



Nurture for today • Learning for tomorrow • Character for eternity

Secondary School Assessment Handbook

Year 11 Preliminary Program 2015

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Updated copies of the handbook are available via the KAS website: www.kas.nsw.edu.au

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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 Academic 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 student's academic performance

Outcomes-based Assessment

Assessment is the collection of information for a purpose.

Outcomes-based (or Standards-referenced) assessment is the preferred approach because it focuses on what an individual student can do, without comparing them to others. Teachers collect evidence of the level of student achievement from a wide variety of School Based Assessment or Formative Assessments and Assessment Tasks held during the semester and use this information as the basis of the semester report.

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.

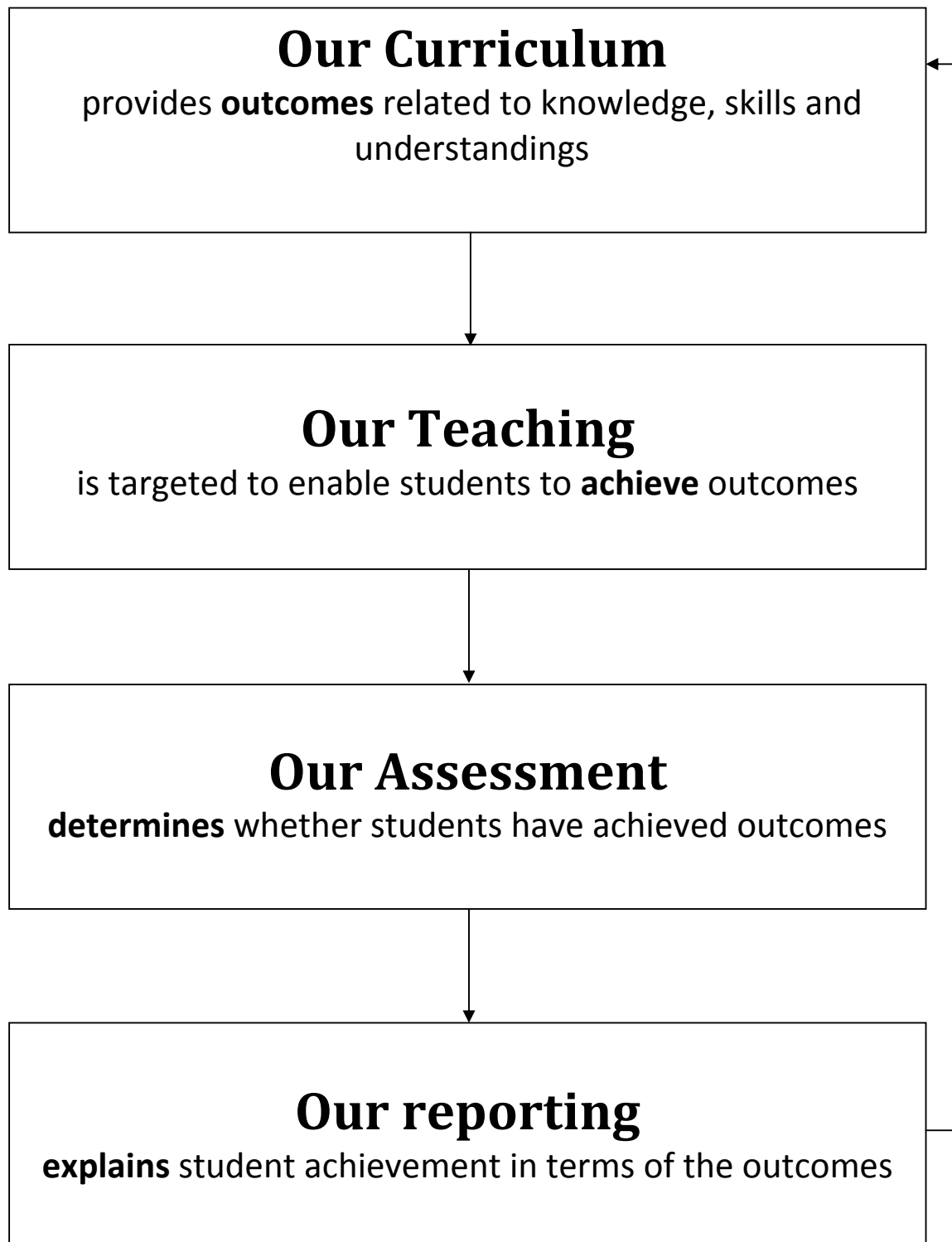
Quality Assessment Tasks will:

- 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



Types of Assessment Tasks

Teachers use a variety of task types to build a profile of student achievement including:

- assignments
- composition tasks
- comprehension and interpretation exercises
- diaries, journals & logbooks
- examinations
- explanation and demonstration to others
- fieldwork activities & tasks
- group tasks
- informal debates
- investigations
- listening & viewing tasks
- mastery tests
- observation of demonstrated skills
- observation of students during learning activities, including listening to students' use of language
- observation of students' participation in a group activity
- open-book tests
- peer assessment
- practical tasks & experiences
- presentations
- performances
- portfolios
- questions posed by students
- research assignments & projects
- samples of students' work
- self-assessment
- quizzes
- student-produced overviews or summaries of topics including Mind-Maps and study cards
- student-produced worked examples
- students' journals and comments on the process of their solutions
- students' oral and written reports
- students' plans for and records of their solutions of problems
- teacher/student discussion or interviews
- tests involving multiple choice, short-answer questions and questions requiring longer responses, including interdependent questions (where one part depends on the answer obtained in the preceding part)
- written reports

Meeting Yr11 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:

o assist in skill and knowledge development.

o identify areas for extension or remediation for the teacher and student.

o provide opportunities for students to consolidate conceptual understanding.

o provide evidence of sustained and diligent effort.

Assessment Task Procedures

- All students in Year 11 must complete the NSW Board of Studies mandatory course “HSC: All My Own Work”, 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 should have at least two weeks’ notice in writing to prepare for, or complete an Assessment Task.
- Assessment Tasks generally should 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 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 which will be used in your final examination.

How do I submit my Assessment Tasks?

- If a task has to be handed in to the teacher, the assessment task notification has to not only clearly indicate the due date but when and where the task is to be given to the teacher.
- Keep a back up electronic copy of ALL submitted tasks in case something goes wrong
- A papercopy of all Assessment Tasks should be submitted to the teacher during the allocated class or through the Student Services Officer by 3:15pm on the day it is due. It will be date and time stamped. An electronic copy may be requested at the discretion of your teacher as well.
- You may choose to email a copy, HOWEVER, a paper copy must be submitted as above.
- A cover sheet for each Assessment Task must be completed and attached to each Task prior to handing it in. Copies of these can be found in the LIC, Stage 6 Dean's Office or Student Services Office.
- 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.
- You should produce a medical certificate if you have been sick.
- If approved, the Academic Committee will give you a date that your task must be submitted with any conditions.
- If unapproved, you will receive 0 however you will still be required to complete the task in the timeframe set by the Academic Committee which will be stated in an Official Warning letter (see sample later in this handbook).
- Failure to meet the new due date will mean you are issued with a second Official Warning Letter. 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

- Misadventure Applications apply only to Yr11 Preliminary Assessment Tasks.
- If a student is sick, absent or similar 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' form from the Stage Dean. These forms are to be returned to the Stage Dean to be presented at an Academic Committee.
- It is the teacher's responsibility to check if any of the students in their class are absent from school in the 3 days before a task is due. If a student is away during that time and an 'illness/Misadventure form' has not been completed or recorded and a copy of the processed application has not been forwarded to the classroom teacher, please refer the matter on to the Stage Dean.
- Teachers are not to make informal decision about misadventures/extensions. Only the Academic Committee can make decisions on misadventure/ extension applications.
- If an assessment task is incomplete on the due date the student is to submit the incomplete task on the due dated even if they have been given an extension or a misadventure is applied for. The completed task can be submitted when finished.

Non-Completion of Assessment Tasks

- If a student has valid reasons for not submitting a task, an illness/Misadventure Application must be lodged with the Dean within one week of the due date.
- For straightforward applications, the Dean will grant or deny the application (meeting obvious illness/Misadventure criteria). More complicated scenarios will be referred by the Dean to the Academic Committee to deliberate.
- Where there is a valid reason for the non-completion of an assessment task, the Academic 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. The task must be completed within the reissued timeframe.

N Determination

- When a candidate has failed to complete any assessment tasks, homework, assignments, practicals or other significant sections for a course, the Stage Dean will be informed by the subject teacher of the student's position. The Stage Dean will issue a written warning letter 'Non Completion of Task' to the student and their parent/carer to inform them of the child's failure to complete the work. 0 will be awarded for all tasks that are not handed in on time without a reason that meets the criteria of BOSTES. Students are still required to complete the task knowing that they will receive 0 for the task.
- 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 letter will be posted to the student's recorded address as well as a copy given to the student. The school will retain a copy of the warning letter and the signed slip by the parent.

The process:

1. Advise the student and parent(s) or guardian(s) in writing in time for the problem to be corrected, and alert the student to the possible consequences of a N determination.
2. Request from the student/parent a written acknowledgement of the warning.
3. Issue at least one follow up warning letter if the problem has not been corrected.
4. If the work has not been completed by the second revised due date an 'N' determination will be submitted to the BOSTES. (As a result of this the student will be deemed as having not satisfactorily completed the subject(s) and will not receive a HSC certificate unless the student has at least 10 other units of study).
5. A student seeking a review of a 'N' award must apply to the Stage Dean by the last day of Term 3 in the Yr 11 Preliminary year.

