CRANE BROOK HIGH SCHOOL

ASSESSMENT SCHEDULES FOR

YEAR 11

2013
INDEX

1 Introduction
2 General Information
3 Failure to Complete Assessment Task
4 Absences
5 Assessment Tasks
6 Feedback on Results
7 Student Guidelines
8 Standard English
9 Advanced English
10 English Extension
11 Drama
12 General Mathematics
13 Mathematics - 2 Unit
14 Mathematics - 3 Unit
15 Agriculture
16 Geography
17 Biology
18 Chemistry
19 Physics
20 Senior Science
21 Ancient History
22 Modern History
23 Business Studies
24 Legal Studies
25 Engineering Studies
26 Community and Family Studies
27 Exploring Early Childhood
28 Food Technology
29 Information Processes and Technology
30 Industrial Technology - Wood
31 Industrial Technology - Metal
32 Visual Arts
33 Photography
34 Visual Design
35 Music
36 PD Health PE
37 Dance
38 Sport Leisure and Recreation
39 Work Studies
40 Assessment Task Appeal
41 Assessment Calendar
Introduction

This assessment booklet is designed to provide you with information regarding your assessment program in Year 11. The information in this booklet is critical because it provides you with the framework to develop your learning and study plan and to allocate your time efficiently and effectively.

There are four reasons that we have an assessment program. The first is for the school to measure your learning achievements or the achievement of outcomes for each course that you have studied. The second reason is for you to add to your learning and therefore improve your learning outcomes. The third reason is that it provides us with the formal basis for reporting at the end of each semester. The final reason is that it provides you with a school-based result that is entered with the Board of Studies for the Higher School Certificate.

This booklet also outlines your rights and responsibilities in the assessment process and provides you with the basic rules of assessment. The General Information section also gives you the guidelines to ensure that the assessment process is applied consistently and without discrimination.

The end-point of the assessment program is the formal reports that are provided to parents and the wider community. The reports not only describe your achievement in the outcomes of the course, but also provide a comment on how you have applied yourself and interacted with other students in your class.

You need to become very familiar with this booklet. You need to understand that the demands that are placed upon you by your teachers reflect that you are now in the most senior part of the school. You also need to remember that there are many different ways that subjects assess their students. This includes essays, tests, assignments, field work, reports, practical tasks, major works, diaries or speeches.

We will provide you with support to achieve your best, but you need to remember that to achieve your best throughout the assessment process, you need to make your own commitment to succeed.

D. Summerhayes
Principal
General Information

- Each subject you are studying has two parts: the Preliminary Course and the Higher School Certificate Course. The Preliminary Course is usually done in Year 11 and the HSC Course is usually completed in Year 12.

- You must have satisfactorily completed the Preliminary Course in a subject before you can go on to the HSC Course in that same subject.

- Satisfactory completion of the Preliminary Course in any subject will be determined by the school. This will be done by looking at your results on assessment tasks and other course requirements.

- One assessment task may be used to measure a variety of outcomes.

- In the HSC Course, the assessment mark determined by the school is used by the Board Of Studies in their formal HSC results.

- A full list of HSC Assessment tasks will be provided in Term 4 of the year prior to the HSC. It shows the subject, type of assessment task and the relevant date. Use this list to fill in your own personal assessment calendar. Some changes may be negotiated with you by your teachers.

- When the dates for examination are finalised it may be necessary to adjust some of the dates for assessment tasks. Students will be given written notice of any changes when the examination dates are finalised.

- Your class teacher will provide you with more detailed information about the task. If there is a change of date for the assessment task, at least ten school days notice will be given.

- If an assessment task fails to rank students effectively, an alternative task may be set. You will receive ten school days notice of this change.

- If you miss lessons it is your responsibility to find out if any information about assessment tasks was given out during the period of absence in addition to catching up any missed work. In cases of prolonged absence you should request that school work be sent home for you to complete.

- If you don’t understand what is required of you in any assessment task or tasks it is your responsibility to seek help from your class teacher, the Head Teacher, your Student Adviser or the Leading Teacher.

- You will need to attend each lesson and complete all class work. The Board may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been unsatisfactory.

It is your responsibility to carefully read and understand this information.
FAILURE TO COMPLETE AN ASSESSMENT TASK

The exact date of an assessment task will be provided by your classroom teacher at least ten school days before it is due.

Failure to submit any assessment task on the due date will result in a zero mark unless there is documented evidence of illness or misadventure. (See ‘Explained absence for assessment tasks’ – on the next page).

To be allowed to sit for the Higher School Certificate examination you must submit assessment tasks worth more than 50% of the total assessment schedule.

Please Note

Term 1: 30/01/12 - 05/04/12
Term 2: 24/04/12 - 19/06/12
Term 3: 17/07/12 - 21/09/12
Term 4: 08/10/12 - 19/12/12
ABSENCES

Explained Absences For Assessment Tasks

For a short term absence where you have been genuinely sick on the due date, or day of the assessment task, a doctor’s certificate must be given to the appropriate Head Teacher with a completed illness/accident/misadventure form. You may still be required to complete the task or a substitute task. Forms are available from the Deputy Principal and must be completed as soon as you return to school.

Where you have had an accident or other misadventure, a letter from your parents must be given to the Deputy Principal Curriculum with a completed illness/accident/misadventure form. You will usually be required to complete the task or a substitute task.

In rare cases, such as extended illness, it is possible for the school to give an estimate for a missed assessment task. This can only be considered if the Principal has been provided with the relevant documentation.

Extended illness, or other approved extended leave may result in the failure of a student to meet mandatory requirements for the award of a Preliminary Certificate even with supporting documentation. This is in line with the Board of Studies policy.

Unexplained Absences For Assessment Tasks

♦ In all cases and for all students, any unexplained absence from an assessment task will result in zero being awarded for that task.

