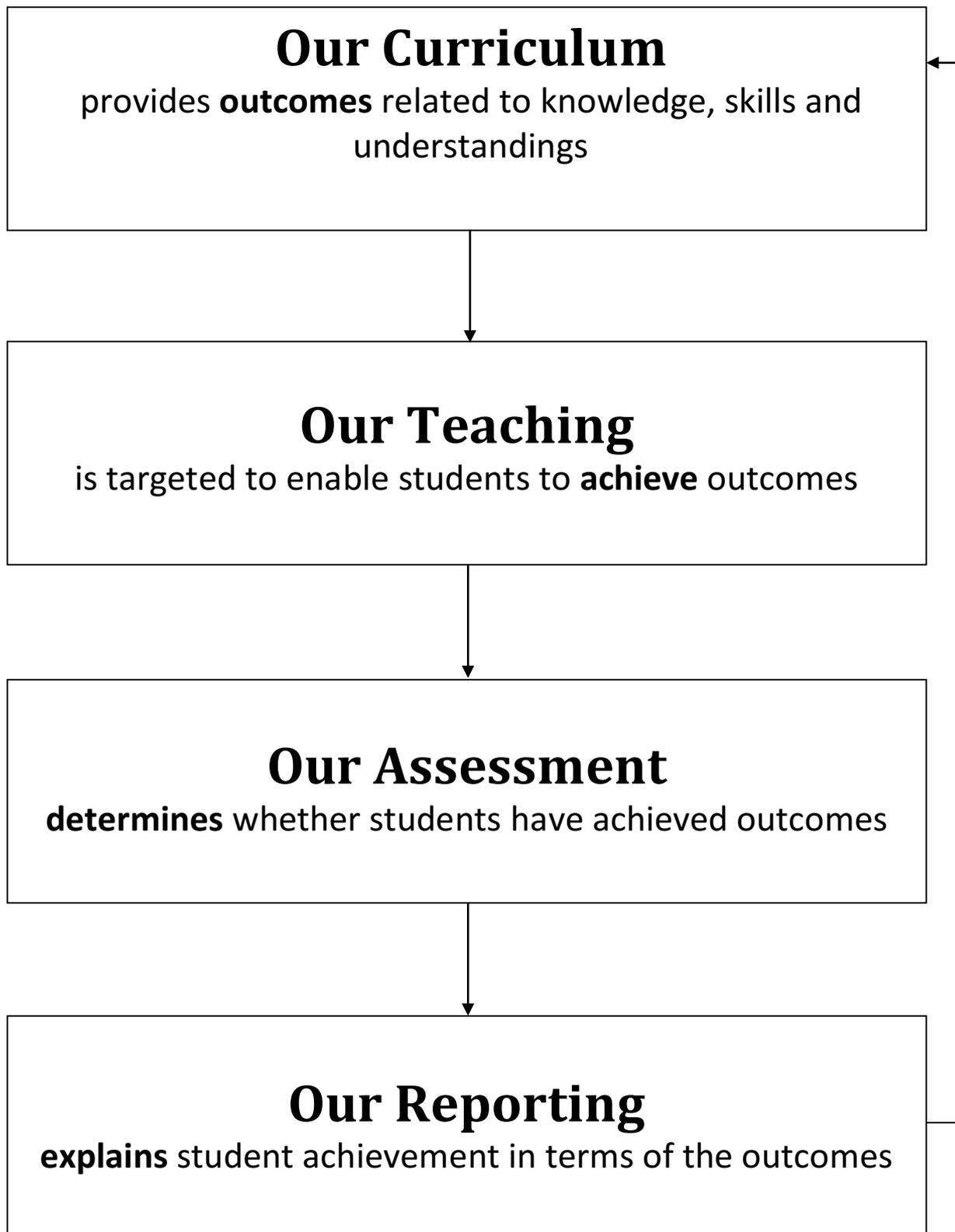
Quality Assessment Tasks will:

- give students an opportunity to work in a variety of different contexts
- provide opportunities for all students to demonstrate their best levels of achievement
- closely assess the chosen range of outcomes
- be interesting and engaging, and written in accessible language
- be editorially correct and neatly typed
- include an indication of the marking guidelines and the overall weighting of the task.

Formative Assessment:

- are an essential and integrated part of teaching and learning
- involve setting learning goals with students to help them improve
- help students know and recognise the standards they are aiming for
- involve students in self-assessment and peer assessment
- provide feedback that helps students understand the next steps in learning and plan how to achieve them
- involve teachers, students and parents reflecting on evidence from assessment data.

# Outcomes in Teaching and Learning



# Meeting Year 11 Preliminary Requirements

## Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; 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.

## What is assessment?

- Assessment Tasks represent an integral part of the teaching and learning process and as such, all Assessment Tasks set must be completed. This Assessment Booklet contains Assessment Schedules, the Assessment Policy and student responsibilities.
- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessment tasks will be used to determine student progress over the duration of each course.
- Informal tasks or formative assessment, such as homework, assignments, portfolios and class work not included in the formal assessment schedule are of significance as they:
  - assist in skill and knowledge development.
  - identify areas for extension or remediation for the teacher and student.
  - provide opportunities for students to consolidate conceptual understanding.
  - provide evidence of sustained and diligent effort.

## Assessment Task Procedures

- All students in Year 11 must complete the NESA mandatory course “HSC: All My Own Work”, prior to beginning the course. This is designed to help Higher School Certificate students to follow the principles and practices of good scholarship.
- Major projects may require work to be completed outside the class with permission from the class teacher. Journals, logbooks, interviews and drafts will be used to ensure ethical work.
- Students may receive no more than two Assessment Tasks per day and no more than five in a week. Examination blocks may contain more than five Assessment Tasks in a week.
- Students will have at least two weeks’ notice in writing to prepare for, or complete an Assessment Task.
- Assessment Tasks will not be made due within the week before examinations unless they are simply submitting a major project that has been worked on for a considerable time period during the semester.
- Students should provide a bibliography using APA referencing of source materials where this is appropriate in the correct format as specified by the student handbook.
- Students should take care to acknowledge sources throughout their Tasks. Refer to *Plagiarism* section.
- Students should put effort into all tasks to help you develop skills, knowledge and understandings.
- No more than 3 Assessment tasks for each subject in the Preliminary course.
- Only one formal examination task may be given for each subject in the Preliminary course (as part of the three Assessment tasks).

## How do I submit my Assessment Tasks?

- Your Assessment Task notification will clearly indicate how the task is to be submitted on the due date as well as when and where the task is to be given to the teacher.
- A paper or electronic copy of all Assessment Tasks should be submitted to the teacher on or before 3pm or as stated on the Assessment Notification.
- A cover sheet for each Assessment Task must be completed and attached to each Assessment Task prior to handing it in. Copies of these can be found, at the end of the Assessment Handbook, on SEQTA in the Year 11 portal page, or from the Dean of Learning (Standards & Assessment) office.
- Keep a back up electronic copy of ALL submitted tasks in case something goes wrong.
- If you know you are going away, you will need to plan to hand it in before you leave.

