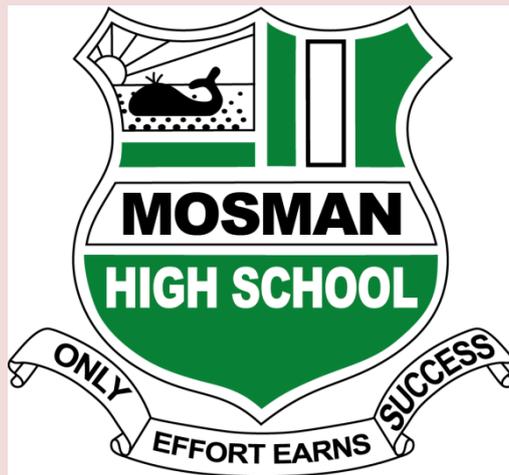


# Mosman High School



## Year 11 Preliminary Assessment Guidelines 2022

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## PRELIMINARY ASSESSMENT GUIDELINES

### GENERAL POLICY

1. Assessment Period: The assessment period begins at the start of **Term 1** and finishes at the end of **Term 3 - 2022**.
2. Reporting to Students and Parents: As each assessment task is completed students will receive full and detailed information regarding their performance in the task. Parents will receive two written reports.

### SCHOOL ASSESSMENT

The school's assessment is intended to provide an indication of a student's attainment which is based on:

1. a wider range of syllabus objectives than is measured by examinations;
2. measures and observations obtained throughout the course.

The assessments are intended to measure students' progress relative to syllabus outcomes.

Students will be given a clear statement in writing at least two weeks prior to an assessment task.

### RULES AND PROCEDURES

1. No marks will be given for assessment tasks that are not received by the due date and time.
2. Anyone attempting to cheat will have their task cancelled and will be awarded zero.
3. Students found to be attempting to cheat will have their parents contacted by the Head Teacher of the subject.
4. Assessments prepared at home will be due to the subject teacher during the subject period timetabled for that day.
5. Assessments submitted in periods after the scheduled subject period will be awarded zero.
6. **Illness/Misadventure** - If a student is ill, or owing to reasons of genuine misadventure, is unable to attend on the day of an in-class assessment task, parents are asked to notify the school by telephone by 9am of that day.
7. A substitute task may only be granted following non-attendance or late submission if the following conditions are met:
  - (7.1) Prior notification (unless impossible) of absence from the task (eg by telephone);
  - (7.2) Completed **"Application for Consideration"** (refer Attachment 1). This must be completed in all instances of non-attendance including but not limited to illness, school business or any misadventure. (Note: All cases of school business must have prior approval from the Principal);
  - (7.3) A doctor's certificate must be furnished where illness (ie student is too unwell to attend/submit task) is involved. The school reserves the right to contact the doctor to verify the authenticity of the certificate. The doctor's certificate must cover the day of the task and any subsequent absence up to the day of return to school.
  - (7.4) Documentation regarding absences (refer above 7.2)

**"Application for Consideration"** must be handed to the **Head Teacher** on the **first day of return to school**, who will forward the original to the Principal. Each case will be considered by the Head Teacher of the faculty concerned on its merits. The absence must be considered valid before a substitute task will be granted. Students may appeal the decision of the Head Teacher with the Principal. **Submit** your **"Application for Consideration"** on the **"Assessment Task Illness/Misadventure Application Form"** at the end of this booklet (refer Attachment 1).
8. The student must hand in the assessment task or sit the examination **on the day of return to school** even if the student does not have that subject scheduled on that day.

### CONDUCT DURING ASSESSMENT TASKS

Assessment tasks completed during class hours involve the normal rules applicable to formal external examinations. Refer to "Conduct during the Examination" below. If tasks which constitute more than half the value of the total assessments are not completed (without valid authorisation) the subject will be regarded as not having been studied satisfactorily. If this occurs, the subject will not be listed on the Record of Achievement. Early warning in writing will be given to students and parents if such a situation appears to be developing. **The award of the Preliminary Certificate is conditional upon satisfactory attendance, application with diligence and sustained effort and completion of preliminary course requirements, including 50% of assessment tasks.**

### COMPLETION OF COURSE REQUIREMENTS

It is expected that students who take part in any of the NSW Education Standards Authority's (NESA) courses will reach some or all of the outcomes of those courses.

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

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

Students who have not complied with the above requirements should be regarded as not having satisfactorily completed the course. Students may be deemed not to have satisfactorily completed a course if there is sufficient evidence of omission, to a significant degree, of experiences which are in class. **This includes all tasks, not only those scheduled in the policy.** In cases of non-satisfactory completion, an "N" determination will be submitted on the appropriate form. Students will have received a minimum of two warnings.

Students must satisfactorily complete the Preliminary year to satisfy entry requirements for HSC courses.

If it appears that a student is at risk of not meeting requirements in a course, a warning must be given.

The school must:

1. advise the student, in writing, in time for the problem to be corrected;
2. hand the warning to the student or email to the parent's email address;
3. request from the student a written acknowledgement of the warning;
4. retain a copy of the warning notice;
5. advise the parent or caregiver.

## PRELIMINARY EXAMINATIONS

### SPECIAL EXAMINATION PROVISIONS FOR STUDENTS WITH DISABILITIES

1. If a student has a disability, which would, in a normal examination situation, prevent him/her from:
  - a) reading and interpreting the examination questions; and/or
  - b) communicating knowledge or understanding to an examiner as effectively as a student without a disability, the school may approve disability provisions.
2. Emergency provisions may be arranged if the student has an accident just before the exam.
3. The application should contain recent evidence of the disability and, in some cases, examples of the student's work. The parent/caregiver may need to organise required eligibility testing early in the year. This can be done through the School Counsellor. Also a current diagnosis will be required.

### EQUIPMENT FOR THE EXAMINATION

1. Before the examination it is the student's responsibility to clarify:
  - a) equipment that should be provided;
  - b) items which will be provided by the exam supervisor

#### **It is the student's responsibility to make sure this information is obtained**

2. Examination supervisors will inspect any equipment brought into the examination room.
3. Equipment should bear only the original inscribed information. All materials must be in working order (this includes calculators). Students cannot appeal on the grounds that the examination equipment did not work correctly.
4. Calculators used must be models approved by the NSW Education Standards Authority (NESA). Well before the examination, the student's calculator should be verified with the teacher.
5. Equipment is not permitted to be borrowed during examinations.

### CONDUCT DURING THE EXAMINATION

1. Students must follow the day-to-day rules of the school when sitting for examinations. Failure to observe these rules may result in a non award ("N" Award).
2. Students must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. Students must NOT:
  - a) eat in the examination room;
  - b) speak to any person other than the supervisor during an examination;
  - c) behave in a way likely to disturb the work of any other students or upset the conduct of the examination;
  - d) attend an examination while under the influence of alcohol or illegal drugs;
  - e) take a mobile phone or communications device into the room.
4. If a student does not follow these rules, or cheats in the examinations in any way, he/she will be reported to the Principal and may be removed from the examination room.
5. If a student does not make a serious attempt at an examination, he/she will not receive a mark in that course and may be deemed not to have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC. Teachers will bring to the Principal's attention examination answers which contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, may be classified as non-serious.

## NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) – YEAR 11

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records all courses a student has completed, along with the grade awarded, in Stage 5 and any Stage 6 (Preliminary) courses in which the student has satisfactorily participated but not completed at the date of leaving school.

### STUDENT ACHIEVEMENT

In New South Wales, a standards-referenced approach is used to report student achievement.

Achievement standards have two important components that can be thought of in terms of **what** and **how well**:

- what** students are expected to learn; and
- how well** they have achieved.

The NSW syllabuses state **what** students at each stage are expected to learn. The Common Grade Scale for Preliminary courses describes **how well** students have achieved. It describes performance at each of five grade levels.

**A** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

**B** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

**C** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

**D** The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

**E** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

### DETERMINING PRELIMINARY RoSA GRADES

Mosman High School is responsible for awarding each student who completes a Stage 6 Preliminary course (except VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA.

The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus. Students will be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.

Teachers will make the final judgement of the grade deserved on the basis of available assessment information. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes.

No specific allocation of marks is required for any syllabus objective or outcome.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

No specific allocation of marks is required for any syllabus objective or outcome.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

### RECORD OF SCHOOL ACHIEVEMENT – APPEALS AGAINST GRADES FOR STAGE 6 COURSES

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to their principal.