Failure to complete Preliminary requirements

♦ To satisfy the requirements for your Preliminary course and your Higher School Certificate course, you must have satisfactorily completed the course. This means more than just completing assessment tasks. Each of your courses will outline what satisfactory course completion means. In general, failure to satisfactorily complete a course may occur if:

  i. you miss sufficient experiences that are required in the course, e.g. assignments, practical work, participation in class activities etc. Many of these experiences are not formally assessed but they are still necessary for satisfactory completion of the course.
  ii. you do not make a genuine attempt at either examination or assessment tasks totalling 50% or more. It is a matter for the teacher’s judgement whether an attempt is genuine.

♦ The non-completion of an assessment task or the non-application to course work may result in the student receiving a Non Completion of Course ("N") Determination warning. This is a warning that you may be awarded an "N" Determination for that subject. These "N" Determination warning can be redeemed if the work is completed within two weeks of the warning is issued. Students will be provided with a written warning.

♦ Within the guidelines outlined, if you accumulate 2 or more ‘N Determination warnings’ in any Preliminary or HSC course, you will be regarded as not having satisfactorily completed that course. This means you will have to repeat that course before being able to begin the HSC course in that subject.

♦ The Board of Studies has provision to appeal a Non Completion of Course Determination. This information is available through the school and the Board of Studies.
Nature, Type And Value Of Assessment Tasks

An Assessment Calendar will be provided for you next year for your HSC courses which identifies indicative date of the task, the type of task and its value.

Procedures For Tasks

It is your own responsibility to hand in your own work to your class teacher or the Head Teacher concerned. Each faculty has its own method of recording the submission of assessment tasks. In many cases this involves you being given a receipt. Keep these receipts for your own protection. If an assignment is lost by your teacher, you must be able to produce your receipt to avoid a zero mark.

Feedback And Queries On Results

Teachers will generally provide you with meaningful and helpful advice when assessment tasks are returned to you. This may include marks, grades, rankings, written or verbal comments etc. You should make careful note of this advice as a guide for improving your performance. Teachers may also provide you with your cumulative ranking at any time throughout the year. However, although you will be given your final ranking, teachers are not permitted to disclose your actual final mark.

Students Must Submit Original Work

Students must submit their own original work. Any work copied from other sources must be acknowledged clearly. The method may vary from subject to subject. If your teacher does not specify the method they would like used then follow those suggested below.

METHOD 1 — FROM A BOOK

Print the copied section in italics with an acknowledgement of the author, include the page number. Then put the book in your references with the author’s name.

i.e. *To be or not to be, that is the question* (*Shakespeare, P112*)

References:
The Complete Works of William Shakespeare, (William Shakespeare)

METHOD 2 — FROM THE INTERNET

Print the copied section in italics with an acknowledgement of the author. Then put the web address in your references with the author’s name.

i.e. *Researchers found individuals are at "no substantial risk" of developing the tumour within 10 years of starting to use a mobile phone* (Jo Best)

References:
http://networks.silicon.com/mobile/0,39024665,39151827,00.htm, (Jo Best)

Students who do not acknowledge the source of their work will receive zero for the task.

Students should not provide other students with copies of their own assessment work. If another student uses your work as the basis of their own assessment task you will both receive zero for the assessment task. This will be considered malpractice and will contribute to an ‘N Determination’.

Procedures for tasks

It is your personal responsibility to hand in your own work to your class teacher or the Head Teacher concerned. Each faculty has its own method of recording the submission of assessment tasks. In many cases this involves you being given a receipt. Keep these receipts for your own records. If an assignment is lost by your teacher, you must be able to produce your receipt to avoid a zero mark.
Feedback and Queries on Results

Teachers will generally provide you with meaningful and helpful advice when assessment tasks are returned to you. This may include marks, grades, rankings, written or verbal comments etc. You should make careful note of this advice as a guide for improving your performance. Teachers may also provide you with your cumulative ranking at any time throughout the year. However, although you will be given your final ranking, teachers are not permitted to disclose your actual final mark.

Mistakes in marking can only be corrected at the time your assessment tasks are returned to you.

Students Must Submit Original Work

Students must submit their own original work. Any work copied from other sources must be acknowledged clearly. The method may vary from subject to subject. If your teacher does not specify the method they would like used then follow those suggested below.

METHOD 1 — FROM A BOOK -

Print the copied section in italics with an acknowledgement of the author, include the page number. Then put the book in your references with the author’s name.

i.e. To be or not to be, that is the question (Shakespeare, P112)

References:
The Complete Works of William Shakespeare, (William Shakespeare)

METHOD 2 — FROM THE INTERNET -

Print the copied section in italics with an acknowledgement of the author. Then put the web address in your references with the author’s name.

i.e. Researchers found individuals are at “no substantial risk” of developing the tumour within 10 years of starting to use a mobile phone (Jo Best)

References:
http://networks.silicon.com/mobile/0,39024665,39151827,00.htm, (Jo Best)

Students who do not acknowledge the source of their work will receive zero for the task.

Students should not provide other students with copies of their own assessment work. If another student uses your work as the basis of their own assessment task you will both receive zero for the assessment task. This will be considered malpractice and will contribute to an ‘N Determination’.

Mistakes in marking

Mistakes of marking can only be corrected at the time your assessment tasks are returned to you.

You Can Always Ask For Further Advice

Your class teacher, the Head Teacher, Deputy Principal and Principal will give you all possible assistance if you ask for it. But remember, it is your responsibility to ask for the help, and you must be genuine in helping yourself progress as well as possible.

Technology

When a student wishes to hand in work done on non-school computers (technology), it is the student’s responsibility to ensure it is compatible with the equipment currently available within the school. Students should also supply the teacher with a printed copy of the task (unless other provisions have been made by the teacher). Remember to back up your work on a disk. Equipment failure, hardware or software incompatibility or failure of school equipment to read a disk is the student’s responsibility and the student will be deemed not to have handed in the task on time.
Student Guidelines For Examinations At Cranebrook High School

Examinations are an important part of your progress through the senior school. They help in gauging your progress, and in almost all cases, are an integral part of the assessment process in the school.

Please find following guidelines that outline student responsibilities and general organisation for major examinations at Cranebrook High School.