## What happens if I am sick or an emergency happens, and I am unable to hand my Assessment Task in on time?

- Complete an illness/misadventure form and attach any required documentation.
- You are required to produce a medical certificate if you have been sick.
- If approved, the Teaching and Learning Committee will give you a date that your task must be submitted with any conditions.
- If unapproved, you will receive zero, however, you will still be required to complete the task in the timeframe set by the Teaching and Learning Committee, which will be stated in a 'Warning letter: Non-Completion of Preliminary Course' (see sample in this handbook).
- Failure to meet the new due date will mean you are issued with a second 'Warning letter: Non-Completion of Preliminary Course'. In the event that the deadline is not met, you will be at risk of a N determination for your course.
- Extensions will only be granted for exceptional circumstances, holidays etc will not be deemed as exceptional.

## Illness/Misadventure

- If a student suffers illness or misadventure on the day a task is due or in the period leading up the task, it is the students's responsibility to obtain an 'Illness/Misadventure' from the Assessment handbook, on SEQTA in the Year 11 portal page, or from the Dean of Learning (Standards & Assessment) office. These forms are to be returned to the Dean of Learning (Standards & Assessment) within the next day the student attends school, to be presented at a Teaching and Learning Committee meeting.
- Only the Teaching and Learning Committee can make decisions on Illness/misadventure/extension applications.
- In the event you have applied for a Illness/Misadventure for an extension and haven't heard back, you should submit the incompleted task on the due date. If an extension is approved the completed task can be submitted on the revised due date.
- Where there is a valid reason for the non-completion of an Assessment Task, the Teaching and Learning Committee may decide on one of the following:
  - Give an extension of time
  - Ask the teacher to give a substitute task
  - Ask the teacher to give an estimate mark based on the student's performance on their other assessment tasks.
- Where there is no valid reason for the non-completion of an assessment task by the due date, a zero mark must be recorded for the task. If the candidates' attempt at a particular task scores zero, it is a matter for the teacher's professional judgement to determine whether the attempt is genuine or not. If the attempt is

not deemed genuine, the student will be issued with a 'Warning Letter: Non-completion of Preliminary Course'. The task must be completed within the reissued timeframe, outlined in the letter.

#### **The process:**

1. In you have been sick, or meet the misadventure criteria, obtain an Illness/Misadventure form from Dean of Learning (Standards & Assessment) or off the SEQTA year portal.
2. Complete the form and attach any supporting documentation eg. Medical certificate.
3. Hand to the Dean of Learning (Standards & Assessment) within two days of returning to school.
4. The Dean of Learning (Standards & Assessment) will refer it to the Teaching and Learning Committee (TLC).
5. The Teaching and Learning Committee (TLC) will advise the Dean of Learning (Standards & Assessment) of the outcome of the request.

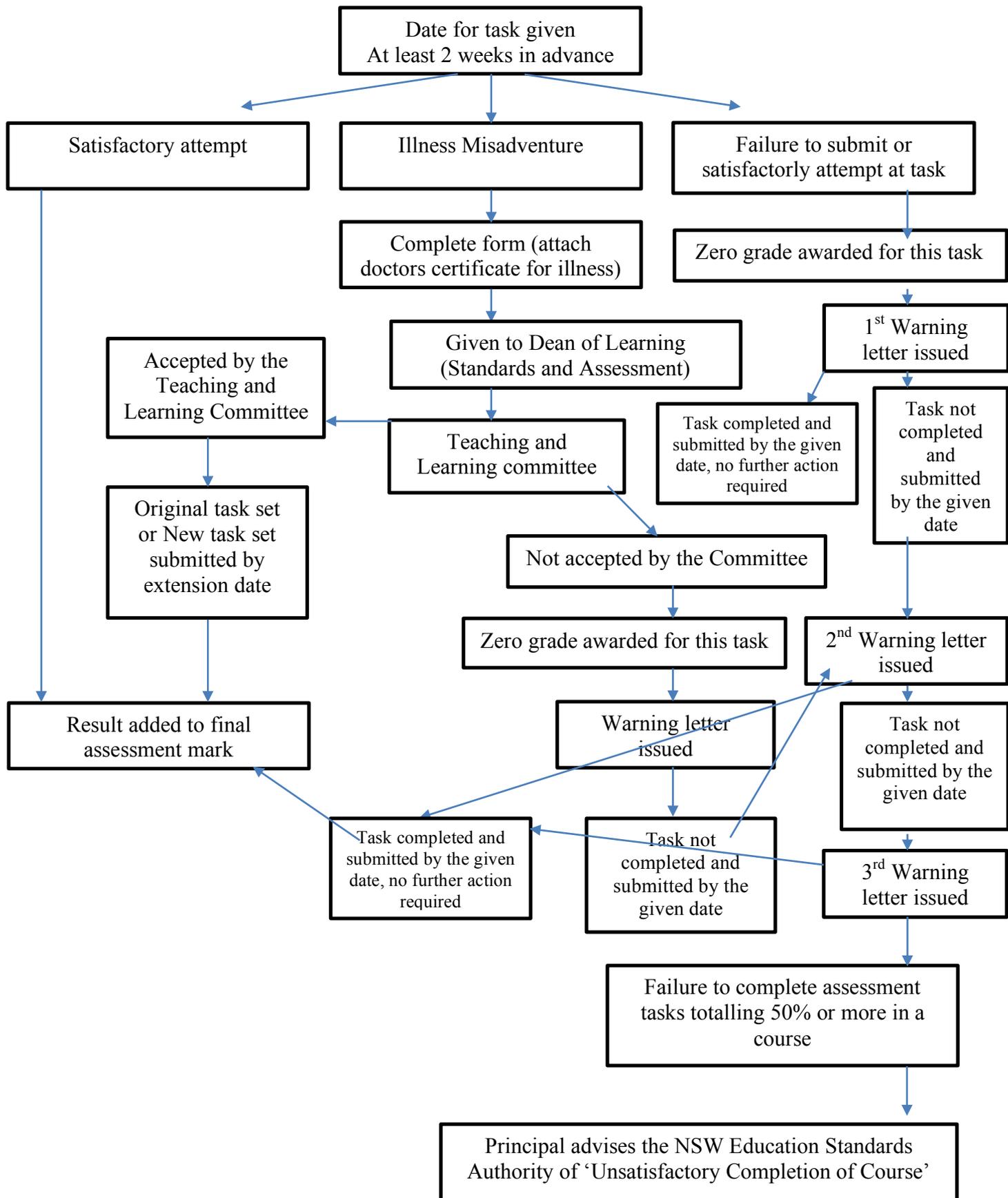
## **N Determination**

- When a candidate has failed to complete any Assessment Tasks, homework, assignments, practicals or other significant sections for a course, the Department Manager will be informed by the subject teacher. A mark of zero will be awarded for all tasks that are not handed in on time without a reason that meets the criteria of NESA (as outlined on page 5 of this handbook). Students are still required to complete the task knowing that they will receive a mark of zero for the task.
- A 'Warning letter: Non-Completion of Preliminary Course', will be issued. The letter will outline an opportunity for the student to correct the problem with a sign off slip to be completed by the parent/carer to acknowledge receipt of the letter. The subject teacher will call to discuss the letter with the parent/carer. The letter will be posted to the student's recorded address as well as a copy given to the student which will be explained. The school will retain a copy of the warning letter and the signed slip by the parent.