In order to be successful in such appeals, students would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school. If the appeal is upheld, the principal should send notification of the new grade(s) to the NSW Education Standards Authority (NESA).

Where possible, all reviews of the grade(s) awarded in any subject should be resolved within the school. However, provision has been made for subsequent appeals to NESA.

NESA will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade(s) conform with NESA advice and the school's policy regarding the grading of student achievement
- the conduct of the school review was proper in all respects.

Since the appeal is directed to the progressive reporting by the school, NESA will not revise individual tasks or test marks.

If the appeal is upheld, NESA will refer the matter back to the school for a further review.

### "N" DETERMINATIONS

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

***This should be read in conjunction with school assessment procedures –***

***[http://www.mosmanhighschool.com.au/years/documents/mhs\\_assessment\\_procedures.pdf](http://www.mosmanhighschool.com.au/years/documents/mhs_assessment_procedures.pdf)***

***The assessment dates listed in this booklet may be subject to change.***

***A student should check with his/her teacher to confirm when assessments are due.***

***A student should have 2 weeks' notice of an upcoming assessment task***

## BIOLOGY

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed
1. Term 1 - Week 8	25%	Research Task	2, 3, 5, 7, 8
2. Term 2 - Week 8	35%	Based on Depth Study	1, 3, 4, 5, 6, 7, 10, 11
3. Term 3 - Week 8-9	40%	Yearly Examination	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
<b>Total</b>	<b>100%</b>		

## BIOLOGY – OBJECTIVES AND OUTCOMES

A student:

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

## BUSINESS STUDIES

### Assessments 2022

Task number Date	Weighting	Task Description	Component	Outcomes assessed
1. Term 1 - Week 8	30%	Presentation	1. Nature of Business 2. Business Management	1, 2, 6, 7, 8
2. Term 2 - Week 6	30%	Business Report	1. Business Management 2. Business Planning	3, 4, 5, 6, 8, 9, 10
3. Term 3 – Week 8-9	40%	Yearly Examination	1. Nature of Business 2. Business Management 3. Business Planning	3, 4, 5, 6, 8, 9, 10
<b>Total</b>	<b>100%</b>			

## BUSINESS STUDIES – OBJECTIVES AND OUTCOMES

A student:

1. describes the nature of business and its role in society;
2. explains the internal and external influences on businesses;
3. describes the factors contributing to the success or failure of small to medium enterprises;
4. assesses the processes and interdependence of key business planning;
5. examines the application of management theories and strategies;
6. analyses the responsibilities of business to internal and external stakeholders;
7. plans and conducts investigations into contemporary business issues;
8. evaluates information for actual and hypothetical business situations;
9. communicates business information and issues in appropriate formats;
10. applies mathematical concepts appropriately in business situations.

## CHEMISTRY

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed
1. Term 1 – Week 8	25%	Research Task	5, 6, 7, 8
2. Term 2 - Week 6-7	35%	Based on Depth Study	1, 2, 3, 4, 5, 7, 9, 10
3. Term 3 - Week 8-9	40%	Yearly Examination	1, 2, 5, 6, 7, 8, 9, 10, 11
<b>Total</b>	<b>100%</b>		

## CHEMISTRY – OBJECTIVES AND OUTCOMES

A student:

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

## DANCE

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 - Week 8-9	10%	Research Task	Appreciation	1.4, 4.1, 4.3, 4.5
2. Term 2 - Week 5-6	20% 20%	Work in Progress Tasks	Core Performance Core Composition	Perf: 1.3, 2.1, 2.2, 2.3, 2.5, 2.6 Comp: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2
3. Term 3 - Week 8-9	20% 20% 10%	Yearly Examination	Core Performance Core Composition	Perf: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.7
<b>Total</b>	<b>100%</b>			

## DANCE – OBJECTIVES AND OUTCOMES

A student:

### **Performance -**

- 1.1 understands dance as the performance and communication of ideas through movement and in written and oral form;
- 1.2 understands the use of dance terminology relevant to the study of dance as an art form;
- 1.3 develops the skills of dance through performing, composing and appreciating dance;
- 1.4 values the diversity of dance as an art form and its inherent expressive qualities;
- 2.1 identifies the physiology of the human body as it is relevant to the dancer;
- 2.2 identifies the body's capabilities and limitations;
- 2.3 recognises the importance of the application of safe dance practice;
- 2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination;
- 2.5 performs combinations, phrases and sequences with due consideration of safe dance practices;
- 2.6 values self-discipline, commitment and consistency in technical skills and performance.

### **Composition -**

- 3.1 identifies the elements of dance composition;
- 3.2 understands the compositional process;
- 3.3 understands the function of structure as it relates to dance composition;
- 3.4 explores the elements of dance relating to dance composition;
- 3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition;
- 3.6 structures movement devised in response to specific concept/intent;
- 3.7 values their own and others' dance activities as worthwhile.

### **Appreciation -**

- 4.1 understands the socio-historic context in which dance exists;
- 4.2 develops knowledge to critically appraise and evaluate dance;
- 4.3 demonstrates the skills of gathering, classifying and recording information about dance;
- 4.4 develops skills in critical appraisal and evaluation;
- 4.5 values the diversity of dance from national and international perspectives.

## DESIGN AND TECHNOLOGY STANDARD

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 - Week 7	20%	Research Case Study Famous Designers	Design Industry	2.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2
2. Term 2 - Week 7	50%	Lighting Design Project & Folio	Designing & Producing	2.1, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2
3. Term 3 - Week 8-9	30%	Yearly Exam	All Components	1.1, 2.1, 2.2
<b>Total</b>	<b>100%</b>			

## DESIGN AND TECHNOLOGY STANDARD – OBJECTIVES AND OUTCOMES

A student:

- 1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects;
- 2.1 identifies design and production processes in domestic, community, industrial and commercial settings;
- 2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects;
- 3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing;
- 4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities;
- 4.2 uses resources effectively and safely in the development and production of design solutions
- 4.3 evaluates the processes and outcomes of designing and producing;
- 5.1 uses a variety of management techniques and tools to develop design projects;
- 5.2 communicates ideas and solutions using a range of techniques;
- 5.3 uses a variety of research methods to inform the development and modification of design ideas
- 6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects;
- 6.2 evaluates and uses computer-based technologies in designing and producing.

## DESIGN AND TECHNOLOGY ACCELERATED

### Assessments 2022

DESIGN AND TECHNOLOGY	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 7	TERM 1 2022 Week 6	TERM 2 2022 Week 4	TERM 3 2022 Week 2/3
	Type of task	Presentation	Prototyping task	Written task	Trial HSC Examination
<b>Syllabus Components</b>	<b>Outcomes Component Weighting</b>	H2.2, H3.1, H3.2, H6.2	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1
Designing and Producing	<b>40%</b>	10%	5%	10%	15%
Prototyping	<b>30%</b>	5%	20%		5%
Innovation and Emerging Technologies, Designing and Producing	<b>30%</b>	5%		15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## DESIGN AND TECHNOLOGY ACCELERATED - OBJECTIVES AND OUTCOMES

A student:

H1.1 critically analyses the factors affecting design and the development and success of design projects;

H1.3 relates the practices and processes of designers and producers to the major design project;

H2.1 explains the influence of trends in society on design and production;

H2.2 evaluates the impact of design and innovation on society and the environment;

H3.1 analyses the factors that influence innovation and the success of innovation;

H3.2 uses creative and innovative approaches in designing and producing;

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project;

H4.2 selects and uses resources responsibly and safely to realise a quality major design project;

H4.3 evaluates the processes undertaken and the impacts of the major design project;

H5.1 manages the development of a quality major design project;

H5.2 selects and uses appropriate research methods and communication techniques;

H6.1 justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices;

H6.2 critically assesses the emergence and impact of new technologies and the factors affecting their development.