Organisation

Students:

♦ Are not required at school unless they have an examination to attend.
♦ Are responsible for reading their examination timetable and ensuring they attend ALL examinations. Students should be at the examination venue at least 10 minutes before the timetabled start of the examination.
♦ Must supply a medical certificate to cover absence from an examination.
♦ Should ensure they have **all the necessary equipment** for each examination. No borrowing of equipment is permitted in the examination room.
♦ Should ensure that each question is numbered on their answer sheet **even if no attempt has been made to answer it**.
♦ Are not permitted to leave the examination room in the first two hours of an examination or the last 30 minutes (NB. This means no student will leave an examination that is 2 hours or less in duration.)
♦ Are not required to “**swipe on**” during the exam period.
♦ Complete the attendance card placed on each desk.

Required Behaviour

To be fair to all students attempting to complete their examination, strict rules governing behaviour are necessary. Disruptive behaviour of any sort will result in removal from the examination.

♦ **No food or drink** is permitted in the examination room.
♦ **No electronic devices**, including watches, walkmans or mobile phones are permitted in the examination room.
♦ Students should **comply with the school rules** governing the wearing of hats inside the hall i.e. hats removed and placed under the table.
♦ Once seated, students should **remain silent** and not communicate with other students without the permission of an examination supervisor.
♦ Students should **face the front** at all times.
♦ Students wishing to leave an examination early should **raise their hand and seek the permission** of an examination supervisor.
♦ Students **will not be permitted to leave the examination room** for the toilet during the first two hours of an examination. Students with a medical condition requiring more frequent use of the toilet should supply a note to the Year Adviser and Deputy Principal before the examination period.
♦ Non serious attempts in any examination will not be marked. In addition, examination papers with offensive writing or graffiti **will not be marked**.

Students who disrupt an examination will be removed from the venue. These students should report directly to the Deputy Principal.

**Students removed from an examination will be awarded a mark of zero for that examination, pending an appeal to the principal.**
Standard English

Report Outcomes

Semester 1
- demonstrate knowledge and understanding of the contexts, purposes and audiences of texts.
- demonstrate knowledge and understanding of the forms and features of language, and the structures of texts.
- demonstrate skills in responding to and composing a range of texts.
- demonstrate skills in individual and collaborative learning.
- demonstrate skills in investigation, imaginative and critical thinking, and synthesis of ideas.
- demonstrate skills in reflection as a way to review, reconsider and refine meaning.

Semester 2
- demonstrate knowledge and understanding of the contexts, purposes and audiences of texts.
- demonstrate knowledge and understanding of the forms and features of language, and the structures of texts.
- demonstrate skills in responding to and composing a range of texts.
- demonstrate skills in individual and collaborative learning.
- demonstrate skills in investigation, imaginative and critical thinking, and synthesis of ideas.
- demonstrate skills in reflection as a way to review, reconsider and refine meaning.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 9</td>
<td>Area of Study</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 2</td>
<td>Mid Year Examination</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 8</td>
<td>Module 1</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 6</td>
<td>Module 2</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 11</td>
<td>Yearly Examination</td>
<td>20</td>
</tr>
</tbody>
</table>
Advanced English

Report Outcomes

**Semester 1**
- demonstrate knowledge and understanding of the purposes and effects of a range of textual forms in context.
- demonstrate knowledge and understanding of the ways in which language forms, features and structures shape meaning in a variety of textual forms.
- demonstrate skills in responding to and composing a range of complex texts.
- demonstrate skills in independent investigation, individual and collaborative learning.
- demonstrate skills in imaginative, critical and reflective thinking about meaning.
- demonstrate skills in reflection as a way to evaluate processes of composing, responding and learning.

**Semester 2**
- demonstrate knowledge and understanding of the purposes and effects of a range of textual forms in context.
- demonstrate knowledge and understanding of the ways in which language forms, features and structures shape meaning in a variety of textual forms.
- demonstrate skills in responding to and composing a range of complex texts.
- demonstrate skills in independent investigation, individual and collaborative learning.
- demonstrate skills in imaginative, critical and reflective thinking about meaning.
- demonstrate skills in reflection as a way to evaluate processes of composing, responding and learning.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Area of Study Task 1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 10</td>
<td>Area of Study Task 2</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 2</td>
<td>Mid Year Examination</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 6</td>
<td>Module 1</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Term 2 Week 8</td>
<td>Module 2</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Term 3 Week 11</td>
<td>Yearly Examination</td>
<td>25</td>
</tr>
</tbody>
</table>
English Extension

Report Outcomes

**Semester 1**
- demonstrate knowledge and understanding of how and why texts are valued and perceived as culturally significant.
- demonstrate knowledge of the way language shapes and reflects values in texts.
- demonstrate skills in extensive independent investigation.
- demonstrate skills in composing complex and sustained texts in a range of modes for a variety of audiences and purposes.

**Semester 2**
- demonstrate knowledge and understanding of how and why texts are valued and perceived as culturally significant.
- demonstrate knowledge of the way language shapes and reflects values in texts.
- demonstrate skills in extensive independent investigation.
- demonstrate skills in composing complex and sustained texts in a range of modes for a variety of audiences and purposes.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 8</td>
<td>Essay</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 2</td>
<td>Mid Course Examination</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 8</td>
<td>Oral</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 5</td>
<td>Independent Research</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 11</td>
<td>Yearly Examination</td>
<td>20</td>
</tr>
</tbody>
</table>
Drama

Report Outcomes

Semester 1
• use voice and movement to create and sustain a character.
• explore ideas and situations and express them imaginatively through enactment.
• analyse media and material to develop and refine ideas and scripts in writing.
• use appropriate terminology to describe the elements of drama and performance.

Semester 2
• demonstrate performance skills appropriate to a variety of styles and media.
• recognise, use and manipulate the different elements of production.
• identify the roles of different people in the production process.
• demonstrate directorial skills to communicate meaning in dramatic action.
• analyse the variety of influences that have impacted upon drama and theatre.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 11</td>
<td>Method Acting Duologue</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Term 2</td>
<td>Half-Yearly Examination</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 10</td>
<td>Commedia Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 2 Week 10</td>
<td>Commedia Individual Project</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 8</td>
<td>Major Performance</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Term 3 Week 10</td>
<td>Yearly Examination</td>
<td>20</td>
</tr>
</tbody>
</table>
General Mathematics

Report Outcomes

Semester 1
- perform calculations involving personal income, create budgets and interpret household bills.
- work with units of measurement, perform calculations with rates and ratios.
- determine area and volume of a variety of 2D and 3D shapes and solve practical problems.
- simplify and work with algebraic expressions.