#### **The process:**

1. The class teacher will contact the parents/carers by phone within two days of a 'non-submission of task', to discuss the contents of the Warning letter: Non-Completion of Preliminary Course'. They will discuss the revised date, and work on a solution together, to meet the required timeframe.
2. The Department Manager will discuss the 'Warning letter: Non-Completion of Preliminary Course' with the student, explaining its importance. The student will receive the the original 'Warning letter: Non-Completion of Preliminary Course'. This is to occur within two school days of the original due date of the task.
3. The Department Manager will post a copy of the 'Warning letter: Non-Completion of Preliminary Course' to the studnets registered address. This is to occur within two school days of the original due date of the task.
4. Parents/carers receive the letter, and sign the 'Acknowledgement of Official Warning' slip, which is returned to the Department Manager or the Dean of Learning (Standards & Assessment).
5. The task is submitted by the student to their class teacher on or before the revised date.
6. In the event the task is not submitted the process is repeated.
7. If the work has not been completed by the third revised due date, a 'N' determination will be submitted to NESA. (As a result of this the student will be deemed as having not satisfactorily completed the subject(s) and will not receive a Preliminary RoSA certificate).
8. A student seeking a review of a 'N' award must apply to the Dean of Learning (Standards & Assessment) by the last day of Term 3 in the Year 11 Preliminary year.

# Flow Chart for Assessment Tasks



## Feedback to students

Students should receive clear feedback on the strengths and weakness of their performance on an assessment task. This advice should indicate:

- The mark gained for the task.
- Students' attainments in the task relative to the outcomes being assessed.
- Feedback designed to improve students' performance in future tasks.

## Recording of Assessment marks

Staff will be involved in moderation of tasks through collaboration, to ensure consistency in judgement. The school is required to maintain records of marks awarded for each task identified as part of the assessment program for the Preliminary course. Attendance is not to be taken into account in either the final assessment mark or in any individual assessment mark.

## Assessment Appeals/Disagreement over Marks

A student who wishes to appeal the grade they have been given for an Assessment Task may:

- Approach the teacher who has awarded the mark and request a review.
- The teacher will inform the Department Manager, who will refer it to the Teaching and Learning Committee, to review.
- The Teaching and Learning Committee, in consultation with the subject teacher and/or KAS Executive Team will make a final. The student and parent/carer will be informed of the outcome via a written letter.

## Disagreement over Year 11 Preliminary Final Grades

At the beginning of Term 4 in the HSC year, students will be given a final report, which details their assessment grades in each course in relation to other students who took the course in the same school. If this grade is significantly different from what the candidate expected, then the candidate can request the Teaching and Learning Committee (through the Dean of Learning (Standards & Assessment) to review the assessment). The Teaching and Learning Committee is to ascertain whether:

1. The weightings specified by the school in its assessment program conforms with the NESA requirements as detailed in the syllabus packages;
2. The procedures used by the school for determining the final assessment grade conform with its stated assessment program in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
3. There are no computational or other clerical errors in the determination of the assessment grades. (The Teaching and Learning Committee will not consider the actual grades awarded by the teacher for the tasks).

If the review discovers an error, it will be corrected. If it finds no error no action will be taken. The candidate will be informed of the outcome via a written letter. If the candidate is still not satisfied with the outcome of the review he/she may appeal to the NESA, which will check to ensure that the school review was carried out correctly.

# Year 11 Preliminary Assessments & Submitted Works – NESAs Advice

The Year 11 Preliminary Assessment Tasks and projects are likely to be among the most challenging learning you will undertake during your time at school. **The information in this section will help you complete your Assessment Tasks and internal exams honestly and with confidence.**

It covers all Assessment Tasks, school exams, projects, practical works, independent research projects and performances.

## How can I best manage my Assessment Tasks?

- Be aware of due dates. Keep an up-to-date diary of all Assessment Tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Submit drafts to ask for feedback from your teacher prior to the task being due.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

## PLAGIARISM

### What is malpractice in the Year 11 Preliminary assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.

The above are examples of plagiarism.

### What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your Preliminary results. The following are common questions about plagiarism.

Question: Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

Answer: Definitely yes!

Question: Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

Answer: Yes. You are using someone else's thoughts and words without acknowledgement.

Question: Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?

Answer: Yes. This is plagiarism.

Question: Is it plagiarism if someone else proofreads my written work and changes my final draft?

Answer: It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Question: Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

Answer: No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Question: Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

Answer: This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

## **REFERENCING – APA**

### **How do I acknowledge sources?**

Your teachers can tell you exactly how they would like to see you acknowledge sources using the APA referencing. For written works, this usually will be acknowledging sources throughout your writing as well as in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

### **Honesty in the Year 11 Preliminary Assessment - the Standard**

This standard sets out the NSW Education Standards Authority requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing Assessment Tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

### **A summary of student rights and responsibilities in Year 11 Preliminary assessment**

#### **You have the following rights:**

- to be informed of the assessment policies of your school and the NSW Education Standards Authority
- to receive clear guidelines relating to the requirements of each Assessment Task
- to be told in advance of the due date for each Assessment Task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

**You have the following responsibilities:**

- to become familiar with and follow the assessment requirements set by your school and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet
- to complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline or if you have a valid reason.
- not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

**Further help**

If you are unsure about anything you have read in this guide, ask a teacher or your Dean of Learning (Standards & Assessment) for help.

All the NSW Education Standards Authority rules and resources mentioned here are available on the NESA website at [www.NESA.nsw.edu.au](http://www.NESA.nsw.edu.au)

There are many internet sources of advice on how to avoid plagiarism and manage your studies. For example, university websites often have good general advice on these topics that can also apply to your Preliminary assessments, written examinations and practical works or projects

## Learning Enrichment

The Learning Enrichment teacher is available to assist teachers and students in making adjustments required for their specific needs.

The range of curriculum adjustments that could be explored for students with documented learning difficulties includes:

- fewer questions to be completed on set tasks
- re-wording of difficult questions
- allowing more time for tasks if needed
- using coloured paper for photocopies
- using a reader / writer for specific Tasks
- set homework as a maximum time rather than number of questions e.g. 20 minutes
- allow alternative forms of presentation such as: diagrams, dot points, verbal explanations, demonstrations, DVD, photos, CD
- assistance from the learning support teacher in the classroom
- allowing for practice time, consolidation and review – small drills, homework, revision
- access to technology or organisational aids
- signposts and guides as to where to find information/provide information so as to allow students to spend their time summarising and answering questions
- arranging suitable seating in the classroom

Students can access learning support through the Learning Information Centre during the second half of lunch.

## Disability Provisions

- The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require the NESA to ensure that students with a disability are able to access and respond to an examination.
- Principals have the authority to decide on, and to implement, disability provisions for school based assessment tasks including examinations.
- At Kempsey Adventist School, support for Disability Provisions is organized by the staff member responsible for learning enrichment in conjunction with Dean of Learning (Standards and Assessment) and

Dean of Learning (Senior School). This support includes access to readers/writers for examinations based on diagnosed need of students as well as a range of other strategies.

## **Examination Protocols**

Students need to make a serious attempt to complete examinations to the best of their ability, or expect that they may be issued with 'Warning letter: Non-Completion of Preliminary Course'.

It is a student's responsibility to be aware of their examination timetable and to attend at the specified time/s. Examination timetables will be given out at least two weeks prior to the examination period.