## DRAMA

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 – Week 7	30%	Individual Performance	Improvisation Play-Building Acting	P1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3
2. Term 2 – Week 6	40%	Essay and Workshop Design Task – All based on <i>Can't Pay Won't Pay</i> – <i>Dario Fo</i>	Dario Fo	P1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3
3. Term 3 – Week 9	30%	Yearly Examination: Essay based on Dario Fo and Henrik Ibsen	Dario Fo Henrik Ibsen	P1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3
<b>Total</b>	<b>100%</b>			

## DRAMA – OBJECTIVES AND OUTCOMES

A student:

- 1.1 develops acting skills in order to adopt and sustain a variety of characters and roles;
- 1.2 explores ideas and situations, expressing them imaginatively in dramatic form;
- 1.3 demonstrates performance skills appropriate to a variety of styles and media;
- 1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively;
- 1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance;
- 1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action;
- 1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration;
- 1.8 recognises the value of individual contributions and artistic effectiveness;
- 2.1 understands the dynamics of actor-audience relationship;
- 2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers;
- 2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action;
- 2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces;
- 2.5 understands and demonstrates the commitment, collaboration and energy required for a production;
- 2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance;
- 3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performance of others;
- 3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques;
- 3.3 analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements.

## EARTH AND ENVIRONMENTAL SCIENCE (EES)

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed
1. Term 1 - Week 8	25%	Research Task	4, 5, 6, 7, 8
2. Term 2 - Week 8	35%	Based on Depth Study	1, 2, 3, 4, 5, 6, 7, 11
3. Term 3 - Weeks 8-9	40%	Yearly Examination	1, 2, 4, 5, 6, 7, 8, 9, 10, 11
<b>Total</b>	<b>100%</b>		

## EARTH AND ENVIRONMENTAL SCIENCE (EES) – OBJECTIVES AND OUTCOMES

A student:

1. develops and evaluates questions and hypotheses for scientific investigation;
2. designs and evaluates investigations in order to obtain primary and secondary data and information;
3. conducts investigations to collect valid and reliable primary and secondary data and information;
4. selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media;
5. analyses and evaluates primary and secondary data and information;
6. solves scientific problems using primary and secondary data, critical thinking skills and scientific processes;
7. communicates scientific understanding using suitable language and terminology for a specific audience or purpose;
8. describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated;
9. describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
10. describes the factors that influence how energy is transferred and transformed in the Earth's systems;
11. describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems.

## ECONOMICS

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 – Week 9	30%	Research Task (hand-in)	Comparing Economies	1, 4, 8, 9, 12
2. Term 2 – Week 8	30%	Research – In-Class Response	Labour Markets	2, 3, 5, 6, 7, 9, 10
3. Term 3 – Week 8-9	40%	Yearly Examination	All	1, 2, 3, 5, 6, 7, 8, 9, 11
<b>Total</b>	<b>100%</b>			

## ECONOMICS – OBJECTIVES AND OUTCOMES

A student:

1. demonstrates understanding of economic terms, concepts and relationships;
2. explains the economic role of individuals, firms and government in an economy;
3. describes, explains and evaluates the role and operation of markets;
4. compares and contrasts aspects of different economies;
5. analyses the relationship between individuals, firms, institutions and government in the Australian economy;
6. explains the role of government in the Australian economy;
7. identifies the nature and causes of economic problems and issues for individuals, firms and governments;
8. applies appropriate terminology, concepts and theories in economic contexts;
9. selects and organises information from a variety of sources for relevance and reliability;
10. communicates economic information, ideas and issues in appropriate forms;
11. applies mathematical concepts in economic contexts;
12. works independently and in groups to achieve appropriate goals in set timelines.

## ENGINEERING

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1.Term 1 - Week 6	30%	Research Task	Products	1.1, 2.1, 2.2, 4.1, 4.3, 6.1
2.Term 2 - Week 8	30%	Engineering Report	Braking Systems	1.2, 2.1, 3.2, 4.2, 5.1, 5.2, 6.1
3.Term 3 - Week 8-9	40%	Yearly Examination	All Modules	All
<b>Total</b>	<b>100%</b>			

## ENGINEERING – OBJECTIVES AND OUTCOMES

A student:

- 1.1 identifies the scope of engineering and recognises current innovations;
- 1.2 explains the relationship between properties, structure, uses and applications of materials in engineering;
- 2.1 describes the types of materials, components and processes and explains their implications for engineering development;
- 2.2 describes the nature of engineering in specific fields and its importance to society;
- 3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice;
- 3.2 develops written, oral and presentation skills and applies these to engineering reports;
- 3.3 applies graphics as a communication tool;
- 4.1 describes developments in technology and their impact on engineering products;
- 4.2 describes the influence of technological change on engineering and its effect on people;
- 4.3 identifies the social, environmental and cultural implications of technological change in engineering;
- 5.1 demonstrates the ability to work both individually and in teams;
- 5.2 applies management and planning skills related to engineering;
- 6.1 applies knowledge and skills in research and problem-solving related to engineering;
- 6.2 applies skills in analysis, synthesis and experimentation related to engineering.

# ENGLISH

## ENGLISH ADVANCED

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 - Week 9	30%	Common Module Multimodal Task	Representation	EA11-1,2,4
2. Term 2 - Week 6	30%	Module A: Sustained Critical	Writing	EA11-5,6,8
3. Term 3 - Week 7	40%	Yearly Examination Short Answer, Creative and Critical	Reading Writing	EA11-3,7,9
<b>Total</b>	<b>100%</b>			

## ENGLISH ADVANCED – OBJECTIVES AND OUTCOMES

A student:

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

## ENGLISH EAL/D

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed
1. <u>Term 1 - Week 8</u> Module A – Language, Texts and Contexts	30%	Podcast (including listening, speaking & writing)	EAL 11-1A, EAL 11-1B, EAL 11-2, EAL 11-4, EAL 11-9
2. <u>Term 2 – Week 8</u> Module B – Close Study of a Text	30%	Point of View Writing Task	EAL11-1B, EAL11-3, EAL11-4, EAL11-7
3. <u>Term 3 – Week 8/9</u> Modules A, B and C	40%	Yearly Examination	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8
<b>Total</b>	<b>100%</b>		

## ENGLISH EAL/D – OBJECTIVES AND OUTCOMES

A student:

- EAL 11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure;
- EAL 11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts;
- EAL 11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies;
- EAL 11-8 identifies, explains and reflects;
- EAL 11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning;
- EAL 11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts;
- EAL 11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts;
- EAL 11-6 investigates and explains the relationships between texts;
- EAL 11-7 understands and assesses the diverse ways texts can represent personal and public worlds;
- EAL 11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning;
- EAL 11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

## ENGLISH EXTENSION 1

### Assessments 2022

Task number Date	Weighting (Marks)	Task Description	Component	Outcomes assessed
1. Term 2 – Week 1	15	Perfect Worlds Sustained Critical	Writing	EE11-1,3,5
2. Term 3 – Week 1	15	Multimodal	Representation	EE11-2,4,6
3. Term 3 – Week 8	20	Yearly Examination	Reading, Writing	EE11-1,3,5
<b>Total</b>	50			

**Note: As this is a one unit subject marks on reports will be out of 50.**

## ENGLISH EXTENSION 1 – OBJECTIVES AND OUTCOMES

A student:

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

## ENGLISH STANDARD

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 - Week 9	30%	Common Module Multimodal Task	Representation	N11-1,2,4
2. Term 2 - Week 6	30%	Module A Sustained Critical	Writing	EN11-5,6,8
3. Term 3 - Week 7	40%	Yearly Examination Short Answer, Creative and Critical	Reading Writing	EN11-3,7,9
<b>Total</b>	<b>100%</b>			

## ENGLISH STANDARD – OBJECTIVES AND OUTCOMES

A student:

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effect 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

## GEOGRAPHY

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 - Week 9	25%	Geographic Skills in Class	Biophysical Interactions	P1,2,3,11
2. Term 2 – Week 2	10%	SGP - Part A	SGP Fieldwork	P4, 5, 6, 12
3. Term 3 – Week 2	25%	SGP – Part B	SGP Fieldwork	P4, 5, 6, 12
4. Term 3 – Week 8-9	40%	Yearly Examination	Global Challenges	P7,8,9,10
<b>Total</b>	<b>100%</b>			

## GEOGRAPHY – OBJECTIVES AND OUTCOMES

A student:

- 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.