Semester 2
- work with algebraic expressions, sketch linear expressions and determine gradients.
- perform calculations involving simple and compound interest, inflation, appreciated and depreciated values.
- solve problems involving income, taxation and the share market.
- create statistical graphs, describe features of each type of graph, define and determine mean, mode and median.
- apply the properties of similarity to solve problems in everyday life.

Some minor variation to outcomes may occur.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 8 / 9</td>
<td>Assessment Test</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Week 4</td>
<td>Research Assignment</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>50</td>
</tr>
</tbody>
</table>
Mathematics—2 Unit

Report Outcomes

Semester 1
• demonstrate proficiency in the application of rational numbers and perform operations with expressions involving surds.
• perform operations with and simplify algebraic expressions.
• factorise linear, quadratic algebraic expressions.
• solve linear, quadratic, simultaneous and absolute value equations and inequalities.
• sketch a variety of relations, investigate their properties, determine domain and range and shade regions on the number plane.
• understand and use information conveyed in geometrical figures to solve problems and outline a proof.

Semester 2
• determine the equation of a line in y-intercept, general and point-gradient form.
• simplify and evaluate trigonometric expressions using identities, apply trigonometric formulae to determine lengths, areas and angles.
• solve geometrical problems involving linear functions by implementing knowledge of co-ordinate geometry.
• perform basic processes of differentiation and solve related problems.
• understand the properties of quadratic and polynomials and apply them to real life situations.
• determine the probability of outcomes in various real life situations.

Some minor variation to outcomes may occur.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 8 / 9</td>
<td>Assessment Test</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Week 4</td>
<td>Research Assignment</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>50</td>
</tr>
</tbody>
</table>
Mathematics—3 Unit

Report Outcomes

Semester 1
- work with difficult algebraic expressions.
- solve harder inequalities with the unknown in the denominator.
- perform arithmetic operations with polynomials.
- use polynomial theorems to factorise and sketch the graphs of polynomial functions.
- demonstrate an understanding of the relationship between coefficients and roots of polynomial functions.
- state geometric properties of circles and use these to solve problems.

Semester 2
- apply the properties of circles in solving harder numerical and theoretical problems.
- determine the angle between two lines on the rational number plane.
- derive the co-ordinates of points by dividing an interval internally or externally in a given ratio.
- simplify and evaluate trigonometric expressions using harder identities solve trigonometric equations.
- understand and apply the numerical aspects of arrangements and selections.
- carry out a proof using the method of Mathematical Induction.

Some minor variation to outcomes may occur.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 8 / 9</td>
<td>Assessment Test</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Week 4</td>
<td>Research Assignment</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>50</td>
</tr>
</tbody>
</table>
Agriculture

Report Outcomes

**Semester 1**
- describes the complex, dynamic and interactive nature of agricultural production systems.
- describes the factors that influence agricultural systems.
- describes the farm as a basic unit of production.
- explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.
- investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

**Semester 2**
- describes the biological and physical resources and applies the processes that cause changes in plant production systems.
- describes the biological and physical resources and applies the processes that cause changes in animal production systems.
- explains the role of decision-making in management and marketing of agricultural products in response to consumer and market requirements.
- applies the principles and procedures of experimental design and agricultural research.
- investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Part 1—Term 1 Week 7, Part 2—Term 2 Week 1</td>
<td>Agriculture Systems Research Task</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 5</td>
<td>Farm Case Study</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Week 5</td>
<td>Open Ended Investigation</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 10</td>
<td>Yearly Examination</td>
<td>40</td>
</tr>
</tbody>
</table>
Geography

Report Outcomes

**Semester 1**
- differentiates between spatial and ecological dimensions in the study of geography.
- describes the interaction between the four components which define the biophysical environment.
- explains how a specific environment function in terms of biophysical factors.
- identifies the vocational relevance of a geographical perspective.
- selects, organises and analyses relevant geographical information from a variety of sources.
- uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries.
- communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

**Semester 2**
- analyses changing demographic patterns and processes.
- examines the geographical nature of global challenges confronting humanity.
- formulates a plan for active geographical inquiry.
- selects, organises and analyses relevant geographical information from a variety of sources.
- applies mathematical ideas and techniques to analyse geographical data.
- applies geographical understanding and methods ethically and effectively to a research project.

---

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 2</td>
<td>Mid Year Examination</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Term 2</td>
<td>S.G.P</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Term 3</td>
<td>Skills Activity</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>25</td>
</tr>
</tbody>
</table>
Biology

Report Outcomes

Semester 1
• recall and apply information relating to the course content.
• analyse and process biological data.
• identify and use appropriate terminology to communicate information and understanding in Biology.
• perform first-hand investigations and record information in practical reports.
• critically evaluate current issues and trends in biological research.
• implement strategies to work effectively as an individual or as a team member.

Semester 2
• recall and apply information relating to the course content.
• undertake a field study of a local ecosystem then analyse and process collected data.
• identify and use appropriate terminology to communicate information and understanding in Biology.
• perform first-hand investigations and record information in practical reports.
• critically evaluate current issues and trends in biological research.
• implement strategies to work effectively as an individual or as a team member.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Topic Test</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 8</td>
<td>Practical Test</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 2</td>
<td>Open-ended Investigation</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Term 2</td>
<td>Practical Test / Field Study</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>34</td>
</tr>
</tbody>
</table>
Chemistry

Report Outcomes

**Semester 1**
- recall and apply information relating to course content.
- analyse and process chemical data.
- identify and use appropriate terminology to communicate information and understanding in Chemistry.
- perform first-hand investigations and record information in practical reports.
- use models and mathematical equations to explain concepts and/or solve problems.
- critically evaluate current issues and trends in chemical research.
- implement strategies to work effectively as an individual or as a team member.

