

**Year 11**

**Preliminary HSC Assessment Information**

**2025**

**Camden High School**

*Tradition Opportunity Innovation Success*

|  |  |
| --- | --- |
| CONTENTS | |
| Year 11 Subjects | 4 |
| Camden High School Assessment Procedures | 5 |
| Senior Assessment Procedures | 6 |
| Student Draft Procedures | 8 |
| Senior Examination Procedures | 9 |
| Illness and Misadventure Form | 10 |
| Assessment Appeals Form | 11 |
| Assessment Task Notification Template | 12 |
| Additional Information | 14 |
| Disability Provisions | 15 |
| Year 11 Preliminary HSC Calendar | 16 |
| Assessment Schedules by Subjects | 19 |
| Vocational Education and Training (VET) | 44 |
| HSC Directional Verbs | 54 |

|  |
| --- |
| YEAR 11 SUBJECTS |
| Agriculture |
| Biology |
| Business Studies |
| Chemistry |
| Community and Family Studies |
| Earth and Environmental Science |
| English Studies |
| English Standard |
| English Advanced |
| English Extension |
| Food Technology |
| Health and Movement Science |
| Industrial Technology Timber |
| Legal Studies |
| Mathematics Standard |
| Mathematics Advanced |
| Mathematics Extension 1 |
| Modern History |
| Music |
| Numeracy |
| Physics |
| Sport, Lifestyle and Recreation |
| Visual Arts |
| Work Studies |
| Vocational Education and Training, Macarthur Trade Training Centre, & Partnership Schools Options |
| VET – Business Services |
| VET - Entertainment |
| VET - Cookery |
| VET - Retail Services |

**CAMDEN HIGH SCHOOL**

**ASSESSMENT PROCEDURES**

**What is assessment?**

Assessments represent an integral part of the teaching and learning process and as such all assessments that are set must be completed. Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.

Informal tasks and class work not included in the formal assessment schedule are of significance as they:

* assist in skill and knowledge development.
* identify areas for extension or remediation for the teacher and student.
* provide opportunities for students to consolidate conceptual understanding.
* provide evidence of sustained and diligent effort.

**Why is there school assessment?**

* It allows the student to be given credit for developing skills and knowledge over a period of time.
* It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
* It increases the accuracy of a student’s final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.

**What will assessment tasks look like?**

Some or all of the following, may form the assessment program:

* Oral/aural tests
* Reports
* Essays
* Assignments
* Research
* Submitted practical work
* Field work
* Oral presentations
* Practical performance
* Formal examinations

**How often will assessment tasks occur?**

Assessment tasks will occur regularly throughout each Year 10 course. The schedule of assessment tasks is set out in this booklet

****

**Senior Assessment Procedures for Students**(for students in Years 10, 11 & 12)

**RATIONALE:** Camden High School ensures that the Year 10 ROSA, Year 11 ROSA and Year 12 Higher School Certificate assessments meet NSW Educational Standards Authority (NESA) requirements.

October 2019

**Notifications and Marking**

* Each course will include an Assessment Schedule in the Assessment Booklet, containing an outline of all assessment tasks for that year, components and weightings of tasks, assessed outcomes and estimated timing within the school calendar.
* Students will receive a written notification of an Assessment Task for all tasks (including exams) typically 3 weeks prior to the submission date. This will align with the assessment schedule and will include the type of task(s), syllabus outcomes being assessed, components and weightings, the scheduled date and time for attempting/submitting the task and marking criteria (where appropriate).
* Exam notifications will include the topics being assessed, parts of the exam, timing, mark range and weighting.
* Upon submission of a task, a student will sign for proof of submission, or a time stamp will be taken in the case of a digital submission.
* Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.
* All tasks should be marked and written feedback will be provided to the students within 3 weeks of the submission date. Students will receive clear feedback on their performance relative to the outcomes being assessed, a mark / grade and where they ranked in the cohort for the task (Year 12 only).

**Submission requirements**

* Students are expected to attempt all assessment tasks.
* An assessment task not submitted on time, and without a valid reason, will be given a zero mark. An **official N warning letter** will be sent home, and a phone call made, informing the student and parents of the missing task and the impact of non-completion of this task on the course completion.
* If a student fails to submit a task on time, that task must still be submitted. Failure to complete a task may be used as evidence that a student has not applied themselves with diligence and sustained effort and may have ramifications for course eligibility.
* Students who are deemed to make a non-serious attemptat an assessment task may receive a zero mark. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
* **Year 10 students-** must successfully satisfy all assessment requirements. Students who are presented with 2 or more official warning letters in any one course, will be deemed as ‘causing concern’ and may not achieve a ROSA or progress into preliminary courses.
* **Year 11 students-** must successfully satisfy all assessment requirements for all preliminary courses (a total of 12 units of study). Students who are presented with 2 or more official warning letters in any one course, could be issued with an ‘N’ determination in that course. This could deem a student ineligible for a Year 11 ROSA, which will prevent them from progressing into the HSC course.
* **Year 12 students-** that fail to complete tasks whose weightings total more than 50% of the total assessment mark in a particular course, without a valid reason, or receive 2 or more official warning letters in any one course, could be issued with an ‘N’ determination in that course. This could deem a student ineligible to receive an HSC.
* If a student requires disability provisions then they are required to discuss this with the class teacher prior to task submission.

**Illness/Misadventure**

* Students are to attend school and all timetabled lessons on the due date of an assessment task. All in-class assessment tasks must be completed on the designated day. Failure to do so without a valid reason will result in a zero mark being awarded.
* Early submission of a task may be negotiated in extenuating circumstances.
* Acceptable reasons for the late submission or absence from an assessment task include illness, accident or misadventure suffered immediately before or during an assessment task. If a student cannot attend an exam or submit a task on time, that student needs to obtain documentation such as a medical certificate, a subpoena from a court or a death certificate, and submit that documentation, along with the Illness and Misadventure Application,

to the supervising senior executive immediately upon returning to school. The senior executive, in consultation with the faculty Head Teacher, will review the documentation to determine if the misadventure will be upheld, then advise the student of the outcome.

* Students with a valid reason for not completing an assessment task by the due date, will be provided an opportunity to attempt the task by either providing an extension of time OR providing a substitute task.
* Technological issues, sporting events, work placement, family holidays and other non-emergencies are not valid reasons for submitting an assessment task late; or for being absent from an exam; and may receive a zero mark.
* If applying for official leave via the principal, all course completion and assessment requirements and exam attendance requirements continue to apply, irrespective of whether the leave request is granted or not.

**Malpractice**

**What constitutes malpractice?**

* Work submitted must be only that of the student. Malpractice is any attempt to gain an unfair advantage over other students and may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
* Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable.

**Procedures for investigating malpractice**

* If malpractice is suspected, students will be required to provide evidence that the submitted work is entirely their own. This evidence must be submitted to the Head Teacher within 3 days of being asked for. The Head Teacher, with the Deputy Principal, will determine the outcome.
* If malpractice is found to have occurred, the impacted part of the task will receive zero marks, and an official N warning letter will be sent home and a phone call made, informing the student and parents. The task will need to be re-submitted.

**Appeals Process**

A student may appeal the following in terms of school procedures:

1. Individual assessment task
2. Final assessment rank order
3. Final grades
4. Illness/Misadventure decision
5. Malpractice decision
6. N Determination

**Note:** implementation of draft feedback is **NOT** a valid reason for appeal.

* The student must submit the appeal to the Deputy Principal on the same day it is returned to the student. The student must include a clear explanation of the grounds for appeal with attached evidence.
* The appeal will then be submitted to an Appeal Review Panel within 48 hours (ARP includes a Deputy Principal, a Head Teacher and another member of staff, not involved in the marking or implementation of the task).
* The appeal will take into consideration assessment process and calculations, with a decision returned to the student within 5 school days.
* A final appeal can be made to the Principal who will lead an independent panel. This decision will be final.

**Final Assessment Determination for NESA**

* Final Year 10 grades are based on the Course Performance Descriptors and Final Year 11 grades are based on the Preliminary Common Grade Scale. The allocation of grades to these two qualifications are determined by a series of formal and informal assessments that occur throughout each course.
* Final Year 12 assessment ranks are determined by the accumulation of marks issued for each formal assessment task completed in the HSC course. This accumulative mark will not be given to the student at the completion of the course, as per NESA regulations. Students will be provided with their final course rank only.

**Appendix**

* For assessment procedures and appeal processes relating to vocational education and training (VET) courses, refer to the VET section of assessment books and the Training and Assessment Schedules (TAS) for each VET course, or discuss with the school’s VET Coordinator.
* For Life skills achievement and outcomes negotiate with the Deputy Principal Inclusion and Support.

**To be reviewed October 2026**

****

**Student Drafts Procedures**

**Rationale:**

These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

**Aim:**

To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

**Procedures:**

* Drafting is encouraged, but not compulsory.
* When students want feedback on a draft, they must submit to their teacher digitally with a clear indication of what area of feedback is required (Option 1/2/3).
* Any individualised feedback required for written drafts should occur outside of class time.
* As per the Senior Assessment Procedures, “Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 calendar days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.”
* When requesting feedback in the draft, Students will select 2 of 3 options. Each option will guide the student and teacher in understanding what feedback is to be given. The student will therefore have received feedback for up to 2/3 of the assessment task.
  + **Option 1 - Structure**
    - Does the work follow the required format? What elements are missing?
    - Are there issues of spelling/grammar/punctuation?
    - Are the introduction/opening paragraph, topic sentences and link sentences strong and compelling?
    - Is there effective use of subject-specific terminology?
  + **Option 2 - Answering the Question**
    - Is every component of the question being answered?
    - Is the argument lacking in some of the ‘steps’ required to effectively communicate the point?
    - Is there sufficient depth (not too much or too little) to effectively answer the question?
  + **Option 3 - Use of Examples**
    - Are there enough examples?
    - Is the type/quality of the examples sufficient to successfully answer the question?
    - Is there a better example that should be used? (This also relates to quotes/techniques and sources/legislation)
    - Is there appropriate use of referencing (where applicable)?
* A teacher may identify issues of plagiarism, but it remains the responsibility of the student to ensure that their work is not plagiarised in any way (in accordance with the HSC: All My Own Work program completed at the start of senior studies).

