

**Preliminary HSC Course  
(Stage 6)**

**Assessment Information and  
Schedule**

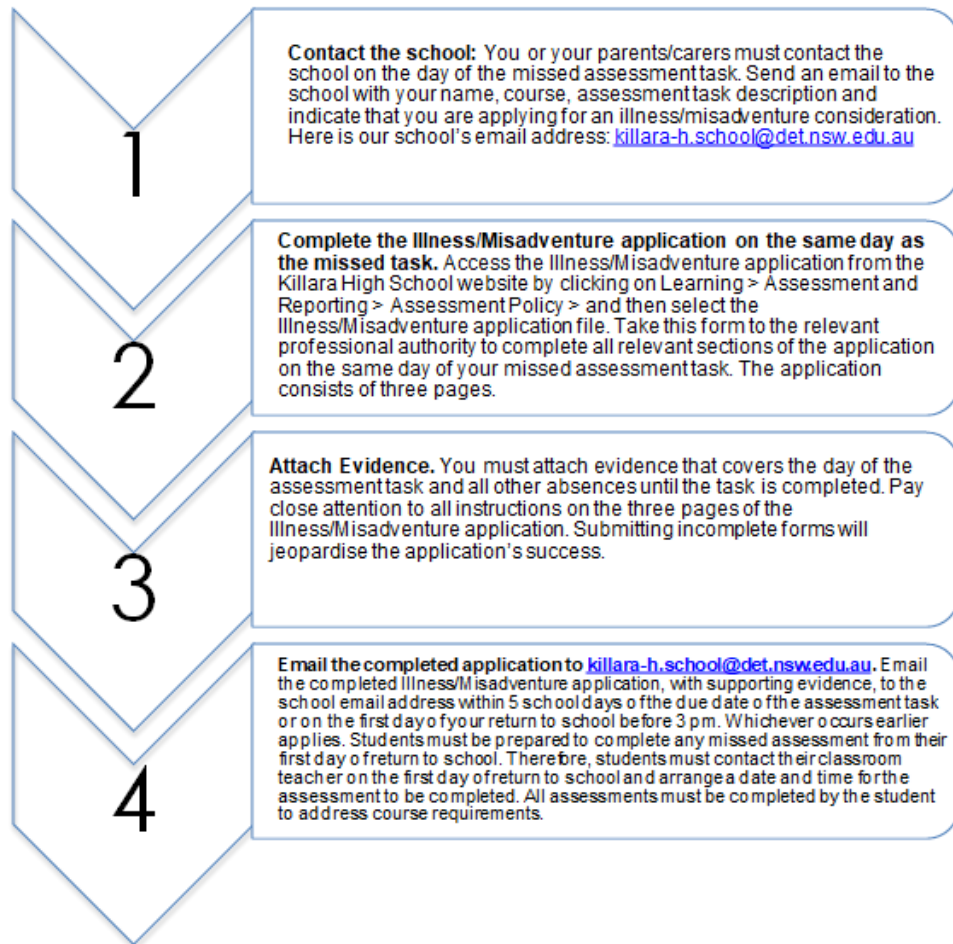
---

**Year 11, 2023**

*To be read in conjunction with the Killara High School Assessment Policy*

### Illness / Misadventure Process

If you are in Year 11 or Year 12 and are absent due to illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 5 school days of the due date of the assessment task, or by the first day of return to school. Whichever occurs earlier applies. This process is mandatory for Year 11 and Year 12 students.



If you are in Stage 4 or 5 and are absent due to illness or misadventure on the day an assessment task is scheduled or due, you must provide the school with documentary evidence from a medical professional or from your parent/carer. This must explain the specific reason for the absence. Stage 4 and 5 students only need to complete page 44 of the Illness/Misadventure Application process. Pages 45 and 46 are only required for Stage 6 students. Print the *Illness/Misadventure Application* from the Killara High School website by clicking on Learning > Assessment and Reporting > Assessment Policy > and then selecting the Illness/Misadventure Application file. Alternatively, you can find this application on Compass by clicking on the Community (two people icon) > School Documentation > Assessment Policy > Illness/Misadventure.



## HSC Preliminary Course (Stage 6) Assessment

### Foreword

Dear Parent/Caregiver and Year 11 Student,

This schedule should be read and used in conjunction with the Killara High School Assessment Policy (revised November 2020). The Assessment Policy is available on the school's website: <https://killara-h.schools.nsw.gov.au/assessment-reporting/assessment-policy/>

Please ensure that you read the Assessment Policy and this schedule carefully and return the slip included to Killara High School, Deputy Principal, Coordinator of Assessment and Reporting, Ms Kelly Johnson, by **Thursday 10 March 2022**, if you and your son/daughter are **NOT** prepared to abide by the Assessment Policy and Preliminary HSC Course Assessment Schedule of this school. Killara High School Assessment policy endeavours to provide a fair and equitable framework for student assessment leading to the award of the Higher School Certificate.

The NSW Education Standards Authority (NESA) Preliminary Record of Achievement and Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on NESA's website: [www.boardofstudies.nsw.edu.au/hsc](http://www.boardofstudies.nsw.edu.au/hsc) and [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## **Scheduling of Assessment Tasks**

The HSC Preliminary Course places emphasis on a **variety** of assessment tasks. Consequently, assessment tasks will occur at varying intervals in all courses. Listed below are the periods available within the school year for examination type assessment to occur. Examination assessments are those tasks which reflect the outcomes for each particular course at that particular time.

The Head Teachers responsible for each course will inform you in writing via this schedule and via an assessment notification, at least two weeks before a task is scheduled of the following information regarding assessment:

- ◆ The components and their weightings for each course
- ◆ When assessment tasks will take place
- ◆ The mark value awarded for each task in relation to the total number of marks for the course
- ◆ The nature of each assessment task (e.g. assignment, test, project, etc).