Feedback to students

Students should receive clear feedback on the strengths and weaknesses 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. Teachers must assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. Attendance and application are 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 mark they have been given for an Assessment Task may:

- Approach the teacher who has awarded the mark and make an appointment to discuss the task when the work is returned.
- If it cannot be resolved at this level the teacher is to refer the student to the HOD/Dean.
- If it is still unresolved the subject teacher is to refer the student to the Stage 6 Dean for a formal application to be made to review the marking process. Note that all requests should be submitted to the Stage 6 Dean following a meeting with the teacher.
- Subsequently, present a written request to the Academic Committee outlining specific reasons for the request.
- The decision of the Academic Committee, in consultation with the subject teacher and/or KAS Administration Team is final.

Disagreement over Yr11 Preliminary 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 Academic Committee (through the Stage 6 Dean) to review the assessment. The Academic Committee is to ascertain whether:

1. The weightings specified by the school in its assessment program conforms with the BOSTES 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 Academic 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 the candidate will be informed. If the candidate is still not satisfied with the outcome of the review he/she may appeal to the BOSTES, which will check to ensure that the school review was carried out correctly.

Yr11 Preliminary Assessments & Submitted Works – BOSTES Advice

The Yr11 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 Yr11 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 – HARVARD SYSTEM

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. 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 Yr11 Preliminary Assessment - the Standard

This standard sets out the Board of Studies NSW 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 Yr11 Preliminary assessment

You have the following rights:

- to be informed of the assessment policies of your school and the Board of Studies
- 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 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 Stage Dean for help.

All the Board of Studies rules and resources mentioned here are available on the Board's website at www.bostes.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 teachers are 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.

Disability Provisions

- The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require the BOSTES 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 Head of Learning Enrichment in conjunction with Stage Dean who liase with staff teaching within their teams. This is 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 further action may be taken.

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 BOSTES 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 Academic Committee. Unapproved absences will result in 0 for the task, however the task will still need to be completed to meet BOSTES requirements to pass the course.

Reporting on Student Achievement

Semester reports are sent home at the end of Semester One and Two. 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 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 Stage 6 Dean regularly throughout the year as required.

BOSTES Curriculum Language – Glossary

The NSW Board of Studies 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 Yr 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

Assessment Task Notification Outline Year 11 General Mathematics



Due Date/s: Fri 27 Feb	Time: P6	Location: Room 9
Task Name: Architectural Design – KAS Car Park & Buildings		
Module or Unit Title:		
Topics / Content: <ul style="list-style-type: none">• Ch2 – Further Applications of Area and Volume		
Weighting: <i>(as per the assessment schedule)</i>		
Outcomes being assessed:		
Task Outline & Explanation: <ul style="list-style-type: none">• 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.• A completed scale drawing of the car park and buildings will be submitted along with a costing for the project using a spreadsheet.• Practical measurements of a variety of vehicles and parking spaces will be used to guide students in their size of parking spaces.• Turning spaces of vehicles and buses will be measured to identify road widths needed for safe use of the car park.• 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.• Progression through the task will occur at different speeds for different students.		
Equipment/Materials/Resources:		
Special Instructions:		
Absence/Misadventure Instructions: <p>If you are absent from school on the day the task is to be completed you are required, on your return to school, to obtain a Misadventure form from the Stage 6 Dean, complete the form and attach any documentation and submit the form to the Stage 6 Dean. You will then be required to work or sit for the task on your return to school. Absences without a valid reason will receive a result of zero.</p>		
Marking schedule:		
List of students:		

Sample: Report Overview

Kempsey Adventist School

Semester One – Report Overview – 2014



Student: Amy Hunter

Homeroom: Year 11

Total Days Absent			8
Explained	7	Unexplained	1

	Unsatisfactory	Satisfactory	Good	Excellent
Uniform			✓	

Student Involvement	Unexplained Absence	Absent with leave	Attended
Swimming Carnival	✓		
Cross Country		✓	
Athletics Carnival			✓

Homeroom Teacher's Comment:

Amy is a reliable and helpful student. She mixes well with her peers and has a positive influence on the class. Ill health has prevented her from attending school more regularly. Her commitment to learning is shown by her consistent results.

She represented Kempsey Adventist School in the CIS swimming carnival and NCSA athletics carnival.

She has been actively involved in the Drama Club and helped organise the Week of Worship program.