**SEPTEMBER 2022**

****

**Senior Examination Procedures  
(for Students in Years 10, 11 & 12)**

**Rationale:**

October 2019

Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education to establish acceptable codes of conduct for these examinations.

**Aim:**

* To ensure that all examinations meet the requirements of the NESA and are fair and meaningful for all students
* To ensure the examination environment is conducive to high student achievement.

**Procedures:**

* All students must wear full school uniform when sitting for an examination.
* Students should not talk once they enter the examination room.
* Mobile phones and electronic devices, including apple watches must be switched off and left in bags in designated areas.
* According to the NESA guidelines, students must remove wrist watches at the start of an examination and leave the watch on their desk in full view of the examination supervisors.
* Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
* No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
* Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no white out is to be used throughout the examination.
* Students are permitted to bring a bottle containing water into the exam room, however the bottle must be completely clear – no labels or non-transparent containers.
* Students who talk or disrupt others during an examination will have their names and the nature of the incident recorded by the examination supervisor and may potentially receive a mark of zero for the examination.
* Any student who creates a major disturbance during an exam will be removed from the exam room and sent to a Deputy for disciplinary action. They will receive a mark of zero for that particular examination.
* Students may not leave (finish) the exam until the designated finish time.
* If a student needs to use the toilet they must raise their hand and obtain permission from the examination supervisors before leaving their seat. This cannot occur within the first 30 minutes or the last 30 minutes of the examination.
* If a student cannot attend an examination due to illness or misadventure, the student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death notice. This documentation must be attached to a completed Illness and Misadventure Form and submitted to the supervising Deputy Principal, on their return to school, so that an alternate exam time can be arranged.
* Please Note: Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with an N Warning Notification.
* There should be an interruption free period prior to every structured senior exam session. This interruption free period will be placed on the school timetable for the week prior to the Trial HSC exams and the Year 11 Yearly exams
* No assessment tasks should be handed out or be expected to be completed during this interruption free time.
* No student should be expected to attend excursions, out of class events, complete work placement or work experience during this interruption free period.
* Students should expect to receive their marks and written feedback about their performance in the exam within 3 weeks of the examination being completed.
* If a student is concerned with the result following the marking of an exam, they have a right of appeal by submitting the exam to the Deputy Principal, along with an Appeal Form, on the same day they receive their exam back from the teacher (to ensure tampering does not occur).

**Evaluation:**

This document will be reviewed as part of the school’s three year review cycle.

**JUNE 2023**

****

**Illness / Misadventure Application**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: | | | Year: |
| Subject: | | | |
| Task: | | | |
| Due Date of Task: | | Teacher: | |
| **Summary of Reason for Illness / Misadventure Application** | | | |
| Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Documentation attached to support application: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student Signature: Date: | | | |
| **SCHOOL USE ONLY** | | | |
| **Outcome of Illness / Misadventure Application** | | | |
| * **Upheld** | * **Declined** | | |
| Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Staff Signature: Date: | | | |
| Sentral No: | | | |

****

**Assessment Appeal Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: | | | Year: |
| Subject: | | | |
| Task: | | | |
| Due Date of Task: | | Teacher: | |
| **Summary of Reason for Appeal** | | | |
| Type of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Documentation attached to support appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student Signature: Date: | | | |
| **SCHOOL USE ONLY** | | | |
| **Outcome of Appeal** | | | |
| * **Upheld** | * **Declined** | | |
| Appeal Panel Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Staff Signature: Date: | | | |
| Sentral No: | | | |

****

(Senior Year of study and subject name)

(Topic) Assessment Task (Year)

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **TOPIC**: Task Name | **MARKS:** / | |
| **SUBMISSION REQUIREMENTS:**  Day, date, week and method for task submission e.g. email (include email address) a specific time? | **WEIGHTING:**  % | **COMPONENTS:** |
| **TASK DESCRIPTION:**  Clearly explain what it is you want the students to do. Make sure that all directional verbs being assessed are used in the task description (OR use a similar word from the definition if necessary). If your task has multiple parts then list under headings such as Part A, Part B etc. Include a breakdown of the marks for each part of the task e.g. Part A out of 10, Part B out of 20. DO NOT turn multiple unrelated tasks into one multi-part task.  Make your instructions in this section clear and simple.  *For example: You are to write a report that* ***describes*** *. . . .*  Please note that ONLY syllabus outcomes can be assessed and marks cannot be awarded for things like page limits, spelling, presentation and bibliography if there is not a syllabus outcome that links to it.  Tell the students in plain language exactly what is expected of them to complete the task.  *For example: You need to interview 10 people and place these interview responses into a graph of your choosing (eg pie graph, bar graph, etc). You must also explain what each graph tells us by describing your interview findings.*  Suggestions can be provided like page limits, presentation requirements, etc.  This where you provide a scaffold for the task.eg. double bubble map, template to be completed, etc. | | |
| **OUTCOMES TO BE ASSESSED:**  Syllabus outcomes listed with number/code and description. You must also include the directional verb in bold type that you will be assessing (this is not always the ‘verb’ of the sentence, but the action within the outcome that you want completed) | | |
| **DIRECTIONAL VERBS:**  Include the used directional verbs with a definition of each one that is relevant to your subject area (sometimes it aligns with NESA’s definitions, sometimes it doesn’t) | | |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT MARKING CRITERIA** | | |
| **Parts or Sections listed as a heading here…e.g. Part A (outcomes in brackets)** | **Mark** | **Grade** |
| Take a portion of the outcome and link to the directional verb using the standard marking descriptor (again BOLD the directional verb). Then make very clear the components of the task that are required to successfully achieve at this grade (in italics below the opening sentence). Examples below:  Presents an outstanding **description** of the functional properties of a formal dress through the inclusion of:  *A minimum of 4-5 construction techniques, comparison of suitable fabrics, burn and abrasion tests.*  *OR*  Extensive presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a clear focus on events that have had a significant impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, as well as interconnections throughout their career.* | 5 | A |
| Same form as above, with a lower-level marking descriptor. Ensure that the component lists allows for a variation in response (some may do lots at a lower level, others may do less at a greater level). Examples below:  Presents an above average **description** of the functional properties of a formal dress through the inclusion of:  *Up to 5 construction techniques, comparison of suitable fabrics, burn and / or abrasion tests. Some components of the description may be inaccurate or incomplete.*  *OR*  Thorough presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a focus on events that have had an impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, although some connections or assertions may be incorrect/irrelevant.* | 4 | B |
|  | 3 | C |
|  | 2 | D |
|  | 1 | E |

**FEEDBACK: MARK: RANK:**

**ADDITIONAL INFORMATION**

Further to the Senior Examination Policy and Senior Assessment Policy detailed above, the following information is provided:

**Satisfactory Completion of Courses**

A Course has been satisfactorily completed, when the student has:-

* followed the course developed/endorsed by NESA
* applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
* achieved some or all of the course outcomes.

Students must satisfactorily complete the Preliminary component of a Course to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a Non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbiter on any matters that arise regarding the final assessments.

**N Determinations**

Such determinations will be made by the Principal on advice from the Deputy Principal and relevant Head Teacher.

All staff are expected to follow the appropriate warning procedures as outlined below. This process typically involves considerable documentation reflecting lack of academic progress.

An example of this process is as follows

* Student academic report reflect non-achievement of course outcomes
* N Warning Letter 1 and follow up phone call
* N Warning Letter 2 and follow up phone call
* N Warning Letter 3 and follow up phone call
* Offers of support from teachers to catch up on missed work
* Discussions with student about progress concerns
* Senior Review Meeting
* N Determination- Interview with Senior Executive, Student, and Parent

**DISABILITY PROVISIONS**

Practical Support for Higher School Certificate Examinations

Information for Students and Parents

NESA has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as provisions, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time.

The use of any provision is not written on the student’s results.

Students may need provisions for:

* a permanent condition, such as diabetes, anxiety or reading difficulty
* a temporary condition, such as a broken arm, or
* an intermittent condition, such as back pain when sitting for long periods.

It is not embarrassing to apply for or use provisions. More than 5000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

To apply for provisions, the school submits an online application to the NESA. This application tells us which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Much of the evidence can be collected by the school, but the parents’ role is welcome and needed. Parents help by talking with the school, describing the student’s needs, and providing the school with medical or other reports.

Applications for provisions should be submitted by the school to NESA by the end of Term 1. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations.

Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

If you or the school are not satisfied with the NESA’s decision, it is possible for the school to lodge an appeal. Appeals must state why NESA’s decision is unsuitable and must include new evidence to support the appeal.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the HT Wellbeing, Learning and Support Teacher, Year Adviser, School Counsellor or teacher.

