

Name:

KOGARAH HIGH SCHOOL



**YEAR 11 (Stage 6) COURSE
AND ASSESSMENT
INFORMATION
2024**

**Year Advisors – Ms C.Su & Mr R.May
Relieving Principal – Mr D.Haggart**



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CONTACT STAFF 2024

Relieving Principal	Mr Haggart
Deputy Principal	Ms Ellis
Year Advisor	Ms Jomaa
Faculty Head Teachers:	
CAPA	Mr Ng (Relieving)
English	Ms Markos (Relieving)
HSIE	Mr Weir
Mathematics	Ms Mandicos
PDHPE	Ms Ellis
Science	Ms Stamoulos
TAS	Ms Jordan
Administration and Wellbeing Head Teachers:	
Administration	Mr Lawson (Relieving)
Boys Supervisor	Mr Tesoriero
Careers	Ms Alaouie
Community Liaison Officer	Ms Roumieh
Diverse Learning	Ms Hong (Relieving)
Girls Supervisor	Ms E. Jemmison
International Student Support	Mr Dong and Ms Cheng
Librarian	Ms Kohilas
Support	Ms Taylor
School Counsellors	Ms Dennaoui
Welfare	Mr Gifford (Relieving)
Youth Outreach Coordinators	Mr Dangas and Mr Osueke



Kogarah High School ...

.. provides quality learning for life in an inclusive and supported environment. We value respect, responsibility, resilience and reflection. Our mission is to support students to become confident and lifelong learners through engaging learning experiences.

At Kogarah High School we develop young people who are ...

- skilled learners
- responsible citizens
- prepared and confident about their future

The values that underpin our school culture are ...

- respect
- responsibility
- caring
- Resilience

FOREWORD

This booklet contains important information about your Preliminary Course (Record of School Achievement) Assessments. It is your responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or the Head Teacher of that course **before** each task is attempted.

You are expected to attempt **ALL** assessment tasks as required and to be present for any test or examination timetabled as part of the assessment program. You are also required to complete other assigned work such as homework, assignments or class work that may not be part of the actual assessment program but is still vital for you to achieve the outcomes of each course.

The PRELIMINARY COURSE is a difficult qualification to obtain. It is very important that you apply yourself to all the experiences of the course with diligence and sustained effort. In year 11, up to **THREE HOURS** each night is considered a **reasonable** amount of time you should give to your studies. This time will increase when assessment tasks, assignments and examinations occur. If you balance this with regular exercise, a good diet and moderate social activities, you should have an enjoyable and successful experience at school.

Your Year Adviser, the Deputy Principals, the Head Teachers, your class teachers and the Principal are there to assist you to achieve. Seek them out if you need to.

Be successful and enjoy Year 11 at Kogarah High School.



COURSE DETAILS AND ASSESSMENT TASK INFORMATION FOR PRELIMINARY COURSES

The following pages include important information about the courses you study. For each course you will find this information.

- **Course Outcomes**

These are the outcomes you are expected to achieve by studying the course. They come from the syllabus for each course.

- **Assessment Task Schedule**

The Assessment Task Schedules have been developed to meet syllabus requirements, according to the syllabus components and weightings recommended by the NSW Education Standards Authority (NESA) for each course.

Remember to follow the advice in this booklet for recording your assessment tasks in the calendar at the back of this booklet.

Your teachers will give you the exact time and date of each assessment task at least two weeks before you must submit it. Sometimes, due to unforeseen circumstances, the date of an assessment may be altered. In this case, your teacher will advise you in writing, in advance.



THE STRUCTURE AND PURPOSE OF THE ASSESSMENT PROGRAM

The Assessment procedure undertaken at school has two purposes:-

- It allows a wider range of skills, performance and knowledge to be tested than is possible at an external examination. (Examples will include oral work, practical skills and research abilities).
- It allows work to be assessed over an extended period of time rather than at a single examination.

In order for students to qualify for the Higher School Certificate the **NSW Education Standards Authority (NESA)** has divided all subjects into two courses – the Preliminary Course (usually taken in Year 11) and the Higher School Certificate Course (usually taken in Year 12).

All Preliminary Courses include specified tasks that are assessed. The rankings for each course will assist students, parents and teachers to understand the relative achievement levels attained by all students in the course. The Preliminary Course Assessments are **NOT INCLUDED** in the Higher School Certificate Course Assessments.

At this school it is expected that students will complete the requirements of their Preliminary Courses by the end of Term 3 in Year 11 except for students in VET courses.

Therefore most Higher School Certificate Courses will commence in Term 4 of Year 11. The Higher School Certificate Assessment Program will commence at the same time.

Satisfactory completion of the Preliminary Course is a prerequisite for entry into a Higher School Certificate Course.



PRELIMINARY REQUIREMENTS

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

- Followed the course developed or endorsed course by NESA: and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

For the satisfactory completion of a course, the NSW Education Standards Authority (NESA) does not mandate attendance requirements. As a guide, however, NESA states that if a student's attendance falls below 85% of a school's programmed lesson time for a course, a principal may determine that, as a result of absence, the course completion criteria may not be met. Clearly absences will be regarded seriously.

Any student in danger of not satisfying course requirements will receive a warning letter. **Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the course.** The Principal may then apply the 'N' determination. Where the 'N' determination is applied, it will appear on the student's Record of Achievement. Depending on the course, it will usually mean that the student has not satisfactorily completed the minimum pattern of courses required for the award of the Higher School Certificate.

At Kogarah High School, students may receive an Authority Letter for the following reasons:

- Unsatisfactory attendance resulting in lack of participation in course experiences
- Being ill-prepared or ill-equipped for class work preventing participation in course experiences
- Failure to complete set tasks
- Failure to complete assessment tasks
- Failure to complete practical tasks

When a teacher is concerned with a student's progress, the teacher will at first raise this with the student, verbally if possible. This is a courtesy to students and it is hoped that most students will remedy any deficiencies at this stage. If not, an Authority Warning Letters letter will be sent.

If, after the second Authority warning a student's performance does not improve, the school will place the student on an improvement program to enable the student to satisfactorily complete any outstanding work. If the improvement program does not resolve the issues stated on the warning letters then the school may start the process to issue an "N" determination and in some cases declare the students' place vacant. This could mean that the student will be asked to leave this school.

Compulsory parent interviews are required with the third warning letter so that parents, students and teachers are aware of what has to be done in order for the student to satisfy course outcomes.

If a student does not complete more than 50% of assessment tasks (as indicated by the weighting of tasks) in a subject, the Principal will NOT certify that the course has been satisfactorily studied and the student will be awarded an N (unsatisfactory) for the Assessment component of that subject. This means they would be deemed not to have met the Preliminary Course requirements for the award of the Higher School Certificate.

It needs to be clearly understood by all students that the award of the Higher School Certificate is dependent upon the student's satisfactory completion of all course requirements with regard to both Assessment and non- Assessment tasks.

Students should therefore appreciate that non-Assessment tasks are very important as preparation and practice for the assessment tasks and for the examination itself. They contribute to formative assessments that lead to assisting teachers and students in making positive progress.



Please note the following:

1. You must make a serious attempt at each assessment task. Anything considered a “NON SERIOUS ATTEMPT” will initiate an official warning letter and interview with the Head Teacher.
2. Proven dishonesty including plagiarism or the use of artificial intelligence (AI) in developing an assessment will result in a zero
3. Students must attend all lessons before an assessment task / in school examination is due.
4. Students who choose to use a computer must ensure that work is handed in on time. Computer failure will not be accepted as a reason for lateness.
5. Tasks may be single or multi-component. They can test a single area or a number of areas.
6. The dates shown for tasks may be varied in order to fit in with the school's schedule but students will be given at least a two weeks notice in writing of specific dates.
7. Students who fail to follow legitimate directions from staff, who bring inappropriate materials into assessment tasks including electronic translators, or who communicate with other students electronically or otherwise, without permission may receive a zero mark for the assessment task.
8. All work due on the day, unless it is to be done in class time, must be handed in before the bell rings at 8.45am of that day. Lateness to school will not be accepted as a reason for submitting work after 8.45am. It is suggested that work be submitted the day before it is due.
9. Absence from school on a day on which the task is set will not be considered an excuse for the failure to hand in work. It is the student's responsibility to check on whether any information was given out, or work set, during his/her absence.
10. Students who miss an assessment task or fail to hand in tasks will automatically receive a non attempt (zero) for the task. Students will need to complete an ILLNESS and MISADVENTURE (with supporting documentation) upon their first day of return to school and complete the task.
11. Students who hand in tasks late will receive zero for the task.