<b>TIME</b>	<b>Examination Periods</b>
Terms 1 and 2	All assessment tasks coordinated by Head Teachers in class time.
Term1 Week 10	Monday – Wednesday Assessment Task Block
Term 2 Week 8	Tuesday – Friday Assessment Task Block
Term 3, Weeks 5-7	End of Preliminary HSC Course examinations

Student progress is reported to parents via a progress report in Term 2 and a final Preliminary HSC Course report in Term 4.

---

**To: Killara High School**

We have read the Killara High School Assessment Policy (revised December 2021) and the school's 2022 Preliminary HSC Course Assessment Information and Schedule and **do not** accept the student responsibilities outlined in these documents and/or the stated school responsibility and its implications.

Please arrange a meeting to discuss our concerns regarding the Killara High School Assessment Policy.

Student's Name: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Signature(s) of parent(s)/caregiver(s): \_\_\_\_\_

\_\_\_\_\_

Contact phone number: \_\_\_\_\_

\_\_\_\_\_



	<b>Pages</b>
<b>Assessment Policy for Preliminary Course .....</b>	<b>1 – 16</b>
The ROSA .....	1
The Courses .....	1
School-Based Assessment .....	2
The Responsibilities of The NSW Education Standards Authority .....	2
The School's Responsibilities .....	3
Reporting Results .....	3
The Teaching/Learning Process .....	3
Satisfactory Completion of a Course .....	4
Students' Responsibilities and Procedures .....	5
Examination and Test Conduct Requirements .....	6
Examination and Test Rules .....	6
Mandatory Requirements Misadventure, Illness or other Absence .....	10
Appeals Regarding Assessment Tasks .....	14
<b>Course Assessment Components and Schedule - Preliminary HSC Courses 2022 .....</b>	<b>16</b>
<b>English .....</b>	<b>17 - 28</b>
English Advanced Course .....	17
English Standard Course .....	19
English Extension Course 1 .....	21
English EAL/D .....	23
English in English Studies Course .....	25
Drama .....	27
<b>Creative Arts .....</b>	<b>29 - 34</b>
Music     - Course 1 .....	29
- Course 2 .....	31
Visual Arts .....	33

<b>Human Society and its Environment.....</b>	<b>35 - 50</b>
Accelerated Aboriginal Studies (HSC Course) .....	35
Business Studies .....	37
Senior Geography .....	39
Economics.....	41
History    - Ancient.....	43
-     Modern .....	45
Legal Studies.....	47
Society and Culture .....	49
<b>Languages .....</b>	<b>51 - 58</b>
Continuers – Chinese .....	52
Continuers – German.....	53
Continuers – Japanese.....	54
Beginners – Chinese .....	55
Beginners – Japanese.....	56
Beginners - German .....	57
<b>Mathematics .....</b>	<b>59 - 62</b>
Mathematics Courses.....	59
Mathematics Standard 2.....	60
Mathematics Advanced .....	61
Mathematics Extension 1.....	62
<b>Personal Development, Health and Physical Education (PDHPE).....</b>	<b>63 - 68</b>
PDHPE.....	63
Community and Family Studies.....	65
Assessment in Sports Coaching.....	67
<b>Science.....</b>	<b>69 - 78</b>
Biology .....	69
Chemistry .....	71
Earth & Environmental Science .....	73
Physics .....	75
Investigating Science.....	77

---



<b>Technological and Applied Studies (TAS)</b> .....	<b>79 - 95</b>
Design and Technology .....	79
Engineering Studies .....	81
Food Technology .....	83
Hospitality .....	85
Industrial Technology (Multimedia and Timber) .....	90
Information Processes and Technology.....	92
Software Design and Development .....	93
<b>Assessment schedule Updates .....</b>	<b>95</b>

---



# Killara High School's Assessment Policy for Preliminary Course

---

## The Record of School Achievement

Upon satisfactory completion of the Preliminary HSC Course program of study a student will be awarded a **HSC Preliminary Course Record of Achievement**. The certificate shows all Preliminary HSC courses satisfactorily completed.

The attainment of this ROSA is a prerequisite for study of the HSC Courses.

## Requirements

The program of study requirements are that:

- ◆ the student's **attendance, conduct and progress** will be satisfactory;
- ◆ the student will study a permitted combination of courses;
- ◆ the student will study courses as approved by NESA;
- ◆ the student will complete the requirements of each course including any necessary oral, aural, practical, field work or project work;
- ◆ the student will have performed all tasks required as part of the assessment program;
- ◆ the student will sit for, and make a genuine attempt at, any examination set as part of the course and will sit for the final Preliminary Examination.

## The Courses

Two types of courses are approved for study in the HSC Preliminary Course:

- Board Developed Courses - are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also develops Higher School Certificate examinations for most of these courses.
- Board Endorsed Courses - all of which count towards the HSC and are listed on your Record of Achievement. However, Board Endorsed Courses do not count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

All courses are based on units of study, where each unit requires two hours per week. Most courses are two-unit courses. Some one-unit courses are also offered.

Extension study is available in English and Mathematics in the HSC Preliminary Course as well as History, Science, Music, some languages and some VET courses in the HSC Course. Extension courses build on the content of the 2-unit course and require students to study beyond the 2-unit course.

## **School-Based Assessment**

The assessment marks awarded will be based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- ❖ a wider range of syllabus outcomes than may be measured by an examination, although it must cover all the objectives measured by the examination;
- ❖ multiple measures and observations made throughout the Preliminary course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures.

It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork, or practical skills), thus broadening the base of the assessment.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, and projects.

For VET courses, assessment is via competency in performing work-related tasks. This contributes towards a VET qualification but not towards an HSC mark.

## **The Responsibilities of the NSW Education Standards Authority**

NESA produces a syllabus, a statement of course rules, a list of prescribed texts, works and projects and an assessment guide for respective courses. To allow access by students, parents, and other members of the public to these documents, NESA provides information on their website.

The NESA Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on the NESA website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## **The School's Responsibilities**

In accordance with NESAs requirements, this school has developed an assessment program for each course.