## HISTORY ANCIENT

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 - Week 10	25%	Source Portfolio	Investigating the Past	3.1, 3.2, 3.3, 3.4, 3.5, 4.2
2. Term 2 - Week 6	35%	Research Task (hand-in)	Historical Investigation	1.1, 3.2, 3.3, 3.6, 4.2
3. Term 3 - Week 8-9	40%	Yearly Examination	Ancient Societies: Slavery in Greece and Rome	1.1, 2.1, 3.3, 3.4, 3.6, 4.1, 4.2
<b>Total</b>	<b>100%</b>			

## HISTORY ANCIENT – OBJECTIVES AND OUTCOMES

A student:

- 1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context;
- 2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world;
- 3.1 locate, select and organise relevant information from a variety of sources;
- 3.2 discuss relevant problems of sources in reconstructing the past;
- 3.3 comprehend sources and analyse them for their usefulness and reliability;
- 3.4 identify and account for differing perspectives and interpretations of the past;
- 3.5 discuss issues relating to ownership and custodianship of the past;
- 3.6 present the findings of historical investigations, analysing and synthesizing information from a range of sources;
- 4.1 use historical terms and concepts appropriately;
- 4.2 communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms.

## HISTORY MODERN

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 - Week 8	30%	Source Analysis	Case Study 1 – Meiji Restoration	MH 11.6, 11.7, 11.9
2. Term 2 - Week 8	30%	Research and Presentation	Historical Investigation	MH 11.6,11.7,11.8,11.9
3. Term 3 - Week 9	40%	Yearly Examination	Case Study 2 -Transatlantic Slave Trade The Shaping of the Modern World: WW1	MH 11.3,11.5,11.6,11.9
<b>Total</b>	<b>100%</b>			

## HISTORY MODERN – OBJECTIVES AND OUTCOMES

A student:

**MH11-** describes the nature of continuity and change in the modern world;

**MH11-2** proposes ideas about the varying causes and effects of events and developments;

**MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past;

**MH11-4** accounts for the different perspectives of individuals and groups;

**MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world;

**MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument;

**MH11-7** discusses and evaluates differing interpretations and representations of the past;

**MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources;

**MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms;

**MH11-10** discusses contemporary methods and issues involved in the investigation of modern history.

## HOSPITALITY – KITCHEN OPERATIONS AND COOKERY



Macquarie Park RTO 90222

School Name: Mosman High School

Student Competency Assessment Schedule

Course: Preliminary Hospitality – Kitchen Operations and Cookery

2022

Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Intro to the Commercial Kitchen	Keeping Food Safe	
		Week: 9 Term: 1	Week: 8 Term: 2	Week: 7 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA002	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

SIT20416 Kitchen Operations HSC Assessment Schedule August 2022

## ENTERTAINMENT INDUSTRY

School Name: Mosman High

Student Competency Assessment  
Schedule 2022

Course: Preliminary - Entertainment Industry

Assessment Tasks for Certificate III in Live Production and Technical ServicesCUA30420  Assessment Due		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination
		White Card	Safe and Sound	Bump in the Light	Work in the Industry	
		Week: 3 Term: 1	Week: 9 Term: 1	Week: 9 Term: 2	Week: 6 Term: 3	Week: 8 & 9  Term:3
Code	Unit of Competency					HSC Examinable Units of Competency
CPCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				
CUASOU331	Undertake live audio operations		X			
CUAWHS312	Apply work health and safety practices		X			
CUALGT311	Operate basic lighting			X		
CUASTA212	Assist with bump in and bump out of shows			X		
CUAIND311	Work effectively in the creative arts industry				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Live Production and Services CUA30420 or a Statement of Attainment towards Certificate III in Live Production and Services CUA30420.

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

The assessment components in this course are competency based.

This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

## IT – MULTIMEDIA

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes addressed
1.Term 2 - Week 4	30%	<u>Project 1</u> Print Media/Website	Management & Communication/ Design/Production	1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2
2.Term 3 - Week 6	40%	<u>Project 2</u> Video with Special Effects	Management & Communication/ Design/Production	1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2
3.Term 3 - Week 8-9	30%	Yearly Examination	Management & Communication/ Design/Production	1.1, 1.2, 2.1, 3.1, 3.2, 4.3, 5.1, 6.1, 6.2, 7.1, 7.2
<b>Total</b>	<b>100%</b>			

## IT -MULTIMEDIA – OBJECTIVES AND OUTCOMES

A student:

- 1.1 describes the organisation and management of an individual business within the focus area industry;
- 1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies;
- 2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques;
- 2.2 works effectively in team situations;
- 3.1 sketches, produces and interprets drawings in the production of projects;
- 3.2 applies research and problem-solving skills;
- 3.3 demonstrates appropriate design principles in the production of projects;
- 4.1 demonstrates a range of practical skills in the production of projects;
- 4.2 demonstrates competency in using relevant equipment, machinery and processes;
- 4.3 identifies and explains the properties and characteristics of materials/components through the production of projects;
- 5.1 uses communication and information processing skills;
- 5.2 uses appropriate documentation techniques related to the management of projects;
- 6.1 identifies the characteristics of quality manufactured products;
- 6.2 identifies and explains the principles of quality and quality control;
- 7.1 explains the impact of one related industry on the social and physical environment;
- 7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.

## IT – TIMBER

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes addressed
1.Term 1 - Week 7	30%	Projects & Design Portfolio	Management & Communication/ Design/Production	1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2
2.Term 3 - Week 7	40%	Project Design Portfolio Beta Stool	Management & Communication/ Design/Production	1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2
3.Term 3 - Week 8-9	30%	Yearly Examination	Industry related content	7.1, 1.1, 1.2, 2.1, 6.1, 6.2
<b>Total</b>	<b>100%</b>			

## IT -TIMBER – OBJECTIVES AND OUTCOMES

A student:

- 1.1 describes the organisation and management of an individual business within the focus area industry;
- 1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies;
- 2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques;
- 2.2 works effectively in team situations;
- 3.1 sketches, produces and interprets drawings in the production of projects;
- 3.2 applies research and problem-solving skills;
- 3.3 demonstrates appropriate design principles in the production of projects;
- 4.1 demonstrates a range of practical skills in the production of projects;
- 4.2 demonstrates competency in using relevant equipment, machinery and processes;
- 4.3 identifies and explains the properties and characteristics of materials/components through the production of projects;
- 5.1 uses communication and information processing skills;
- 5.2 uses appropriate documentation techniques related to the management of projects;
- 6.1 identifies the characteristics of quality manufactured products;
- 6.2 identifies and explains the principles of quality and quality control;
- 7.1 explains the impact of one related industry on the social and physical environment.

# LANGUAGES

## CHINESE CONTINUERS

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes
1. Term 1 - Week 9-10	30%	Conversation/Interview/ Monologue and Response to Written Text	Reading Speaking	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3
2. Term 2 - Week 6-7	30%	Response to Spoken Text and Writing Task	Listening Writing	2.1, 2.2, 2.3, 3.4, 3.5, 3.6
3. Term 3 - Week 8-9	40%	Yearly Examination	Listening Reading Speaking Writing	1.3, 1.4, 2.2, 3.6, 4.1, 4.2, 4.3
<b>Total</b>	<b>100%</b>			

## CHINESE CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context, purpose and audience;
- 1.3 exchanges and justifies opinions and ideas;
- 1.4 reflects on aspects of past, present and future experience;
- 2.1 applies knowledge of language structures to create original text;
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and audience
- 2.3 structures and sequence ideas and information;
- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main idea;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers point of view, attitudes or emotions from language and context;
- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance; 4.3 reflects upon significant aspects of language and culture.

## CHINESE AND LITERATURE

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1- Week 8	30%	Spoken Exchange Reading & Responding	Reading Speaking	1.1, 1.2, 1.3, 3.1, 3.2, 3.4
2. Term 2 - Week 6-7	30%	Listening & Responding Reading & Responding	Listening Writing	2.1, 2.2, 2.3, 2.4, 3.5, 3.6, 3.7
3. Term 3 - Week 8-9	40%	Yearly Examination	Listening & Responding Reading & Responding Writing	2.1, 2.2, 2.3, 2.4,3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3
<b>Total</b>	<b>100%</b>			

## CHINESE AND LITERATURE – OBJECTIVES AND OUTCOMES

A student:

- 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience;
- 1.2 exchanges and justifies opinions and ideas;
- 1.3 uses appropriate features of language in a variety of contexts;
  - 2.1 sequences and structures information and ideas;
  - 2.2 uses a variety of features to convey meaning;
  - 2.3 produces texts appropriate to context, purpose and audience;
  - 2.4 produces texts which are persuasive, creative and discursive;
- 3.1 identifies main points and detailed items of specific information;
- 3.2 summarises and interprets information and ideas;
- 3.3 infers points of view, values, attitudes and emotions from features of language in texts;
- 3.4 compares and contrasts aspects of texts;
- 3.5 presents information in a different form and/or for a different audience;
- 3.6 explains the influence of context in conveying meaning;
- 3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts;
- 3.8 responds to texts personally and critically;
- 4.1 examines and discusses socio cultural elements in texts;
- 4.2 recognises and employs language appropriate to different sociocultural contexts;
- 4.3 compares and contrasts Australian and Chinese communities.