MALPRACTICE

The NSW Education Standards Authority (NESA) defines malpractice as any activity undertaken by a student that allows him/her to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own.
- using material directly from books, journals, CDs or the internet without reference to the source.
- building on the ideas of another person without reference to the source.
- buying, stealing or borrowing another person's work and presenting it as their own.
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- paying someone to write or prepare material.
- using material generated from artificial intelligence in part or in whole and presenting it as their own.
- students are strongly advised to use the schools preferred online google drive platforms.
- breaching school examination rules.
- using non-approved aides during an assessment task.
- contriving false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.



If a student engages in malpractice, a penalty including a mark of zero may be awarded for the work. NSW Education Standards Authority (NESA) will also be notified of the malpractice.

PLAGIARISM

Plagiarism is copying another person's work, implying that it is your own without acknowledgement. This includes words and text from books and websites, drawings, maps, graphics, art; as well as generating ideas and thoughts generated from artificial intelligence platforms and passing it as your own original work.

Plagiarism is cheating. It is serious breach of the school's Code of Behaviour and will result in the student receiving a zero mark.

Plagiarism is cheating. It is serious breach of the school's Code of Behaviour and will result in the student receiving a zero mark.

A student's work may be cited for plagiarism if he/she

- makes a direct copy of one or more sentences and/or paragraphs from a source document.
- copies sentences and/or paragraphs, though he/she has changed their order.
- makes cosmetic changes to sentences and/or paragraphs. This may include changing the tense, placing some synonyms, changing the order of adjectives and nouns or deliberately adding grammar and/or spelling mistakes.
- changes the order of phrases in the sentence.
- Uses information from a source that is not included in your bibliography.

Students need to be aware that summarizing and paraphrasing can also be considered plagiarism. Acceptable paraphrasing meant that the student expresses the ideas using original language and sentence structure. If he/she keeps even short phrases from the original source document, he/she must cite the source. He/she must take care to use only a limited amount of citing in his/her work.

Students who would like to learn more about acceptable paraphrasing and the use of quotes can access these web sites.

- www.indiana.edu/~wts/pamphlets.html
- www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html
- www.hamilton.edu/writing/style/plagiarism/plagiarism.html

ASSESSMENT TASK PROCEDURES

The following procedures are designed to ensure that there is consistency in the implementation of the school's assessment practices and therefore equity for all students.

- As far as possible, the majority of assessment tasks are to be completed under teacher supervision. However, some syllabus requirements necessitate that work be completed out of class, for example, research activities.
- Students are to be informed in writing of the assessment requirements for the course at the commencement of the course in the relevant year Assessment Schedule.
- Students are to be advised to record assessment tasks in their calendar and to refer regularly to



- Students are to be given adequate written notice of the nature and timing of assessment tasks. The Assessment Task Notification must be provided a minimum of two weeks before the date of the Assessment Task and include:
 - nature of the task (outlining equipment needed, how the task will be submitted/at home or in class)
 - syllabus outcomes to be assessed
 - weighting of the task
 - week and term of each task
 - marking criteria (optional for examinations)
 - the notification must include assessment criteria

If a student is absent from class on the day that the Assessment Task Notification is issued, it is his/her responsibility to see the teacher to receive the notification. Students will know during which weeks a task is due/scheduled from the Assessment Schedule. Extensions will not be given if students are absent on the day of the notification.

Students are to be provided with feedback on their performance in each assessment task in the form of a grade or a mark. In addition, written feedback is also to be provided.

IF THE STUDENT KNOWS THAT HE/SHE IS GOING TO BE AWAY ON THE DAY OF AN ASSESSMENT TASK.

The student must advise the appropriate Deputy Principal in writing prior to the day or call as soon as they know they will be unable to attend or hand in the assessment task. This includes any student who intends to go overseas. One of the following decisions will then be made.

- The student will be permitted to submit the task at the first opportunity before the set time.
- Where possible an alternative task will be given.
- Under prolonged extenuating circumstances (substantiated with documentation) an estimate may be considered based on his/her performance in similar tasks. Students are strongly advised to hand in/ sit the examination where possible so that a comparable adjustment can be made against other assessments to avoid attracting penalties.
- If the reason for the absence is deemed invalid. A zero will be awarded if the student is absent on the day of the task.
- NO exemption to assessment tasks will be granted because a student is taking a family holiday. Students and their families are strongly encouraged to avoid any lengthy absence from school as this may result in failure to satisfactorily complete a course. Any extended absence from school MUST be requested from the Principal (in writing) before the time if the student wishes the school to consider extra support



ASSESSMENT TASKS WHICH ARE DUE ON A PARTICULAR DATE

All tasks, except those to be done in timetabled lessons, are to be submitted before the bell rings at **8.45am**.

If a student is absent for any part of the day on which an assessment task is due, he/she must make arrangements for the task to be delivered to the Classroom Teacher before the bell rings at 8.45am. If this is not possible, the student must ring the school and speak to the Deputy to make alternative arrangements.

If the student does not submit an assessment task before the bell rings **at 8.45am** on the due date, he/she must have either a medical certificate if the absence is due to illness or other documentary evidence for misadventure. These must be submitted to the appropriate Deputy Principal on the first day not covered by the documentation. Students will then be given an **illness** and misadventure form, which must be completed and signed by both the student and the parent/guardian. This form must be handed in to the appropriate Deputy Principal on the next school day, unless prior arrangements are made.

Absences due to holidays must be applied for in writing to the Principal. Permission for extended leave is rarely granted to Year 11 students. If you take leave without permission, you are putting your PRELIMINARY AND HSC in serious risk. Any missed assessment tasks will be awarded a mark of ZERO and a warning letter issued.

ASSESSMENT TASKS SCHEDULED DURING SCHOOL TIME AND EXAMINATIONS

If a student misses an in-class assessment task he/she must have a medical certificate explaining the absence. This certificate must be submitted to the appropriate Deputy Principal before the bell rings at 8.45am on the first school day not covered by the certificate. The expectation will be that the task will be completed on that first day, in his/her own time if necessary. The task will be marked with the rest of the tasks but not returned to the student until the Panel has made a decision to accept the reason for absence as valid.

A student who misses an in-class assessment or examination without a valid reason and appropriate documentation will have a Warning of Non-Completion of a RoSA Course sent to the parent/caregiver. Students are required to be at school for their first timetabled lesson and attend all other timetabled lessons as normal. Students failing to do this will need to report to the Deputy Principal and justify their absence.

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- follow the examination supervisor's instructions at all times.

- remain silent while in the examination room except if talking to a supervisor.



- behave in a way that will be not likely to disturb the work of any other student nor disrupt the conduct of the examination.
- make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- All pencils, pens, rulers etc must be brought in a clear plastic sleeve into the exam hall.
- not take food into the examination room. Books, notes, paper, mobile phones are not to be taken into the examination room. The areas where bags are placed is not considered to be the examination room, but any mobile phone left in a bag in this area must be switched off.
- behave ethically. No attempt should be made to engage in malpractice, to cheat or to attempt to cheat.
- Remain in the examination room and not hand in their paper until the examination time has elapsed.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules with no opportunity to redo the task.

APPEALS

PURPOSE OF APPEALS

This process is to be followed when a student wishes to appeal a decision made by a Head Teacher because the student has not observed the requirements of Kogarah High School Assessment Policy.

PROCEDURE TO LODGE AN APPEAL BY A STUDENT

- The student must lodge a written appeal stating the grounds on which he/she is appealing. All supporting documentation must be included.
- The written appeal must be submitted to the relevant Deputy Principal within 3 days of the task being submitted or completed.
- Only appeals submitted using the Assessment Task Appeal Form and completed by the student will be considered.

PROCEDURE TO CONSIDER AN APPEAL

- The Head Teacher will gather the assessment task documentation issued to students and relevant information from staff where appropriate.
- The Head Teacher will photocopy the student's work and keep the originals where malpractice is involved.
- The Deputy Principal will convene the Appeals Panel consisting of the Head Teacher and the Deputy Principal.
- The panel will interview the student to enable the student to elaborate on his/her grounds for appeal.
- The panel will consider all other evidence put before it in an impartial manner.
- The Panel's role is to determine whether
 - the student had adhered to the rules of the Kogarah High School Assessment Policy.
 - The penalty is upheld or adjusted.
- The Deputy Principal will record the decision of the Appeal Panel on the student's records and notify the student.