**Semester 2**
- recall and apply information relating to course content.
- analyse and process chemical data.
- identify and use appropriate terminology to communicate information and understanding in Chemistry.
- perform first-hand investigations and record information in practical reports.
- use models and mathematical equations to explain concepts and/or solve problems.
- critically evaluate current issues and trends in chemical research.
- implement strategies to work effectively as an individual or as a team member.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 8</td>
<td>Practical Tests</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 9</td>
<td>Open-ended Investigation</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 4</td>
<td>Practical Test</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>Ongoing</td>
<td>Topic Tests</td>
<td>8</td>
</tr>
</tbody>
</table>
Physics

Report Outcomes

**Semester 1**
- recall and apply information relating to course content.
- analyse and process physical data.
- identify and use appropriate terminology to communicate information and understanding in Physics.
- perform first-hand investigations and record information in practical reports.
- use models and mathematical equations to explain concepts and/or solve problems.
- critically evaluate current issues and trends in Physical research.
- implement strategies to work effectively as an individual or as a team member.

**Semester 2**
- recall and apply information relating to course content.
- analyse and process Physical data.
- identify and use appropriate terminology to communicate information and understanding in Physics.
- perform first-hand investigations and record information in practical reports.
- use models and mathematical equations to explain concepts and/or solve problems.
- critically evaluate current issues and trends in chemical research.
- implement strategies to work effectively as an individual or as a team member.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 2 Week 4</td>
<td>Open-ended Investigation</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Term 1 Week 9</td>
<td>Practical Test</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 6</td>
<td>Practical Test</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>32</td>
</tr>
</tbody>
</table>
### Senior Science

#### Report Outcomes

**Semester 1**
- recall and apply information relating to the course content.
- analyse and process biological, chemical and physical data.
- identify and use appropriate terminology to communicate information and understanding in Science.
- perform first-hand investigations and record information in practical reports.
- critically evaluate current issues and trends in science research.
- implement strategies to work effectively as an individual or as a team member.

**Semester 2**
- recall and apply information relating to the course content.
- undertake a field study of a local ecosystem analyse and process collected data.
- identify and use appropriate terminology to communicate information and understanding in Science.
- perform first-hand investigations and record information in practical reports.
- critically evaluate current issues and trends in science research.
- implement strategies to work effectively as an individual or as a team member.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 8</td>
<td>Practical Test</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 2</td>
<td>Mid Year Examination</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Week 2</td>
<td>Open-ended Investigation</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Ongoing</td>
<td>Topic Tests</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Term 2/3</td>
<td>Practical Test / Field Study</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>34</td>
</tr>
</tbody>
</table>
Ancient History

Report Outcomes

Semester 1
- describe the contribution of key people, events, institutions and sites within the historical context.
- identify the significance of historical factors contributing to change and continuity in the ancient world.
- locate relevant information from a variety of sources and identify problems of sources in reconstructing the past.
- analyse sources for their usefulness and reliability and identify differing perspectives of the past.
- use historical terms and concepts appropriately.
- communicate knowledge of historical features using appropriate written and oral forms.
- discuss issues relating to the ownership and custodianship of the past.

Semester 2
- describe and explain the contribution of key people, events, institutions and sites within the historical context.
- explain the significance of historical factors contributing to change and continuity in the ancient world.
- locate and select relevant information from a variety of sources and identify problems of sources in reconstructing the past.
- analyse sources for their usefulness and reliability and account for differing perspectives of the past.
- use historical terms and concepts appropriately.
- communicate knowledge and understanding of historical features and issues using appropriate written and oral forms.
- analyse and synthesise information from a range of sources to plan and present the findings of an historical investigation.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Historical Investigation: “Archaeology Report”</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 6</td>
<td>Source-based Task</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 4</td>
<td>Research Essay</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>30</td>
</tr>
</tbody>
</table>
Modern History

Report Outcomes

**Semester 1**
- describe the role of key individuals, groups and events from the 18th Century to the present.
- investigate key historical features and use historical terms and concepts appropriately.
- identify forces and ideas that contributed to change and continuity from the 18th century to the present.
- ask relevant historical questions.
- locate relevant information from different types of sources.
- analyse sources for their usefulness and reliability and identify differing perspectives of the past.
- communicate knowledge of historical features using appropriate written and oral forms.
- analyse and synthesise information from different sources to plan and present finding of an historical investigation.

**Semester 2**
- describe the role of key individuals, groups and events from the 18th Century to the present.
- investigate and explain key historical features and issues and use historical terms and concepts appropriately.
- describe the significance of forces and ideas in contributing to change and continuity from the 18th Century to the present.
- ask relevant historical questions.
- locate, select and organise relevant information from different types of sources.
- analyse sources for their usefulness and reliability and account for differing perspectives of the past.
- communicate knowledge and understanding of historical features and issues using appropriate written and oral forms.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Research Task / Oral task</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 8</td>
<td>Mid Year Examination</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 6</td>
<td>Source – Based Task</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 4</td>
<td>Essay Task</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 8</td>
<td>Yearly Examination</td>
<td>30</td>
</tr>
</tbody>
</table>
Business Studies

Report Outcomes

**Semester 1**
- describe the nature of business and its role in society.
- analyse types of business structures.
- explain the business life cycle and indicate the challenges that each stage represents to management.
- explain the responsibilities of business to internal and external stakeholders.
- explain the interrelationships between the internal and external factors on business.
- communicate business information, ideas and issues, using relevant business terminology and concepts in appropriate forms.
- work independently and in a group to achieve appropriate goals in set timeframes.