Homeroom Teacher: Mrs Jones

Principal: Mr Deanshaw

Sample: Academic Report Explanations

Academic Report Explanations

Achievement Band A-E

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

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: Semester Report

Kempsey Adventist School

Semester Two Report – 2014



Student	Jim Jones	Course Results	
Subject	Information Processes & Technology	Achievement	B
Year	11	Quartile	2

Learning Profile	Elementary	Low	Satisfactory	High	Excellent
Student is able to:					
<ul style="list-style-type: none"> select maintain and use hardware appropriately. 				✓	
<ul style="list-style-type: none"> design, produce and evaluate solutions using information technology. 			✓		
<ul style="list-style-type: none"> analyse the effect of past, current and emerging technologies. 				✓	
<ul style="list-style-type: none"> apply collaborative work practices to complete tasks. 				✓	

Personal Profile	Rarely	Sometimes	Often	Usually	Always
Student is able to:					
<ul style="list-style-type: none"> work independently and effectively 				✓	
<ul style="list-style-type: none"> work as part of a team 		✓			
<ul style="list-style-type: none"> behave appropriately 				✓	

Teacher Comments:

The student can:	The student may improve by:
------------------	-----------------------------

Teacher: Mr Smith

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 Stage 6 Dean.

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 Stage 6 Dean.
- Decision will be made and student and teacher informed ASAP.

Class Teacher Comment

Signed: _____ Date: _____

Decision by the Academic Committee

Approved New Due Date: _____ Not Approved

Date: _____ Copy to Student Copy to Teacher

Comment:

Special Conditions:

(Stage 6 Dean) Name _____ Signature: _____ Date: _____

Sample: Warning Letter: Non-Completion of a Yr11 Preliminary Assessment Task



[Date]

Dear [Parent/Guardian]

Re: OFFICIAL WARNING - Non-completion of a Yr11 Preliminary Course

I am writing to advise that your son/daughter _____ is in
(student name)
danger of not meeting the Course Completion Criteria for the Yr11 Preliminary Course

(course name)

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning _____
(course name)

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

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.

Where it is determined that a student has not met the Course Completion Criteria, 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 Yr11 Preliminary Course. In Year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ of the
(student name) indicate a), b) or c)

Course Completion Criteria.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy Course Completion Criteria, the tasks, _____ (student name) requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ and contact the school if further information or clarification is needed. (student name)

Yours sincerely

Class Teacher / Stage 6 Dean

Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____ (student name).

<i>Task Name(s) / Course Requirement(s) / Course Outcome(s)</i>	<i>Percentage weighting (if applicable)</i>	<i>Original due date (if applicable)</i>	Action required by student	<i>Revised date to be completed by (if applicable)</i>

-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----
Please detach this section and return to the school

Requirements for the satisfactory completion of a Yr11 Preliminary Course

- I have received the letter dated _____ indicating that _____ (student name) is in danger of not having satisfactorily completed _____ (course name).
- I am aware that this course may not appear on his/her Yr11 Preliminary Record of Achievement.
- I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Yr11 Preliminary Certificate (ROSA)

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 the needs of the class as identified by the teacher. 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 Board of Studies Assessment marks. The Assessment Tasks also show the week and term in which they will be due. The mandatory Board of Studies Components of assessment are shown for each task.

Board of Studies Syllabus documents, support documents, student work samples and marking guidelines are available from the Board of Studies website: www.bostes.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 Board of Studies website and to download all relevant syllabus documentation for each subject studied.

Ancient History

Outcomes to be assessed

- P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context
- P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world
- P3.1 locate, select and organise relevant information from a variety of sources
- P3.2 identify relevant problems of sources in reconstructing the past
- P3.3 comprehend sources and analyse them for their usefulness and reliability
- P3.4 identify and account for differing perspectives and interpretations of the past
- P3.5 discuss issues relating to ownership and custodianship of the past
- P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- P4.1 use historical terms and concepts appropriately
- P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W10	Term 2, W8	Term 3, W5	Term 3, W9
		Case Study: Tutankhamun's Tomb	Case Study: The City or Rome in the Late Republic	Historical Investigation	Semester Two Examination
Knowledge and understanding of course content	40%	5%	5%	5%	25%
Source-based skills	20%	5%	5%	5%	5%
Historical inquiry and research including mandatory historical investigation	20%	0%	5%	15%	0%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Marks	100%	15%	20%	30%	35%
Assessed Outcomes		P3.1, P3.2, P3.3, P3.5, P3.6	P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	P1.1, P3.1, P3.2, P3.5, P3.6, P4.2	P1.1, P2.1, P3.1, P3.3, P3.4, P4.1, P4.2