Year 11 – Assessment Calendar OVERVIEW 2024

Week	Term 1	Term 2	Term 3	Term 4
1		SLR	Geography, Economics	
2		Visual Arts	Business Studies	
3			Earth & Environment	
4		Enterprising Computers	Chemistry, Society & Culture	
5				
6	PDHPE		SLR	
7	Work Studies	CAMF, Music, Visual Design, Mathematics Advanced, Mathematics Standard, SLR, Visual Arts Mathematics Ext 1, Food Technology	Visual Arts	
8	CAMF, Business Studies, Engineering, Modern History	Legal Studies, Work Studies, PDHPE, Japanese Continuers, Food Technology	Photography	
9	Legal Studies, Physics, Geography, Ancient History, Chemistry, Mathematics Advanced, Mathematics Standard, Food Technology, Enterprising Computers, Japanese Continuers, Visual Design, Photography	Engineering, Physics, Ancient History, Biology, Photography, Japanese Beginners, Food Technology	Examination Period	
10	Biology, Society & Culture, Earth & Environment, Japanese Beginners, Advance English, Standard English, English Studies, EAL/D English, Mathematics' Ext 1, Music	Advanced English, Standard English, Modern History, EAL/D English, English Studies	Examination Period	

ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	WEIGHT
	In Class Essay: Ancient Human Remains	Historical Investigation: Presentation/Essay (student identified topic)	End of Course Examination: All content	
	Term 1 Week 9	Term 2 Week 9	Term 3 (exam period)	
	Outcomes 11-2, 11-6, 11-9, 11-10	Outcomes 11-3,11-4, 11-6, 11-7, 11-8, 11-9	Outcomes 11-1, 11-2, 11-3, 11-5,	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
	30	30	40	100%
OBJECTIVES		PRELIMINARY COURSE OUTCOMES		
<i>Students:</i>		<i>A student:</i>		
<p>Develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context</p> <p>Develop an understanding of continuity and change over time</p> <p>Undertake the process of historical inquiry</p> <p>Use historical concepts and skills to examine the ancient past</p> <p>Communicate an understanding of history, sources and evidence, and historical interpretations</p>		<p>AH 11-1 describes the nature of continuity and change in the ancient world</p> <p>AH 11 -2 proposes ideas about the varying causes and effects of events and developments</p> <p>AH 11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>AH 11-4 accounts for the different perspectives of different individuals and groups</p> <p>AH 11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p> <p>AH 11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH 11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH 11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH 11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well structured forms</p> <p>AH 11-10 discusses contemporary methods and issues involved in the investigation of ancient history</p>		

BIOLOGY

BOARD ASSESSMENT COMPONENTS			
Knowledge and Understanding	40%		
Depth Study	30%		
Scientific thinking, Problem Solving and Communication	30%		
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Practical Skills test	BIO 11-1, BIO 11-2, BIO 11-3, BIO 11 -5, BIO 11-8	Term 1 Week 10	30%
Depth Study	BIO 11-3, BIO 11-4, BIO 11-7, BIO 11-11	Term 2 Week 9	30%
Theory Examination	BIO 11-5, BIO 11-6, BIO 11-8, BIO11-9, BIO 11-10	Examination Period	40%
TOTAL			100%
SKILLS OBJECTIVES: Student develops the skills in applying the process of Working Scientifically to:		KNOWLEDGE AND UNDERSTANDING OBJECTIVES: Student develop knowledge and understanding of the structure and function of organisms	
SKILLS OUTCOMES A Student:		KNOWLEDGE AND UNDERSTANDING OUTCOMES A Student:	
BIO11-1 develops and evaluates questions and hypotheses for scientific investigation		BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes	
BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information		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	
BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information		KNOWLEDGE AND UNDERSTANDING OBJECTIVES: Students develop knowledge and understanding of the Earth's biodiversity and the effect of evolution	
		KNOWLEDGE AND UNDERSTANDING OUTCOMES A Student:	
BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media		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	
BIO11-5 analyse and evaluates primary and secondary data and information		BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem	
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			

BUSINESS STUDIES

BOARD ASSESSMENT COMPONENTS			
Knowledge and understanding of course content			40 %
Stimulus-based skills			20 %
Inquiry and research			20 %
Communication of business information, ideas and issues in appropriate forms			20 %
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Topic Test – Nature of Business	P1, P2, P4	Term 1 Week 8	30%
Small Business Plan	P3, P7, P8, P9	Term 3 Week 2	35%
End of Course Examination	P3, P4, P5, P6, P8, P9, P10	Examination period	35%
TOTAL			100%
OBJECTIVES	COURSE OUTCOMES		
<i>The student develops knowledge and understanding about:</i>	<i>A student:</i>		
<ul style="list-style-type: none"> The nature, role and structure of business Internal and external influences on business The functions and processes of business activity Management strategies and their effectiveness Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations Communicate business information and issues using appropriate formats Apply mathematical concepts appropriate to business situations 	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 forms P10 applies mathematical concepts appropriately in business situations		

CHEMISTRY

BOARD ASSESSMENT COMPONENTS			
Knowledge and Understanding	40%		
Depth Study	30%		
Scientific thinking, Problem Solving and Communication	30%		
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Skills/ Practical Task	CH11-9, CH11-10, CH11/12-3, CH11/12-4, CH11/12-6.	Term 1 Weeks 9	30%
Depth Study	CH11/12-1, CH11/12-4, CH11/12-5, CH11/-7, CH11-8, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6	Term 3 Week 4	30%
End of Course Examination	CH11/12-1 to CH11/12-7 CH11-8 to CH11-11	Examination period	40%
TOTAL			100%
SKILLS OBJECTIVES: Students develop skills in applying the processes of Working Scientifically	KNOWLEDGE AND UNDERSTANDING OBJECTIVES: Students develop knowledge and understanding of the fundamentals of chemistry		
SKILLS OUTCOMES A Student:	KNOWLEDGE AND UNDERSTANDING OUTCOMES A Student:		
CH11-1 develop and evaluate questions and hypotheses for scientific investigation	CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter		
CH11-2 design and evaluate investigations in order to obtain primary and secondary data and information	CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships		
CH11-3 conduct investigation to collect valid and reliable primary and secondary data and information	KNOWLEDGE AND UNDERSTANDING OBJECTIVES: develop knowledge and understanding of the trends and driving forces in chemical interactions		
	KNOWLEDGE AND UNDERSTANDING OUTCOMES A Student:		
CH11-4 select and processes appropriate qualitative and quantitative data and information using a range of appropriate media	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		
CH11-5 analyse and evaluate primary and secondary data and information	CH11-11 analyses the energy considerations in the driving force for chemical reactions		
CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
CH11-7 communicate scientific understanding using suitable language and terminology for a specific audience or purpose			

COMMUNITY AND FAMILY STUDIES

BOARD ASSESSMENT COMPONENTS			
1. Knowledge and understanding of course content			40%
2. Skills in critical thinking, research methodology, analysing and communicating			60%
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1. Resource Management	P1.1, P1.2, P4.2, P5.1, P6.1	Term 1 Week 8	30%
2. Individuals and Groups	P2.1, P2.3, P4.1, P4.2	Term 2 Week 7	30%
3. End of Course Examination	P1.1–P6.2	Examination on period	40%
TOTAL			100%
Objectives	Preliminary Course Outcomes		
Students will develop:	A student:		
1. knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	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		
2. knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing	P2.1 accounts for the roles and relationships that individuals adopt within groups P2.2 describes the role of the family and other groups in the socialisation of individuals P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning		
3. knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities	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		
4. knowledge and understanding about research methodology and skills in researching, analysing and communicating	P4.1 utilises research methodology appropriate to the study of social issues P4.2 presents information in written, oral and graphic form		
5. skills in the application of management processes to meet the needs of individuals, groups, families and communities	P5.1 applies management processes to maximise the efficient use of resources		
6. skills in critical thinking and the ability to take responsible action to promote wellbeing	P6.1 distinguishes those actions that enhance wellbeing P6.2 uses critical thinking skills to enhance decision making		
7. an appreciation of the diversity and interdependence of individuals, families, groups and communities	7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society 7.2 develops a sense of responsibility for the wellbeing of themselves and others 7.3 appreciates the value of resource management in response to change 7.4 values the place of management		



CONSTRUCTION



Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: 1BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Kogarah High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	Week 2	Week 6	Week 2	Week 2	Week 8 & 9
		Term 1	Term 1	Term 2	Term 3	Term 3
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward 1BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **50% Preliminary and 50% HSC Trial**.