### **We have:**

- identified the student tasks which best measure the components of a course;
- specified values to be applied to each of the tasks to maintain the relative importance of each component;
- scheduled the various tasks throughout the course;
- prepared information for students setting out the requirements of each course.

### **We will:**

- notify students of approved calculators and other requirements as designated by NESAs;
- notify the mark value awarded for each task in relation to the total number of marks for the course;
- keep records of the students' performance on each task and provide information to the students on their progress.

## **Reporting Results**

For each assessment task attempted, students will receive feedback on their performance, either by a mark or rank. As well, during the course, the school will provide information to students, which will show their cumulative rank order at that point in time. This will occur in the form of a school report, which will be issued at the end of the HSC Preliminary Course.

## **Satisfactory Completion of a Course**

### **Course Completion Criteria**

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

- (a) **followed** the course developed or endorsed by NESAs; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

While NESAs do not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate students' absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent. Examples of these 'Warning Letters' can be found in the KHS Assessment Policy schedule, pages 33-42.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

## **Students' Responsibilities and Procedures**

1. **Students are expected to complete all tasks and sit for all examinations set as part of the assessment program at the specified time.**
2. Some tasks will be performed in class; others will be prepared out of school and handed in at a designated time and then tested in class. A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student.
3. Ample notice will be given to allow students to organise their workload to allow submission dates to be met. It will not be accepted as a valid reason for consideration, that pressure of work made meeting the deadline(s) impossible.
4. **If an assessment task is due to be submitted on a set date**, it must be presented on that date. See KHS Assessment Policy schedule for information on late submission of tasks and Illness/Misadventure and Appeal procedures.
5. HSC: All My Own Work Program - a mandatory prerequisite for the HSC (completed prior to commencement of Year 11 work).

### **What is HSC: All My Own Work?**

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing, and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

The program builds on existing programs in schools and provides flexibility in delivery. It also recognises the rapid growth in information available to students through the internet.

For more information, go to the NESA website ([www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)) and click on the HSC: All My Own Work icon.

## **Examination and Test Conduct Requirements**

Examinations and tests require students to **work individually** and make a **genuine attempt** to the **best** of their ability. Examinations and tests are conducted under **silent conditions** for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist him or her or does not **follow instructions** from a teacher may have some or all of his or her paper not included for assessment.

Students may use the Lion Library for study purposes during scheduled assessment/examination blocks. Students studying in the library must be in school uniform.

Students **requiring disabilities provisions** for examinations and tests (such as a 'reader', 'writer', extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Wellbeing or Stage Head Teacher for specific information.

## **Examination and Test Rules**

1. Students are responsible for the correct reading of their examination timetable including the examination location.
2. Students should be prepared to commence examinations at the scheduled time. Students should arrive at least **15 minutes** before the scheduled commencement time. Time will not be added for latecomers.
3. **No food** is to be brought into the examination room. Water in a clear, unlabelled bottle may be brought into the examination room.
4. Students will **not** be able to leave the examination room before the scheduled finishing time of the examination.
5. **All writing paper** will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Calculators must be approved and must not be programmable. Students are to bring all writing equipment in a transparent plastic bag. No part of the task is to be removed from the examination room.
6. No written material is to be brought into the examination room.
7. Students are required to wear **correct school uniform** to all examinations. Students who are not wearing correct school uniform and who cannot provide an acceptable written explanation may not be admitted to the examination.
8. **Mobile telephones, smart watches and any other electronic devices** are not permitted into the examination room. These devices must be switched off and placed in the locked crates located in the foyer of the Kerrabee Centre or given to the Presiding Officer. This must be done before entering any examination scheduled in the hall. Students should leave these devices in their school bag and place the school bag into the provided crate. If students don't bring their school bag to the examination, they must write their full name on a piece of paper and wrap this around their device using a rubber band before placing it into the locked crate. Students must have their device labelled, switched off and ready to place into the crate before entering the examination. Students are to use their own paper and rubber band to



label their device. Students will be allowed to collect their device once the crate is unlocked at the conclusion of the examination, not earlier. For examinations scheduled within classrooms, students must switch off their mobile telephone, smart watch and any other electronic device and leave this in their school bag at the front of the classroom.

Students who are found with a mobile telephone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination marks or cancellation of the course.

9. **Students** who are unable to attend an examination due to illness or misadventure (accident etc) must telephone the school prior to the commencement time of the examination and leave a message for the relevant Head Teacher. Students **must** complete an Illness/Misadventure form and supply a doctor's certificate or other credible documentation related to the incident as soon as possible after the absence. The dates on the supporting documentary evidence must cover the entire period of absence.
10. **Students** are required to use their NESA number as identification in all examinations.
11. For practical examination times and locations see your teacher before the examination period.

### **Malpractice or Non-Serious Attempts**

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA, Preliminary HSC and HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. Based on the Head Teacher's determination, the student concerned may be referred to the Assessment Appeals Committee.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. Based on the Head Teacher's determination, the student concerned may be referred to the Assessment Appeals Committee.

Students determined to have been involved in **malpractice** in relation to any assessment task, including examinations, may expect to **receive a zero mark for that task**. Students who are determined to have made a **non-serious attempt** at an assessment task may also expect to receive a **zero for that task**.

### **What constitutes malpractice?**

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your 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 your own
- submitting work that another person, such as a parent, coach, or subject expert, has contributed to substantially
- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules. This includes removing any part of the examination from the room.
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

## **Students studying Extension 2 subjects**

Withdrawal from a course if a student is enrolled in one extension two course:

A student must continue with 11 units until the final assessment before the trial is completed and it is determined that the student will achieve 10 units. At the point of withdrawal from a course the student must have completed more than 50% of the course assessments. The student must seek approval from the Head Teacher of the extension course(s) prior to discontinuing another course which will result in the student completing a pattern of study with ten units only.

## **Submission of Assessment Tasks**

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure **is not** an acceptable reason for late submission of work.

For Stage 6, students may submit a hand-in task (**this does not include class tasks, examinations, practical tests etc.**) after the due date **but a penalty will apply** to any mark awarded. There will be a **10% deduction per day** from the total value of the hand-in task for each day that it is late. After five days of lateness, a zero mark will be given. Weekends count as two days.