## FRENCH BEGINNERS

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1.Term 1 - Week 9-10	30%	Conversation/ Interview/ Monologue and Response to Written Text	Reading Speaking	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6,3.1, 3.2, 3.3, 3.4
2.Term 2 - Week 6-7	30%	Response to a Spoken Text and Writing Task	Listening Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
3.Term 3 – Week 8-9	40%	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>Total</b>	<b>100%</b>			

## FRENCH BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 establishes and maintains communication in French;
- 1.2 manipulates linguistic structures to express ideas effectively in French;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of French-speaking communities to interact appropriately;
- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of an identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of French-speaking communities in texts;
- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structure to convey information and express original ideas in French;
- 3.4 applies knowledge of the culture of French-speaking communities to the production of texts.

## FRENCH CONTINUERS

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1.Term 1 - Week 9-10	30%	Conversation/Interview/ Monologue and Response to Written Text	Reading Speaking	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
2.Term 2 - Week 6-7	30%	Response to Spoken Text and Writing Task	Listening Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
3.Term 3 - Week 8-9	40%	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
<b>Total</b>	<b>100%</b>			

## FRENCH CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context, purpose and audience;
- 1.3 exchanges and justifies opinion and ideas;
- 1.4 reflects on aspects of past, present and future experience;
- 2.1 applies knowledge of language structures to create original text;\*
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and audience
- 2.3 structures and sequences ideas and information;
- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main ideas;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context;
- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

\* *written or spoken text created by students incorporating their own ideas*

## ITALIAN BEGINNERS

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1.Term 1 - Week 9-10	30%	Conversation/Interview/ Monologue and Response to Written Text	Reading Speaking	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
2.Term 2 - Week 6-7	30%	Response to a Spoken Text and Writing Task	Listening Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
3.Term 3 –Week 8-9	40%	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>Total</b>	<b>100%</b>			

## ITALIAN BEGINNERS – OBJECTIVES AND OUTCOMES

A student :

- 1.1 establishes and maintains communication in Italian;
- 1.2 manipulates linguistic structures to express ideas effectively in Italian;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of Italian-speaking communities to interact appropriately;
- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of and identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts;
- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian;
- 3.4 applies knowledge of the culture of Italian-speaking communities to the production of texts.

## ITALIAN CONTINUERS

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1.Term 1 - Week 9-10	30%	Conversation/Interview/ Monologue and Response to Written Text	Reading Speaking	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
2.Term 2 - Week 6-7	30%	Response to Spoken Text and Writing Task	Listening Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
3.Term 3 - Week 8-9	40%	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
<b>Total</b>	<b>100%</b>			

## ITALIAN CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context, purpose and audience;
- 1.3 exchanges and justifies opinion and ideas;
- 1.4 reflects on aspects of past, present and future experience;
- 2.1 applies knowledge of language structures to create original text;\*
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and audience;
- 2.3 structures and sequences ideas and information;
- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main ideas;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context;
- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

\*written or spoken text created by students incorporating their own ideas

## JAPANESE BEGINNERS

### Assessments 2022

Term	Weighting	Task Description	Component	Outcomes assessed
1.Term 1 - Week 9-10	30%	Conversation/Interview/ Monologue and Response to Written Text	Reading Speaking	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
2.Term 2 - Week 6-7	30%	Response to a Spoken Text and Writing Task	Listening Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
3.Term 3 –Week 8-9	40%	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>Total</b>	<b>100%</b>			

## JAPANESE BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 establishes and maintains communication in Japanese;
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately;
- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of and identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts;
- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structure to convey information and express original ideas in Japanese;
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

## JAPANESE CONTINUERS

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1.Term 1 - Week 9-10	30%	Conversation/Interview/ Monologue and Response to Written Text	Reading Speaking	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
2.Term 2 - Week 6-7	30%	Response to Spoken Text and Writing Task	Listening Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
3.Term 3 - Week 8-9	40%	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
<b>Total</b>	<b>100%</b>			

## JAPANESE CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context, purpose and audience;
- 1.3 exchanges and justifies opinion and ideas;
- 1.4 reflects on aspects of past, present and future experience;
- 2.1 applies knowledge of language structures to create original text;\*
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information;
- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main ideas;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context;
- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

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## SPANISH BEGINNERS

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1.Term 1 - Week 9-10	30%	Conversation/Interview/ Monologue and Response to Written Text	Reading Speaking	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
2.Term 2 - Week 6-7	30%	Response to a Spoken Text and Writing Task	Listening Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
3.Term 3 –Week 8-9	40%	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>Total</b>	<b>100%</b>			

## SPANISH BEGINNERS – OBJECTIVES AND OUTCOMES – Adjustments to online tasks

A student:

- 1.1 establishes and maintains communication in Spanish;
- 1.2 manipulates linguistic structures to express ideas effectively in Spanish;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of Spanish-speaking communities to interact appropriately;
- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of and identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of Spanish -speaking communities in texts;
- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structure to convey information and express original ideas in Spanish;
- 4.4 applies knowledge of the culture of Spanish -speaking communities to the production of texts.

## SPANISH CONTINUERS

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
Term 1 - Week 9-10	30%	Conversation/Interview/ Monologue and Response to Written Text	Reading Speaking	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Term 2 - Week 6-7	30%	Response to Spoken Text and Writing task	Listening Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
Term 3 - Week 8-9	40%	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
<b>Total</b>	<b>100%</b>			

## SPANISH CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context, purpose and audience;
- 1.3 exchanges and justifies opinion and ideas;
- 1.4 reflects on aspects of past, present and future experience;
- 2.1 applies knowledge of language structures to create original text;\*
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information;
- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main ideas;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context;
- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

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## LEGAL STUDIES

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1-Week 7	25%	Research Report - Nature of the Legal System and Response (in-class)	The Legal System	P1, P2, P3, P4, P6, P9
2. Term 2-Week 7	35%	Research - Law Reform	The Individual and the Law	P4, P5, P7, P8, P10
3. Term 3-Week 9	40%	Yearly Examination	Law in Practice	P1, P2, P3, P4, P5, P6, P7, P9, P10
<b>Total</b>	<b>100%</b>			

## LEGAL STUDIES – OBJECTIVES AND OUTCOMES

A student:

P1. identifies and applies legal concepts and terminology;

P2. describes the key features of Australian and international law;

P3. describes the operation of domestic and international legal systems;

P4. discusses the effectiveness of the legal system in addressing issues;

P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change;

P6. explains the nature of the interrelationship between the legal system and society;

P7. evaluates the effectiveness of the law in achieving justice;

P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents;

P9. communicates legal information using well-structured responses;

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

Topics studied:           Part 1:           The Legal System  
                                  Part 2:           The Individual and the Law  
                                  Part 3:           Law in Practice

## MATHEMATICS – INTRODUCTION

### OVERALL SUMMARY OF COURSE ASSESSMENT POLICY

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning.

In addition to the formal assessments outlined below, math students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. Teachers will use a range of assessment strategies, both formal and informal, to plan for, and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc.

The components and weightings for all Year 11 Mathematics courses are as follows:

Component	Weighting
Understanding, Fluency and Communication	50%
Problem Solving, Reasoning and Justification	50%
<b>Total</b>	<b>100 %</b>

#### UNDERSTANDING:

Make connections between experiences and related concepts, and progressively expand and develop ideas

#### FLUENCY:

Recall factual knowledge and concepts, and select and apply appropriate procedures flexibly, accurately and efficiently

#### COMMUNICATION:

Describe, represent, formulate, express and explain mathematical situations, concepts, methods and solutions to problems using a variety of presentations utilising appropriate language, notation and diagrams

#### PROBLEM SOLVING:

Interpret, formulate, investigate, model and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations

#### REASONING:

Analyse, evaluate, explain, infer, generalise, deduce and reach conclusions

#### JUSTIFICATION:

Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, proving results where appropriate.