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”.



EARTH AND ENVIRONMENTAL SCIENCES

BOARD ASSESSMENT COMPONENTS			
Knowledge and Understanding	40%		
Depth Study	30%		
Scientific thinking, Problem Solving and Communication	30%		
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Practical Skills Test	EES11/12-3, EES11/12-4, EES11/12-5, EES11/21-8	Term 1 Week 10	30%
Depth Study - Modeling geological processes	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4,	Term 3 Week 3	30%
Theory Examination	EES11/12-5, EES11/12-6, EES11/12-7, EES11/12-9, EES11/12-10 EES11/12-5, EES11/12-6, EES11-	Examination Period	40%
TOTAL			100%
SKILLS OBJECTIVES: Student develops the skills in applying the process of Working Scientifically to:		KNOWLEDGE AND UNDERSTANDING OBJECTIVES: Student develop knowledge and understanding of the Earth's systems	
SKILLS OUTCOMES A Student:		KNOWLEDGE AND UNDERSTANDING OUTCOMES A Student:	
EES 11/12-1 develops and evaluates questions and hypotheses for scientific investigation		EES 11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated	
EES 11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information		EES 11-9 describes the evidence for the theory of plate tectonics and the energy and the geological changes that occur at plate boundaries	
EES 11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information		KNOWLEDGE AND UNDERSTANDING OBJECTIVES: Students develop knowledge and understanding of the Earth's processes and human impacts	
		KNOWLEDGE AND UNDERSTANDING OUTCOMES A Student:	
EES 11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media		EES 11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems	
EES 11/12-5 analyse and evaluates primary and secondary data and information		EES 11-11 analyses human impact on the Earth in relation to hydrological processes, geological processes and biological changes	
EES 11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose			



ECONOMICS

BOARD ASSESSMENT COMPONENTS

Knowledge and understanding of course content	40 %
Stimulus-based skills	20%
Inquiry and research	20%
Communication of economic information, ideas and issues in appropriate forms	20%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
Stimulus Skills	P1, P2, P7, P8, P10, P11	Term 2 Week 1	30%
Research Writing	P1, P3, P7, P8, P9, P10, P12	Term 3 Week 1	30%
End of Course Examination	P1, P2, P3, P4, P5, P6, P7, P8, P11	Examination period	40%
TOTAL			100%

OBJECTIVES	COURSE OUTCOMES
<i>A student will develop knowledge and understanding about:</i>	<i>A student:</i>
<p>The economic behavior of individuals, forms, institutions and governments</p> <p>The function and operation of markets</p> <p>The operation and management of economies</p> <p>Contemporary economic problems and issues facing individuals, firms and governments</p> <p>Investigate and engage in effective analysis, synthesis and evaluation from a variety of sources</p> <p>Communicate economic information, ideas and issues in appropriate forms</p>	<p>P1 demonstrates understanding of economic terms, concepts and relationships</p> <p>P2 explains the economic role of individuals, firms and government in an economy</p> <p>P3 describes, explains and evaluates the role and operation of markets</p> <p>P4 compares and contrasts aspects of different economies</p> <p>P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy</p> <p>P6 explains the role of government in the Australian economy</p> <p>P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments.</p> <p>P8 applies appropriate terminology, concepts and theories in economic contexts</p> <p>P9 selects and organises information, ideas and issues in appropriate forms</p> <p>P10 communicates economic information, ideas and issues in appropriate forms</p> <p>P11 applies mathematical concepts in economic contexts</p> <p>P12 works independently and in groups to achieve appropriate goals in set timelines</p>



ENGINEERING STUDIES

BOARD ASSESSMENT COMPONENTS

Knowledge and Understanding of Course Content

60%

Knowledge and skills in research, problem solving and communication related to engineering practice 40%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1.Engineering Product Analysis	P1.2, P2.1, P4.1, P4.2	Term1 Week 8	30%
2.Engineering Solution and Report	P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2	Term2 Week 9	30%
TOTAL			100%
OBJECTIVES Students will develop:	PRELIMINARY COURSE OUTCOMES A student:		
1. understanding of the scope of engineering and the role of the engineer	P1.1 identifies the scope of engineering and recognises current innovations P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering		
2. knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society	P2.1 describes the types of materials, components and processes and explains their implications for engineering development P2.2 describes the nature of engineering in specific fields and its importance to society		
3. communication skills appropriate to engineering practices	P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice P3.2 develops written, oral and presentation skills and applies these to engineering reports P3.3 applies graphics as a communication tool		
4. knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice	P4.1 describes developments in technology and their impact on engineering products P4.2 describes the influence of technological change on engineering and its effect on people P4.3 identifies the social, environmental and cultural implications of technological change in engineering		
5. management and problem-solving in engineering contexts	P5.1 demonstrates the ability to work both individually and in teams P5.2 applies management and planning skills related to engineering		
6. skills in the application of engineering methodology	P6.1 applies knowledge and skills in research and problem-solving related to engineering P6.2 applies skills in analysis, synthesis and experimentation related to engineering		



ENGLISH ADVANCED

Task number	Task 1	Task 2	Task 3	
Nature of task	Reading to Write Imaginative text with reflection	Narratives that Shape our World Multimodal	End of Course Exam	
Timing	Term 1, Week 10	Term 2, Week 10	Examination period	
Outcomes assessed	EA11-1, EA11-2, EA11-3 EA11-4, EA11-5, EA11-9	EA11-1, EA11-3, EA11-6, EA11-5, EA11-7, EA11-8, EA11-9	All Outcomes	
Components	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	15	20	50
Total %	30	30	40	100

Course Objectives	Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	A student:
Objective A communicate through speaking, listening, reading, writing, viewing and representing	EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies
Objective B use language to shape and make meaning according to purpose, audience, and context	EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning. EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
Objective C think in ways that are imaginative, creative, interpretive and critical	EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments EA11-6 investigates and evaluates the relationships between texts
Objective D express themselves and their relationships with others and their world	EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued. EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
Objective E learn and reflect on their learning through their study of English	EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



ENGLISH EAL/D

Task number	Task 1	Task 2	Task 3	
Nature of task	Module C: <i>Texts and Society</i> Writing Portfolio	Module B: Close study Multimodal Presentation	End of Course Exam (Inc. Listening) Module A and C Range of responses	
Timing	Term 1, Week 10	Term 2, Week 10	Examination period	
Outcomes assessed	EAL11-1, EAL 11-3, EAL 11-4, EAL 11-5,	EAL 11-1, EAL 11-2, EAL 11-3, EAL 11-5, EAL 11-7, EAL 11-9	All outcomes	
Components	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

Course Objectives	Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	A student:
Objective A communicate through speaking, listening, reading, writing, viewing and representing	EN11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts EAL11-2A uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
Objective B use language to shape and make meaning according to purpose, audience and context	EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
Objective C think in ways that are imaginative, creative, interpretive and critical	EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts EAL11-6 investigates and explains the relationships between texts
Objective D express themselves and their relationships with others and their world	EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
Objective E learn and reflect on their learning through their study of English	EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



ENGLISH STANDARD

Task number	Task 1	Task 2	Task 3	
Nature of task	Reading to Write Imaginative text with reflection	Contemporary Possibilities Multimodal presentation	End of Course Exam	
Timing	Term 1, Week 10	Term 2, Week 10	Examination period	
Outcomes assessed	EN11-1, EN11-3, EN11-5, EN11-8, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-6, EN11-7, EN11-9	All Outcomes	
Components	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

Course Objectives	Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	A student:
Objective A communicate through speaking, listening, reading, writing, viewing and representing	EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
Objective B use language to shape and make meaning according to purpose, audience and context	EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
Objective C think in ways that are imaginative, creative, interpretive and critical	EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments EN11-6 investigates and explains the relationships between texts
Objective D express themselves and their relationships with others and their world	EN11-7 understands and explains the diverse ways texts can represent personal and public worlds EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
Objective E learn and reflect on their learning through their study of English	EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ENGLISH STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of task	Mandatory Module Mock Job Application	Module C: On the Road Multimodal presentation	All modules Portfolio	
Timing	Term 1, Week 10	Term 2, Week 10	Collected during the examination period	
Outcomes assessed	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8, ES11-9	All outcomes	
Components	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