**Semester 2**
- assess the role and importance of key business functions.
- identify and evaluate the key considerations in setting up a business.
- plan and conduct investigations into a business and present findings in appropriate business format.
- communicate business information, ideas and issues, using relevant business technology and concepts.
- use planning and review strategies effectively to manage complex tasks.
- work independently and in a group to achieve appropriate goals in set timeframes.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 9</td>
<td>The Nature of business</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Term 2</td>
<td>Mid Year Examination</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Week 3</td>
<td>Small Business Plan</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>25</td>
</tr>
</tbody>
</table>
Legal Studies

Report Outcomes

Semester 1
- identify legal concepts and terminology and apply them to appropriate legal contexts.
- describe how the legal system operates in Australia.
- state the origins and sources of Australian law.
- use legislation, cases, media reports and opinions to review arguments for change and reform in the law.
- select and analyse relevant legal information from a variety of sources and evaluate information and sources for usefulness, validity and bias.
- create well structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues.

Semester 2
- describe the key legal concepts and features of the legal system.
- research a contemporary legal issue.
- explain the effectiveness of the legal system in addressing issues faced by women.
- discuss the specific problems encountered by people and groups gaining access to the legal system.
- communicates law related issues coherently and responsively to an audience using written and oral forms.
- creates well structured texts to describe, explain, argue, discuss, analyse and evaluate legal information, ideas and issues.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>In class test : “The Court System”</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 2</td>
<td>Mid Year Examination</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 7</td>
<td>Research Task</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>30</td>
</tr>
</tbody>
</table>
Engineering Studies

Report Outcomes

Semester 1
- describe the types of materials, components and processes and explains their implications for engineering development.
- use mathematical, scientific and graphical methods to solve problems of engineering practice.
- apply graphics as a communication tool.
- describe developments in technology and their impact on engineering products.
- apply knowledge and skills in research and problem-solving related to engineering.

Semester 2
- apply knowledge and skills in research and problem-solving related to engineering.
- develop written, oral and presentation skills and applies these to engineering reports.
- describe the influence of technological change on engineering and its effect on people.
- explain the relationship between properties, structure, uses and applications of materials in engineering.
- apply graphics as a communication tool.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 6</td>
<td>Engineering Report on Household Appliance</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 1/2</td>
<td>Mid Year Examination</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 7</td>
<td>Engineering Report—Brakes</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 5</td>
<td>Engineering Report—Biomedical Engineering</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 9/10</td>
<td>Yearly Examination</td>
<td>30</td>
</tr>
</tbody>
</table>
Community and Family Studies

Report Outcomes

Semester 1
- describe the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals.
- propose effective solutions to resource problems.
- present information in written oral and graphic form.
- apply management processes to maximise the efficient use of resources.
- describe how positive and negative factors may impact on an individual's well-being.
- appreciate the diversity and interdependence of individuals, families, groups and communities.

Semester 2
- examine the causes of conflict and stress and the effect on individuals’ and groups’ well-being.
- distinguish those actions, which enhance wellbeing.
- examine the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- describe the role of the family and other groups in the socialisation of individuals.
- analyse the interrelationship between internal and external factors and their impact on family functioning.
- explain the changing nature of families and communities in contemporary society.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Resource Management</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Term 2</td>
<td>Mid Year Examination</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 8</td>
<td>Individuals and Groups</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 6</td>
<td>Families and Communities</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>30</td>
</tr>
</tbody>
</table>
**Exploring Early Childhood**

**Report Outcomes**

**Semester 1**
- explain the procedures involved in monitoring a pregnancy.
- outline prenatal development and issues which impact on this.
- analyse the alternatives available for giving birth.
- describe the different stages of childhood-infancy, toddlerhood and early childhood years.
- Describe the factors that impact on the growth and development of young children.

**Semester 2**
- demonstrate an understanding of the contribution play makes to child growth, development and learning.
- identify different types of play.
- evaluate suitable materials for play.
- demonstrate an understanding of the physical, social-emotional, behavioural, cognitive and language development of young children.
- evaluate strategies that encourage positive behaviour in young children.

---

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 6</td>
<td>Pregnancy Research Task</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 8</td>
<td>Positive Behaviour Pamphlet</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>Observation Task</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>30</td>
</tr>
</tbody>
</table>
### Food Technology

#### Report Outcomes

**Semester 1**
- identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
- accounts for individual and group food selection patterns in terms of physiological, social and economic factors.
- presents ideas in written, graphic and oral form using computer software where appropriate.
- selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food.
- plans, prepares and presents foods which reflect a range of the influences on food selection.

**Semester 2**
- identifies and explains the sensory characteristics and functional properties of foods.
- applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
- explains the role of food nutrients in human nutrition.
- assesses the nutrient value of meals/diets for particular individuals and groups.
- selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
- generates ideas and develops solutions to a wide range of food situations.

#### Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 8</td>
<td>Formal Case Study and Essay</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 &amp; 2</td>
<td>Practical and Class Tasks</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Term 2</td>
<td>Mid Year Examination</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Term 2 Week 8</td>
<td>Food Properties Research Task and Experimental Work</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 6</td>
<td>Group Diet Analysis and Development</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Term 3 &amp; 4</td>
<td>Practical and Class Tasks</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>30</td>
</tr>
</tbody>
</table>
Information Processes and Technology

Report Outcomes

Semester 1
- describes the nature of information processes and information technology.
- classifies the functions and operations of information processes and information technology.
- identifies the information processes within an information system.
- identifies social ethical issues.
- describes the historical developments of information systems and relate these to current and emerging technologies.
- selects and ethically uses computer based and non computer based resources and tools to process information.

Semester 2
- analyses and describes an identified need.
- recognises and applies management and communication techniques to project work.
- uses technology to support group work.
- identifies the social and ethical issues.
- selects and ethically uses computer based and non computer based resources and tools to process information.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Research Task</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 4</td>
<td>Assignment</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 2</td>
<td>Project Work</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>30</td>
</tr>
</tbody>
</table>

To meet all syllabus outcomes, class observations and in-class tasks will be used to assess your knowledge and skills. only the assessment tasks listed above will be used for your report marks.
Industrial Technology—Wood

Report Outcomes

Semester 1
• demonstrate competency in using hand tools and machines which are relevant to the course.
• identify materials and explain their properties.
• choose appropriate materials to complete a practical task and justify this choice.
• convey information through sketches and technical drawing.
• show accuracy and quality in practical work.
• understand and use safe working practices.
• document and understand theory and planning information needed to perform practical tasks.
• work cooperatively within groups.
• take responsibility for equipment maintenance.