Students will:

- Respect the instructions of examination supervisors before, during and following examinations
- Be polite and courteous to supervisors and other students attending the examination
- Leave all phones, electronic items outside the examination room
- Put their watch on the table
- Use only approved calculators
- Follow NESA examination expectations
- Bring the appropriate equipment
- Eat a good meal prior to the examination to assist them to feel at their best

## **What happens if I miss an Examination?**

- Contact the school immediately either prior to or on the day of the examination to let them know what has happened.
- In the event of sickness, a medical certificate will be required. An illness/Misadventure form will need to be completed.
- Any other reasons will need to be approved by the Teaching and Learning Committee. Unapproved absences will result in zero for the task, however the task will still need to be completed to meet NESA requirements to pass the course.

## **Reporting on Student Achievement**

Reports are sent home mid and end of course. These contain detailed information about academic and non-academic participation and achievement. A written comment from the teacher is included as well as an A to E grade for the subject.

Parent-Teacher-Student interviews are scheduled after each report and provide opportunities for contact with teachers. The purpose of the interviews is to work collaboratively with students and parents/guardians in order to improve student motivation and learning.

Parents/guardians are welcome to contact subject teachers and/or the Dean of Learning (Standards & Assessment) regularly throughout the year as required.

# NESA Curriculum Language – Glossary

The NSW Education Standards Authority expects secondary students to be familiar with these words and has advertised that they will use them in public examinations. Key words are best discussed in the context of questions and tasks students are working on, rather than in isolation.

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

*It is important to note that examination questions for the Year Preliminary will continue to use self-explanatory terms such as 'how' or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.*

## Sample: Assessment Task Outline

# Kempsey Adventist School

## Year 11 Preliminary Mathematics 2018



### Notification of Assessment Task 1

Architectural Design – KAS Car Park & Buildings

<b>Due Date/s:</b> Fri 27 Feb 2018	<b>Time:</b> P6	<b>Location:</b> Room 9
<b>Task:</b> Architectural Design – KAS Car Park & Buildings		
<b>Topics Assessed:</b>		
<ul style="list-style-type: none"> <li>Ch2 – Further Applications of Area and Volume</li> </ul>		
<b>Weighting:</b> (as per the assessment schedule)		
___% of the Preliminary Assessment Mark		
<b>Task Outline &amp; Explanation:</b>		
<ul style="list-style-type: none"> <li>Students will be shown a plan of the KAS land and asked to design a building to be placed on the campus and a car park to cope with increased student numbers predicted over the next 5 years.</li> <li>A completed scale drawing of the car park and buildings will be submitted along with a costing for the project using a spreadsheet.</li> <li>Practical measurements of a variety of vehicles and parking spaces will be used to guide students in their size of parking spaces.</li> <li>Turning spaces of vehicles and buses will be measured to identify road widths needed for safe use of the car park.</li> <li>Resources in the form of skill sheets will be available for all students to ensure they have the necessary basic skills to complete each part of the task.</li> <li>Progression through the task will occur at different speeds for different students.</li> </ul>		
<b>Equipment/Materials/Resources:</b>		
<b>Special Instructions:</b>		
<ul style="list-style-type: none"> <li>Zero marks will be awarded for late submissions, unless a medical certificate is provided or another valid reason accepted by the Teaching and Learning Committee and NESAs.</li> <li>Please refer to the Assessment Handbook for guidelines relating to Non-Completion of an Assessment Task, including the process to follow for Illness or Misadventure.</li> <li>All Assessment Tasks need to demonstrate the student's ability to meet the Course Completion Criteria.</li> <li>A mark of zero will be awarded for students found to have cheated or plagiarised material, Assessment tasks will be conducted according to the NESAs guidelines contained in the KAS Year 11 Assessment Handbook for 2018.</li> </ul>		
<b>Outcomes to be Assessed:</b>		
P1 - demonstrates confidence in using mathematics to obtain realistic solutions to problems		
P2 - provides reasoning to support conclusions which are appropriate to the context		

## Marking Guidelines- Year 11 Mathematics- AT1

Range	Descriptors	Marks
A	<ul style="list-style-type: none"> <li>Comprehensively applies mathematical techniques to a wide range of practical problems (P1)</li> <li>Comprehensively uses mathematical terminology to explain all problems (P2)</li> </ul>	17 - 20
B	<ul style="list-style-type: none"> <li>Thoroughly applies mathematical techniques to a range of practical problems (P1)</li> <li>Thoroughly uses mathematical terminology to explain most problems (P2)</li> </ul>	13 - 16
C	<ul style="list-style-type: none"> <li>Soundly applies mathematical techniques to a some of practical problems (P1)</li> <li>Soundly uses mathematical terminology to explain most problems (P2)</li> </ul>	9 - 12
D	<ul style="list-style-type: none"> <li>Basically applies mathematical techniques to a some of practical problems (P1)</li> <li>Basically uses mathematical terminology to explain most problems (P2)</li> </ul>	5 - 8
E	<ul style="list-style-type: none"> <li>Elemental application of some mathematical techniques to practical problems (P1)</li> <li>Elemental use of mathematical terminology to explain most problems (P2)</li> </ul>	1 - 4

**Teacher's Comments:**

## Kempsey Adventist School Year 11 Preliminary Mathematics 2018



### *Notification of Assessment Task 1*

#### **Architectural Design**

I sign to acknowledge that I have received the Assessment Task 1 notification of **Architectural Design** for Preliminary **Mathematics**. I understand that this is an Assessment Task, and that it is due Week (**number**) of Term (**number**), on (**day**) (**Month**), (**Year**). I sign with an understanding that if I am absent on the day of this Assessment Task, that I will receive an immediate zero grade for this Assessment Task, unless I have a valid reason that is accepted by the KAS Teaching and Learning Committee and NESAs. If the task is not submitted on the due date, I also understand that I am still required to complete the task.

First Name	Surname	Student Signature	Date

# Sample: Academic Report Explanations

## Academic Report Explanations

### Achievement Band A-E

Achievement	Explanation
A	<ul style="list-style-type: none"><li>• The student has extensive knowledge and understanding of the course content and can readily apply this knowledge.</li><li>• The student is very highly competent in the application of skills and processes associated with the course and can use these in new situations.</li></ul>
B	<ul style="list-style-type: none"><li>• The student has thorough knowledge and understanding of the course content and can apply this knowledge.</li><li>• The student is highly competent in the application of skills and processes associated with the course and can use these in most situations.</li></ul>
C	<ul style="list-style-type: none"><li>• The student has sound knowledge and understanding of the course content.</li><li>• The student can adequately use skills and processes associated with the course.</li></ul>
D	<ul style="list-style-type: none"><li>• The student has basic knowledge and understanding of the course content.</li><li>• The student can use their skills in a familiar context</li></ul>
E	<ul style="list-style-type: none"><li>• The student has an elementary knowledge and understanding of the course content.</li><li>• The student can use their skills with guidance in a familiar context.</li></ul>

### Quartiles

The quartile band of 1 to 4 is calculated by ranking the students in a course and dividing them into 4 equal groups. The top 25% of students are awarded a Quartile Band of 1. The next 25% of students are awarded a Quartile Band of 2. The next 25% are awarded a Quartile Band of 3. The bottom 25% of students are awarded a Quartile Band of 4.

# Sample: Illness/Misadventure Form

## Kempsey Adventist School

### Illness/Misadventure Form - Instructions



- Students / Parents / Carer complete this side of the form.
- Extension requests must be applied for before the due date and will not be automatically granted.
- Where a student will be absent from school due to family holidays, etc every effort needs to be taken to complete the task before the due date instead of asking for an extension.
- Pass this form to your class teacher on or before the due date or on the day you return to school.
- The teacher will complete their section and pass the form to the Dean of Learning (Standards & Assessment).