Course Objectives	Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	A student:
Objective A communicate through speaking, listening, reading, writing, viewing and representing	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
Objective B use language to shape and make meaning according to purpose, audience and context	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, media, audiences, contexts and purposes
Objective C think in ways that are imaginative, creative, interpretive and critical	ES11-7 represents own ideas in critical, interpretive and imaginative texts ES11-8 identifies and describes relationships between texts
Objective D express themselves and their relationships with others & their world	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
Objective E learn and reflect on their learning through their study of English	ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



ENTERPRISE COMPUTING STUDIES

BOARD ASSESSMENT COMPONENTS			
Interactive Media and the User Experience		30%	
Networking Systems and Social Computing		40%	
Principles of Cybersecurity		30%	
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Interactive media data journalism project	EC-11-06 EC-11-08 EC-11-04 EC-11-05	Term 1 Week 9	30%
Networking systems and social computing project	EC-11-03 EC-11-09 EC-11-02	Term 2 Week 4	40%
End of Course Examination	EC-11-07 EC-11-01 EC-11-03	Examination Period	30%
TOTAL			100%
PRELIMINARY COURSE OUTCOMES			
EC-11-01 Describes how systems are used in a range of enterprises			
EC-11-02 Describes the function of data and information within enterprise computing systems			
EC-11-03 Describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems			
EC-11-04 Describes how data is used in enterprise computing systems			
EC-11-05 Applies tools and resources to analyse datasets			
EC-11-06 Explains how innovative technologies have influenced enterprise computing systems			
EC-11-07 Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment			
EC-11-08 Selects and uses tools and resources to design and develop an enterprise computing system			
EC-11-09 Documents the management and evaluates the development of an enterprise solution			
EC-11-10 Investigates the effectiveness of an enterprise computing system			
EC-11-11 Communicates an enterprise computing solution to an intended audience			



FOOD TECHNOLOGY

BOARD ASSESSMENT COMPONENTS			
Knowledge and understanding of course content 40%			
Knowledge and skills in designing, researching, analysing and evaluating 30%			
Skills in experimenting with and preparing food by applying theoretical concepts 30%			
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Nutrition Investigation	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	Term 1 Week 9	30%
Food Quality Experiment and Preparation	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	Term 2	30%
End of Course Examination	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1	Prac week 7 & 8 theory due week 9 Examination period	40%
TOTAL			100%
OBJECTIVES	PRELIMINARY COURSE OUTCOMES		
Students will develop:	A student:		
Students will develop: 1. knowledge and understanding about foodsystems in the production, processing and consumption of food and an appreciation oftheir impact on society	P 1.1 identifies and discusses a range of historical and contemporary factors which influence theavailability of particular foods P 1.2 accounts for individual and group food selection patterns in terms of physiological,psychological, social and economic factors		
2. knowledge and understanding about thenature of food, human nutrition and an appreciation of the importance	P 2.1 explains the role of food nutrients in human nutrition P 2.2 identifies and explains the sensory characteristics and functional properties of food		
3. skills in researching, analysing and communicating food issues	P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups P 3.2 presents ideas in written, graphic and oral form using computer software whereappropriate.		
4. skills in experimenting with and preparingfood by applying theoretical concepts	P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienicpractices when handling food P4.2 plans, prepares and presents foods which reflect a range of the influences on food selectionP4.3 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 tothe preparation of food products		
5. skills in designing implementing and evaluating solutions to food situations	P 5.1 generates ideas and develops solutions to a range of food situations		



GEOGRAPHY

BOARD ASSESSMENT COMPONENTS

Component	Weighting
Knowledge and understanding of course content	40 %
Geographical tools and skills	20 %
Geographical inquiry and research, including fieldwork	20 %
Communication of geographical information, ideas and issues in appropriate forms	20 %

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Written Task with Source Analysis	01, 02, 04, 05, 09	Term 1 Week 9	30%
Geographical Investigation	03, 06, 07, 08, 09	Term 3 Week 1	35%
Preliminary End of Course Examination	01, 02, 03, 04, 05, 06, 07, 08, 09	Examination Period	35%
TOTAL			100%

OBJECTIVES	COURSE OUTCOMES
<i>The student will develop knowledge and understanding about:</i>	<i>The Student:</i>
<p>The characteristics and spatial distributions of environments</p> <p>The processes that form and transform the features and patterns of the environment</p> <p>The global and local forces which impact on people, ecosystems, urban places and economic activity</p> <p>The contribution of a geographical perspective</p> <p>Investigate geographically</p> <p>Communicate geographically</p>	<p>GE-11-01 - examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time</p> <p>GE-11-02 - explains geographical processes and influences, at a range of scales, that form and transform places and environments</p> <p>GE-11-03 - explains geographical opportunities and challenges, and varying perspectives and responses</p> <p>GE-11-04 - assesses responses and management strategies, at a range of scales, for sustainability</p> <p>GE-11-05 - analyses and synthesises relevant geographical information from a variety of sources</p> <p>GE-11-06 - identifies geographical methods used in geographical inquiry and their relevance in the contemporary world</p> <p>GE-11-07 - applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments</p> <p>GE-11-08 - applies mathematical ideas and techniques to analyse geographical data</p> <p>GE-11-09 - communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms</p>



HOSPITALITY



Education

Hospitality

Qualification: 1BSIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Kogarah High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
Code	Unit of Competency	Week 2 Term 2	Week 1 Term 3	Week 8 & 9 Term 3
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		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		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 a 1BSIT20322 Certificate II in Hospitality.

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using 50% Preliminary and 50% HSC Trial.

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”.

JAPANESE BEGINNERS

BOARD ASSESSMENT COMPONENTS			
Listening 30% Reading 30% Speaking 20% Writing 20%			
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
Task One- Response to spoken text and Oral Presentation Part A: Students listen to Japanese spoken texts related to the current topic and respond to questions in English. Part B: Students introduce themselves or a third person/celebrity including details about their family and friends. (video recording to be submitted)	Interacting 1.1 - 1.4 Understand. Texts 2.1 - 2.6 Interacting 1.1 - 1.4	Term 1 Week 10	30 (Listening 20%) (Speaking 10%)
Task Two- Response to written text, Script of speech and Presentation of speech Part A: Students read a series of text in Japanese on the current topic and answer questions in English. Part B: Students write a speech related to the topic in Japanese and submit Part C: Students present speech to the class in Japanese	Understand. Texts 2.1 - 2.6 Producing Texts 3.1 - 3.4 Understand. Texts 2.1 - 2.6 Producing Texts 3.1 - 3.4	Term 2 Week 9	35 (Reading 15%) (Writing 10%) (Listening 10%)
End of Course Examination – Response to spoken and written text and Writing Part A: Students listen to short dialogues in Japanese and respond in English Part B: Students read 3 - 4 texts in Japanese and respond in English Part C: Students write one short and one long text in Japanese	Understand. Texts 2.1 - 2.6 Producing Texts 3.1 - 3.4	Examination period	35 (Listening 10%) (Reading 15%) (Writing 10%)
TOTAL			100%
OBJECTIVES	PRELIMINARY COURSE OUTCOMES		
<i>A student develops knowledge and understanding about:</i>	<i>A student develops the skills to:</i>		
Interacting	1.1 establishes and maintains communication in Japanese 1.2 manipulates linguistic structures to express ideas effectively in Japanese 1.3 sequences ideas and information 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately		
Understanding Texts	2.1 understands and interprets information in texts using a range of strategies 2.2 conveys the gist of and identifies specific information in texts 2.3 summarises the main points of a text 2.4 draws conclusions from or justifies an opinion about a text 2.5 identifies the purpose, context and audience of a text 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts		
Producing Texts	3.1 produces texts appropriate to audience, purpose and context 3.2 structures and sequences ideas and information 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.		