Additional information on HSC Disability Provisions is available at

<https://ace.nesa.nsw.edu.au/disability-provisions>

**YEAR 11 – Term 1 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1 | WEEK 2 | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B | WEEK  11A |
| AGRICULTURE |  |  |  |  |  |  |  | **X** |  |  |  |
| BIOLOGY |  |  |  |  |  |  | **X** |  |  |  |  |
| BUSINESS STUDIES |  |  |  |  |  |  |  | **X** |  |  |  |
| CHEMISTRY |  |  |  |  |  |  |  |  |  | **X** |  |
| COMMUNITY & FAMILY STUDIES |  |  |  |  |  |  |  |  | **X** |  |  |
| EARTH AND ENVIRONMENTAL SCIENCE |  |  |  |  |  |  |  |  |  | **X** |  |
| ENGLISH STUDIES |  |  |  |  |  |  |  |  |  |  | **X** |
| ENGLISH STANDARD |  |  |  |  |  |  |  |  |  |  | **X** |
| ENGLISH ADVANCED |  |  |  |  |  |  |  |  |  |  | **X** |
| ENGLISH EXTENSION |  |  |  |  |  |  |  |  |  |  |  |
| FOOD TECHNOLOGY |  |  |  |  |  |  | **X** |  |  |  |  |
| HEALTH AND MOVEMENT SCIENCE |  |  |  |  |  |  |  |  |  | **X** |  |
| INDUSTRIAL TECHNOLOGY TIMBER |  |  |  |  |  |  | **X** |  |  |  |  |
| LEGAL STUDIES |  |  |  |  |  |  |  |  |  | **X** |  |
| MATHEMATICS STANDARD |  |  |  |  |  |  |  |  | **X** |  |  |
| MATHEMATICS ADVANCED |  |  |  |  |  |  |  |  | **X** |  |  |
| MATHEMATICS EXTENSION 1 |  |  |  |  |  |  |  |  | **X** |  |  |
| MODERN HISTORY |  |  |  |  |  |  |  |  |  |  | **X** |
| MUSIC |  |  |  |  |  |  |  |  | **X** |  |  |
| NUMERACY |  |  |  |  |  |  |  |  | **X** |  |  |
| PHYSICS |  |  |  |  |  |  |  |  | **X** |  |  |
| SPORT, LIFESTYLE & RECREATION |  |  |  |  |  |  |  |  |  | **X** |  |
| VISUAL ARTS |  |  |  |  |  |  |  |  |  |  |  |
| WORK STUDIES |  |  |  |  |  |  |  |  |  |  |  |
| VET – Business Services | **See Assessment Schedules at back of book for more assessment information for VET courses. Due dates for cluster tasks TBA. But all four VET course will have an Exam in term 3 Week 9 & 10, 2025.** | | | | | | | | | | |
| VET - Entertainment |
| VET - Cookery |
| VET - Retail Services |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 11 – Term 2 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| AGRICULTURE |  |  |  |  |  | **COWRA WEEK** |  |  |  | **X** |
| BIOLOGY |  |  |  |  |  |  |  |  | **X** |
| BUSINESS STUDIES |  |  |  |  |  |  | **X** |  |  |
| CHEMISTRY |  |  |  |  |  |  |  |  |  |
| COMMUNITY & FAMILY STUDIES |  |  |  |  |  |  |  |  |  |
| EARTH AND ENVIRONMENTAL SCIENCE |  |  |  |  |  |  | **X** |  |  |
| ENGLISH STUDIES |  |  |  |  |  |  |  | **X** |  |
| ENGLISH STANDARD |  |  |  |  |  |  |  | **X** |  |
| ENGLISH ADVANCED |  |  |  |  |  |  |  | **X** |  |
| ENGLISH EXTENSION |  |  | **X** |  |  |  |  |  |  |
| FOOD TECHNOLOGY |  |  |  |  |  |  |  |  |  |
| HEALTH AND MOVEMENT SCIENCE |  |  |  |  |  |  | **X** |  |  |
| INDUSTRIAL TECHNOLOGY TIMBER |  |  |  |  |  |  |  |  |  |
| LEGAL STUDIES |  |  |  |  |  |  |  |  | **X** |
| MATHEMATICS STANDARD |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS ADVANCED |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS EXTENSION 1 |  |  |  |  | **X** |  |  |  |  |
| MODERN HISTORY |  |  |  |  |  |  |  |  | **X** |
| MUSIC |  |  |  |  |  |  | **X** |  |  |
| NUMERACY |  |  |  |  |  |  |  | **X** |  |
| PHYSICS |  |  |  |  |  |  | **X** |  |  |
| SPORT, LIFESTYLE & RECREATION |  |  |  |  |  |  |  |  | **X** |
| VISUAL ARTS |  | **X** |  |  |  |  |  |  |  |
| WORK STUDIES | **X** |  |  |  |  | **X** |  |  |  |
| VET – Business Services | **See Assessment Schedules at back of book for more assessment information for VET courses. Due dates for cluster tasks TBA. But all four VET course will have an Exam in term 3 Week 9 & 10, 2025.** | | | | | | | | | |
| VET - Entertainment |
| VET - Cookery |
| VET - Retail Services |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 11 – Term 3 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| AGRICULTURE |  |  |  |  |  |  |  |  | **XX** | **XX** |
| BIOLOGY |  |  |  |  |  |  |  |  | **XX** | **XX** |
| BUSINESS STUDIES |  |  |  |  |  |  |  |  | **XX** | **XX** |
| CHEMISTRY |  | **X** |  |  |  |  |  |  | **XX** | **XX** |
| COMMUNITY & FAMILY STUDIES | **X** |  |  |  |  |  |  |  | **XX** | **XX** |
| EARTH AND ENVIRONMENTAL SCIENCE |  |  |  |  |  |  |  |  | **XX** | **XX** |
| ENGLISH STUDIES |  |  |  |  |  |  |  | **X** |  |  |
| ENGLISH STANDARD |  |  |  |  |  |  |  |  | **XX** | **XX** |
| ENGLISH ADVANCED |  |  |  |  |  |  |  |  | **XX** | **XX** |
| ENGLISH EXTENSION |  |  |  |  |  | **X** |  |  | **XX** | **XX** |
| FOOD TECHNOLOGY |  |  |  | **X** |  |  |  |  | **XX** | **XX** |
| HEALTH AND MOVEMENT SCIENCE |  |  |  |  |  |  |  |  | **XX** | **XX** |
| INDUSTRIAL TECHNOLOGY TIMBER |  |  |  |  |  |  | **X** |  | **XX** | **XX** |
| LEGAL STUDIES |  |  |  |  |  |  |  |  | **XX** | **XX** |
| MATHEMATICS STANDARD |  |  |  |  |  |  |  |  | **XX** | **XX** |
| MATHEMATICS ADVANCED |  |  |  |  |  |  |  |  | **XX** | **XX** |
| MATHEMATICS EXTENSION 1 |  |  |  |  |  |  |  |  | **XX** | **XX** |
| MODERN HISTORY |  |  |  |  |  |  |  |  | **XX** | **XX** |
| MUSIC |  |  |  |  |  |  |  |  | **XX** | **XX** |
| NUMERACY |  |  |  |  |  |  |  | **X** |  |  |
| PHYSICS |  |  |  |  |  |  |  |  | **XX** | **XX** |
| SPORT, LIFESTYLE & RECREATION |  |  |  |  |  | **X** |  |  |  |  |
| VISUAL ARTS |  |  |  |  | **X** |  |  |  | **XX** | **XX** |
| WORK STUDIES |  |  |  |  |  |  | **X** |  |  |  |
| VET – Business Services | **See Assessment Schedules at back of book for more assessment information for VET courses. Due dates for cluster tasks TBA. But all four VET course will have an Exam in term 3 Week 9 & 10, 2025.** | | | | | | | | **XX** | **XX** |
| VET - Entertainment | **XX** | **XX** |
| VET - Cookery | **XX** | **XX** |
| VET - Retail Services | **XX** | **XX** |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **AGRICULTURE** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | **40%** | **40%** | **20%** | **DUE DATE** |
| P1.1 | P1.2 | P2.1 | P2.2 | P2.3 | P3.1 | P4.1 | P5.1 | KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT | KNOWLEDGE, UNDERSTANDING AND SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION SYSTEMS | SKILLS IN EFFECTIVE RESEARCH, EXPERIMENTATION AND COMMUNICATION |
| Farm – Case Study |  | **X** |  |  | **X** | **X** |  |  | 20 |  | 10 | Term 1  Week 8 |
| Research Investigation - Animal | **X** | **X** |  | **X** |  |  | **X** |  |  | 20 | 10 | Term 2  Week 10 |
| Yearly Examination | **X** | **X** | **X** |  |  | **X** |  | **X** | 20 | 20 |  | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | |
| P1.1 | Describes the complex, dynamic and interactive nature of agricultural production systems. | | | | | | | | | | | |
| P1.2 | Describes the factors that influence agricultural systems. | | | | | | | | | | | |
| P2.1 | Describes the biological and physical resources and applies the processes that cause changes in plant production systems. | | | | | | | | | | | |
| P2.2 | Describes the biological and physical resources and applies the processes that cause changes in animal production systems. | | | | | | | | | | | |
| P2.3 | Describes the farm as a basic unit of production. | | | | | | | | | | | |
| P3.1 | Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements. | | | | | | | | | | | |
| P4.1 | Applies the principals and procedures of experimental design and research. | | | | | | | | | | | |
| P5.1 | Investigates the role of associated technologies and technological innovation in producing and marketing agricultural products. | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **BIOLOGY** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **40%** | **60%** | **DUE DATE** |
| BIO  11-1 | BIO  11-2 | BIO  11-3 | BIO  11-4 | BIO  11-5 | BIO  11-6 | BIO  11-7 | BIO  11-8 | BIO  11-9 | BIO  11-10 | BIO  11-11 | KNOWLEDGE & UNDERSTANDING | SKILLS IN WORKING SCIENTIFICALLY |
| Secondary Source Investigation |  | **X** |  | **X** | **X** |  |  | **X** |  |  |  | 10 | 20 | Term 1  Week 7 |
| Depth Study | **X** |  | **X** |  | **X** |  | **X** |  |  | **X** |  | 20 | 20 | Term 2  Week 10 |
| Yearly Examination |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** | 10 | 20 | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | | | |
| Bio11-1 | Develops and evaluates questions and hypotheses for scientific investigation | | | | | | | | | | | | | |
| Bio11-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information | | | | | | | | | | | | | |
| Bio11-3 | Conducts investigations to collect valid and reliable primary and secondary data and information | | | | | | | | | | | | | |
| Bio11-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | | | | | | | | | | | | | |
| Bio11-5 | Analyses and evaluates primary and secondary data and information | | | | | | | | | | | | | |
| Bio11-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | | | | | | | | | | | | |
| Bio11-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose | | | | | | | | | | | | | |
| Bio11-8 | Describes single cells as the basis for all life by analysing and explaining cells’ ultrastructure and biochemical processes | | | | | | | | | | | | | |
| Bio11-9 | Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms | | | | | | | | | | | | | |
| Bio11-10 | Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species | | | | | | | | | | | | | |
| Bio11-11 | Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **BUSINESS STUDIES** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **40%** | **20%** | **20%** | **20%** | **DUE DATE** |
| P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | KNOWLEDGE & UNDERSTANDING | STIMULUS BASED SKILLS | INQUIRY & RESEARCH | COMMUNICATION OF BUSINESS IDEAS |
| Nature of Business Extended Response | **X** |  |  |  |  |  |  | **X** | **X** |  | 10 | 10 |  | 5 | Term 1  Week 8 |
| Business Plan |  | **X** |  |  |  | **X** | **X** |  |  |  | 10 |  | 20 | 10 | Term 2  Week 8 |
| Yearly Examination |  |  | **X** | **X** | **X** |  |  |  |  | **X** | 20 | 10 |  | 5 | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | | | | |
| P1 | Discusses the nature of business, its role in society and types of business structure | | | | | | | | | | | | | | |
| P2 | Explains the internal and external influences on businesses | | | | | | | | | | | | | | |
| P3 | Describes the factors contributing to the success or failure of small to medium enterprises | | | | | | | | | | | | | | |
| P4 | Assesses the processes and interdependence of key business functions | | | | | | | | | | | | | | |
| P5 | Examines the application of management theories and strategies | | | | | | | | | | | | | | |
| P6 | Analyses the responsibilities of business to internal and external stakeholders | | | | | | | | | | | | | | |
| P7 | Plans and conducts investigations into contemporary business issues | | | | | | | | | | | | | | |
| P8 | Evaluates information for actual and hypothetical business situations | | | | | | | | | | | | | | |
| P9 | Communicates business information and issues in appropriate formats | | | | | | | | | | | | | | |
| P10 | Applies mathematical concepts appropriately in business situations | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **CHEMISTRY** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **40%** | **60%** | **DUE DATE** |
| CH  11-1 | CH  11-2 | CH  11-3 | CH  11-4 | CH  11-5 | CH  11-6 | CH  11-7 | CH  11-8 | CH  11-9 | CH  11-10 | CH  11-11 | KNOWLEDGE & UNDERSTANDING | SKILLS IN WORKING SCIENTIFICALLY |
| First Hand Investigation |  |  | **X** | **X** |  | **X** |  | **X** |  |  |  | 15 | 20 | Term 1 Week 10 |
| Depth Study – Reactive Chemistry | **X** | **X** |  | **X** | **X** |  | **X** |  |  | **X** |  | 5 | 25 | Term 3  Week 2 |
| Yearly Examination |  |  |  |  | **X** | **X** |  | **X** | **X** | **X** | **X** | 20 | 15 | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | | | |
| CH11-1 | Develops and evaluates questions and hypotheses for scientific investigation | | | | | | | | | | | | | |
| CH11-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information | | | | | | | | | | | | | |
| CH11-3 | Conducts investigations to collect valid and reliable primary and secondary data and information | | | | | | | | | | | | | |
| CH11-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | | | | | | | | | | | | | |
| CH11-5 | Analyses and evaluates primary and secondary data and information | | | | | | | | | | | | | |
| CH11-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | | | | | | | | | | | | |
| CH11-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose | | | | | | | | | | | | | |
| CH11-8 | Explores the properties and trends in the physical, structural and chemical aspects of matter | | | | | | | | | | | | | |
| CH11-9 | Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships | | | | | | | | | | | | | |
| CH11-10 | Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions | | | | | | | | | | | | | |
| CH11-11 | Analyses the energy considerations in the driving force for chemical reactions | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **COMMUNITY AND FAMILY STUDIES** | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | **40%** | **25%** | **35%** | **DUE DATE** |
| P1.1 | P1.2 | P2.1 | P2.2 | P2.3 | P2.4 | P3.1 | P3.2 | P4.1 | P4.2 | P5.1 | P6.1 | P6.2 | KNOWLEDGE & UNDERSTANDING | SKILLS | RESEARCHING, ANALYSING, COMMUNICATING |
| Resource Management Interview & Written Report | **X** |  |  |  |  |  |  |  | **X** |  | **X** |  |  | 15 | 10 | 5 | Term 1  Week 9 |
| Individuals & Groups Case Study on Leadership |  |  | **X** |  | **X** |  |  |  |  | **X** |  |  |  | 10 |  | 20 | Term 3  Week 1 |
| Yearly Examination |  | **X** |  | **X** |  | **X** | **X** | **X** |  |  |  | **X** | **X** | 15 | 15 | 10 | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | | | | | | |
| P1.1 | Describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals | | | | | | | | | | | | | | | | |
| P1.2 | Proposes effective solutions to resource problems | | | | | | | | | | | | | | | | |
| P2.1 | Accounts for the roles and relationships that individuals adopt within groups | | | | | | | | | | | | | | | | |
| P2.2 | Describes the role of the family and other groups in the socialisation of individuals | | | | | | | | | | | | | | | | |
| P2.3 | Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement. | | | | | | | | | | | | | | | | |
| P2.4 | Analyses the interrelationships between the internal and external factors and their impact on family functioning | | | | | | | | | | | | | | | | |
| P3.1 | Explains the changing nature of families and communities in contemporary society | | | | | | | | | | | | | | | | |
| P3.2 | Analyses the significance of gender in defining roles and relationships | | | | | | | | | | | | | | | | |
| P4.1 | Utilises research methodology appropriate to the study of social issues | | | | | | | | | | | | | | | | |
| P4.2 | Presents information in written, oral and graphic form | | | | | | | | | | | | | | | | |
| P5.1 | Applies management processes to maximise the efficient use of resources | | | | | | | | | | | | | | | | |
| P6.1 | Distinguishes those actions that enhance wellbeing | | | | | | | | | | | | | | | | |
| P6.2 | Uses critical thinking skills to enhance decision making | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **EARTH AND ENVIRONMENTAL SCIENCE** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **40%** | **60%** | **DUE DATE** |
| EES  11-1 | EES  11-2 | EES  11-3 | EES  11-4 | EES  11-5 | EES  11-6 | EES  11-7 | EES  11-8 | EES  11-9 | EES  11-10 | EES  11-11 | KNOWLEDGE & UNDERSTANDING | SKILLS IN WORKING SCIENTIFICALLY |
| Depth Study | **X** | **X** |  | **X** |  |  | **X** |  |  |  | **X** | 10 | 30 | Term 1 Week 10 |
| Practical Investigation |  |  | **X** |  | **X** | **X** |  | **X** |  |  |  | 10 | 20 | Term 2  Week 8 |
| Yearly Examination |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** | 20 | 10 | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | | | |
| EES11-1 | Develops and evaluates questions and hypotheses for scientific investigation | | | | | | | | | | | | | |
| EES11-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information | | | | | | | | | | | | | |
| EES11-3 | Conducts investigations to collect valid and reliable primary and secondary data and information | | | | | | | | | | | | | |
| EES11-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | | | | | | | | | | | | | |
| EES11-5 | Analyses and evaluates primary and secondary data and information | | | | | | | | | | | | | |
| EES11-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | | | | | | | | | | | | |
| EES11-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose | | | | | | | | | | | | | |
| EES11-8 | Describes the key features of the Earth’s systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated | | | | | | | | | | | | | |
| EES11-9 | Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries | | | | | | | | | | | | | |
| EES11-10 | Describes the factors that influence how energy is transferred and transformed in the Earth’s systems | | | | | | | | | | | | | |
| EES11-11 | Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **ENGLISH STUDIES** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **50%** | | **50%** | | **DUE DATE** |
| ES11-1 | ES11-2 | ES11-3 | ES11-4 | ES11-5 | ES11-6 | ES11-7 | ES11-8 | ES11-9 | ES11-10 | KNOWLEDGE & UNDERSTANDING | | SKILLS IN: COMPREHENDING TEXTS, COMMUNICATING IDEAS, USING LANGUAGE ACCURATELY, APPROPRIATELY & EFFECTIVELY | |
| Written response Mandatory Module Achieving through English | **X** |  |  | **X** | **X** |  |  |  | **X** |  | 15 | | 15 | | Term 1  Week 11 |
| Multimodal Presentation on Module: Part of the Family |  | **X** | **X** |  |  | **X** | **X** | **X** |  |  | 15 | | 15 | | Term 2  Week 9 |
| Portfolio/ Collection of classwork with reflection |  |  |  | **X** | **X** | **X** | **X** |  |  | **X** | 20 | | 20 | | Term 3  Week 8 |
|  | | | | | | | | | | | | | | | | |
| ES11-1 | Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes | | | | | | | | | | | | | | |
| ES11-2 | Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts | | | | | | | | | | | | | | |
| ES11-3 | Gains skills in accessing, comprehending and using information to communicate in a variety of ways | | | | | | | | | | | | | | |
| ES11-4 | Composes a range of texts with increasing accuracy and clarity in different forms | | | | | | | | | | | | | | |
| ES11-5 | Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts | | | | | | | | | | | | | | |
| ES11-6 | Uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes | | | | | | | | | | | | | | |
| ES11-7 | Represents own ideas in critical, interpretive and imaginative texts | | | | | | | | | | | | | | |
| ES11-8 | Identifies and describes relationships between texts | | | | | | | | | | | | | | |
| ES11-9 | Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade | | | | | | | | | | | | | | |
| ES11-10 | Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning | | | | | | | | | | | | | | |
| **PRELIMINARY ASSESSMENT TASK GRID**  **ENGLISH STANDARD** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **50%** | | **50%** | | **DUE DATE** | |
| EN11-1 | EN11-2 | EN11-3 | EN11-4 | EN11-5 | EN11-6 | EN11-7 | EN11-8 | EN11-9 | KNOWLEDGE & UNDERSTANDING | | SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXT ACROSS ALL MODES | |
| Reading to Write: Creative Writing and Reflection |  | **X** | **X** |  | **X** |  |  |  | **X** | 15 | | 15 | | Term 1  Week 11 | |
| Contemporary Possibilities: Multimodal Task | **X** | **X** |  |  |  |  | **X** | **X** |  | 20 | | 20 | | Term 2  Week 9 | |
| Yearly Examination | **X** |  | **X** | **X** |  | **X** |  |  |  | 15 | | 15 | | Term 3  Week 9 or 10 | |
|  | | | | | | | | | | | | | | | |
| EN-1 | Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure | | | | | | | | | | | | | | |
| EN-2 | Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | | | | | | | | | | | | | | |
| EN-3 | Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning | | | | | | | | | | | | | | |
| EN-4 | Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts | | | | | | | | | | | | | | |
| EN-5 | Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments | | | | | | | | | | | | | | |
| EN-6 | Investigates and explains the relationships between texts | | | | | | | | | | | | | | |
| EN-7 | Understands and explains the diverse ways texts can represent personal and public worlds | | | | | | | | | | | | | | |
| EN-8 | Identifies and explains cultural assumptions in texts and their effects on meaning | | | | | | | | | | | | | | |
| EN-9 | Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **ENGLISH ADVANCED** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **50%** | **50%** | **DUE DATE** |
| EA11-1 | EA11-2 | EA11-3 | EA11-4 | EA11-5 | EA11-6 | EA11-7 | EA11-8 | EA11-9 | KNOWLEDGE & UNDERSTANDING | SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXT ACROSS ALL MODES |
| Reading to Write: Creative Writing and Reflection |  | **X** | **X** |  | **X** |  |  |  | **X** | 15 | 15 | Term 1  Week 11 |
| Narratives that Shape our World Multimodal Presentation | **X** | **X** |  |  |  |  | **X** | **X** |  | 20 | 20 | Term 2  Week 9 |
| Yearly Examination | **X** |  | **X** | **X** |  | **X** |  |  |  | 15 | 15 | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | |
| EA-1 | Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure | | | | | | | | | | | |
| EA-2 | Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | | | | | | | | | | | |
| EA-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 | | | | | | | | | | | |
| EA-4 | Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts | | | | | | | | | | | |
| EA-5 | Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments | | | | | | | | | | | |
| EA-6 | Investigates and evaluates the relationships between texts | | | | | | | | | | | |
| EA-7 | Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued | | | | | | | | | | | |
| EA-8 | Explains and evaluates cultural assumptions and values in texts and their effects on meaning | | | | | | | | | | | |
| EA-9 | Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **ENGLISH EXTENSION** | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | **50%** | **50%** | **DUE DATE** |
| EE11-1 | EE11-2 | EE11-3 | EE11-4 | EE11-5 | EE11-6 | KNOWLEDGE & UNDERSTANDING OF TEXTS & WHY THEY ARE VALUED | SKILLS IN COMPLEX ANALYSIS, COMPOSITION & INVESTIGATION |
| Creative Writing and Reflection |  | **X** | **X** |  |  | **X** | 15 | 15 | Term 2  Week 3 |
| Present Tutorial Paper | **X** | **X** | **X** | **X** | **X** |  | 20 | 20 | Term 3  Week 6 |
| Yearly Examination | **X** | **X** | **X** | **X** | **X** |  | 15 | 15 | Term 3  Week 9 or 10 |
|  | | | | | | | | | |
| EE11-1 | Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies | | | | | | | | |
| EE11-2 | Analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts | | | | | | | | |
| EE11-3 | Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the 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 | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **FOOD TECHNOLOGY** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **40%** | **30%** | **30%** | **DUE DATE** |
| P1.1 | P1.2 | P2.1 | P2.2 | P3.1 | P3.2 | P4.1 | P4.2 | P4.3 | P4.4 | P5.1 | KNOWLEDGE & UNDERSTANDING OF FOOD TECHNOLOGY | KNOWLEDGE & SKILLS IN DESIGNING, RESEARCHING, ANALYSING AND EVALUATING | SKILLS IN EXPERIMENTING WITH PREPARING FOOD BY APPLYING THEORETICAL CONCEPTS |
| Food Availability & Selection Research and Practical Assignment |  | **X** |  |  |  |  | **OUTCOME ASSESSED INFORMALLY DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** |  | **OUTCOME ASSESSED INFORMALLY DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | 10 |  | 15 | Term 1  Week 7 |
| Nutrition Nutrient Depth Study |  |  | **X** |  |  | **X** |  | **X** |  | 10 | 10 | 15 | Term 3  Week 4 |
| Yearly Examination | **X** |  |  | **X** | **X** |  |  |  | **X** | 20 | 20 |  | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | | | | |
| P1.1 | Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods | | | | | | | | | | | | | | |
| P1.2 | Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors | | | | | | | | | | | | | | |
| P2.1 | Explains the role of food nutrients in human nutrition | | | | | | | | | | | | | | |
| P2.2 | Identifies and explains the sensory characteristics and functional properties of food | | | | | | | | | | | | | | |
| P3.1 | Assesses the nutrient value of meals/diets for particular individuals and groups | | | | | | | | | | | | | | |
| P3.2 | Presents ideas in written, graphic and oral form using computer software where appropriate | | | | | | | | | | | | | | |
| P4.1 | Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food | | | | | | | | | | | | | | |
| P4.2 | Plans, prepares and presents foods which reflect a range of the influences on food selection | | | | | | | | | | | | | | |
| P4.3 | Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups | | | | | | | | | | | | | | |
| P4.4 | Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products | | | | | | | | | | | | | | |
| P5.1 | Generates ideas and develops solutions to a range of food situations | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **HEALTH AND MOVEMENT SCIENCE** | | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | **40%** | **30%** | | **30%** | | **DUE DATE** |
| HMS-11-01 | | HMS-11-02 | | HMS-11-03 | | HMS-11-04 | | HMS-11-05 | | HMS-11-06 | | HMS-11-07 | HMS-11-08 | | | HMS-11-09 | HMS-11-10 | KNOWLEDGE AND UNDERSTANDING OF COPURSE CONTENT | SKILLS IN COLLABORATION, ANALYSIS, COMMUNICATION, CREATIVE THINKING, PROBLEM-SOLVING AND RESEARCH | | RESEARCH AND ANALYSIS | |
| Health for Individuals and communities Assignment  (collaborative investigation) | **X** | | **X** | |  | |  | | **X** | |  | | **X** | **X** | | |  | **X** | 10 | 10 | | 10 | | Term1  Week 10 |
| The Body and mind in motion lab |  | |  | | **X** | | **X** | |  | | **X** | |  |  | | | **X** |  | 10 | 10 | | 10 | | Term 2  Week 8 |
| Preliminary Yearly Examination | **X** | | **X** | | **X** | | **X** | |  | | **X** | |  |  | | | **X** |  | 20 | 10 | | 10 | | Term 3  Week 9-10 |
|  |  |  | |  | |  | |  | |  | |  | | |  |  | |  |  | |  | |  |  |
| HMS-11-01 | Interprets meanings, measures and patterns of health experienced by Australians | | | | | | | | | | | | | | | | | | | | | | | |
| HMS-11-02 | Analyses methods and resources to improve and advocate for the health of young Australians | | | | | | | | | | | | | | | | | | | | | | | |
| HMS-11-03 | Analyses the systems of the body in relation to movement | | | | | | | | | | | | | | | | | | | | | | | |
| HMS-11-04 | Investigates movement skills and psychology to improve participation and performance | | | | | | | | | | | | | | | | | | | | | | | |
| HMS-11-05 | Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts | | | | | | | | | | | | | | | | | | | | | | | |
| HMS-11-06 | Analysis: analyses the relationships and implications of health and movement concepts | | | | | | | | | | | | | | | | | | | | | | | |
| HMS-11-07 | Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes | | | | | | | | | | | | | | | | | | | | | | | |
| HMS-11-08 | Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts | | | | | | | | | | | | | | | | | | | | | | | |
| HMS-11-09 | Problem-solving: proposes and evaluates solutions to health and movement issues | | | | | | | | | | | | | | | | | | | | | | | |
| HMS-11-10 | Research: analyses a range of sources to make conclusions about health and movement concepts | | | | | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **INDUSTRIAL TECHNOLOGY - TIMBER** | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | **40%** | **60%** | **DUE DATE** |
| P1.1 | P1.2 | P2.1 | P2.2 | P3.1 | P3.2 | P3.3 | P4.1 | P4.2 | P4.3 | P5.1 | P5.2 | P6.1 | P6.2 | P7.1 | P7.2 | KNOWLEDGE & UNDERSTANDING COURSE CONTENT | KNOWLEDGE & SKILLS IN THE MANAGEMENT, COMMUNICATION & PRODUCTION OF  PROJECTS |
| Industry Study – Written Report | **X** | **X** |  | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** |  | **X** |  |  |  |  | **X** |  |  |  |  | **X** | 20 | 10 | Term 1  Week 7 |
| Practical Project & Portfolio |  |  | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |  | 40 | Term 3  Week 7 |
| Yearly Examination |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** |  | 20 | 10 | Term 3  Weeks 9  or 10 |
|  | | | | | | | | | | | | | | | | | | | |
| P1.1 | Describes the organisation and management of an individual business within the focus area industry | | | | | | | | | | | | | | | | | | |
| P1.2 | Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies | | | | | | | | | | | | | | | | | | |
| P2.1 | Describes and uses safe working practices and correct workshop equipment maintenance techniques | | | | | | | | | | | | | | | | | | |
| P2.2 | Works effectively in team situations | | | | | | | | | | | | | | | | | | |
| P3.1 | Sketches, produces and interprets drawings in the production of projects | | | | | | | | | | | | | | | | | | |
| P3.2 | Applies research and problem-solving skills | | | | | | | | | | | | | | | | | | |
| P3.3 | Demonstrates appropriate design principles in the production of projects | | | | | | | | | | | | | | | | | | |
| P4.1 | Demonstrates a range of practical skills in the production of projects | | | | | | | | | | | | | | | | | | |
| P4.2 | Demonstrates competency in using relevant equipment, machinery and processes | | | | | | | | | | | | | | | | | | |
| P4.3 | Identifies and explains the properties and characteristics of materials/components through the production of projects | | | | | | | | | | | | | | | | | | |
| P5.1 | Uses communication and information processing skills | | | | | | | | | | | | | | | | | | |
| P5.2 | Uses appropriate documentation techniques related to the management of projects | | | | | | | | | | | | | | | | | | |
| P6.1 | Identifies the characteristics of quality manufactured products | | | | | | | | | | | | | | | | | | |
| P6.2 | Identifies and explains the principles of quality and quality control | | | | | | | | | | | | | | | | | | |