For **oral and multimodal** tasks in Stage 6, students who do not submit all elements of the task e.g., speech transcript, PowerPoint etc. on the due date will receive a 10% deduction per day from the total value of the task up to 5 days after which a zero mark will apply. If students wish to be marked only on the elements, they have submitted they must inform their teacher on the due date. Weekends count as two days. No changes can be made to the speech after the submission of the hard copy.

For Stage 6, please note **class tasks, examinations, practical / performance tests, and other assessments completed within class, do not have any provision for late submission or presentation** and a **zero mark** will be given if the student is unprepared, absent, or unwilling to complete their task at the start of the designated time/lesson.

An Illness/Misadventure application may be used where relevant.

Day 1	Day 2	Day 3	Day 4	Day 5
10%	10% + 10% = 20%	20% + 10% = 30%	30% + 10% = 40%	40% + 10% = 50%

In circumstances where a Year 11 or Year 12 student is ill or experiences misadventure on the day an assessment task is scheduled, the student or parent / carer **must** complete and submit an Illness/Misadventure Application and must notify the Head Teacher of the course by a phone call to the school on the day of the missed task. These procedures are detailed below.

### **Year 11 and Year 12 Mandatory Requirements for Misadventure, Illness or other Absence<sup>i</sup>**

**Download, print and complete the Illness/Misadventure Application on the same day as the missed task: Print the Illness/Misadventure Application from the Killara High School website by clicking on Learning > Assessment and Reporting > Assessment Policy > and then selecting the Illness/Misadventure Application file. Alternatively, you can find this application on Compass by clicking on the Community (two people) icon > School Documentation > Assessment Policy > Illness/Misadventure.**

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance **in the assessment task** (e.g., influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance **in the assessment task** (e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

In all cases Killara High School requires evidence that clearly identifies disadvantage experienced **during the time the student was attempting to complete the assessment task.**

If illness or misadventure prevented you from attending an examination, or affected your performance in the examination, it is your right and responsibility to lodge an illness/misadventure application. **Download, print and complete the Illness/Misadventure Application on the same day as the missed task: Print the Illness/Misadventure Application from the Killara High School website by clicking on *Learning > Assessment and Reporting > Assessment Policy > and then selecting the Illness/Misadventure Application file.* Alternatively, you can find this application on Compass by clicking on the Community (two people) icon > School Documentation > Assessment Policy > Illness/Misadventure**

Students **must** lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance **in the actual assessment**. If specific symptoms of a prior illness or impacts of misadventure are **present on the day of the assessment task or examination** and can be proven through an official medical certificate / police report / statutory declaration, it then may be accepted as grounds for an illness / misadventure appeal.

- a) If absent on the day of a scheduled examination, hand in assessment task or oral task, a Year 11 or Year 12 student or parent / carer must:
- ***Notify the school on that day of the reason for your absence. This could potentially be with advance notice. The Head Teacher of the relevant course must be notified.***
  - ***Present a completed Illness/Misadventure Application (supported by evidence) to the Head Teacher of that course by 3:00pm explaining the circumstances within five (5) days of the due date of the assessment task, or on the first day of your return to school. Whichever occurs earlier applies.***
- b) In the event of absence on the due date for submission of an assessment task, the task may be posted to the school and bear the post mark of the due date **or** may be brought to the school by a third party **or** may be emailed to the relevant teacher. If the task was submitted late, the Year 11 or Year 12 student **must** submit an Illness/Misadventure form to the Head Teacher.

NB: *A computer/printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated. A doctor's certificate on the day of an "at home" assessment task **must** be supported by evidence of previous work on that task.* **Download, print and complete the Illness/Misadventure Application on the same day as the missed task: Print the Illness/Misadventure Application from the Killara High School website by clicking on Learning > Assessment and Reporting > Assessment Policy > and then selecting the Illness/Misadventure Application file. Alternatively, you can find this application on Compass by clicking on the Community (two people) icon > School Documentation > Assessment Policy > Illness/Misadventure.**

**School records must show that a student attended a full day of school on the day of an assessment task.** This is to ensure that no student is advantaged by using school time to work on an assessment task. **Failure to attend all classes will result in a late penalty being given for the task by the Head Teacher of the course concerned.**

It is the student's responsibility to arrange for an **Illness/Misadventure Application** to be submitted by 3.00pm **within five (5) school days** of the due date of the assessment task or upon the first day of return to school. Whichever occurs earlier applies. **Documentary evidence must cover the date of the assessment task and the entire period of absence from school. Students must be prepared to complete any missed assessment from their first day of return to school. Therefore, students must see the subject Head Teacher on the first day of return to school and arrange a date and time for the assessment to be completed. All assessments must be completed by the student to address course requirements.**

The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. **It does not cover:**

- Difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- Alleged deficiencies in teaching; for example, extended teacher absences
- Loss of study time or facilities prior to the formal study vacation
- Misreading of the timetable
- Misreading of examination instructions
- Failure to enter for the examination in the correct course
- Long-term illness, such as glandular fever, asthma, and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Courses that are undertaken as a self-tuition student
- Attendance at a sporting or cultural event
- Other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations

### **Illness or Misadventure Application**

**Download, print and complete the Illness/Misadventure Application on the same day as the missed task: Print the Illness/Misadventure Application from the Killara High School website by clicking on Learning > Assessment and Reporting > Assessment Policy > and then selecting the Illness/Misadventure Application file. Alternatively, you can find this application on Compass by clicking on the Community (two people) icon > School Documentation > Assessment Policy > Illness/Misadventure.** Paper copies of this form can be found in each staffroom and outside the front office in A Block. If a student is absent from an assessment task, or unable to complete an assessment task by or on the due date (i) the student or parent / carer must contact the school and speak with or leave a message for the relevant Head Teacher of the course concerned, (ii) download and print an Illness/Misadventure Application from the KHS website, and (iii) submit the completed Illness/Misadventure Application by 3.00pm **within five (5) school days** of the due date of the assessment task or upon your return to school. Whichever occurs earlier applies.