JAPANESE CONTINUERS

BOARD ASSESSMENT COMPONENTS			
Listening 30% Reading 30% Writing 20% Speaking 20%			
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
Task One- Responding to Spoken Texts and Exchanging Information in Japanese Part A: Students listen to Japanese Texts on the topics of Personal World and Living in Japan and respond in English. Part B: Students present a video blog in Japan (e.g. describing their experiences adjusting to life as an exchange student).	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.2 3.2, 3.3, 3.4, 4.2	Term 1 Week 9	25 15 10
Task Two- Responding to Written Texts and Expressing Ideas in Japanese Part A: Students read a series of text in Japanese and respond in English Part B: Students write and submit an article in Japanese related to the texts in Part A Part C: Students participate in Q and A with teacher about their Personal World	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4 4.1	Term 2 Week 8	35 15 10 10
End of Course Examination – Listening, Reading, Writing Part A: Students listen to five dialogues in Japanese and respond in English Part B: i. Students read two texts in Japanese and respond in English ii. Students read one text in Japanese and respond in Japanese Part C: Students write one text in Japanese	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Examination period	40 15 15 10
TOTAL			100%
OBJECTIVES	PRELIMINARY COURSE OUTCOMES		
<i>A student develops knowledge and understanding about:</i>	<i>A student develops the skills to:</i>		
Exchanging information, opinions and experiences in Japanese	1.1 use a range of strategies to maintain communication 1.2 convey information appropriate to context, purpose and audience 1.3 exchange and justify opinions and ideas 1.4 reflect on aspects of past, present and future experience		
Expressing ideas through the production of original texts in Japanese	2.1 apply knowledge of language structures to create original text # 2.2 compose informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and /or audience 2.3 structure and sequence ideas and information		
Analysing, processing and responding to texts that are in Japanese	3.1 convey the gist of texts and identify specific information 3.2 summarise the main ideas 3.3 identify the tone, purpose, context and audience 3.4 draw conclusions from or justify an opinion 3.5 interpret, analyse and evaluate information 3.6 infer points of view, attitudes or emotions from language and context		
Understanding aspects of the language and culture of Japanese-speaking communities	4.1 recognise and employ language appropriate to different social contexts 4.2 identify values, attitudes and beliefs of cultural significance 4.3 reflect upon significant aspects of language and culture		



LEGAL STUDIES

BOARD ASSESSMENT COMPONENTS			
Knowledge and understanding of course content		60%	
Inquiry and research		20%	
Communication of legal information, ideas and issues in appropriate forms		20%	
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Research Task (The Legal System)	P1, P2, P3, P4	Term 1 Week 9	30%
Case Study (The Individual and the Law)	P5, P6, P7, P8	Term 2 Week 8	40%
End of Course Examination	P1, P2, P9, P10	Examination period	30%
TOTAL			100%
OBJECTIVES	COURSE OUTCOMES		
<i>A student develops knowledge and</i>			
the nature and institutions of domestic and international law the operation of Australian and international legal systems and the significance of the rule of law the interrelationship between law, justice and society and the changing nature of the law.	P1. identifies and applies legal concepts and terminology P2. describes the key features of Australian and international law P3. describes the operation of domestic and international legal systems P4. discusses the effectiveness of the legal system in addressing issues P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change P6. explains the nature of the interrelationship between the legal system and society P7. evaluates the effectiveness of the law in achieving justice		
OBJECTIVES:	COURSE OUTCOMES		
<i>A student develops skills in:</i>	<i>A student:</i>		
Investigating, analysing and communicating relevant legal information and issues.	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		



MATHEMATICS ADVANCED

BOARD ASSESSMENT COMPONENTS

Understanding, Fluency and Communicating 50%

Understanding-Make connections between experiences and related concepts, and progressively expand and develop ideas. Fluency- Recall factual knowledge and concepts, and select and apply appropriate procedures flexibly, accurately and efficiently.

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

Problem Solving, Reasoning and Justification 50%

Problem Solving-Interpret, formulate, investigate, model and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations. Reasoning-Analyse, evaluate, explain, infer, generalize, deduce and reach conclusions. Justification- Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, proving results where appropriate.

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1. In-class test Topics – Algebraic Techniques, Equations and inequalities, trigonometry F1, E1, T1	MA11-1, MA11-2, MA11-6, MA11-8, MA11-9	Term 1 Week 9	30%
2. Assignment/Investigation Topics – Functions F1, C1	MA11-1, MA11-2, MA11-8, MA11-9	Term 2 Week 7	30%
3. End of Course Examination Topics – All Preliminary Topics F1, E1, C1, T1, S1, T2	MA11-1 to MA11-9	Examination period	40%
TOTAL			100%
OBJECTIVES	PRELIMINARY COURSE OUTCOMES		
Students:	A student:		
develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems		
develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability	MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems		
develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	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 problems 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		
develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms	MA11-9 provides reasoning to support conclusions which are appropriate to the context		



MATHEMATICS EXTENSION 1

BOARD ASSESSMENT COMPONENTS

Understanding, Fluency and Communicating 50%

Understanding-Make connections between experiences and related concepts, and progressively expand and develop ideas. Fluency-Recall factual knowledge and concepts, and select and apply appropriate procedures flexibly, accurately and efficiently. Communicating-Describe, represent, formulate, express and explain mathematical situations, concepts, methods and solutions to problems using a variety of presentations utilising appropriate language, notation and diagrams.

Problem Solving, Reasoning and Justification 50%

Problem Solving-Interpret, formulate, investigate, model and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations. Reasoning-Analyse, evaluate, explain, infer, generalize, deduce and reach conclusions. Justification- Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, proving results where appropriate.

* Students will complete both the Mathematics and Extension 1 Mathematics tasks

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1. In-class test Topics – Equations and Inequations, Permutations and Combinations ME-E1, F1, A1	ME11-1,5,6,7	Term 1 Week 10	35%
2. Assignment/Investigation Topics – Functions, Further Functions, Polynomials and Inverse functions ME-F1, ME-F2	ME11-1,2,6,7	Term 2 Week 7	25%
3. End of Course Examination Topics – All Preliminary Topics	ME11-1 to MS11-7	Examination period	40%
TOTAL			100%

OBJECTIVES	PRELIMINARY COURSE OUTCOMES
Students:	A student:
develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques	ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus,	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
use technology effectively and apply critical thinking to recognise appropriate times for such use	ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
develop the ability to interpret, justify and communicate mathematics in a variety of forms	ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs



MATHEMATICS STANDARD

BOARD ASSESSMENT COMPONENTS

Understanding, Fluency and Communicating 50%

Understanding-Make connections between experiences and related concepts, and progressively expand and develop ideas. Fluency-Recall factual knowledge and concepts, and select and apply appropriate procedures flexibly, accurately and efficiently. Communicating-Describe, represent, formulate, express and explain mathematical situations, concepts, methods and solutions to problems using a variety of presentations utilising appropriate language, notation and diagrams.

Problem Solving, Reasoning and Justification 50%

Problem Solving-Interpret, formulate, investigate, model and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations. Reasoning-Analyse, evaluate, explain, infer, generalize, deduce and reach conclusions. Justification- Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, proving results where appropriate.

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1. Task 1 – In-class test Topics – Collecting and representing data, Formulas and equations, Earning money and taxation	MS11-1,2,3,4,6,9,10	Term 1 Week 9	30%
2. Task 2 – Assignment/Investigation Topics – Owning a car, Measurement	MS11-2, 3,4,5,6,9,10	Term 2 Week 7	30%
3. Task 3 – End of Course Examination Topics – All Preliminary Topics	MS11-1 to MS11-10	Examination period	40%
TOTAL			100%

OBJECTIVES	PRELIMINARY COURSE OUTCOMES
Students:	A student develops the skills to:
develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems MS11-2 represents information in symbolic, graphical and tabular form
develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units MS11-4 performs calculations in relation to two-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
develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations



MODERN HISTORY

BOARD ASSESSMENT COMPONENTS

Knowledge and understanding of course content	40 %
Historical skills in the analysis and evaluation of sources and interpretations	20 %
Historical inquiry and research	20 %
Communication of historical understanding in appropriate forms	20 %

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
In class essay	MH11-6, MH1-7, MH11-10	Term 1 Week 8	30%
Research essay – Historical Investigation; The Assassination of JFK	MH11-6, MH11-7, MH11-8, MH1-9	Term 2 Week 10	30%
End of Course Examination	MH11-1, MH11-2, MH11-3,	Examination period	40%
TOTAL			100%