## MATHEMATICS ADVANCED

### Assessments 2022

Task Number Date	Weighting/ Marks	Task description	Component	Outcomes assessed
1.Term 1 – Week 7	35	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	MA11-1, MA11-2, MA11-9
2.Term 2 – Week 5	25	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9
3.Term 3 – Week 8-9	40	Yearly Examination	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	All Outcomes
<b>Total</b>	<b>100</b>			

The assessment mark for Mathematics Advanced will be out of 100.

## MATHEMATICS ADVANCED – OBJECTIVES AND OUTCOMES

The student:

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

For more detailed information on the Stage 6 content and outcomes refer to the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

## MATHEMATICS - EXTENSION 1

### Assessments 2022

Task Number Date	Weighting/ Marks	Task description	Component	Outcomes assessed
1.Term 1 – Week 8	12	Assignment	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7
2.Term 2 – Week 6	18	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	ME11-1, ME11-2, ME11-3, ME11-7
3.Term 3 – Week 8-9	20	Yearly Examination	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	All outcomes
<b>Total</b>	<b>50</b>			

The assessment mark for Mathematics Extension 1 will be out of 50.

## MATHEMATICS EXTENSION 1 – OBJECTIVES AND OUTCOMES

The student:

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

For more detailed information on the Stage 6 content and outcomes refer to the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

## MATHEMATICS STANDARD

### Assessments 2022

Task Number Date	Weighting/ Marks	Task description	Component	Outcomes assessed
1.Term 1 – Week 7	35	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-10
2.Term 2 – Week 5	25	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	MS11-2, MS11-3, MS11-4, MS11-8, MS11-9, MS11-10
3.Term 3 – Week 8-9	40	Yearly Examination	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	All outcomes
<b>Total</b>	<b>100</b>			

The assessment mark for Mathematics Standard will be out of 100.

## MATHEMATICS STANDARD – OBJECTIVES AND OUTCOMES

The student

1. uses algebraic and graphical techniques to compare alternative solutions to contextual problems **MS11-1**
2. represents information in symbolic, graphical and tabular form **MS11-2**
3. solves problems involving quantity measurement, including accuracy and the choice of relevant units **MS11-3**
4. performs calculations in relation to two-dimensional figures **MS11-4**
5. models relevant financial situations using appropriate tools **MS11-5**
6. makes predictions about everyday situations based on simple mathematical models **MS11-6**
7. develops and carries out simple statistical processes to answer questions posed **MS11-7**
8. solves probability problems involving multistage events **MS11-8**
9. uses appropriate technology to investigate, organise and interpret information in a range of contexts **MS11-9**
10. justifies a response to a given problem using appropriate mathematical terminology and/or calculations **MS11-10**

For more detailed information on the Stage 6 content and outcomes refer to the NESA website:

<http://syllabus.nesa.nsw.edu.au/mathematics-standard-stage6>

## MUSIC 1

### Assessments 2022

Task number Date	Weighting	Task Description	Component	Outcomes assessed
1. Term 1 – Week 8	25%	<u>Mandatory Baroque</u> 1. Viva Voce about Baroque Music. Present a Viva Voce outline – the Viva will be 5 mins in Duration. 2. Aural Question/Test (in-class), including Responding to a Piece of Baroque Music, Analysing using the Musical Concepts.	Baroque Presentation	P2, P3, P4, P5, P6, P7, P8
2. Term 2 - Week 6	35%	<u>18<sup>th</sup> &amp; 19<sup>th</sup> Century Music</u> Compose an Original Song or Work and Arrangement. include the Score (or Notation/Lead Sheet), Process Diary and Recording	Composition	P1, P2, P3, P4, P5, P6, P8, P10
3. Term 3 - Week 7	40%	<u>Music of Culture</u> Performance of a Solo and Ensemble Work Aural and Musicology End of Year Exam (Week 7-9)	Performance Preliminary Yearly Examination	P1, P2, P5, P6, P8, P9, P10, P11, P12
<b>Total</b>	<b>100%</b>			

## MUSIC 1 – OBJECTIVES AND OUTCOMES

Student:

**Objective:** to continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through activities of performance, composition, musicology and aural.

- P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations

**Objective:** to develop the ability to synthesise ideas and evaluate music critically

- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics

**Objective:** to develop an awareness and understanding of the impact of technology on music

- P8 understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied

**Objective:** to develop personal values about music

- P9 identifies, recognises, experiments with, and discusses the use of technology in music
- P10 performs as a means of self-expression and communication
- P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 demonstrates a willingness to accept and use constructive criticism

## MUSIC 2

### Assessments 2022

Task number Date	Weighting	Task Description	Component	Outcomes assessed
1. Term 1 – Week 8	25%	<u>Mandatory Baroque</u> 1. Viva Voce about Baroque Music. Present a Viva Voce Outline – the Viva will be 5 mins in Duration. 2. Aural Question/Test (in-class), including responding to a piece of Baroque Music, Analysing using the musical concepts. 3. Melodic Dictation	Baroque Presentation	P2, P3, P4, P5, P6, P7, P8
2. Term 2 - Week 6	35%	<u>18<sup>th</sup> &amp; 19<sup>th</sup> Century Music - Composition Task</u> Compose a Piece of Chamber Music utilising Classical Composition Techniques. Include a Process Diary, Score and Recording. Perform a Solo Work from the 18 <sup>th</sup> or 19 <sup>th</sup> Century.	Chamber Music	P1, P2, P3, P4, P5, P6, P8, P10
3. Term 3 - Week 7-9	40%	<u>Music of Culture</u> Ensemble Performance. Role of Soloist and Ensemble Member must be clearly identifiable. Aural and Musicology End of Year Exam (Week 7-9)	Solo & Ensemble Performance Preliminary Yearly Examination	P1, P2, P5, P6, P8, P9, P10, P11, P12
<b>Total</b>	<b>100%</b>			

## MUSIC 2 – OBJECTIVES AND OUTCOMES

Student:

**Objective:** To continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through activities of performance, composition, musicology and aural.

- P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations

**Objective:** to develop the ability to synthesise ideas and evaluate music critically

- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics

**Objective:** to develop an awareness and understanding of the impact of technology on music

- P8 understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied

**Objective:** to develop personal values about music

- P9 identifies, recognises, experiments with, and discusses the use of technology in music
- P10 performs as a means of self-expression and communication
- P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 demonstrates a willingness to accept and use constructive criticism

## PDHPE

### Assessments 2022

Task Number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 1 - Week 9	30%	Multimodal Task	Better Health for Individuals Fitness choices	P2, P5, P6, P17
2. Term 2 - Week 10	30%	Test (in-class)	The Body in Motion First Aid	P7, P8, P9, P10, P11, P12
3. Term 3 - Week 8-9	40%	Yearly Examination	First Aid Fitness Choices Better Health for Individuals The Body in Motion	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17
<b>Total</b>	<b>100%</b>			

## PDHPE – OBJECTIVES AND OUTCOMES

A student:

- P1. identifies and examines why individuals give different meanings to health;
- P2. explains how a range of health behaviours affect an individual's health;
- P3. describes how an individual's health is determined by a range of factors;
- P4. evaluates aspects of health over which individuals can exert some control;
- P5. describes factors that contribute to effective health promotion;
- P6. proposes actions that can improve and maintain an individual's health;
- P7. explains how body systems influence the way the body moves;
- P8. describes the components of physical fitness and explains how they are monitored;
- P9. describes biomechanical factors that influence the efficiency of the body in motion;
- P10. plans for participation in physical activity to satisfy a range of individual needs;
- P11. assesses and monitors physical fitness levels and physical activity patterns;
- P12. demonstrates strategies for the assessment, management and prevention of injuries in first aid settings;
- P13. develops, refines and performs movement compositions in order to achieve a specific purpose;
- 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.