Semester 2
• demonstrate competency in using hand tools and machines which are relevant to the course.
• identify materials and explain their properties.
• choose appropriate materials to complete a practical task and justify this choice.
• convey information through sketches and technical drawing.
• show accuracy and quality in practical work.
• understand and use safe working practices.
• document and understand theory and planning information needed to perform practical tasks.
• work cooperatively within groups.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Practical Task No 1</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 9</td>
<td>Practical Task No 2</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 2</td>
<td>Industry Study Report</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Term 2 Week 4</td>
<td>Assignment</td>
<td>20</td>
</tr>
</tbody>
</table>
Industrial Technology—Metal

Report Outcomes

Semester 1
- demonstrate competency in using hand tools and machines which are relevant to the course.
- identify materials and explain their properties.
- choose appropriate materials to complete a practical task and justify this choice.
- convey information through sketches and technical drawing.
- show accuracy and quality in practical work.
- understand and use safe working practices.
- document and understand theory and planning information needed to perform practical tasks.
- work cooperatively within groups.
- take responsibility for equipment maintenance.

Semester 2
- demonstrate competency in using hand tools and machines which are relevant to the course.
- identify materials and explain their properties.
- choose appropriate materials to complete a practical task and justify this choice.
- convey information through sketches and technical drawing.
- show accuracy and quality in practical work.
- understand and use safe working practices.
- document and understand theory and planning information needed to perform practical tasks.
- work cooperatively within groups.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Practical Task No 1</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 9</td>
<td>Practical Task No 2</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 2</td>
<td>Industry Study Report</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Term 2 Week 4</td>
<td>Assignment</td>
<td>20</td>
</tr>
</tbody>
</table>
Visual Arts

Report Outcomes

**Semester 1**
- explore the expressive qualities of art media when making art images or objects.
- explore a range of materials, techniques and new technologies when making art images or objects.
- understand how a variety of subject matter, layers of meaning and composition are used in the making of artworks.
- explore the roles and relationships between the concepts of the artist, the artwork, and the viewing audience.
- understand and explore the significance, methods and the variety in the historical study of artworks.
- understand and explore the significance, methods and variety in the critical study of artworks.
- work in a safe, responsible and cooperative manner in a practical or studio work environment.

**Semester 2**
- explore the expressive qualities of art media when making art images or objects.
- explore a range of materials, techniques and new technologies when making art images or objects.
- understand how a variety of subject matter, layers of meaning and composition are used in the making of artworks.
- explore the roles and relationships between the concepts of the artist, the artwork, and the viewing audience.
- understand and explore the significance, methods and the variety in the historical study of artworks.
- understand and explore the significance, methods and variety in the critical study of artworks.
- work in a safe, responsible and cooperative manner in a practical or studio work environment.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Visual Arts Case Study # 1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 7</td>
<td>Visual Arts Process Diary + Folio 1</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 1 Week 9</td>
<td>Artworks in Progress</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 2</td>
<td>Visual Arts Case Study # 2</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Term 3 Week 7</td>
<td>Visual Arts Process Diary + Folio 2</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Term 3 Week 7</td>
<td>Artworks in Progress</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>10</td>
</tr>
</tbody>
</table>
Photography

Report Outcomes

**Semester 1**
- apply expressive qualities and techniques in a variety of photographic media.
- record and develop photographs and activities using a Photographic Process Diary.
- create photographs with compositional awareness in a creative and imaginative way.
- research and critically analyse photographic images to support personal judgements.
- explain the variety and significance of photography in a commercial, artistic or individual setting.
- analyse photographs with reference to historical and critical viewpoints.
- work in a safe, responsible and cooperative manner in a darkroom or studio workshop environment.

**Semester 2**
- apply expressive qualities and techniques in a variety of photographic media.
- record and develop photographs and activities using a Photographic Process Diary.
- create photographs with compositional awareness in a creative and imaginative way.
- research and critically analyse photographic images to support personal judgements.
- explain the variety and significance of photography in a commercial, artistic or individual setting.
- analyse photographs with reference to historical and critical viewpoints.
- work in a safe, responsible and cooperative manner in a darkroom or studio workshop environment.

---

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 8</td>
<td>Photography Research Assignment 1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 9</td>
<td>Photography Process Diary + Folio 1</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Term 1</td>
<td>Mid Year Examination</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 2</td>
<td>Photography Research Assignment 2</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 7</td>
<td>Photography Process Diary + Folio 2</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>10</td>
</tr>
</tbody>
</table>
Visual Design

Report Outcomes

Semester 1
- investigates different points of view in the making of designed works.
- generates images and ideas as representations/simulations.
- generates a style that is self-reflective, developing different techniques suited to artistic and design intentions in making work.
- explores concepts, variety of work, and interpretations of world/audience response in their making of designed works.
- develop in their critical and historical practice ways to interpret and explain design.
- investigates roles and relationships between designers, work, world and audience/consumer while distinguishes between different points of view.
- explores the histories and narratives that can be built to explain practices and interests in design.
- work in a safe, responsible and cooperative manner in a practical or studio work environment.

Semester 2
- investigates different points of view in the making of designed works.
- generates images and ideas as representations/simulations.
- generates a style that is self-reflective, developing different techniques suited to artistic and design intentions in making work.
- explores concepts, variety of work, and interpretations of world/audience response in their making of designed works.
- develop in their critical and historical practice ways to interpret and explain design.
- investigates roles and relationships between designers, work, world and audience/consumer while distinguishes between different points of view.
- explores the histories and narratives that can be built to explain practices and interests in design.
- work in a safe, responsible and cooperative manner in a practical or studio work environment.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 8</td>
<td>Visual Design Case Study # 1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 10</td>
<td>Visual Design Process Diary + Folio 1</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 2</td>
<td>Mid Year Examination</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 4</td>
<td>Visual Design Case Study # 2</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 7</td>
<td>Visual Design Process Diary + Folio 2</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Term 3 Week 8</td>
<td>Yearly Examination</td>
<td>10</td>
</tr>
</tbody>
</table>
Music

Report Outcomes

Semester 1
• perform music that is characteristic of the topic studied.
• comment on and discuss performances and compositions.
• identify and discuss concepts of music in a variety of styles.
• observe and interpret simple musical scores characteristic of topics studied.
• explore and use technology in music production.
• write simple music compositions for familiar instruments.
• demonstrate a willingness to participate in performance, musicology and aural activities.