Student: \_\_\_\_\_

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

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

Year: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Task Due Date: \_\_\_\_\_

Email address: \_\_\_\_\_

#### Reason(s) for Application

- Away in the 3 days before the task was due (or on the due date if arriving late)
- Away on the day the task was to be handed in (but was handed in on \_\_\_/\_\_\_/\_\_\_)  
Note: Any section of the task that can be submitted electronically via email needs to be submitted by the due date.
- Away on the day of the task completed in class. (Completed instead on \_\_\_/\_\_\_/\_\_\_)
- Applying for an extension (Must be done before the due date)
- Other \_\_\_\_\_

#### Sickness – Parent Statement / Medical Certificate

- Sick from \_\_\_\_\_ until \_\_\_\_\_ and could not work on the task for \_\_\_\_\_ days.
- Parent / Carer Statement \_\_\_\_\_  
\_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_
- Medical Certificate (or similar) attached:  Yes  No

#### Reason for Absence (other than sickness)

- Absent from \_\_\_\_\_ until \_\_\_\_\_ and did not work on the task for \_\_\_\_\_ days.
- Parent / Carer Statement \_\_\_\_\_  
\_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

#### Student Statement

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

*Give this form to your subject teacher*

## Official Use

- Teacher to receive this form within 2 school days of the due date or on the student's return to school.
- The teacher to complete their section and pass the form to the Dean of Learning (Standards & Assessment).
- Decision will be made, student and teacher to be informed within 24 hours.

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### Class Teacher Comment

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

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### Decision by the Teaching and Learning Committee

Approved    New Due Date: \_\_\_\_\_     Not Approved

Date: \_\_\_\_\_     Copy to Student     Copy to Teacher

Comment:

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Special Conditions:

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(Dean of Learning) Name \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Sample: Warning Letter: Non-Completion of a Year 11 Preliminary Assessment Task



## Warning Letter 1: Non-Completion of Preliminary Course

<Insert date>

Dear <Name of Parent/Guardian>

### **OFFICIAL WARNING – Non-completion of a Preliminary Course**

I am writing to advise you that your son/daughter, <Insert student full name>, is in danger of not meeting the requirements for satisfactory completion of the Preliminary course in <Insert course name>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. [*Delete the following sentence if this is the first warning*] Previous warning(s) were sent to you on <Insert dates>.

### **Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself 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.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will

mean that the course will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Original due date <i>(if applicable)</i>	Action required by student	Date for completion

**Action by parent/guardian**

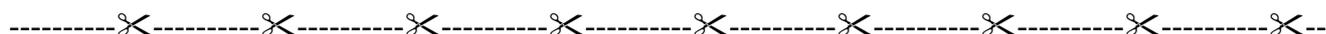
To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_   
 Class Teacher/ Dean of Learning (Standard and Assessment)

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



***Acknowledgement of Official Warning***

I have received the letter dated <Insert date> advising me that <Insert full name> is in danger of not meeting the course completion requirements for <Insert course name>, and am aware that this is the <first/second/third> official warning.

I am aware that any course not satisfactorily completed will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate. I am also aware that it may mean that the student is unable to proceed to the Higher School Certificate course.

Parent/Guardian’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Assessment Schedules

The remainder of this assessment handbook contains the Assessment Schedules for each subject.

These documents are issued to students at the beginning of the course and are subject to change depending on timetable or school calendar changes. Any changes will be issued to students in writing.

The Assessment Schedules show the weightings of the Assessment Tasks that will be used by teachers to complete school reports and NSW Education Standards Authority Assessment marks. The Assessment Tasks also show the week and term in which they will be due. The mandatory NSW Education Standards Authority Components of assessment are shown for each task.

NSW Education Standards Authority Syllabus documents, support documents, student work samples and marking guidelines are available from the NSW Education Standards Authority website: [www.NESA.nsw.edu.au](http://www.NESA.nsw.edu.au)

Detailed information for parents and students is also available including some online practice questions, official dates for events, assessment information, and student results.

Students are advised to become familiar with the NSW Education Standards Authority website and to download all relevant syllabus documentation for each subject studied.



Nurture for today • Learning for tomorrow • Character for eternity

## Assessment Task Cover Page

Student Name: ..... Teacher's Name: .....

Subject Name: ..... Due Date: .....

Name of the Task: .....

Task Description: .....

.....

### Student Confirmation

*This is all my own work. I have referenced any work used from other sources and have not plagiarized the work of others.*

Student Name: .....

Student Signature: .....

Date Submitted: .....

I have kept a copy of this task **YES/ NO**

# Aboriginal Studies

## Outcomes to be assessed

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P2.3 explains government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples
- P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices
- P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, Week 10	Term 2, Week 8	Term 3, Week 9
		Heritage and Identity Task	Case Study	End of Course Examination
Knowledge & understanding of course content	40%	10%	10%	20%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%	5%	0%	10%
Research and inquiry methods, including aspects of the local community case study	20%	10%	10%	0%
Communication of information, ideas & issues in appropriate forms	25%	5%	10%	10%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Assessed Outcomes		P1.2, P1.3, P2.1, P2.2, P3.1,	P1.1, P3.2, P3.3, P4.1, P4.2, P4.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P2.3, P3.3, P4.1, P4.2, P4.3

# Biology

## Outcomes to be assessed

- 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

## Preliminary Assessment Tasks Schedule – 2018

Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Practical Assessment	Depth Study	End of Course Examination
		Term 2, Week 3	Term 3, Week 5	Term 3, Week 9
Skills in Working Scientifically	<b>60%</b>	25%	15%	20%
Knowledge and understanding	<b>40%</b>	10%	10%	20%
<b>Marks</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>
Assessed Outcomes		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO 11-8 BIO 11-9	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO11-11	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11

# Business Studies

## Outcomes to be assessed

- 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
- 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

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, Week 10	Term 2, Week 8	Term 3, Week 9
		Business Report and Media File	Business Plan	End of Course Examination
Knowledge and understanding of course content	40%	5%	15%	20%
Stimulus-based skills	20%	5%	10%	5%
Inquiry and research	20%	10%	0%	10%
Communication of business information, ideas and issues in appropriate forms	20%	10%	5%	5%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Assessed Outcomes		P2, P6, P7, P8	P3, P4, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10

# Chemistry

## Outcomes to be assessed

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

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 8	Term 3, Week 7
		Planning, Performing and Reporting a Practical  Module 1: Properties and Structure of Matter	Depth Study Report  Module 2: Quantitative Chemistry  Module 3: Reactive Chemistry	Yearly Examination Module 1: Properties and Structure of Matter Module 2: Quantitative Chemistry Module 3: Reactive Chemistry Module 4: Drivers of Reactions
Knowledge and understanding	40%	5%	5%	30%
Skills in Working Scientifically	60%	20%	30%	10%
<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
Assessed Outcomes		CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH11-10	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11

# Community and Family Studies (CAFS)

## Outcomes to be assessed

- 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

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Interview	Case Study	End of Course Examination
		Term 1, Week 6	Term 2, Week 5	Term 3, Week 9
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	10%	30%	20%
<b>Marks</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
Assessed Outcomes		P1.1, P1.2, P3.2, P4.1, P5.1, P6.1	P2.1, P2.3, P4.2, P6.2	A selection from all outcomes