Biology

Outcomes to be assessed

- P1 outlines the historical development of major biological principles, concepts and ideas
- P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
- P3 assesses the impact of particular technological advances on understanding in biology
- P4 describes applications of biology which affect society or the environment
- P5 describes the scientific principles employed in particular areas of biological research
- P6 explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- P7 describes the range of organisms in terms of specialisation for a habitat
- P8 analyses the interrelationships of organisms within the ecosystem
- P9 explains how processes of reproduction ensure continuity of species
- P10 identifies and describes the evidence for evolution
- P11 identifies and implements improvements to investigation plans
- P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary source
- P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology
- P14 draws valid conclusions from gathered data and information
- P15 implements strategies to work effectively as an individual or as a team member
- P16 demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W9	Term 2, W5	Term 3, W4	Term 3, W9
		Experiment – Diffusion & Osmosis	Semester One Examination	Life on Earth	Semester Two Examination
Knowledge and understanding *	40%	10%	10%	5%	15%
Skills in: <ul style="list-style-type: none"> • planning and conducting first-hand investigations • gathering and processing first-hand data • gathering and processing relevant information from secondary sources 	30%	10%	5%	10%	5%
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	30%	5%	5%	10%	10%
Marks	100%	25%	20%	25%	30%
Assessed Outcomes		P1 – P4, P6, P11 – P15	P1 - P5, P7, P8, P11 – P15	P1, P3, P5, P7, P10, P12 – P14	P7, P9, P10, P12 – P14, P15

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
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Preliminary Assessment Tasks Schedule - 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W6	Term 2, W8	Term 3, W5	Term 3, W9
		Business Report & Media File	Research & Extended Response	Business Plan	Semester Two Examination
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Stimulus-based skills	20%	0%	5%	5%	10%
Inquiry and research	20%	5%	5%	10%	0%
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Marks	100%	15%	20%	30%	35%
Assessed Outcomes		P1, P2, P6, P7, P8	P4, P5, P8	P1, P3, P4, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10

Chemistry

Outcomes to be assessed

- P1. outlines the historical development of major principles, concepts and ideas in chemistry
- P2. applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry
- P3. assesses the impact of particular technological advances on understanding in chemistry
- P4. describes applications of chemistry which affect society or the environment
- P5. describes the scientific principles employed in particular areas of research in chemistry
- P6. explains trends and relationships between elements in terms of atomic structure, the periodic table and bonding
- P7. describes chemical changes in terms of energy inputs and outputs
- P8. describes factors that influence the type and rate of chemical reactions
- P9. relates the uses of carbon to the unique nature of carbon chemistry
- P10. applies simple stoichiometric relationships
- P11. identifies and implements improvements to investigation plans
- P12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13. identifies appropriate terminology and reporting styles to communicate information and understanding
- P14. draws valid conclusions from gathered data and information
- P15. implements strategies to work effectively as an individual or as a member of a team
- P16. demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W9	Term 2, W5	Term 3, W7	Term 3, W9
		Research Task (SHI)	Semester One Examination	Practical Task (FHI)	Semester Two Examination
Knowledge and understanding *	40%	10%	10%	5%	15%
Skills in: <ul style="list-style-type: none"> • planning and conducting first-hand investigations • gathering and processing first-hand data • gathering and processing relevant information from secondary sources 	30%	5%	5%	12.5%	7.5%
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	30%	5%	5%	12.5%	7.5%
Marks	100%	20%	20%	30%	30%
Assessed Outcomes		P1, P3, P5, P6, P12–P14	P2 – P4, P6, P12 – P14	P8 – P15	P1 – P14

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 inter-relationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making
- 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 – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W6	Term 2, W 8	Term 3, W7	Term 3, W9
		Interview	Case Study	Literature Review	Semester Two Examination
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> resource management positive relationships range of societal factors nature of groups, families and communities 	40%	10%	10%	10%	10%
Skills in: <ul style="list-style-type: none"> applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing 	25%	0%	10%	5%	10%
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35%	10%	5%	10%	10%
Marks	100%	20%	25%	25%	30%
Assessed Outcomes		1.1, 1.2, 2.4, 4.2, 5.1, 6.1, 6.2, 7.2, 7.3	1.1, 2.1, 2.3, 3.2, 4.1, 4.2, 6.2, P7.1	4.1, 4.2, 6.2, 7.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2

English Standard

Outcomes to be assessed

1. demonstrates understanding of the relationships between composer, responder, text and context.
2. identifies and describes relationships among texts.
3. develops language relevant to the study of English.
4. identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.
5. describes the ways different technologies and media of production affect the language and structure of particular texts.
6. engages with a wide range of texts to develop a considered and informed personal response.
7. selects appropriate language forms and features, and structures of texts to explore and express ideas and values.
8. articulates and represents own ideas in critical, interpretive and imaginative texts.
9. assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
11. draws upon the imagination to transform experience into text.
12. reflects on own processes of responding and composing.
13. reflects on own processes of learning.