Semester 2
• perform music that is characteristic of the topic studied.
• comment on and discuss performances and compositions.
• identify and discuss concepts of music in a variety of styles.
• observe and interpret simple musical scores characteristic of topics studied.
• explore and use technology in music production.
• write simple music compositions for familiar instruments.
• demonstrate a willingness to participate in performance, musicology and aural activities.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>Research Study #1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 8</td>
<td>Performance #1</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Term 2</td>
<td>Mid Year Examination</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 2 Week 7</td>
<td>Research Study #2</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 7</td>
<td>Performance #2</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>20</td>
</tr>
</tbody>
</table>
PD Health PE

Report Outcomes

Semester 1
- recognise that health is determined by sociocultural, economic and environmental factors.
- identify aspects of health over which individuals can exert some control.
- utilise a range of sources to draw conclusions about health and physical activity concepts.
- propose actions that can improve and maintain personal health.
- explain how nutrition, physical activity or drug use effect personal health.

Semester 2
- utilise a range of sources to draw conclusions about health and physical activity concepts.
- explain how body structures influence the way the body moves.
- assess and monitor physical fitness levels and physical activity patterns.
- examine the major barriers to participation in physical activity.
- demonstrate skills necessary to participate safely in outdoor recreational activities.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 10</td>
<td>Written Report</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Term 2</td>
<td>Mid Year Examination</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 7</td>
<td>Fitness Testing/Written Report</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 6</td>
<td>Option Assessment</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>25</td>
</tr>
</tbody>
</table>
Dance

Report Outcomes

**Semester 1**
understands the socio-historic context in which dance exists.
performs combinations, phrases and sequences with due consideration of safe dance practices.
values self-discipline, commitment and consistency in technical skills and performance.
demonstrates the skills of gathering, classifying and recording information about dance.
understands the use of dance terminology relevant to the study of dance as an art form .
identifies the physiology of the human body as it is relevant to the dancer.

**Semester 2**
identifies the elements of dance composition and an understanding of the compositional process.
demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.
devises movement material in a personal style in response to creative problem-solving tasks in dance composition.
understands dance as the performance and communication of ideas through movement and in written and oral form.
develops the skills of dance through performing, composing and appreciating dance.
exploring the elements of dance relating to dance composition.

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 2</td>
<td>Safe Dance Research</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Term 2</td>
<td>Core Performance</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Term 3</td>
<td>Core Appreciation</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Yearly Examination</td>
<td>Core Appreciation Examination</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Yearly Examination</td>
<td>Core Performance + Viva</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Yearly Examination</td>
<td>Core Composition Logbook</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Yearly Examination</td>
<td>Core Composition</td>
<td>20</td>
</tr>
</tbody>
</table>
Sport Leisure and Recreation

Report Outcomes

Semester 1
- demonstrate the relationship between sport, lifestyle and recreation.
- identify the factors influencing participation in a range of sports and recreational activities.
- describe the essential components of a balanced lifestyle.
- outline the basic skills, rules and equipment requirements of selected team sports.
- demonstrate a range of movement skills and sequences relevant to a variety of ball games.

Semester 2
- outline the basic skills, rules and equipment requirements of a range of racquet and stick sports.
- demonstrate a range of movement skills and sequences relevant to a variety of racquet and stick sports.
- outline the essential components of an athletics carnival.
- demonstrate planning for the role of an official at an athletics carnival.
- demonstrate a range of movement skills and sequences relevant to a variety of athletic events.

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Task Type</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 8</td>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 10</td>
<td>Practical Skills Test</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Term 2</td>
<td>Mid Year Examination</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Term 2 Week 8</td>
<td>Sports Administration - Practical</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Term 3 Week 2</td>
<td>Sports Administration – Written Report</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Term 3 Week 4</td>
<td>Practical Skills Test</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Term 3</td>
<td>Yearly Examination</td>
<td>10</td>
</tr>
</tbody>
</table>
Work Studies

Report Outcomes

**Semester 1**
- discuss the nature and patterns of work.
- explain the impact of work on the individual and society.
- discuss the changes in the structure and nature of work over time.
- examine and appreciate the links between education, training and work.
- appreciate that work has different meanings for different people.
- research, gather, organise and present information.

**Semester 2**
- discuss the principles and processes involved in choosing, acquiring and keeping a job.
- demonstrate skills in the major elements of the job-seeking process including the creation of a job portfolio.
- explain the features of and need for decision making processes.
- appreciate the need for safe working practices.
- research, gather, organise and present information.

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
### ASSESSMENT TASK APPEAL

**REASON:** (Tick Box)

- [ ] School Approved Activity
- [ ] Misadventure
- [ ] Malpractice
- [ ] Accident
- [ ] Illness

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Subject 1:</th>
<th>Date Due:</th>
</tr>
</thead>
</table>

**Reason for Appeal:**

- [ ] Students must hand this completed form together with certificates and/or statements to the Deputy Principal in charge of your particular year.
- [ ] A completed copy will be provided for the student to give to the Head Teacher.
- [ ] It is the student’s responsibility to provide the completed form to the Head Teacher of the subject in which the appeal is requested.

**EITHER**

I have attached a Medical Certificate from:

Dr

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**OR**

I have attached statements from:

<table>
<thead>
<tr>
<th>Parent/Caregiver Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

The appeal **is** / **is not** granted

**Comments**

---

Principal     Date
# Assessment Calendar

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

- Complete when you receive your booklet.
- If you feel there are too many assessment tasks in one week, you need to see the teachers or Head Teachers concerned when you receive this booklet.