| P7.1 | Identifies the impact of the related industry on the social and physical environment | | | | | | | | | | | | | | | | | | |
| P7.2 | Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **LEGAL STUDIES** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **60%** | **20%** | **20%** | **DUE DATE** |
| P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | KNOWLEDGE & UNDERSTANDING | RESEARCH | COMMUNICATION |
| The Legal System Analysis Task | **X** |  | **X** |  |  |  |  |  | **X** |  | 20 | 10 | 5 | Term 1  Week 10 |
| The Individual and the Law Response |  |  |  |  | **X** |  |  | **X** |  | **X** | 15 | 10 | 5 | Term 2  Week 10 |
| Yearly Examination |  | **X** |  | **X** |  | **X** | **X** |  |  |  | 25 |  | 10 | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | | | |
| 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 the 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 | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **MATHEMATICS STANDARD** | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | **50%** | | **50%** | | **DUE DATE** | |
| MS11-1 | MS11-2 | | MS11-3 | | MS11-4 | | MS11-5 | | MS11-6 | | MS11-7 | | MS11-8 | MS11-9 | MS11-10 | | UNDERSTANDING FLUENCY & COMMUNICATION | | PROBLEM SOLVING, REASONING & JUSTIFICATION | |
| Finance & Algebra Written Task with Formula Sheet | **X** | **X** | |  | |  | | **X** | | **X** | |  | |  |  | **X** | | 15 | | 15 | | Term 1  Week 9 | |
| Measurement Task |  |  | | **X** | | **X** | |  | |  | |  | |  | **X** | **X** | | 15 | | 15 | | Term 2  Week 5 | |
| Yearly Examination | **X** | **X** | | **X** | | **X** | | **X** | | **X** | | **X** | | **X** |  |  | | 20 | | 20 | | Term 3  Week 9 or 10 | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| MS11-1 | Uses algebraic and graphical techniques to compare alternative solutions to contextual problems | | | | | | | | | | | | | | | | | | | | | | |
| MS11-2 | Represents information in symbolic, graphical and tabular form | | | | | | | | | | | | | | | | | | | | | | |
| MS11-3 | Solves problems involving quantity measurement, including accuracy and the choice of relevant units | | | | | | | | | | | | | | | | | | | | | | |
| MS11-4 | Performs calculations in relation to two-dimensional and three-dimensional figures | | | | | | | | | | | | | | | | | | | | | | |
| MS11-5 | Models relevant financial situations using appropriate tools | | | | | | | | | | | | | | | | | | | | | | |
| MS11-6 | Makes predictions about everyday situations based on simple mathematical models | | | | | | | | | | | | | | | | | | | | | | |
| MS11-7 | Develops and carries out simple statistical processes to answer questions posed | | | | | | | | | | | | | | | | | | | | | | |
| MS11-8 | Solves probability problems involving multistage events | | | | | | | | | | | | | | | | | | | | | | |
| MS11-9 | Uses appropriate technology to investigate, organise and interpret information in a range of contexts | | | | | | | | | | | | | | | | | | | | | | |
| MS11-10 | Justifies a response to a given problem using appropriate mathematical terminology and/or calculations | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | |
| **PRELIMINARY ASSESSMENT TASK GRID**  **MATHEMATICS ADVANCED** | | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | **50%** | | **50%** | | **DUE DATE** | |
| MA11.1 | | MA11.2 | | MA11.3 | | MA11.4 | | MA11.5 | | MA11.6 | | MA11.7 | | MA11.8 | | MA11.9 | | CONCEPTS, SKILLS & TECHNIQUES | | REASONING & COMMUNICATION | |
| In-class test on functions with summary sheet | **X** | | **X** | |  | |  | |  | |  | |  | |  | |  | | 15 | | 15 | | Term 1  Week 9 | |
| Trigonometry Task | **X** | |  | | **X** | |  | |  | |  | |  | | **X** | | **X** | | 15 | | 15 | | Term 2  Week 5 | |
| Yearly Examination | **X** | | **X** | | **X** | | **X** | | **X** | | **X** | | **X** | |  | |  | | 20 | | 20 | | Term 3  Week 9 or 10 | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | |
| MA11.1 | Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems | | | | | | | | | | | | | | | | | | | | | | | |
| MA11.2 | Uses the concepts of functions and relations to model, analyse and solve practical problems | | | | | | | | | | | | | | | | | | | | | | | |
| MA11.3 | Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes | | | | | | | | | | | | | | | | | | | | | | | |
| MA11.4 | Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities | | | | | | | | | | | | | | | | | | | | | | | |
| MA11.5 | Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems | | | | | | | | | | | | | | | | | | | | | | | |
| MA11.6 | Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems | | | | | | | | | | | | | | | | | | | | | | | |
| MA11.7 | Uses concepts and techniques from probability to present and interpret data and solve problem in a variety of contexts, including the use of probability distributions | | | | | | | | | | | | | | | | | | | | | | | |
| MA11.8 | Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts | | | | | | | | | | | | | | | | | | | | | | | |
| MA11.9 | Provides reasoning to support conclusions which are appropriate to the context | | | | | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **MATHEMATICS EXTENSION 1** | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | **50%** | **50%** | **DUE DATE** |
| ME11.1 | ME11.2 | ME11.3 | ME11.4 | ME11.5 | ME11.6 | ME11.7 | CONCEPTS, SKILLS & TECHNOLOGIES | REASONING & COMMUNICATION |
| Investigative Project on Combinatorics |  |  |  |  | **X** | **X** | **X** | 15 | 15 | Term 1  Week 9 |
| In-class test on Polynomials with summary sheet | **X** | **X** |  |  |  | **X** | **X** | 15 | 15 | Term 2  Week 5 |
| Yearly Examination | **X** | **X** | **X** | **X** | **X** |  |  | 20 | 20 | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | |
| ME11.1 | Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses | | | | | | | | | |
| ME11.2 | Manipulates algebraic expressions and graphical functions to solve problems | | | | | | | | | |
| ME11.3 | Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems. | | | | | | | | | |
| ME11.4 | Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change | | | | | | | | | |
| ME11.5 | Uses concepts of permutations and combinations to solve problems involving counting or ordering | | | | | | | | | |
| ME11.6 | Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts | | | | | | | | | |
| ME11.7 | Communicates making comprehensive use of mathematical language, notation, diagrams and graphs | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **MODERN HISTORY** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **40%** | **20%** | **20%** | **20%** | **DUE DATE** |
| MH11-1 | MH11-2 | MH11-3 | MH11-4 | MH11-5 | MH11-6 | MH11-7 | MH11-8 | MH11-9 | MH11-10 | KNOWLEDGE & UNDERTSANDING | SOURCE BASED SKILLS | HISTORICAL INQUIRY & RESEARCH | COMMUNICATION |
| Source Analysis Decline of Roman Dynasty |  | **X** |  | **X** |  |  | **X** |  |  |  | 15 | 5 | 10 | 5 | Term 1 Week 10 |
| Historical Investigation |  |  | **X** |  |  | **X** |  | **X** |  |  | 10 | 5 | 10 | 5 | Term 2 Week 10 |
| Yearly Examination | **X** |  |  |  | **X** |  |  |  | **X** | **X** | 15 | 10 |  | 10 | Term 3 Week 9 or 10 |
|  | | | | | | | | | | | | | | | |
| MH11-1 | Describes the nature of continuity and change in the modern world | | | | | | | | | | | | | | |
| MH11-2 | Proposes ideas about the varying causes and effects of events and developments | | | | | | | | | | | | | | |
| MH11-3 | Analyses the role of historical features, individuals, groups and ideas in shaping the past | | | | | | | | | | | | | | |
| MH11-4 | Accounts for the different perspectives of individuals and groups | | | | | | | | | | | | | | |
| MH11-5 | Examines the significance of historical features, people, ideas, movements, events and developments of the modern world | | | | | | | | | | | | | | |
| MH11-6 | Analyses and interprets different types of sources for evidence to support an historical account or argument | | | | | | | | | | | | | | |
| MH11-7 | Discusses and evaluates differing interpretations and representations of the past | | | | | | | | | | | | | | |
| MH11-8 | Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources | | | | | | | | | | | | | | |
| MH11-9 | Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | | | | | | | | | | | | | | |
| MH11-10 | Discusses contemporary methods and issues involved in the investigation of modern history | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **MUSIC** | | | | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | | **25%** | **25%** | **25%** | **25%** | **DUE DATE** |
| P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | PERFORMANCE | MUSICOLOGY | COMPOSITION | AURAL |
| Musicology Seminar & Performance | | **X** | **X** |  | **X** |  |  |  |  |  | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | 5 | 25 |  |  | Term 1  Week 9 |
| Composition & Aural Analysis on Composition | |  |  | **X** |  | **X** | **X** | **X** | **X** |  |  |  | 25 | 10 | Term 2  Week 8 |
| Yearly Examination: Aural & Performance | | **X** |  |  | **X** |  | **X** |  |  | **X** | 20 |  |  | 15 | Term 3  Week 9 or 10 |
|  | | | | | | | | | | | | | | | | | |
| P1 | Performs music that is characteristic of the topics studied | | | | | | | | | | | | | | | | |
| P2 | Observes, reads, interprets and discusses simple musical scores characteristic of topics studied | | | | | | | | | | | | | | | | |
| P3 | Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied | | | | | | | | | | | | | | | | |
| P4 | Recognises and identifies the concepts of music and discusses their use in a variety of musical styles | | | | | | | | | | | | | | | | |
| P5 | Comments on and constructively discusses performances and compositions | | | | | | | | | | | | | | | | |
| P6 | Observes and discusses concepts of music in works representative of the topics studied | | | | | | | | | | | | | | | | |
| P7 | Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied | | | | | | | | | | | | | | | | |
| P8 | Identifies, recognises, experiments with and discusses the use of technology in music | | | | | | | | | | | | | | | | |