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1, W10	Term 2, W7	Term 3, W3	Term 3, W7	Term 3, W9
		Journal Task	Monologue	Viewing/ Listening Task	Writing Task	Semester Two Exam
Listening	15%	0%	5%	10%	0%	0%
Speaking	15%	0%	15%	0%	0%	0%
Reading	25%	5%	0%	0%	10%	10%
Writing	30%	5%	0%	0%	10%	15%
Viewing / Representing	15%	5%	0%	10%	0%	0%
Marks	100%	15%	20%	20%	20%	25%
Assessed Outcomes		P1, P6, P8, P11, P12, P13	P7, P8, P11	P4, P5, P6, P9	P2, P3, P4, P6, P10	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11

English Studies

Outcomes to be assessed

- P1.1 has experience of extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- P1.2 explores the ideas and values of the texts
- P1.3 identifies how language and other techniques are used to convey meaning in extended and short texts in a range of forms
- P1.4 produces a range of texts in different forms
- P2.1 comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- P2.2 demonstrates skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- P2.3 demonstrates familiarity with the language conventions of a variety of textual forms, including literary texts, informative texts and texts used in vocational contexts.
- P3.1 recognises a range of purposes for and contexts in which language is used and the appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes.
- P3.2 recognises a range of audiences and the appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
- P4.1 plans and organises, with teacher support to complete tasks or projects, both individually and collaboratively
- P4.2 works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1, W7	Term 2, W3	Term 3, W3	Term 3, W7	Term 3, W9
		Media Composition	Research Task: Biography	Career Research Project	Essay	Semester Two Examination
Knowledge and understanding of: <ul style="list-style-type: none"> • various forms of texts • exploring ideas and values of texts • language and techniques used to convey meaning in texts. 	30%	10%	5%	5%	5%	5%
Skills in: <ul style="list-style-type: none"> • reading, listening and viewing • writing, speaking and representing 	30%	5%	5%	10%	0%	10%
Knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25%	5%	5%	5%	5%	5%
Skills in planning and working individually and collaboratively.	15%	0%	5%	5%	5%	0%
Marks	100%	20%	20%	25%	15%	20%
Assessed Outcomes		P1.1, P1.2, P1.3, P1.4 P2.1, P2.2, P2.3, P3.1, P3.2, P4.2	P1.1, P1.3, P1.4, P2.1, P2.2, P3.1, P4.2	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2	P1.4, P2.2, P2.3, P3.1, P3.2, P4.1	P1.2, P1.3, P1.4, P2.2, P2.3, P3.1, P3.2

Exploring Early Childhood

Outcomes to be assessed

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 1.6 analyses issues relating to the appropriateness of a range of services for different families
- 1.7 critically examines factors that influence the social world of young children
- 1.8 explains the importance of diversity as a positive issue for children and their families
- 1.9 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 1.10 examines strategies that promote safe environments
- 1.11 evaluates strategies that encourage positive behaviour in young children
- 1.12 demonstrates appropriate communication skills with children and/or adults
- 1.13 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 1.14 demonstrates appropriate strategies to resolve group conflict
- 1.15 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 1.16 demonstrates an understanding of decision making processes
- 1.17 critically examines all issues including beliefs and values that may influence interactions with others
- 1.18 displays a willingness to respond to the individual needs of young children and families
- 1.19 interacts with children and adults in a positive non-judgemental and accepting manner
- 1.20 appreciates the importance of facilitating responsible and supportive interactions with young children

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 2, W2	Term 2, W5	Term 3, W7	Term 3, W9
		Presentation	Semester one Examination	Child Health and Safety	Food and Nutrition Menu
Knowledge and understanding	50%	25%	25%	0%	0%
Skills	50%	0%	0%	25%	25%
Marks	100%	25%	25%	25%	25%
Assessed Outcomes		1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2	1.2, 1.3, 2.4, 2.5, 6.1	1.3, 1.4, 1.5, 6.1, 6.2

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 accounts for individual and group food
- P1.2 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 - 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W5	Term 2, W8	Term 3, W6	Term 3, W9
		Case Study – Food Selection	Functional Properties Experiment	Diet Design Project	Semester Two Examination
Knowledge and understanding of food technology	20%	0%	5%	0%	15%
Skills in researching, analysing and communicating food issues	30%	15%	0%	10%	5%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	0%	20%	10%	0%
Skills in designing, implementing and evaluating solutions to food situations	20%	0%	5%	10%	5%
Marks	100%	15%	30%	30%	25%
Assessed Outcomes		P 1.2, 3.2, 4.2	P4.1, 4.2, 4.4	P3.1, 4.2, 4.3, 5.1	P1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2

General Mathematics

Outcomes to be assessed

MGP-1 uses mathematics and statistics to compare alternative solutions to contextual problems

MGP-2 represents information in symbolic, graphical and tabular form

MGP-3 represents the relationships between changing quantities in algebraic and graphical form