## PHILOSOPHY

### Assessments 2022

Task number Date	Weighting/Marks	Task description	Outcomes assessed
1. Term 1: Week 5 & Week 10	10	Communities of Enquiry	KS 1.1 – KS 4.3
2. Term 2: Week 5 & Week 10	10		
3. Term 3 – Week 5	20	Extended Essay: Personal Interest Project	KS 1.1 – KS 4.3
4. Term 3 – Week 8-9	10	Yearly Examination	KS 1.1 – KS 5.3
<b>Total</b>	<b>50</b>		

**Note: the subject is reported out of 50 marks**

## PHILOSOPHY – OBJECTIVES AND OUTCOMES

A student:

KS 1.1 constructs logically valid arguments

KS 1.2 differentiates between logic, rhetoric and fallacies

KS 1.3 asks creative questions which consider issues from multiple perspectives

KS 2.1 understands how knowledge is acquired, justified and applied in a variety of fields

KS 2.2 presents knowledge with justification

KS 2.3 critically examines the validity of knowledge from multiple philosophical and scientific perspectives

KS 3.1 develops an understanding of models of ethical decision-making

KS 3.2 applies ethics to evaluate a range of decisions and consequences

KS 4.1 differentiates between appearance and reality

KS 4.2 understands the complexity of the human condition

KS 4.3 demonstrates understanding of a variety of philosophical theories when discussing metaphysical problems

KS 5.1 communicates ideas effectively, using a range of modes, media and technologies

KS 5.2 conducts independent research using a variety of research tools

KS 5.3 synthesises information from multiple sources

## PHYSICS

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed
1.Term 1 - Week 8	25%	Practical Investigations and Experimental Reports	1,2,3,4,7,8
2.Term 2 - Week 8	35%	Based on Depth Study	1, 2, 3, 4, 5, 7,10
3.Term 3 - Week 9	40%	Yearly Examination	1,4,5,6,7,8,9,10,11
<b>Total</b>	<b>100%</b>		

## PHYSICS – OBJECTIVES AND OUTCOMES

A student:

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

## PSYCHOLOGY

### Assessments 2022

Task number Date	Weighting/ Marks	Task description	Outcomes assessed
1.Term 1 - Week 9	15	Presentation	1.1, 1.2, 1.3
2.Term 2 - Week 7-8	15	Research Task	2.1, 2.2, 2.3
3.Term 3 - Week 8-9	20	Yearly Examination	2.1, 2.2, 2.3, 3.1,3.2, 3.3, 4.1, 4.2, 4.3
<b>Total Marks</b>	<b>50</b>		

**Note: As this is a one unit subject marks on reports will be out of 50.**

## PSYCHOLOGY – OBJECTIVES AND OUTCOMES

A student will be able to:

- 1.1 identifies the major historical advances in the study of psychology;
- 1.2 explains the contributions made by animal behaviourists to the understanding of learned and instinctive human behaviour;
- 1.3 analyses the parallels with and the differences between animal and human structures;
- 2.1 researches and analyses contributions of several noted animal behaviourists to the overall study of psychology;
- 2.2 analyses the biological and non-biological basis of human behavior, both learned and unlearned;
- 2.3 compares cognitive processes and their roles in learning and learned behaviour;
- 3.1 researches and explains the concept of mental health;
- 3.2 researches the nature and treatment of mental illness;
- 3.3 compares survey and sampling methods of psychological investigations;
- 4.1 plans, conducts and evaluates first and second hand investigations of human and animal behaviour;
- 4.2 develops the skills of scientific report writing and oral presentation of findings;
- 4.3 reviews the validity and reliability of data including statistical data collected from investigations.

## SOCIETY AND CULTURE

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1.Term 1 - Week 7	25%	Multimedia	Social & Cultural World	1, 2, 3, 6, 7
2.Term 2 - Week 8	35%	Research Essay - approx.1000 words	Personal & Social Identity	5, 8, 9, 10, 11
3.Term 3 - Week 8-9	40%	Yearly Examination: Multiple Choice, Short Answers, Structured and Unstructured Extended Response	Intercultural Communication Concepts & Methodologies	1, 2, 4, 5, 6
<b>Total</b>	<b>100%</b>			

## SOCIETY AND CULTURE – OBJECTIVES AND OUTCOMES

A student:

1. describes the interaction between persons, societies, cultures and environments across time;
2. identifies and describes relationships within and between social and cultural groups;
3. describes cultural diversity and commonality within societies and cultures;
4. explains continuity and change, and their implications for societies and cultures;
5. investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society;
6. differentiates between, and applies, the methodologies of social and cultural research;
7. applies appropriate language and concepts associated with society and culture;
8. selects, organises and considers information and sources for usefulness, validity and bias;
9. plans an investigation and analyses information from a variety of perspectives and sources;
10. communicates information, ideas and issues using appropriate written, oral and graphic forms;
11. works independently and in groups to achieve appropriate goals in set timelines.

## SOFTWARE DESIGN AND DEVELOPMENT

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1.Term 1 - Week 8	30%	Coding Problem Tasks	Concepts and Issues in the Design and Development of Software	1.2, 2.2, 3.1, 4.1, 6.3
2.Term 3 - Week 5	40%	Coding Project	Introduction to Software Development Developing Software Solutions	1.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3.
3.Term 3 - Week 8-9	30%	Yearly Examination		All - except 5.2, 6.2 6.3
<b>Total</b>	<b>100%</b>			

## SOFTWARE DESIGN AND DEVELOPMENT – OBJECTIVES AND OUTCOMES

A student:

- 1.1 describes the functions of hardware and software;
- 1.2 describes and uses appropriate data types;
- 1.3 describes the interactions between the elements of a computer system;
- 2.1 describes developments in the levels of programming languages;
- 2.2 describes the effects of program language development on current practices;
- 3.1 identifies the issues relating to the use of software solutions;
- 4.1 analyses a given problem in order to generate a computer-based solution;
- 4.2 investigates a structured approach in the design and implementation of a software solution;
- 4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches;
- 5.1 uses and justifies the need for appropriate project management techniques;
- 5.2 uses and develops documentation to communicate software solutions to others;
- 6.1 describes the skills involved in software development;
- 6.2 communicates with appropriate personnel throughout the software development process;
- 6.3 designs and constructs software solutions with appropriate interfaces.

## TEXTILES AND DESIGN

### Assessments 2022

Task number Date	Weighting	Task description	Component	Outcomes assessed
1. Term 2 - Week 3	30%	Project 1: Portfolio	Design, Project & Portfolio 1.	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1
2. Term 3 - Week 6	30%	Project 2: Portfolio	Properties & Performance. Project & Portfolio 2.	P2.1, P2.2, P2.3, P4.1
3. Term 3 - Week 8-9	40%	Yearly Examination	Design, Properties & Performance; ATCFAI	P1.1, P3.1, P3.2, P5.1, P5.2, P6.1
<b>Total</b>	<b>100%</b>			

## TEXTILES AND DESIGN – OBJECTIVES AND OUTCOMES

A student:

- P1.1 describes the elements and principles of design and uses them in a variety of applications;
- P1.2 identifies the functional and aesthetic requirements and features of a range of textile items;
- P2.1 demonstrates the use of a variety of communication skills, including computer-based technology;
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment;
- P2.3 manages the design and manufacture of textile projects;
- P3.1 identifies properties of a variety of fabrics, yarns and fibres;
- P3.2 justifies the selection of fabrics, yarns and fibres for end-uses;
- P4.1 identifies and selects textiles for specific end-user based on analysis of experimentation;
- P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context;
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries (ATCFAI);
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society.

## VISUAL ARTS

### Assessments 2022

Date Task Number	Weighting	Task description	Component	Outcomes assessed
1. Term 1 - Week 10	35%	▶ 20 % Body of Work ▶ 5 %VAPD ▶ 10% Short Answer Response	Artmaking Art Criticism/Art History	P1-6 P7-10
2. Term 2 - Week 10	45%	▶ 20 % Body of Work ▶ 5 %VAPD ▶ 20% Extended Response	Artmaking Art Criticism/Art History	P1-6 P7-10
3. Term 3 - Week 8-9	20%	Yearly Examination	Art Criticism/Art History	P7-10
<b>Total</b>	<b>100%</b>			

**These tasks may vary slightly. Notification will be given to students if this happens.**

**All tasks will be placed on the EDMODO school website.**

**VAPD – Visual Art Process Diary**

## VISUAL ARTS – OBJECTIVES AND OUTCOMES

A student:

- P1: explores the conventions of practice in artmaking
- P2: explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3: identified 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



## **ATTACHMENT 1**

(Page1/2)

### **Application to Head Teacher for consideration in relation to an Assessment Task or Examination**

Students must apply for consideration regarding any missed assessment task or examination. Documentation, as detailed in the MHS Assessment Policies Booklet, must accompany any application. The Head Teacher and the faculty involved will consider each application, on its merits, and the student will be advised of the outcome via this form.