# English Advanced

## Outcomes to be assessed

- 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

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Creative Portfolio	Slice of life (Multi-model)	Essay
		Term 1, Week 10	Term 2, Week 8	Term 3, Week 9
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
Assessed Outcomes		EA11-1, EA11-2, EA11-3, EA11-5, EA11-6, EA11-8	EA11-3, EA11-6, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-7

# English Standard

## Outcomes to be assessed

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

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Creative Writing and Reflection	Multimodal Presentation	Critical Essay
		Term 1, Week 10	Term 2, Week 8	Term 3, Week 9
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
Assessed Outcomes		EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-8	EN11-1, EN11-2, EN11-4, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6

# Food Technology

## Outcomes to be assessed

- P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 explains the role of food nutrients in human nutrition
- P 2.2 identifies and explains the sensory characteristics and functional properties of food
- P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 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
- P 5.1 generates ideas and develops solutions to a range of food situations

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, Week 7	Term 2, Week 9	Term 3, Week 9
		Food Availability and Selection Meal Analysis	Food Quality Experiment	Semester Two Examination
Knowledge and understanding of course content	40%	5%	5%	30%
Knowledge and skills in designing, researching, analysing and evaluating	30%	15%	15%	0%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	15%	15%	0%
<b>Marks</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
Assessed Outcomes		P1.1, 1.2, 2.1, 3.2, 4.1, 4.2, 4.3	P2.2, 3.1, 4.1, 4.2, 4.4, 5.1	P1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.4, 5.1

# Geography

## Outcomes to be assessed

- P1 differentiates between spatial and ecological dimensions in the study of geography  
 P2 describes the interactions between the four components which define the biophysical environment  
 P3 explains how a specific environment functions in terms of biophysical factors  
 P4 analyses changing demographic patterns and processes  
 P5 examines the geographical nature of global challenges confronting humanity  
 P6 identifies the vocational relevance of a geographical perspective  
 P7 formulates a plan for active geographical inquiry  
 P8 selects, organises and analyses relevant geographical information from a variety of sources  
 P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries  
 P10 applies mathematical ideas and techniques to analyse geographical data  
 P11 applies geographical understanding and methods ethically and effectively to a research project  
 P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Research Task	Senior Geography Project	End of Course Examination
		Term 1, Week 7	Term 2, Week 9	Term 3, Week 9
Knowledge and understanding of course content	40%	10%	10%	20%
Geographical tools and skills	20%	5%	5%	10%
Geographical inquiry and research, including fieldwork	20%	5%	15%	0%
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	10%
<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
Assessed Outcomes		P1, P3, P6, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P8, P10, P12

# Industrial Technology – Timber Products and Furniture Technologies

## Outcomes to be assessed

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

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

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, Week 10	Term 2, Week 6	Term 3, Week 7
		Skill Development and Practical Project	Industry Study	Major Project and Folio
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the Timber Products and Furniture Technologies focus area	50%	10%	15%	25%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	50%	20%	10%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>45%</b>
Assessed Outcomes		P1.2, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3	P1.1, P3.2, P5.1, P6.1, P6.2, P7.1, P7.2	P1.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2

# Investigating Science

## Outcomes to be assessed

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9 examines the use of inferences and generalisations in scientific investigations
- INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11 describes and assesses how scientific explanations, laws and theories have developed

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, Week 11	Term 2, Week 9	Term 3, Week 9
		<b>Depth Study: Practical Report</b>  Module 1: Cause and Effect – Observing	<b>Making a Model</b>  Module 2: Cause and Effect – Inferences and Generalisations  Module 3: Scientific Models	<b>End of Course Examination</b>  Modules 1-4
Knowledge and understanding	<b>40%</b>	10%	10%	20%
Skills in Working Scientifically	<b>60%</b>	20%	20%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Assessed Outcomes		INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-6, INS11/12-7, INS11-8	INS11/12-1, INS11/12-3, INS11/12-4, INS11/12-5, INS11-9, INS11-10	INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11

# Legal Studies

## Outcomes to be assessed

- 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 wellstructured responses
- P10. accounts for differing perspectives and interpretations of legal information and issues

## Preliminary Assessment Tasks Schedule - 2018

Compenents	Syllabus Weighting	Task 1	Task 2	Task 3
		Research Task The Legal System	Media File The Individual and the Law & Law in Practice	End of Course Examination
		Term 1, Week 9	Term 2, Week 8	Term 3, Week 9
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%	0%	10%	10%
Inquiry and research	20%	10%	10%	0%
Communication of legal information, ideas and issues in appropriate forms	20%	10%	10%	0%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
Outcomes assessed		P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10

# Mathematics Standard

## Outcomes to be assessed

- MS1-11-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-11-2 analyses representations of data in order to make predictions and draw conclusions
- MS1-11-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-11-4 analyses simple two-dimensional models to solve practical problems
- MS1-11-5 makes informed decisions about financial situations likely to be encountered post-school
- MS1-11-6 represents the relationships between changing quantities in algebraic and graphical forms
- MS1-11-7 solves problems requiring statistical processes
- MS1-11-8 applies network techniques to solve network problems
- MS1-11-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-11-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

## Preliminary Assessment Tasks Schedule - 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Measurement & Probability Assignment	Algebraic Modelling Investigation	End Course Examination
		Term 2, Week 7	Term 3, Week 4	Term 3, Week 9
Understanding, fluency and communication	50%	20%	10%	20%
Problem solving, reasoning and justification	50%	10%	20%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Assessed Outcomes		MS11-1, MS11-3, MS11-4, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10

# Mathematics 2 Unit

## Outcomes to be assessed

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2 provides reasoning to support conclusions which are appropriate to the context
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5 understands the concept of a function and the relationship between a function and its graph
- P6 relates the derivative of a function to the slope of its graph
- P7 determines the derivative of a function through routine application of the rules of differentiation
- P8 solves problems using networks to model decision-making in practical problems

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Exploration of functions	Calculus investigation	End of Course Examination
		Term 1, Week 11	Term 3, Week 7	Term 3, Week 9
Concepts, skills & techniques	50%	15%	15%	20%
Reasoning & communication	50%	15%	15%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Assessed Outcomes		P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8

# Marine Studies

## Outcomes to be assessed

- 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 towards 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 the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, Week 6	Term 2, Week 4	Term 3, Week 5
		Humans in Water	Fishing	Seafood Delite
Knowledge & Understanding	50%	15%	15%	20%
Skills	50%	15%	15%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Assessed Outcomes		2.2,2.3,3.3,5.4	1.1,2.1,4.2,5.1	1.3,1.4,3.4,5.3

# Modern History

## Outcomes to be assessed

- 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 wellstructured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Research Task	Historical Investigation	End of Course Examination
		Term 1, Week 6	Term 2, Week 6	Term 3, Week 9
Knowledge and understanding	40%	10%	10%	20%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	0%
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Assessed Outcomes		MH11-6, MH11-7, MH11-9, MH11-10,	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10,	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9,

# Personal Development, Health, and Physical Education (PDHPE)

## Outcomes to be assessed

- 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
- 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 recrea
- 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

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Biomechanical Analysis	Report	End of Course Examination
		Term 1, Week 10	Term 3, Week 5	Term 3, Week 9
Knowledge and Understanding of: factors that affect health; the way the body moves	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	20%	20%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Assessed Outcomes		P7, P8, P9, P10, P11, P16 & P17	P1, P2, P3, P4, P5, P6 & P15	Selected outcomes form P1-P17