| P9 | Performs as a means of self-expression and communication | | | | | | | | | | | | | | | | |
| P10 | Demonstrates a willingness to participate in performance, composition, musicology and aural activities | | | | | | | | | | | | | | | | |
| P11 | Demonstrates a willingness to accept and use constructive criticism | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **NUMERACY** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **50%** | | | | | **50%** | | | | **DUE DATE** | | | |
| N6  1.1 | | N6  1.2 | | | | N6  1.3 | | | | N6  2.1 | | | | N6  2.2 | | | | N6  2.3 | | | | N6  2.4 | | | | N6  2.5 | | | N6  2.6 | | | N6  3.1 | | | | N6  3.2 | | | | KNOWLEDGE & UNDERSTANDING | | | | | SKILLS | | | |
| Assignment |  | | **X** | | | | **X** | | | |  | | | | **X** | | | |  | | | | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | | | | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | | | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | | | **X** | | | |  | | | | 15 | | | | | 10 | | | | Term 1  Week 9 | | | |
| Portfolio | **X** | |  | | | |  | | | |  | | | | **X** | | | | **X** | | | |  | | | | **X** | | | | 15 | | | | | 20 | | | | Term 2  Week 9 | | | |
| Assignment | **X** | | **X** | | | |  | | | | **X** | | | | **X** | | | |  | | | | **X** | | | |  | | | | 20 | | | | | 20 | | | | Term 3  Week 8 | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-1.1 | Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-1.2 | Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-1.3 | Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-2.1 | Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-2.2 | Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-2.3 | Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-2.4 | Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-2.5 | Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-2.6 | Chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-3.1 | Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N6-3.2 | Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PRELIMINARY ASSESSMENT TASK GRID**  **PHYSICS** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **40%** | | | **60%** | | | | **DUE DATE** | |
| PH11-1 | | | PH11-2 | | | | | PH11-3 | | | | PH11-4 | | | | PH11-5 | | | | | PH11-6 | | | PH11-7 | | | | PH11-8 | | | | | PH11-9 | | | | PH11-10 | | | | PH11-11 | | | KNOWLEDGE & UNDERSTANDING | | | SKILLS IN WORKING SCIENTIFICALLY | | | |
| Scientific Investigation | **X** | | | **X** | | | | |  | | | |  | | | | **X** | | | | |  | | |  | | | | **X** | | | | |  | | | |  | | | |  | | | 10 | | | 20 | | | | Term 1  Week 9 | |
| Depth Study | **X** | | |  | | | | | **X** | | | | **X** | | | |  | | | | |  | | | **X** | | | |  | | | | | **X** | | | |  | | | |  | | | 10 | | | 20 | | | | Term 2  Week 8 | |
| Yearly Examination |  | | |  | | | | |  | | | |  | | | |  | | | | | **X** | | |  | | | | **X** | | | | | **X** | | | | **X** | | | | **X** | | | 20 | | | 20 | | | | Term 3  Week 9 or 10 | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-1 | Develops and evaluates questions and hypotheses for scientific investigation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-3 | Conducts investigations to collect valid and reliable primary and secondary data and information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-5 | Analyses and evaluates primary and secondary data and information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-8 | Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-9 | Describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-10 | Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH11-11 | Explains and quantitatively analyses electric fields, circuitry and magnetism | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PRELIMINARY ASSESSMENT TASK GRID**  **SPORT LIFESTYLE AND RECREATION** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **50%** | | | | **50%** | | **DUE DATE** | |
| 1.1 | | | 1.2 | | | 1.3 | | | | 1.4 | | | | 2.1 | | | | 2.2 | | | | 2.4 | | 3.1 | | 3.2 | | | | 3.3 | | | | 3.7 | | | | 4.1 | | | | 4.4 | KNOWLEDGE & UNDERSTANDING | | | | SKILLS | |
| Fitness Testing | |  | | | **X** | | | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & PRACTICAL /GAME APPLICATION** | | | |  | | | |  | | | | **X** | | | |  | | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & PRACTICAL /GAME APPLICATION** | |  | | | | **X** | | | |  | | | | **X** | | | | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & PRACTICAL /GAME APPLICATION** | 10 | | | | 25 | | Term 1  Week 10 | |
| Skills Presentation & Written Task | | **X** | | |  | | |  | | | | **X** | | | |  | | | |  | | **X** | | | |  | | | |  | | | |  | | | | 10 | | | | 25 | | Term 2  Week 10 Assessment begins | |
| Social Perspectives of Sport Research Task | |  | | |  | | | **X** | | | |  | | | |  | | | | **X** | |  | | | |  | | | | **X** | | | |  | | | | 30 | | | |  | | Term 3  Week 6 | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 | | Applies the rules and conventions that relate to participation in a range of physical activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 | | Explains the relationship between physical activity, fitness and healthy lifestyle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3 | | Demonstrates ways to enhance safety in physical activity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4 | | Investigates and interprets the patterns of participation in sport and physical activity in Australia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 | | Explains the principles of skill development and training | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 | | Analyses the fitness requirements of specific activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4 | | Describes how societal influences impact on the nature of sport in Australia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1 | | Selects appropriate strategies and tactics for success in a range of movement contexts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.2 | | Designs programs that respond to performance needs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.3 | | Measures and evaluates physical performance capacity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.7 | | Analyses the impact of professionalism in sport | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.1 | | Plans strategies to achieve performance goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.4 | | Demonstrates competence and confidence in movement contexts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PRELIMINARY ASSESSMENT TASK GRID**  **VISUAL ARTS** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **50%** | | | | **50%** | | | **DUE DATE** | | | |
| P1 | | | | P2 | | | | P3 | | | | P4 | | | | P5 | | | P6 | | | | | | P7 | | | | P8 | | | | P9 | | | | P10 | | | | ARTMAKING | | | | CRITICAL & HISTORICAL | | |
| Portraiture Body of Work and Extended Response | | **X** | | | |  | | | |  | | | | **X** | | | |  | | |  | | | | | | **X** | | | | **X** | | | |  | | | |  | | | | 15 | | | | 15 | | | Term 2  Week 2 | | | |
| Social Issues Body of Work and VAPD | |  | | | | **X** | | | | **X** | | | |  | | | | **X** | | | **X** | | | | | |  | | | |  | | | |  | | | |  | | | | 35 | | | |  | | | Term 3  Week 5 | | | |
| Yearly Examination | |  | | | |  | | | |  | | | |  | | | |  | | |  | | | | | |  | | | | **X** | | | | **X** | | | | **X** | | | |  | | | | 35 | | | Term 3  Week 9 or 10 | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P1 | | Explores the conventions of practice in artmaking | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P2 | | Explores the roles and relationships between the concepts of artist, artwork, world and audience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P3 | | Identifies the frames as the basis of understanding expressive representation through the making of art | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P4 | | Investigates subject matter and forms as representations in artmaking | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P5 | | Investigates ways of developing coherence and layers of meaning in the making of art | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P6 | | Explores a range of material techniques in ways that support artistic intentions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P7 | | Explores the conventions of practice in art criticism and art history | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P8 | | Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P9 | | Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P10 | | Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY ASSESSMENT TASK GRID**  **WORK STUDIES** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **30%** | **70%** | **DUE DATE** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | KNOWLEDGE & UNDERSTANDING | SKILLS |
| Nature of Work Research Task | **X** |  | **X** | **X** |  |  |  |  |  | 5 | 25 | Term 2  Week 1 |
| Workplace Communication In Class Test |  | **X** |  |  |  | **X** |  |  | **X** | 20 | 10 | Term 2  Week 7 |
| Work Life Commitment |  |  |  |  | **X** |  | **X** | **X** |  | 5 | 35 | Term 3  Week 7 |
|  | | | | | | | | | | | | |
| 1 | Investigates a range of work environment | | | | | | | | | | | |
| 2 | Examines different types of work and skills for employment | | | | | | | | | | | |
| 3 | Analyses employment options and skills for employment | | | | | | | | | | | |
| 4 | Assesses pathways for further education, training and life planning | | | | | | | | | | | |
| 5 | Communicates and uses technology effectively | | | | | | | | | | | |
| 6 | Applies self-management and teamwork skills | | | | | | | | | | | |
| 7 | Utilises strategies to plan, organise and solve problems | | | | | | | | | | | |
| 8 | Assesses influences on people’s working lives | | | | | | | | | | | |
| 9 | Evaluates personal and social influences on individuals and groups | | | | | | | | | | | |