MGP-4 performs calculations in relation to two-dimensional and three-dimensional figures

MGP-5 demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units

MGP-6 models financial situations relevant to the student's current life using appropriate tools

MGP-7 determines an appropriate form of organisation and representation of collected data

MGP-8 performs simple calculations in relation to the likelihood of familiar events

MGP-9 uses appropriate technology to organise information from a limited range of practical and everyday contexts

MGP-10 justifies a response to a given problem using appropriate mathematical terminology

Preliminary Assessment Tasks Schedule - 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W4	Term 2, W5	Term 3, W5	Term 3, W9
		Financial Mathematics Task	Semester One Examination	Data & Statistics Task	Semester Two Examination
Concepts, skills & techniques	50%	10%	15%	10%	15%
Reasoning & communication	50%	10%	15%	10%	15%
Marks	100%	20%	30%	20%	30%
Assessed Outcomes		MGP-1, MGP-2, MGP-3, MGP -6, MGP-9, MGP-10	MGP-1, MGP-2, MGP-3, MGP - 4, MGP - 5, MGP-6, MGP - 7, MGP - 8, MGP-9, MGP - 10	MGP-1, MGP-2, MGP-5, MGP-7, MGP-9, MGP-10	MGP-1, MGP-2, MGP-3, MGP - 4, MGP - 5, MGP-6, MGP - 7, MGP - 8, MGP-9, MGP - 10

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
- 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
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W7	Term 2, W3	Term 2, W9	Term 3, W9
		Research Assignment	Case Study	Senior Geography Project	Semester Two Examination
Knowledge and Understanding of course content	40%	10%	5%	5%	20%
Geographical tools and skills	20%	5%	5%	5%	5%
Geographical inquiry and research, including fieldwork	20%	0%	5%	15%	0%
Communication of geographical information, ideas and issues in appropriate form	20%	5%	5%	5%	5%
Marks	100%	20%	20%	30%	30%
Assessed Outcomes		P1, P3, P6, P8, P12	P2, P3, P9, P10, P12	P1, P,7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12

Industrial Technology

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 of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 2, W2	Term 2, W4	Term 3, W7	Term 3, W9
		Industry Study	Practical Project 1 (Group)	Practical Project 2 (Units 4, 5)	Semester Two Examination
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40%	20%	10%	0%	15%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60%	0%	10%	30%	15%
Marks	100%	20%	20%	30%	30%
Assessed Outcomes		P1.1, 1.2, 5.1, 6.1, 6.2, 7.1	P1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2	P1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1,	P1.1, 1.2, 2.1, 3.1, 4.3, 5.1, 6.1, 6.2, 7.1

Information Processes and Technology

Outcomes to be assessed

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

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W6	Term 2, W8	Term 3, W6	Term 3, W9
		Individual Project: Social & Ethical Issues	Case Study: Feasibility Study	Group Project: Promoting A School Event	Semester Two Examination
Introduction to Information Skills and Systems	20%	15%	0%	0%	5%
Tools for Information Processes	50%	5%	15%	10%	20%
Developing Information Systems	30%	0%	5%	20%	5%
Marks	100%	20%	20%	30%	30%
Assessed Outcomes		P1.1, P1.2, P2.1, P2.2, P3.1, P4.1	P1.1, P1.2, P2.1, P2.2, P3.1, P5.1	P2.1, P2.2, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2

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 - understands and uses the language and notation of calculus

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 2, W4	Term 2, W5	Term 3, W7	Term 3, W9
		Assignment Portfolio (Ch1-6)	Semester One Examination (Ch1-6)	Assignment Portfolio (Ch 7-10)	Semester Two Exam (Ch 1-10)
Component A	50%	10%	10%	15%	15%
Component B	50%	5%	15%	10%	20%
Marks	100%	15%	25%	25%	35%
Assessed Outcomes		P1-P5	P1-P5	P1-P8	P1-P8

Modern History

Outcomes to be assessed

- P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present
- P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present
- P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present
- P3.1 ask relevant historical questions
- P3.2 locate, select and organise relevant information from different types of sources
- P3.3 comprehend and analyse sources for their usefulness and reliability
- P3.4 identify and account for differing perspectives and interpretations of the past
- P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- P4.1 use historical terms and concepts appropriately
- P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W7	Term 2, W9	Term 3, W6	Term 3, W9
		Topic Test	Written Task	Historical Investigation	Semester Two Examination
Oral Presentation	10%	0	0%	10%	0%
Research	25%	0%	10%	15%	0
Source Analysis	25%	5%	10%	5%	5%
Examination/Test Items	40%	10%	0%	0	30%
Marks	100%	15%	20%	30%	35%
Assessed Outcomes		P1.1, P1.2, P2.1, P3.3, P4.2	P2.1, P3.2, P3.4, P4.1, P4.2	P1.2, P3.1, P3.3, P3.5, P4.2	P1.1, P1.2, P2.1, P3.3, P4.1, P4.2