# Photography, Video & Digital Imaging

## Outcomes to be assessed

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Portfolio	Website	End of Course Examination
		Term 1, Week 8	Term 2, Week 9	Term 3, Week 9
Making	70%	30%	40%	0%
Art criticism and art history	30%	5%	5%	20%
<b>Marks</b>	<b>100%</b>	<b>35%</b>	<b>45%</b>	<b>20%</b>
Assessed Outcomes		M1, M2, M3, M4, M5, CH1	M1, M2, M3, M5, M6, CH2	CH1, CH2, CH3, CH4, CH5

# Sport, Lifestyle & Recreation Studies

## Outcomes to be assessed

- 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

## Preliminary Assessment Tasks Schedule - 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Offensive and Defensive Strategy	Sports Coaching	Healthy Lifestyle Website
		Term 1, Week 9	Term 2, Week 5	Term3, Week 6
Knowledge and Understanding	50%	15%	15%	20%
Skills	50%	15%	15%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Assessed Outcomes		1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 2.1, 3.1, 3.2	1.5, 2.3, 3.5, 4.3

# Visual Arts

## Outcomes to be assessed

- 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 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

## Preliminary Assessment Tasks Schedule – 2018

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9
		Modernism Body of Work	Portrait	End of Course Examination
Art Making	50%	30%	20%	0%
Art Criticism and Art History	50%	0%	20%	30%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
Assessed Outcomes		P1, P2, P4, P6	P3, P5, P6, P8, P10	P7, P8, P9, P10

# Vocational Education and Training

## Courses on Offer:

The following courses are on offer at Kempsey Adventist School.

1. Certificate II in Construction Pathways
2. Certificate II in Primary Industries (Horticulture)
3. VET Exploring Early Childhood

These courses are delivered through class-based tasks that integrate Units of Competency and simulate the Construction industry work place environment.

Classroom based learning activities incorporate practical, simulated workplace activities where possible. Programs are adjusted to meet the varying learning needs of students.

To develop skills and knowledge to industry standards, students with special education needs may require extended time and /or additional support to develop competency as well as reasonable adjustments to assessment strategies both off-the-job and in the workplace.

Students in VET Construction & Primary Industries complete 120 hours of class-based learning and 35 hours of work placement (on-the-job learning) in the first (Preliminary HSC course) year. Students complete a further 120 hours of class-based learning and 35 hours of work placement in the second (HSC course) year.

Students in VET Early Childhood Education and Care complete 120 hours of class-based learning in the Preliminary course. Students complete a further 120 hours of class-based learning in the HSC course. Students are required to completed 120 hours of work placement over the course of the Preliminary & HSC course. Students, who do not complete all units, will receive a statement of attainment listing all the units they have completed successfully.

Work placement must occur in an industry setting. Class-based learning throughout the 240-hour course, must take account of HSC requirements for examinations in VET Primary Industries and VET Construction. There is no external examination for VET Early Childhood and Care. The VET teacher will review and monitor student progress over the duration of the course in compliance with AIS Standards.

## Who are these Courses Designed For?

VET Construction provides an entry-level occupational outcome in Construction. This qualification underpins a range of work functions and job roles that can lead to a Construction trade qualification.

VET Primary Industries (Horticulture) provides an entry-level occupational outcome in Horticulture. This qualification underpins a range of work functions and job roles that can lead to a horticultural trade qualification.

VET Early Childhood Education and Care provides an entry-level in the childcare industry. This qualification underpins a range of work functions and practical experience, which with further study leads to working in the childcare industry.

## Pathways and Careers

Pathways from these qualifications could lead into careers or further career development in:

- Related industries, Building, Horticulture and Childcare.
- Pathways in upgrading to specialist qualifications
- Pathways to gain employment in industry
- Further training involving an apprenticeship, traineeship and/or further studies at TAFE or University.

## **Work Placement**

Work placement is a mandatory component of this course. For the NESA 240 hours course, 70 hours of work placement must be undertaken. However, 120 hours of work placement is required to be undertaken for VET Early Childhood Education and Care, this includes 80hrs in the KAS Pre-Kindy over the two year course, in addition to the 40hrs work placement. The school or Work Placement Service (Mid-Coast Connect) providers may assist with student placements.

## **Part-time Work**

Under certain circumstances, students' part time work may be used to fulfil work placement requirements. The work must be relevant to the course and units of competency within the course.

## **Assessment**

Assessment is competency based and can include:

- Observation during class and work placement
- Written tasks
- Practical tasks
- Skills tests
- Competency tests

To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard. Failure to do so will result in a student being deemed not competent. The student will be given three chances to prove or display an adequate level of competency. Candidates, who have been deemed "**not yet competent**" for any of the units, will not be eligible to receive a Cert II in Construction Pathways/Cert II in Primary Industries (Horticulture), but will receive a statement of attainment.

## **Recognition of Prior Learning (RPL)**

Students may have their current knowledge, skills and experience relevant to the units of competency within the course recognised, provided they can produce current, quality evidence of their competency.

## **Appeals Process**

The school has an appropriate appeals process should students be concerned about the results of an assignment or any other form of assessment or issue that may arise. Should a student wish to appeal they are required to request the documentation from the schools VET coordinator.

## **Students with special education needs**

To develop skills and knowledge to industry standards, students with special education needs may require reasonable adjustments to be made for them. These adjustments could also apply in the workplace. Students will need to contact their teacher or support teacher so that adjustments can be put in place.

# Sample Report

## Kempsey Adventist School

### Semester One Report – 2017



<b>Student</b>	Bob Williams		
<b>Subject</b>	VET Certificate II in Construction Pathways (CPC20211)		
<b>Year</b>	11		
<b>Code</b>	<b>Unit of Competence</b>	<b>Progress</b>	<b>Level of Competence</b>
<b>Mandatory HSC Units</b>			
CPCCOHS1001A	Work safely in the construction industry	NC	NA
CPCCOHS2001A	Apply OHS requirements, policies and processes in construction	NC	NA
CPCCCM2005B	Use construction tools and equipment	NC	NA
CPCCCM1012A	Work effectively and sustainably in the construction industry	NC	NA
CPCCCM1013A	Plan and organise work	NC	NA
CPCCCM1014A	Conduct workplace communication	NC	NA
CPCCCM1015A	Carry out measurements and calculations	CD	C
CPCCCM2001A	Read and interpret plans and specifications	CD	C
<b>Elective Units</b>			
CPCCCA2002B	Use carpentry tools and equipment	CD	C
CPCCCA2011A	Handle carpentry materials	NC	NA
CPCCCJN2001A	Assemble components	CM	NA
CPCCCJN2002B	Prepare for off-site manufacturing process	CM	NA
CPCCCO2013A	Carry out concreting to simple forms	NC	NA
CPCCCM2004A	Handle construction materials	NC	NA
CPCCCM2006B	Apply basic levelling procedures	NC	NA
<b>Work Placement: (35 hours required for each year)</b>			
<b>Placement Date:</b>		<b>Employer:</b>	<b>Hours Completed</b>
Yr 11	Term 2, week 6	Mick's Construction Pty Ltd	35
<b>Examination Results: (A to E Grade)</b>			
Year 11 Semester One		<b>A</b>	Year 11 Semester Two
<b>Key</b>	<b>Competence : Progress:</b> C = Assessed Competent; DC = Developing Competence; NA = Not assessed yet. CD = Completed; CM = Commenced; NC = Not commenced yet; CT= Credit Transfer; W=Withdrawn		
<b>The student can:</b>		<b>The student may improve by:</b>	
<ul style="list-style-type: none"> <li>perform tasks effectively in industry</li> </ul>		<ul style="list-style-type: none"> <li>employing better time management when completing tasks</li> </ul>	