Note that in the event that an assessment task/examination is missed, it is the responsibility of the student to notify the school without delay and to contact the relevant Head Teacher on the **first** day of attendance, after the missed task. Refer to point 6 of Rules of Assessment. If the consideration is granted then, as written in the Assessment policies booklet:

- a substitute task/exam may be granted,                      **or**
- an estimate may be given.

If, after careful consideration, the student, and/or parent(s) consider that there are grounds to appeal the Head Teacher's decision, the section of the form relating to appeals should be completed and submitted with relevant supporting documentation to the Principal. The Principal will form an appeals panel. This panel will meet to determine the outcome of the appeal.

**After final deliberations, a copy of the form is to be included in the student's file.**

**ATTACHMENT 1**  
**(Page2/2)**

**APPLICATION TO HEAD TEACHER FOR CONSIDERATION IN RELATION TO**  
**AN ASSESSMENT TASK/EXAMINATION**

Name: _____	Roll Class: _____		
Course: _____	Teacher: _____		
Assessment task/exam _____	Due date: _____		
Person contacted at the school : _____			
Method of contact:	Phone: <input type="checkbox"/>	Email: <input type="checkbox"/>	In person: <input type="checkbox"/>
Student signature: .....		Date: .....	
Medical certificate attached: <input type="checkbox"/>	Other documentation attached: <input type="checkbox"/>		

Reasons for the consideration. (Attach documentation as necessary).

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Head Teacher's decision:

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Reasons for appeal – (if applicable).

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Appeals Panel decision:

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**SUMMARY OF ALL ASSESSMENT TASKS  
FOR PRELIMINARY COURSES 2022**

**Term 4 – 2021**

Week	Weighting	Weighting/ Subject	Task
7	10%	D&T Accelerated	<u>Presentation</u> : Designing & Producing 10% Prototyping 5% Innovation & Emerging Technologies, Designing & Producing 5%

**Term 1 – 2022**

Week	Weighting/ Marks	Subject	Task
3	Competency 30%	Entertainment Industry Textiles and Design	<u>White Card</u> : Prior to WPL <u>Project 1</u> : Portfolio
5&10	10/50	Philosophy	Communities of Enquiry
6	25% 30%	D&T Accelerated Engineering	<u>Prototyping Task</u> : Designing & Producing 5% , Prototyping 20% <u>Research Task</u> : Products
7	20% 30% 30% 25% 35/100 35/100 25%	D&T Standard Drama IT – Timber Legal Studies Mathematics Advanced Mathematics Standard Society and Culture	Design Industry Individual Performance: Improvisation, Play-Building, Acting Projects & Design Portfolio <u>Research Report</u> : Nature of the Legal System and Response (in-class) Written Test Written Test <u>Multimedia</u> : Social and Cultural World
8	25% 30% 25% 30% 25% 30% 30% 12/50 25% 25% 25% 30%	Biology Business Studies Chemistry Chinese and Literature EES English EAL/D History Modern Mathematics Extension 1 Music 1 Music 2 Physics Software & Development	Research Task <u>Presentation</u> : Nature of Business, Business Management Research Task Spoken Exchange, Reading and Responding Research Task Podcast (including listening, speaking and writing) <u>Source Analysis</u> : Case Study 1 – Meiji Restoration Assignment Baroque Presentation Baroque Presentation Practical Investigations and Experimental Reports <u>Coding Problem Tasks</u> : Concept & Issues in the Design & Development of software
8-9	10%	Dance	<u>Research Task</u> : Appreciation
9	30% 30% 30% 25% Competency Competency 30% 15/50	Economics English Advanced English Standard Geography Hospitality Entertainment Industry PDHPE Psychology	<u>Research Task (hand-in)</u> : Comparing Economies Common Module, Multimodal Task: Representation Common Module, Multimodal Task: Representation <u>Geographic Skills (in class)</u> : Biophysical Interactions <u>Getting Ready for Work</u> : Use Hygienic Practices for Food Safety and Participate in Safe Work Practices <u>Safe and Sound</u> : Undertake live audio operations, Apply work health & safety practices <u>Multimodal Task</u> : Better Health for Individuals, Fitness Choices Presentation
9-10	30% 30% 30% 30% 30% 30% 30% 30% 30%	Chinese Continuers French Beginners French Continuers Italian Beginners Italian Continuers Japanese Beginners Japanese Continuers Spanish Beginners Spanish Continuers	Conversation/Interview/Monologue and Response to Written Text Conversation/Interview/Monologue and Response to Written Text
10	25% 35%	History Ancient Visual Arts	<u>Source Portfolio</u> : Investigating the Past Body of Work (20%), VAPD (5%), Short Answer Response (10%)

Term 2 – 2022

Week	Weighting/ Marks	Subject	Task
1	15/50	English Extension 1	<u>Writing</u> : Perfect Worlds – Sustained Critical
2	10%	Geography	<u>SGP – Part A</u> ; SGP Fieldwork
4	25%	D&T Accelerated	<u>Written Task</u> : Designing & Producing 10% Innovation & Emerging Technologies, Designing & Producing 15%
	30%	IT - Multimedia	<u>Project 1</u> : Print Media/Website
5	25/100	Mathematics Advanced	Written Test
	25/100	Mathematics Standard	Written Test
5-6	40%	Dance	<u>Work in Progress Tasks</u> : Core Performance (20% and Core Composition 20%)
5&10	10/50	Philosophy	Communities of Enquiry
6	30%	Business Studies	<u>Business Report</u> : Business Management & Business Planning
	40%	Drama	<u>Essay and Workshop Design Task</u> : <i>Can't Pay Won't Pay – Dario Fo</i>
	30%	English Advanced	Writing: Module A – Sustained Critical
	30%	English Standard	Writing: Module A – Sustained Critical
	35%	History Ancient	<u>Research Task</u> : Historical Investigation
	18/50	Mathematics Extension 1	Written Test
	35%	Music 1	<u>Composition</u> : 18 <sup>th</sup> and 19 <sup>th</sup> Century Music
	35%	Music 2	<u>Composition</u> : Chamber Music
6-7	35%	Chemistry	Based on Depth Study
	30%	Chinese Continuers	Response to Spoken Text and Writing Task
	30%	French Beginners	Response to Spoken Text and Writing Task
	30%	French Continuers	Response to Spoken Text and Writing Task
	30%	Italian Beginners	Response to Spoken Text and Writing Task
	30%	Italian Continuers	Response to Spoken Text and Writing Task
	30%	Japanese Beginners	Response to Spoken Text and Writing Task
	30%	Japanese Continuers	Response to Spoken Text and Writing Task
	30%	Spanish Beginners	Response to Spoken Text and Writing Task
	30%	Spanish Continuers	Response to Spoken Text and Writing Task
7	50%	D&T Standard	Designing and Producing
	40%	English Advanced	<u>Yearly Examination</u> : Short Answer, Creative & Critical – Reading & Writing
	35%	Legal Studies	<u>Research</u> : Law Reform - The Individual and the Law
7-8	15/50	Psychology	Research Task
8	35%	Biology	Based on Depth Study
	35%	EES	Based on Depth Study
	30%	Economics	<u>Research (in class response)</u> : Labour Markets
	30%	Engineering	<u>Engineering Report</u> : Braking Systems
	30%	English EAL/D	Point of View Writing Task
	30%	History Modern	<u>Research and Presentation</u> : Historical Investigation
	Competency	Hospitality	<u>Intro to the Commercial Kitchen</u> : Clean kitchen premises & Equipment, Use Food Preparation
	35%	Physics	Equipment
	35%	Society and Culture	Based on Depth Study
			<u>Research Essay (approx. 1000 words)</u> : Personal and Social Identity
9	Competency	Entertainment Industry	<u>Bump in the Light</u> : Operate basic lighting, Assist with bump in and bump out of shows
10	30%	PDHPE	Test (in-class)
	45%	Visual Arts	Body of Work (20%), VAPD (5%), Extended Response (20%)