OBJECTIVES	PRELIMINARY COURSE OUTCOMES
<p>Students:</p> <p>Develop knowledge and understanding of a range of features, peoples, ideas, movements, events and developments of the modern world in their historical context</p> <p>Develop an understanding of continuity and change over time.</p>	<p>A student:</p> <p>MH11-1 describes the nature of continuity and change in the modern world</p> <p>MH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past</p> <p>MH11-4 accounts for the different perspectives of individuals and groups</p> <p>MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world.</p>
<p>Students:</p> <p>Undertake the process of historical inquiry</p> <p>Use historical concepts and skills to examine the modern past</p> <p>Communicate an understanding of history, sources and evidence, and historical interpretations</p>	<p>A student:</p> <p>MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>MH11-10 discusses contemporary methods and issues involved in the investigation of modern history</p>



MUSIC

BOARD ASSESSMENT COMPONENTS			
Performance	25%		
Composition	25%		
Musicology	25%		
Aural	25%		
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1. Composition Portfolio - Submission of composition portfolio with three compositional activities and three related listening excerpts reflecting Topic 1	P2, P3, P5, P8	Term 1 Week 10	30% (Composition 15%) (Aural 15%)
2. Composition Portfolio and Aural Analysis - Topic 2 Composition portfolio, including analysis of one influential musical excerpt and the development of personal ideas and techniques relevant to the chosen topic.	P3, P4, P6, P7, P8	Term 2 Week 7	30% (Composition 10%) (Musicology 10%) (Aural 10%)
3. Performance and Musicology Research - Topic 3 Solo or ensemble performance and summary demonstrating the relevance of the performance repertoire within the topic	P1, P2, P4, P6	Examination period	40% (Performance 25%) (Musicology 15%)
TOTAL			100%
OBJECTIVES	PRELIMINARY COURSE OUTCOMES		
A student develops knowledge and understanding about:	Through activities in performance, composition, musicology and aural, a student:		
the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.	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		
developing the skills to evaluate music critically	P5 comments on and constructively discusses performances and compositions P6 observes and discusses concepts of music in works representative of the topics studied		
developing an understanding of the impact of technology on music	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		
developing personal values about 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		



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

BOARD ASSESSMENT COMPONENTS			
Knowledge and understanding of course content		40%	
Skills in critical thinking, research, analyzing and communicating		60%	
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Core 1 Task: Better Health for Individuals	P2, P3, P4, P6, P16	Term 1 Week 6	30%
Core 2 Task: Body in Motion	P7, P8, P11, P16	Term 2 Week 8	30%
End of Course examination: (Core 1, Core 2, Outdoor Recreation, First Aid)	P1-12, P14-17	Examination period	40%
Total			100%
Objectives A student develops:	Preliminary Course Outcomes A student:		
<ul style="list-style-type: none"> knowledge and understanding of the factors that affect health 	P1 identifies and examines why individuals give different meanings to health P2 explains how a range of health behaviours affect an individual's health P3 describes how an individual's health is determined by a range of factors		
<ul style="list-style-type: none"> a capacity to exercise influence over personal and community health outcomes 	P4 evaluates aspects of health over which individuals can exert some control P5 describes factors that contribute to effective health promotion P6 proposes actions that can improve and maintain an individual's health		
<ul style="list-style-type: none"> knowledge and understanding about the way the body moves 	P7 explains how body systems influence the way the body moves P8 describes the components of physical fitness and explains how they are monitored P9 describes biomechanical factors that influence the efficiency of the body in motion		
<ul style="list-style-type: none"> an ability to take action to improve participation and performance in physical activity 	P10 plans for participation in physical activity to satisfy a range of individual needs P11 assesses and monitors physical fitness levels and physical activity patterns		
	P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1) P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2) P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)		
<ul style="list-style-type: none"> an ability to apply the skills of critical thinking, research and analysis 	P15 forms opinions about health-promoting actions based on a critical examination of relevant information P16 uses a range of sources to draw conclusions about health and physical activity concepts P17 analyses factors influencing movement and patterns of participation		



PHOTOGRAPHY VIDEO & DIGITAL IMAGING

BOARD ASSESSMENT COMPONENTS				
ARTMAKING 70%				
CRITICAL AND HISTORICAL STUDY 30%				
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT	
			A.M	C.H
TASK 1: Part A: Portfolio + Part B: Critical Response	M1, M2, M4, M5, M6, CH1, CH2, CH4	T1, Wk 9	20%	10%
TASK 2: Part A: Photography Portfolio + Part B: Artist Study	M1, M3, M4 M2, M3, M4, M5	T2, Wk 9	30%	10%
TASK 3: Part A: Portfolio + Part B: Critical Response	M1, M2, M3, M4, M5, CH1, CH2, CH4	T3, Wk 8	20%	10%
TOTAL			100%	
OBJECTIVES	PRELIMINARY COURSE OUTCOMES			
<i>A student develops knowledge and understanding about:</i>	<i>A student develops the skills to:</i>			
Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment	M1 - generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice M2 - explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works M3 - investigates different points of view in the making of photographs and/or videos and/or digital images M4 - generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images M5 - develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images M6 - takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works			
Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.	CH1 – generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging CH2 – investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations CH3 – distinguishes between different points of view and offers interpretive accounts in critical and historical studies CH4 – explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging CH5 – recognises how photography and/or video and/or digital imaging are used in various fields of cultural production *M: Outcomes for making CH: Outcomes for critical and historical studies			



PHYSICS

BOARD ASSESSMENT COMPONENTS			
Scientific thinking, Problem Solving and Communication	30%		
Depth Study	30%		
Knowledge and Understanding	40%		
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1. Practical Investigation	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8	Term 1 Weeks 9	30%
2. Depth Study	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-7, PH11-8, PH11-9		
3. End of Course Examination	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-8, PH11/12-9, PH11/12-10, PH11/12-11	Term 2 Week 9	30%
TOTAL			100%
SKILLS OBJECTIVES: Students develop skills in applying the processes of Working Scientifically :	KNOWLEDGE AND UNDERSTANDING OBJECTIVES: Students develop knowledge and understanding of fundamental mechanics		
SKILLS OUTCOMES	KNOWLEDGE AND UNDERSTANDING OUTCOMES A Student:		
PH11-1 develop and evaluate questions and hypotheses for scientific investigation	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		
PH11-2 design and evaluate investigations in order to obtain primary and secondary data and information	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		
PH11-3 conduct investigation to collect valid and reliable primary and secondary data and information	KNOWLEDGE AND UNDERSTANDING OBJECTIVES: Students develop knowledge and understanding of energy		
	KNOWLEDGE AND UNDERSTANDING OUTCOMES A Student:		
	PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles		
PH11-4 select and processes appropriate qualitative and quantitative data and information using a range of appropriate media	PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism		
PH11-5 analyse and evaluate primary and secondary data and information			
PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
PH11-7 communicate scientific understanding using suitable language and terminology for a specific audience or purpose			

RETAIL



Course: Retail Services

RTO - Ultimo RTO 90072 Department of Education



Qualification: SIR30216 Certificate III in Retail (Release 4)

Cohort: 2024 – 2025

Training Package: SIR Retail Services (Release 7.0)

School Name: Kogarah High School

Assessment Schedule Year 11 2024

Assessment Tasks for SIR30216 Certificate III in Retail		Task 1	Task 2	Task 3	EXAM
		Safety and Spotless	Working in the Industry	Customer Service	
		Week 4	Week 2	Week 2	Week 8 & 9
		Term 1	Term 2	Term 3	Term 3
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.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **50% Preliminary and 50% HSC Trial**.