# VET Primary Industries (Horticulture)

Certificate II in Horticulture AHC20416

## Content of Unit

Unit Code	Unit Title	AQF Status	HSC Status	HSC Hrs	Preliminary Year Term:			HSC Year Term:				
					1	2	3	4	1	2	3	
		5 core 10 electives		Indicative								
AHCWHS201	Participate in work health and safety processes	Core	Mandatory	15								
AHCCHM201	Apply chemicals under supervision	Elective	Mandatory	20								
AHCWRK201	Observe and report on weather	Other TP	Mandatory	15								
AHCWRK204	Work effectively in the industry	Elective	Mandatory	20								
AHCWRK209	Participate in environmentally sustainable work practices	Elective	Mandatory	15								
AHCPMG202	Treat plant pests, diseases and disorders	Core	Mandatory	20								
AHPCPM201	Recognise plants	Core	Elective	20								
AHCPMG201	Treat weeds	Core	Elective	10								
AHCSOL202	Assist with soil or growing media sampling and testing	Core	Elective	15								
AHCNSY203	Undertake propagation activities	Elective	Elective	20								
AHCMOM203	Operate basic machinery and equipment	Elective	Elective	15								
AHCLSK211	Provide feed for livestock	Other TP	Elective	15								
AHCNSY201	Pot up plants	Elective	Elective	10								
AHCNSY202	Care for nursery plants	Elective	Elective	15								
AHCWRK205	Participate in workplace communications	Elective	Elective	10								
HLTAID003	Provide First Aid (RPL)	Other TP	Elective	20								
<b>Possible outcome: AHC20416 Certificate II in Horticulture</b>				<b>255 Hours</b>								

HLTAID003 is not a requirement for the fulfillment of the Cert II in Horticulture, but the hours are required in order to make up the hours for the HSC Primary Industries

### Training and Assessment Arrangements

Students must demonstrate competence through the collection of a portfolio of evidence. Assessment of competence must be comprehensive with evidence collected over time in a range of Horticulture tasks and/or settings. Appropriate assessments include Horticulture projects; observations; case studies, portfolios

Unit of competence		A	B	C	D	E
AHCWHS201	Participate in work health and safety processes	✓		✓		
AHCCHM201	Apply chemicals under supervision	✓	✓	✓		
AHCWRK201	Observe and report on weather	✓	✓		✓	
AHCWRK204	Work effectively in the industry	✓				✓
AHCWRK209	Participate in environmentally sustainable work practices	✓	✓	✓		
AHCPMG202	Treat plant pests, diseases and disorders	✓	✓			✓
AHCPCM201	Recognise plants	✓		✓		✓
AHCPMG201	Treat weeds	✓	✓			
AHCSOL202	Assist with soil or growing media sampling and testing	✓	✓			
AHCNSY203	Undertake propagation activities	✓	✓			
AHCMOM203	Operate basic machinery and equipment	✓	✓		✓	
AHCSLK211	Provide feed for livestock	✓	✓			✓
AHCNSY201	Pot up plants		✓			✓
AHCNSY202	Care for nursery plants		✓			✓
AHCWRK205	Participate in workplace communications		✓	✓		✓
HLTAID003	Provide first (RPL)					
<b>Key</b>						
<b>A</b> Classroom observation with checklists <b>B</b> Practical Project <b>C</b> Written Test			<b>D</b> Presentation using oral/digital media <b>E</b> Portfolio (a collection of activities or tasks using a range of techniques)			

### Special Features & Conditions

- Competency based assessment of skills & knowledge
- Leads to a nationally recognised AQF qualification
- Includes an optional HSC examination for inclusion in ATAR calculations
- Students specify whether or not they will sit this examination

# VET Early Childhood Education and Care

CHC30113 Certificate III in Early Childhood Education and Care

## Content of Unit

Qualification	CHC30113 Certificate III in Early Childhood Education and Care										
Packaging Rules	<p style="text-align: center;"><b>Total number of units = 18 Units</b></p> <p>15 Core 3 Electives</p> <p>Source: <a href="http://training.gov.au/Training/Details/CHC30113">http://training.gov.au/Training/Details/CHC30113</a></p>										
Entry requirements	There are no entry requirements for this qualification										
Teachers are required to complete the Units of Competency to be delivered and the grid to show the planned delivery											
Unit Code	Unit Title	AQF Status	HSC Status	HSC Hrs	Preliminary Year Term:			HSC Year Term:			
		<i>15 core 3 electives</i>		Indicative	1	2	3	4	1	2	3
CHCECE002	Ensure the health and safety of children	core	elective	40							
CHCECE004	<i>Promote and provide healthy food and drinks</i>	core	elective	20							
HLTWHS001	Participate in work health and safety	core	elective	15							
CHCECE009	Use an approved learning framework to guide practice	core	elective	10							
CHCECE001	<i>Develop cultural competence</i>	core	elective	25							
CHCECE010	Support the holistic development of children in early childhood *	core	elective	40							
CHCECE011	Provide experiences to support children s play and learning	core	elective	30							
CHCECE007	Develop positive and respectful relationships with children	core	elective	40							
CHCECE013	Use information about children to inform practice	core	elective	15							
<b>Possible outcome: SOA CHC30113 Certificate III in Early Childhood Education and Care.</b>				<b>235 Hours</b>							
<p>* CHCECE010 Support the holistic development of children in early childhood - 120 hours of work placement hours must be performed in at least one registered education and care Centre. The students must be perform the activities outlined in the performance criteria of this unit</p>											

### Training and Assessment Arrangements

Students must demonstrate competence through the collection of a portfolio of evidence. Assessment of competence must be comprehensive with evidence collected over time in a range of early childhood tasks and/or settings. Appropriate assessments include early childhood projects; observations; case studies, portfolios.

Unit of competence		A	B	C	D	E	F
CHCECE002	Ensure the health and safety of children	✓	✓		✓		
CHCECE004	Promote and provide healthy food and drinks	✓			✓		✓
HLTWHS001	Participate in work health and safety			✓		✓	
CHCECE009	Use an approved learning framework to guide practice	✓	✓	✓			
CHCECE001	Develop cultural competence	✓		✓			
CHCECE010	Support the holistic development of children in early childhood	✓			✓		✓
CHCECE011	Provide experiences to support children's play and learning	✓	✓		✓		
CHCECE007	Develop positive and respectful relationships with children		✓				✓
CHCECE013	Use information about children to inform practice	✓					

#### Key

<p><b>A</b> Classroom observation with checklists (role plays)</p> <p><b>B</b> Practical Project</p> <p><b>C</b> Written Test</p> <p><b>D</b> Signed record over a period of time of workplace activities</p>	<p><b>E</b> Presentation using oral/digital media</p> <p><b>F</b> Portfolio (a collection of activities or tasks using a range of techniques)</p>
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# Year 11 Teaching Staff Contact List

Subject	Class Teacher	Email Address	Department Manager	Email Address
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# Appendix