VOCATIONAL EDUCATION AND TRAINING (VET)

# 

# VOCATIONAL EDUCATION AND TRAINING (VET)

**Assessment**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and Universities and will assist students to move to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can’t count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

**Mandatory Work Placement**

Work placement is a mandatory HSC requirement and failure to attend does not impact on the AQF qualification.

Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by the NESA. This will mean that students will receive an N Determination for the Preliminary Course if 35 hours has not been completed and for the HSC course if the minimum of 70 hours has not been completed. The N Determination can be overturned by the school once the work placement has been completed.

Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practise and develop the competencies that are part of the course. Teacher and/or workplace supervisor will assess your performance on the job.

Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement.

Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to you.

Students who do not undertake Work Placement at the prescribed venue as organised the school will receive a Non-Completion of Work Placement warning letter which will jeopardise the satisfactory requirements for work placement.

**Work Placement Organisation for Camden High School**

Students undertaking a VET Course at Camden High School will be participating in their mandatory 35 hours work placement at a venue organised through the school and MWLP. Students wishing to complete mandatory work placement at another workplace venue are to see their teacher as soon as possible. Work placement in a VET course, will be in a one-week block per year. It is the students’ responsibility to catch up on missed class work.

**NB**: It is each **student’s responsibility** to submit assessment tasks on time. Negotiation between student and subject teacher/ Head Teacher will be required for any assessment tasks scheduled during the work placement week. Students will be required to hand in the completed task before you commence Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement. **Work Placement is not a reason for non-completion of assessment tasks**

**Work Placement and student responsibilities**

All students going on Work Placement are required to complete **a journal**, which will be available from the VET teacher. These are to be completed and returned to the teacher immediately after work placement. This forms part of the evidence required for completion of mandatory work hours

# 

# VOCATIONAL EDUCATION AND TRAINING (VET)

# Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is the acknowledgement of skills and/or knowledge you may have obtained through one or more of the following acceptable methods:

1. **Formal Training** - which has been provided by another training company or educational institution.
2. **Work Experienc**e - skills/knowledge you have gained while actively working in the position.
3. **Life Experience**

Industry Curriculum Framework Courses have units of competency, which are uniform and nationally recognised outcomes. Students who have learned a skill or outcome which are linked to a unit of competency may apply for RPL through the Vocational Education Coordinator at Camden High School.

The RTO RPL process is detailed in the flow chart below. An application form for Recognition of Prior Learning can be obtained from the VET Coordinator.

A student who is applying for RPL must be able to demonstrate that they have already gained the skill or learning outcome for one or more competencies and therefore will not have to redo the relevant module / competency. Acceptable forms of evidence include:

* relevant documentation from a recognised RTO e.g. competency records
* references from previous employers
* work samples
* RPL may also be assisted by the administration of challenge tests which suit the task being considered.

**NOT MORE THAN 70HRS OF A 240HOUR COURSE CAN BE GRANTED RPL**

## See Camden High School’s VET Coordinator if you need a RPL/Credit Transfer Application

## Appeals of Assessment for VET

In line with the NESA policy an assessment appeal or review may be made on the grounds of the decision applied to a student’s work not being consistent with the school’s assessment policy and procedures.

In Vocational Education courses you are able to make 3 attempts in order to prove competency for a module being assessed. If you are deemed “Not Yet Competent” you may:

1. Discuss why this decision was made with the classroom teacher. If necessary, discuss an appropriate alternative assessment with the Vocational Coordinator
2. Arrange further training in the area deemed “Not Yet Competent”
3. Repeat the assessment

|  |
| --- |
| *From the Public Schools NSW, Ultimo 90072 VET Handbook*  *Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:*   * *The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency* * *They were not informed in advance of the conditions and method of assessment* * *The process used was discriminatory in some way* * *They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate)*   *Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal.*  *Appeals must be lodged within 5 days from the date of assessment. The school must deal with the appeal in ten working days. See flowchart on the following page.* |

**See Camden High School’s VET Coordinator if you need an Appeal Application**

PUBLIC SCHOOLS NSW, ULTIMO 90072 – VOCATIONAL EDUCATION AND TRAINING

**VOCATIONAL EDUCATION AND TRAINING (VET) ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

A close-up of a school schedule

Description automatically generated

A close-up of a form

Description automatically generated

A black background with a black square

Description automatically generatedCourse: Cookery RTO - Ultimo RTO 90072 Department of Education

Qualification: SIT20421 Certificate II in Cookery

Cohort: 2025 - 2026

Training Package: SIT Tourism, Travel and Hospitality

**School Name: Camden High School Assessment Schedule Year 11 2025**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Tasks for The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.  Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated. SIT20421 Certificate II in CookeryOngoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | **Task 1**  Safety in the kitchen | | **Task 2**  Service please | |  |  | **EXAM** | |
| Week | 5 | Week | 7 |  |  | Week | 9-10 |
| Term | 2 | Term | 3 |  | Term | 3 |
| **Code** | **Unit of Competency** | Date | 30 May 2025 | Date | 5 September 2025 |  | Date | 15-26/9/2025 |
| SITXFSA005 | Use hygienic practices for food safety | X | |  | |  |  |  | |
| SITXWHS005 | Participate in safe work practices | X | |  | |  |
| SITXFSA006 | Participate in safe food handling practices | X | |  | |  |
| SITHCCC025 | Prepare and present sandwiches | X | |  | |  |
| SITXCOM007 | Show social and cultural sensitivity |  | | X | |  |
| SITXCCS011 | Interact with customers |  | | X | |  |
|  |  |  | |  | |  |  |
|  |  |  | |  | |  |  |
|  |  |  | |  | |  |  |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward STI20421 Certificate II in Cookery..

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

Cohort 2025-2026 Stage 6 Cookery Qualification SIT20421 Certificate II in Cookery Training Package SIT Tourism, Travel and Hospitality (version 0.13)

A black background with a black square

Description automatically generatedCourse: Retail Services RTO - Ultimo RTO 90072 Department of Education

Qualification: SIR30216 Certificate III in Retail (Release 4)

Cohort: 2025 – 2026

Training Package: SIR Retail Services (Release 7.0)

**School Name: Camden High School Assessment Schedule Year 11 2025**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Tasks for The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.  Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated. SIR30216 Certificate III in Retail | | **Task 1**  Safety and Spotless | | **Task 2**  Working in the Industry | | **Task 3**  Customer Service | |  | **EXAM** | |
| Week | 11 | Week | 10 | Week | 8 | Week | 9-10 |
| Term | 1 | Term | 1-2 | Term | 2-3 | Term | 3 |
| **Code** | **Unit of Competency** | Date | 11 April 2025 | Date | 4 July 2025 | Date | 12 September 2025 | Date | 15-26/9/25 |
| SIRWHS002 | Contribute to workplace health and safety | X | |  | |  | |  | |
| SIRXIND002 | Organise and maintain a store environment | X | |  | |  | |
| SIRXIND001 | Work effectively in a service environment |  | | X | |  | |
| SIRXCOM002 | Work effectively in a team |  | | X | |  | |
| SIRXCEG001 | Engage the customer |  | |  | | X | |
| SIRXCEG002 | Assist with customer difficulties |  | |  | | X | |
| SIRXCEG003 | Build customer relationships and loyalty |  | |  | | X | |  |

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

**The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.**

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

Cohort 2024 - 2025 Stage 6 Retail Services Qualification SIR30216 Certificate III in Retail – Release 4 Training Package SIR Retail Services (version 7.0)

**HSC Directional Verbs**

**Account -** Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse -** Identify components and the relationship between them; draw out and relate implications

**Apply -** Use, utilise, employ in a particular situation

**Appreciate -** Make a judgement about the value of

**Assess -** Make a judgement of value, quality, outcomes, results or size

**Calculate -** Ascertain/determine from given facts, figures or information

**Clarify -** Make clear or plain

**Classify -** Arrange or include in classes/categories

**Compare -** Show how things are similar or different

**Construct -** Make; build; put together items or arguments

**Contrast -** Show how things are different or opposite

**Critically (analyse/evaluate) -** Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce -** Draw conclusions

**Define -** State meaning and identify essential qualities

**Demonstrate -** Show by example

**Describe -** Provide characteristics and features

**Discuss -** Identify issues and provide points for and/or against

**Distinguish -** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate -** Make a judgement based on criteria; determine the value of

**Examine -** Inquire into

**Explain -** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract -** Choose relevant and/or appropriate details

**Extrapolate -** Infer from what is known

**Identify -** Recognise and name

**Interpret -** Draw meaning from

**Investigate -** Plan, inquire into and draw conclusions about

**Justify -** Support an argument or conclusion

**Outline -** Sketch in general terms; indicate the main features of

**Predict -** Suggest what may happen based on available information

**Propose -** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall -** Present remembered ideas, facts or experiences

**Recommend -** Provide reasons in favour

**Recount -** Retell a series of events

**Summarise -** Express, concisely, the relevant details

**Synthesise -** Putting together various elements to make a whole

**Note:** There may be a number of other verbs used in your syllabus that isn’t listed above. If this is the case, then you will need to create a definition for that verb and provide it to the students to provide a shared understanding.