*** 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”.



SOCIETY AND CULTURE

BOARD ASSESSMENT COMPONENTS			
Knowledge and understanding of course content			50 %
Application and evaluation of social and cultural research methodologies			30 %
Communication of information, ideas and issues in appropriate forms			20 %
			100%
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Cross generational study, questionnaire and oral presentation	P2, P3, P6, P9, P10	Term 1 Week 10	30%
Cross cultural interview, research and analysis	P1, P2, P3, P5, P8, P10	Term 3 Week 4	30%
End of Course examination	P1, P3, P4, P7, P8, P9	Examination period	40%
TOTAL			100%
OBJECTIVES	PRELIMINARY COURSE OUTCOMES		
<p>A student develops knowledge and understanding about:</p> <ul style="list-style-type: none"> Personal, social and cultural identity Cultures shared by members of societies Interactions of persons, societies, cultures and environments across time Continuity and change, personal and social futures and strategies for change The role of power, authority, gender and technology in societies and culture The methodologies of social and cultural research <p>A student develops skills to:</p> <ul style="list-style-type: none"> Apply and evaluate social and cultural research Investigate and engage in effective evaluation, analysis and synthesis of information from a variety of sources Communicate information, ideas and issue sin appropriate forms to different audiences and in a variety of contexts 	<ul style="list-style-type: none"> P1 describes the interaction between persons, societies, cultures and environments across time P2 identifies and describes relationships between social and cultural groups P3 describes cultural diversity and commonality within societies and cultures P4 explains continuity and changes, and their implications for societies and cultures. P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society. P6 differentiates between and applies, the methodologies of social and cultural research P7 applies language and concepts associated with society and culture P8 selects, organises and considers information and sources for usefulness, validity and bias P9 plans an investigation and analyses information from a variety of perspectives and sources P10 communicates information, ideas and issues using appropriate written, oral and graphic forms P11 works independently and in groups to achieve appropriate goals in set timelines 		



SPORT, LIFESTYLE AND RECREATION

BOARD ASSESSMENT COMPONENTS			
Knowledge and Understanding	50%		
Skills	50%		
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Sport Administration	1.1, 2.3, 3.2	Term 2 Week 1	30%
Games and Sports Application	1.1, 3.1, 4.2	Term 2 Week 7	40%
Outdoor Recreation: Develop the skills to participate safely in outdoor recreation.	2.3, 4.4, 1.3	Term 3 Week 6	30%
TOTAL			100%
Objectives	Outcomes		
Students will develop:	A student:		
1. knowledge and understanding of the factors that influence health and participation in physical activity	applies the rules and conventions that relate to participation in a range of physical activities explains the relationship between physical activity, fitness and healthy lifestyle demonstrates ways to enhance safety in physical activity		
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	explains the principles of skill development and training analyses the fitness requirements of specific activities selects and participates in physical activities that meet individual needs, interests and abilities describes the relationship between anatomy, physiology and performance		
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	selects appropriate strategies and tactics for success in a range of movement contexts designs programs that respond to performance needs		
4. a capacity to influence the participation and performance of self and others.	demonstrates leadership skills and a capacity to work cooperatively in movement context 4.4 recognises the skills and abilities required to adopt roles that support health, safety and physical activity		



VISUAL ARTS

BOARD ASSESSMENT COMPONENTS				
Artmaking 50%				
Art Criticism and Art History 50%				
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT	
			A.M	A.C
1. Portfolio of Experimental Works (3-5 artworks) and a Documentary Analysis of a selected artist's practice through the frames.	P1, P3, P9, P10	Term 2 Week 2	20%	10%
2. Exploring Representation. Submission of artworks.	P1, P2, P3, P4	Term 3 Week 7	30%	40%
3. End of Course examination	P8, P9, P10	Examination period		
TOTAL			100%	
OBJECTIVES	PRELIMINARY COURSE OUTCOMES			
<i>A student develops knowledge and understanding about:</i>	<i>A student develops the skills to:</i>			
<i>Artmaking</i> Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	P1: explores the conventions of practice in artmaking P2: explores the roles and relationships between 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			
<i>Art Criticism and Art History</i> Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	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 <i>AM = Artmaking</i> <i>AC = Art Criticism and Art History</i>			



VISUAL DESIGN

BOARD ASSESSMENT COMPONENTS			
Designing and Making 70% Critical and Historical Studies 30%			
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Task 1: Part A: Maintain a Folio/Diary of practical classwork and historical case studies.15% Part B: Produce Visual Designed object/s. 10% Part C: Quiz 10% Task 2: Part A: Maintain a Folio/Diary of practical classwork and historical case studies.15% Part B: Produce Visual Designed object/s. 10% Part C: Quiz 10% Task 3: Part A: Maintain a Folio/Diary of practical classwork and historical case studies.10% Part B: Produce Visual Designed object/s. 10% Part C: Quiz 10%	DM6, DM2 DM5, CH4 DM6, DM3 DM4, CH2 DM6, CH1 CH2, CH3	Term 1 Week 9 Term 2 Week 7 Term 3 Week 6	35% 35% 30%
TOTAL			100%
OBJECTIVES	PRELIMINARY COURSE OUTCOMES		
<i>A student will develop:</i>	<i>A student:</i>		
knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment	DM1 generates a characteristic style that is increasingly self-reflective in their design practice DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works DM3 investigates different points of view in the making of designed works DM4 generates images and ideas as representations/simulations DM5 develops different techniques suited to artistic and design intentions in the making of a range of works DM6 takes into account issues of Work Health and Safety in the making of a range of works		
knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design	CH1 generates in their critical and historical practice ways to interpret and explain design CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations CH3 distinguishes between different points of view, using the frames in their critical and historical investigations CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design <i>DM = Designing and Making</i> <i>CH = Critical and Historical Studies</i>		



WORK STUDIES

BOARD ASSESSMENT COMPONENTS			
Knowledge and understanding of course content	30%		
Skills	70%		
ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
Research Task – My Working Life Core	1, 2, 4, 5, 8, 9	Term 1 Week 7	30%
Resume and Cover Letter – Career Planning / Preparing Job Applications	2, 3, 4 1, 5, 6	Term 2 Week 8	30%
End of Course examination	3, 4, 5, 7, 8, 9	Examination Week	40%
TOTAL			100%
OBJECTIVES	COURSE OUTCOMES		
Students will develop:	A student:		
<ul style="list-style-type: none"> • Knowledge and understanding of work, the work environment and skills for employment • Knowledge and understanding of employment options, career management, life planning and further education and training • Skills for success in the workplace • Skills in critically assessing personal and social influences on individuals and groups 	<ol style="list-style-type: none"> 1. Investigate a range of environments 2. Examine different types of work and skills for employment 3. Analyse employment options and strategies for career management 4. Assess pathways for further education, training and life planning 5. Communicate and use technology effectively 6. Apply self-management and teamwork skills 7. Utilise strategies to plan, organise and solve problems 8. Assess influences on people’s working lives 9. Evaluate personal and social influences on individuals and groups 		



APPENDIX 1 (Illness and Misadventure Form)



KOGARAH HIGH SCHOOL ILLNESS AND MISADVENTURE FORM

Student Name: _____ Year Group: _____

Date of Lodgement: _____

Subject: _____

Name of Assessment: _____ Assessment Date: _____

Explain the reason/s for the illness and/or misadventure appeal

Section B1 completed

Section B2 completed

ATTACHMENTS

Doctor's certificate Relevant

other evidence

I consider that my assessment performance was affected by illness or unforeseen misadventure which occurred immediately before or during the assessment as stated above.

I declare that all the information I have supplied is true.

Student's signature: _____

Date: _____

I declare that all the information supplied by my daughter/ son/ ward is true.

Parent/Guardian's signature: _____

Contact number: _____

Date: _____



SECTION B1

SAMPLE ONLY – This page will be completed by the Principal/Deputy Principal

Independent evidence of illness: to be completed by a medical practitioner

Diagnosis of medical condition: _____

Date of onset of illness: _____

Date(s) and time(s) of all consultations/meetings relating to this illness: _____

Please describe how the student’s condition/symptoms could affect their examination performance. (If the student was **unable to attend** an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

Any other comments or information which may assist in the assessment of the student’s appeal. (If there is not enough space, please attach additional sheet(s).)

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or other health professional providing this information: _____

Profession: _____ Place of work/organization: _____

Address _____

Contact phone: _____ Signed: _____ Date: _____

SECTION B1

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor.

Date of misadventure event: _____ Were you a witness to the event: Yes/No

Of No, how did you obtain evidence you are providing? _____

Are you known to the student? Yes/No. If YES, nature of the relationship: _____

Description of the event: _____

Name: _____ Profession: _____

Place of work/organization: _____

Address _____



KOGARAH HIGH SCHOOL ILLNESS AND MISADVENTURE FORM Notification of Outcome

Name: _____ Year: _____

Date of assessment task: _____ Subject: _____

A panel (including a Head Teacher and member of the Senior Executive) has met and reviewed your application to be awarded marks or special consideration for the task listed above. This decision was made in line with our school assessment policy, which was provided to you at the beginning of your academic year.

Assessment requirements are explained to students when Assessment Booklets are issued at the Learning Conferences in Years 11 & 12.

Your application to be awarded marks or special consideration:

has been declined due to the reason(s) below

has been upheld for the reason(s) below

Deputy Principal/Principal: _____

Date: _____





GLOSSARY OF TERMS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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, or 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	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/logic, questioning, reflection and quality to (analysis/evaluation) evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities Demonstration 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