It is important this form is returned promptly to the Head Teacher involved so that a determination can be made.

### **Supporting Evidence:**

In all cases Killara High School requires evidence that clearly identifies disadvantage experienced **during the time the student was attempting to complete the assessment task. You should seek independent evidence on the same day of your assessment.** The documentation that you provide must be current, specific to the date and time of the assessment task, and submitted with your Illness/Misadventure form<sup>ii</sup>. When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

**Student Supporting evidence must include:**

- a. a statement from the student explaining how they were affected during the assessment task;
- b. a statement about how the student's performance during the assessment task may have been affected. **The dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.**
- c. In cases of misadventure, evidence from other sources (e.g., police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. **The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.**

**The student must attend school on the first day not covered by independent documentary evidence** i.e., when well enough or circumstances allow. Students must be prepared to complete any missed assessment from their first day of return to school. Penalties will apply for absences not supported by completed Illness/Misadventure Applications.

The outcome will be decided by the Head Teacher after considering documentary evidence. The possible outcomes are:

- Task completed at an arranged time/place
- Task to be accepted without penalty
- Penalty applied - 10% of the total value of the task for each day late, if applicable
- Missed task to be completed at a negotiated time as a guide to an assessment mark
- An extension of time given
- Alternative task to be completed at or by a negotiated time as a guide to an assessment mark
- An estimate to be awarded
- A zero mark to be awarded

The student will be informed of this decision within five school days of lodgement of the Illness/Misadventure Application. A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

## **Appeals regarding Assessment Tasks**

This appeals process applies in the following circumstances:

- Dissatisfaction with outcome of an Illness/Misadventure application
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria
- Concern regarding results recorded on a progress report

The appeals procedure

1. Consult the Head Teacher of the course within **five days** of receiving the determination of an Illness/Misadventure application, task result or report. Complete **Part A** of the Assessment Appeal Application. You will receive a response within 5 school days.
2. If you believe that your grounds for appeal were not appropriately addressed by the Head Teacher, you may take the matter to the Assessment Appeals Committee by completing **Part B** of the Assessment Appeals Application, provide a copy of the assessment task, your attempt at the task and any other relevant information and lodging it with the Deputy Principal, Chairperson of the Appeals Committee, within five days of receiving the outcome of your appeal with the Head Teacher. The Committee will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

The Assessment Appeals Committee normally consists of the Deputy Principal supervising assessment and reporting as chairperson, a Head Teacher, and the relevant Year Adviser.

## **School Leave and Assessment Tasks**

Leave from school **may** be granted by the Principal upon completion of a leave form on which details of course work to be completed whilst on leave and any assessment requirements are indicated.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should **NOT** assume leave will be granted in circumstances where family holidays, social engagements, or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.



Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

The Department of Education's position in relation to student leave is stated in the *Student Attendance in Government Schools Procedures School Attendance Policy*. This policy has been developed by the Learning and Engagement Directorate in 2015.

14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.

14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

### **When student leave clashes with an assessment task**

All assessments should be completed at the scheduled time unless students are affected by illness or misadventure. Students who expect to be absent from school due to leave must consult with the faculty head teacher **AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK**. Failure to consult within this time, and failure to comply with task submission requirements, **may result in penalties for non-completion and therefore the student may receive a mark of zero or be penalised for late submission of a task in accordance with the KHS assessment policy**.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case the student must consult the Head Teacher of the course two weeks prior to leaving to make alternate arrangements. If the student does not see the head teacher two weeks prior to leaving, a penalty may apply where the student receives a zero for this task.

### **Students completing work placement:**

Students completing school and/or TAFE placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

# **Course Assessment Components and Schedule**

## **Preliminary HSC Courses 2023**

# Assessment in English Advanced

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Components	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

Task number	Task 1		Task 2		Task 3		
Nature of task	Imaginative Composition & Reflection  Common Module: <i>Reading to Write</i>		Multimodal Presentation  Module A: <i>Narratives that Shape our World</i>		Yearly Examination Common Module: <i>Reading to Write</i> Module B: <i>Critical Study of Literature</i>		
Timing	Assessment Schedule Term 1, Week 8 16/03/23		Term 2, Week 6 29/05/23		Examination Period Term 3, Week 7-9		
Outcomes assessed	EN11-1, EN11-2, EA11-3, EN11-4, EA11-5, EA11-6, EA11-7, EA11-9		EA11-1, EA11-3, EA11-5, EN11-6, EA11-8		EA11-3, EA11-4, EA11-5		
Components	Weighting %						
Knowledge and understanding of course content	15		20		15		50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15		20		15		50
Total %	30		40		30		100

## **Assessment in English - Continued**

### **Preliminary Course Outcomes:**

The student:

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

# Assessment in English Standard

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

Task number	Task 1		Task 2		Task 3	
<b>Nature of task</b>	<b>Imaginative Composition &amp; Reflection</b> Common Module: <i>Reading to Write</i>		<b>Multimodal Presentation</b> Module A: <i>Contemporary Possibilities</i>		<b>Yearly Examination</b> Common Module: <i>Reading to Write</i>  Module B: <i>Close Study of Literature</i>	
<b>Timing</b>	Assessment Schedule Term 1, Week 8 16/03/23		Term 2, Week 6 29/05/23		Examination Period Term 3, Week 7-9	
<b>Outcomes assessed</b>	EN 11-1, EN 11-2, EN11-3, EN 11-4, EN11-5, EN11-6, EN11-8, EN11-9		EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7, EN11-9		EN11-1, EN11-2, EN11-3, EN11-5, EN11-6	
<b>Components</b>						<b>Weighting %</b>
Knowledge and understanding of course content	15		20	15		<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15		20	15		<b>50</b>
<b>Total %</b>	<b>30</b>		<b>40</b>		<b>30</b>	

## **Assessment in English Standard - Continued**

### **Preliminary Course Outcomes:**

The student:

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression, and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies
- 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
- EN11-5 thinks imaginatively, creatively, interpretively, and analytically to respond to and compose texts that include considered and detailed information, ideas, and arguments
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9 reflects on, assesses, and monitors own learning and develops individual and collaborative processes to become an independent learner

# Assessment in English Extension 1 Course

## NESA Requirements

The components and weightings for Year 11 are mandatory

Component	Weighting
Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in: Complex analysis, Sustained composition, independent investigation	50
	<b>100</b>

## The Killara High Assessment Schedule for English Extension 1

Task number	Task 1	Task 2	Task 3	
Nature of task	Creative Response	Multimodal Presentation	Yearly Examination	
Timing	Term 1, Week 9 23/03/23	Term 2, Week 9 19/06/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Components				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	<b>50</b>
Skills in: Complex analysis Sustained composition Independent investigation	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in English Extension 1 - Continued**

### **Preliminary Extension 1 Course Outcomes:**

The student:

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



# Assessment in English EAL/D Course

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Components	Weighting
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>TASK 1 - Module A Viewing and Representing</b>  Language and Texts in Context	<b>TASK 2 - Module B Multimodal</b>  Close Study of Text	<b>TASK 3 – Module C Reading &amp; Writing Examination</b>  Texts and Society	
Timing	Term 1, Week 8	Term 2, Week 7	Examination Period Term 3, Week 7-9	
Outcomes assessed	EAL 11-3, EAL 11-6, EAL 11-7, EAL 11-8	EAL 11-1B, EAL 11-2, EAL 11-4, EAL 11-5	EAL 11-1A, EAL 11-3, 11-5, EAL 11-6, 11-7, 11-9	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

A wide-reading journal will be completed throughout the duration of the academic year.

## **Assessment in EAL/D – Continued**

### **Outcomes**

- EAL11-1A 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
- EAL11-2 uses and evaluates processes, skills, and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- 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
- 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
- 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
- EAL11-9 reflects on, assesses, and monitors own learning and develops individual and collaborative processes to become an independent learner

# Assessment in English Studies Course

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Components	Weighting
Knowledge and understanding of course content	50
Skills in comprehending texts, communication of ideas using language accurately, appropriately, and effectively	50
	<b>100</b>

Task number	Task 1	Task 2	Task 3	
Nature of task	Multimodal Presentation	Portfolio Collection of classwork	Examination	
Timing	Assessment Schedule Term 1, Week 9 24/03/23	Term 2, Week 9 22/06/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	ES 11-1, ES 11-2 ES 11-3, ES 11-4	ES 11-1, ES 11-2, ES 11-3, ES 11-4	ES 11-1, ES 11-2, ES 11-3, ES 11-4	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	15	20	15	<b>50</b>
Total %	30	40	30	<b>100</b>

A wide-reading journal will be completed throughout the duration of the academic year.

## **Assessment in English Studies – Continued**

### **Preliminary English Studies Course Outcomes:**

The student:

- |        |   |
|--------|---|
| ES11-1 | comprehends and responds to a range of texts, including short and extended texts, literary 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                     |
| ES11-2 | 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   |

# Assessment in Drama

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Components	Weighting
Making	40
Performing	30
Critically Studying	30
	<b>100</b>

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Practical: Performance (20) Written: Production Portfolio (20)  Non-naturalistic performance styles	Group Devised Performance (30)  Play building	Non-naturalistic Theatre Styles  American Drama	
<b>Timing</b>	Term 1, Week 9 24/03/23	Term 2, Week 7 9/06/23	Examination Period Term 3, Week 7-9	
<b>Outcomes assessed</b>	P1.1, P1.3, P1.5, P2.1, P2.5, P3.1, P3.2	P1.2, P1.4, P1.6, P2.2, P2.3, P2.4, P2.6	P2.2, P3.1, P3.2, P3.3, P3.4	
<b>Components</b>				<b>Weighting %</b>
Making	10	10	10	<b>30</b>
Performing	10	10	10	<b>30</b>
Critically Studying	20	10	10	<b>40</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## **Assessment in Drama – Continued**

### **Preliminary Course Outcomes**

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages, and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff, and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements, and performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances, and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures, and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions, and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

# Assessment in Music Preliminary Course 1

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting
Performance	25
Composition	25
Musicology	25
Aural	25
<b>Weighting</b>	<b>100</b>

**Topic 1:** Music for small ensembles

**Topic 2:** Music for radio, film, television, and multimedia

**Topic 3:** Music of a cultureP

Task number	Task 1	Task 2	Task 3	
Nature of task	Musicology Topic 1	Composition Topic 2	Performance and Aural Skills Topic 3	
Timing	Term 1, Week 10 2022 29/03/23	Term 2, Week 9 21/06/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	P2, P4, P6, P8, P10, P11	P3, P5, P7, P8, P10, P11	P1, P4, P8, P9, P10	
Components				Weighting %
Performance			25	<b>25</b>
Composition		25		<b>25</b>
Musicology	25			<b>25</b>
Aural			25	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

**Preliminary Course Examination:** Written - 1 hour examination

Performance - 2 contrasting pieces, representing any of the topics studied this year

## **Assessment in Music Preliminary Course 1 - Continued**

### **Preliminary Course Outcomes**

Through activities in performance, composition, musicology, and aural students are expected to demonstrate the following outcomes:

- P1 - performs music that is characteristic of the topics studied
- P2 - observes, reads, interprets, and discusses simple musical scores characteristic of topics studied
- P3 - improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 - recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 - comments on and constructively discusses performances and compositions
- P6 - observes and discusses concepts of music in works representative of the topics studied
- P7 - understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 - identifies, recognises, experiments with, and discusses the use of technology in music
- P9 - performs as a means of self-expression and communication
- P10 - demonstrates a willingness to participate in performance, composition, musicology, and aural activities
- P11 - demonstrates a willingness to accept and use constructive criticism