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 of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
- 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 – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W8	Term 2, W5	Term 3, W5	Term 3, W9
		Biomechanical Analysis	Semester One Examination	Individualise – Poster and Health Campaign Analysis	Semester Two Examination
Knowledge & Understanding of: <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	40%	10%	5%	15%	10%
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity 	30%	10%	5%	5%	10%
Skills in critical thinking, research and analysis	30%	10%	5%	10%	5%
Marks	100%	30%	15%	30%	25%
Assessed Outcomes		P7, P8, P9, P16, P17	P5, P6, P7, P8, P9, P10, P11, P15 P16, P17	P5, P6, P10, P15, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16

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 – 2015

Components	Syllabus Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 2, W2	Term 2, W7	Term 3, W7	Term 3, W9
		Experimentation	Essay	Body of Work	Examination
Artmaking	50%	25%	0%	25%	0%
Art criticism and art history	50%	0%	25%	0%	25%
Marks	100%	25%	25%	25%	25%
Assessed Outcomes		CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5

Physics

Outcomes to be assessed

- P1. outlines the historical development of major principles, concepts and ideas in physics
- P2. applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
- P3. assesses the impact of particular technological advances on understanding in physics
- P4. describes applications of physics which affect society or the environment
- P5. describes the scientific principles employed in particular areas of research in physics
- P6. describes the forces acting on an object which causes changes in its motion
- P7. describes the effects of energy transfers and energy transformations
- P8. explains wave motions in terms of energy sources and the oscillations produced
- P9. describe the relationship between force and potential energy in fields
- P10. describes theories and models in relation to the origins of matter and relates these to the forces involved
- P11. identifies and implements improvements to investigation plans
- P12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13. identifies appropriate terminology and reporting styles to communicate information and understanding in physics
- P14. draws valid conclusions from gathered data and information
- P15. implements strategies to work effectively as an individual or as a member of a team
- P16. demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W7	Term 2, W5	Term 3, W4	Term 3, W9
		Research work	Semester One Examination	Practical Skills Assessment	Semester Two Examination
Knowledge and understanding *	40%	5%	10%	10%	15%
Skills in: <ul style="list-style-type: none"> • planning and conducting first-hand investigations • gathering and processing first-hand data • gathering and processing relevant information from secondary sources 	30%	5%	5%	15%	5%
Skills in: <ul style="list-style-type: none"> • communicating information and understanding • developing scientific thinking and problem-solving techniques • working individually and in teams 	30%	10%	5%	5%	10%
Marks	100%	20%	20%	30%	30%
Assessed Outcomes		P1, P3, P4, P5, P7, P8, P12, P15	P3, P4, P7, P8, P15	P2, P10, P11 – P15	P1 - P15

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 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 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 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates competence and confidence in movement contexts
- 4.3 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Preliminary Assessment Tasks Schedule - 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, W10	Term 2, W4	Term 3, W6
		Practical Performance	Short Answer Test	Practical Skills Training Program
Knowledge & Understanding	50%	0%	30%	20%
Skills	50%	30%	0%	20%
Marks	100%	30%	30%	40%
Assessed Outcomes		1.1, 1.3, 3.1, 4.4	2.1, 3.2, 4.1	1.1, 2.1, 3.1, 3.2, 4.4, 5.5

VET Construction

Please refer to the KAS Vet Handbook

VET Primary Industries (Horticulture)

Please refer to the KAS Vet Handbook

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 – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, W10	Term 2, W3	Term 2, W4	Term 3, W9
		Modernism Body of Work	'Self Portrait' Essay	Self Portrait	Semester Two Examination
Artmaking	50%	25%	0%	25%	0%
Art criticism and art history	50%	0%	25%	0%	25%
Marks	100%	25%	25%	25%	25%
Assessed Outcomes		P1, P2, P4, P6	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10

Work Studies

Outcomes to be assessed

1. Investigates a range of work environments
2. Examines different types of work and skills for employment
3. Analyses employment options and strategies for career management
4. Assesses pathways for further education, training and life planning
5. Communicates and uses technology effectively
6. Applies self-management and teamwork skills
7. Utilises strategies to plan, organise and solve problems
8. Assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups

Preliminary Assessment Tasks Schedule – 2015

Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1, W7	Term 2, W6	Term 3, W4
		Assignment Portfolio	Creative Planning/ Written Task	Research work
Knowledge and understanding	40%	10%	10%	10%
Skills	60%	20%	20%	30%
Marks	100%	30%	30%	40%
Assessed Outcomes		2, 7, 9	2 – 6	1,2,3,6,7,8,9