# Assessment in Music Preliminary Course 2

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting
Performance	25
Composition	25
Musicology	25
Aural	25
<b>Weighting</b>	<b>100</b>

## The Killara High Assessment Schedule for Music Preliminary Course 2

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Musicology Submission</b> Mandatory topic: Music 1600-1900	<b>Composition Portfolio with Score Analysis</b> Mandatory topic: Music 1600-1900	<b>Presentation of Performance and Aural Skills</b> Additional topic: Music 1945 - Music 25 years ago	
<b>Timing</b>	Term 1, Week 8 15/03/23	Term 2, Week 7 9/06/23	Examination Period Term 3, Week 7-9	
<b>Outcomes assessed</b>	P2, P5, P6, P7	P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P6, P7, P8	
<b>Components</b>				<b>Weighting %</b>
Performance			25	<b>25</b>
Composition		25		<b>25</b>
Musicology	25			<b>25</b>
Aural			25	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

**Preliminary Course Examination:** Written - 1½ hour examination  
Performance - 2 pieces

## **Assessment in Music Course 2 – Continued**

### **Preliminary Course Outcomes**

Through activities in performance, composition, musicology, and aural students are expected to demonstrate the following outcomes:

- P1 - confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 - demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating, and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 - composes, improvises, and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4 - creates, improvises, and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural, and historical contexts
- P5 - analyses and discusses compositional processes with stylistic, historical, cultural, and musical considerations
- P6 - discusses and evaluates music making constructive suggestions about performances and compositions
- P7 - observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8 - understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
- P9 - identifies, recognises, experiments with, and discusses the use of technology in music
- P10 - performs as a means of self-expression and communication
- P11 - demonstrates a willingness to participate in performance, composition, musicology, and aural activities
- P12 - demonstrates a willingness to accept and use constructive criticism

# Assessment in Visual Arts

The components and weightings for Year 11 are mandatory.

Component	Weighting (%)
Art Making	50
Art criticism and art history	50
	100

## The Killara High Assessment Schedule for Year 11 Visual Arts

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Art Making</b> (Practical)  <b>Art Criticism and Art History:</b> Short-answer Response Exam	<b>Art Making</b> (Practical)  <b>Art Criticism and Art History:</b> Essay Response Exam	<b>Yearly Examination</b> Art Criticism and Art History: Written Examination	
<b>Timing</b>	Assessment Schedule Term 1, Week 11 5/04/23	Term 2, Week 10 28/06/23	Examination Period Term 3, Week 7-9	
<b>Outcomes assessed</b>	P1, P4, P5, P6, P7, P8	P1, P2, P3, P4, P6, P7, P9	P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Art Making	25	25		<b>50</b>
Art Criticism and Art History	10	10	30	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## **Assessment in Visual Arts – Continued**

**The Visual Arts Process Diary will contain evidence of:**

- Students' research, sketches, collections, notes, photographs, reference drawings etc.
- Students' preliminary explorations of exercises in particular art problems; these may be teacher directed and result in 'Minor Works'.
- Visual and written reference to artists who are working to solve similar creative problems.
- or whose work shows some relevance to the work the students are undertaking.

Other areas for assessment consideration are:

- School, class and individual exhibitions and presentations.
- Students' contributions to class discussion and sharing of ideas.
- Students' involvement in group art activities.
- Students' achievement in set goals for individual projects.
- Regular and consistent development and growth of a Body of Work.

It is important that parents and students realise that the absolute value of the assessment when viewed in isolation is unimportant. What is essential is the relative ranking of each student and the size of the mark gap between successive students.

## **Preliminary Course Outcomes**

The outcomes students are expected to attain from the course are as follows:

### **Art Making**

- P.1 - explores the conventions of practice in art making
- P.2 - explores the roles and relationships between the concepts of artist, artwork, world and audience
- P.3 - identifies the frames as the basis of understanding expressive representation through the making of art
- P.4 - investigates subject matter and forms as representations in art making
- P.5 - investigates ways of developing coherence and layers of meaning in the making of art
- P.6 - explores a range of material techniques in ways that support artistic intentions

### **Art Criticism and Art Theory**

- P.7 - explores the conventions of practice in art criticism and art history.
- P.8 - explores the roles and relationships between concepts of artist, artwork, world, and audience through critical and historical investigations of art
- P.9 - identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P.10 - explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

# Assessment in Accelerated Aboriginal Studies (HSC Course)

The internal assessment mark for Aboriginal Studies in Stage 6 is to be based on the HSC course only. Final assessment is based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

## NESA Requirements

Component	Tasks	Weight %
Knowledge and understanding of course content	Examinations, written tasks and oral presentations across all topics of the HSC Course	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	The HSC Major project is main task that examines Aboriginal perspectives, as well as oral and written tasks	25
Research and inquiry methods, including aspects of the Major Project	HSC Major project includes research, analysis and reporting. Examination tasks will cover elements of research methodologies	20
Communication of information, ideas and issues in appropriate forms	Tasks require diverse communication skills and the broad flexibility of the HSC Major project to allows students to communicate in medium of personal choice.	15
		100

## The Killara High Assessment Schedule for Accelerated Aboriginal Studies (HSC Course)

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Community Comparison	Major Project (incl. Log Book)	Written Task	Trial HSC	
	Global Perspectives	Research and Inquiry Methods	Aboriginality and the Land	All Topics	
	Term 4 2022	Final Submission by 3pm Term 1 Week 10 28/03/23	Term 2 Week 7 6/06/23	Term 3 2023 Assessment Block Weeks 7-9	
	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.5	H1.1, H4.1, H4.2, H4.3, H4.4,	H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.3, H4.1	
Knowledge and understanding of course content	15		15	10	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	2.5	17.5	5		25
Research and inquiry methods, including aspects of the Major Project		15 (Log Book)		5	20
Communication of information, ideas and issues in appropriate forms	2.5	7.5		5	15
<b>Weighting</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>100</b>

## **Assessment in Accelerated Aboriginal Studies (HSC Course) - Continued**

The Outcomes a student is expected to attain from the HSC course are as follows:-

A student:

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

# Assessment in Business Studies

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
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
	<b>100</b>

## The Killara High Assessment Schedule for Business Studies

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Business Topic Test/Business Report	Business Planning Research Task	Preliminary Course Examination	
	Assessment Schedule Term 1, Week 9 21/03/23 11BUS2 / 11BUS4 22/03/23 11BUS5 / 11BUS6	Term 2 Week 8 14/6/23	Examination Period Term 3, Week 7-9	
	P1, P2, P3, P8,	P7, P8, P9	P1, P2, P3, P4, P5, P6, P9, P10	
Knowledge and understanding of course content	15	5	20	40
Stimulus-based skills		5	15	20
Inquiry and research		20		20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
<b>Weighting</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## **Assessment in Business Studies - Continued**

### **Preliminary Course Outcomes:**

At the end of the Preliminary Course, a student should have demonstrated some, or all, of the following Outcomes: -

### **Knowledge and Understanding**

The student: -

- P1 - discusses the nature of business, its role in society and types of business structures
- P2 - explains the internal and external influences on business
- 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

### **Skills**

The student: -

- P7 - plans and conducts investigations into contemporary business issues
- P8 - evaluates information for actual and hypothetical business situations
- P9 - communicates business information and issues in appropriate formats
- P10 - applies mathematical concepts appropriately in business situations



# Assessment in Senior Geography

## NESA Requirements

The components and weightings for Year 11 are mandatory.

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
	<b>100</b>

## The Killara High Assessment Schedule for Geography

Component	Task 1	Task 2	Task 3	Weighting
	Extended Response	SGP	Examination	
	Exam Block Term 1, Week 10 27/03/23	Term 2, Week 9 23/06/23	Examination Period Term 3, Week 7-9	
	P2, P3, P5, P8, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P8, P10, P12	
Knowledge and understanding of course content	20		20	<b>40</b>
Stimulus-based skills		10	10	<b>20</b>
Inquiry and research, including fieldwork	10	10		<b>20</b>
Communication of geographical information, ideas, and issues in appropriate forms		10	10	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Geography - Continued**

### **Preliminary Course Outcomes:**

#### **Knowledge and Understanding**

- P1 - differentiates between spatial and ecological dimensions in the study of geography
- P2 - describes the interactions between the four components which define the biophysical environment
- P3 - explains how a specific environment functions in terms of biophysical factors
- P4 - analyse changing demographic patterns and processes
- P5 - examines the geographical nature of global challenges confronting humanity
- P6 - identifies the vocational relevance of a geographical perspective
- P7 - formulates a plan for active geographical inquiry
- P8 - selects, organises, and analyses relevant geographical information from a variety of sources
- P9 - uses maps, graphs and statistics, photographs, and fieldwork to conduct geographical inquiries
- P10 - applies mathematical ideas and techniques to analyse geographical data
- P11 - applies geographical understanding and methods ethically and effectively to a research project
- P12 - communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic, and graphic forms

# Assessment in Economics

---

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
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
	<b>100</b>

## The Killara High Assessment Schedule for Economics

Component	Task 1	Task 2	Task 3	Weighting
	Stimulus based Skills Quiz	Essay	Preliminary Course Examination	
	Assessment Schedule Term 1, Week 10 30/03/23	Term 2 Week 7 7/06/23	Examination Period Term 3, Week 7-9	
	P1, 4, 9, 10, 12	P1, 3, 5, 9, 10, 11, 12	All Outcomes	
Knowledge and understanding of course content		10	30	<b>40</b>
Stimulus-based skills	20			<b>20</b>
Inquiry and research		20		<b>20</b>

Communication of economic information, ideas, and issues in appropriate forms	5	5	10	20
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

---

## **Assessment in Economics - Continued**

---

### **Preliminary Course Outcomes:**

#### **Knowledge and Understanding**

- P1 - demonstrate understanding of economic terms, concepts, and relationships
- P2 - explain the economic role of individuals, firms, and government in an economy
- P3 - describe, explain, and evaluate the role and operation of markets
- P4 - compare and contrast aspects of economies
- P5 - analyse the relationship between individuals, firms, institutions, and government in the Australian economy
- P6 - explain the role of government in the Australian economy
- P7 - identify the nature and causes of economic problems and issues for individuals, firms and governments

#### **Skills**

- P8 - apply appropriate terminology, concepts, and theories in economic contexts
- P9 - select and organises information from a variety of sources for relevance and reliability
- P10 - communicate economic information, ideas, and issues in appropriate forms
- P11 - apply mathematical concepts in economic contexts
- P12 - work independently and in groups to achieve appropriate goals in set timelines

# Assessment in Ancient History

The components and weightings for Year 11 are mandatory.

Component	Weighting
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
	<b>100</b>

## The Killara High Assessment Schedule for Ancient History

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Study	Historical Investigation	Preliminary Course Examination	
Timing	Term 1, Week 8 13/03/23	Term 2, Week 5 22/05/23	Examination Period Term 3, Week 7-9	
Outcomes Assessed	11-3,11,4,11-6,11-10	11-2,11-3,11-8,	11-1,11-5,11-7, 11-9	
Components				Weighting %
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10		10	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Ancient History - Continued**

### **Preliminary Course Outcomes:**

A student develops the skills to:

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals, and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events, and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts, and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

# Assessment in Modern History

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
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
	<b>100</b>

## The Killara High Assessment Schedule for Modern History

Task number	Task 1	Task 2	Task 3	
Nature of Task	<b>Source analysis</b> Investigating Modern History	<b>Research and essay</b> Historical Investigation	<b>Yearly Examination</b>	
Timing	Assessment Schedule Term 1, Week 8 16/03/23	Term 2, Week 9 21/06/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	MH11-2 MH11-3 MH11-4 MH11-6 MH11-9	MH11-5 MH11-7 MH11-8 MH11-9 MH11-10	MH11-1 MH11-2, MH11-3 MH11-4 MH11-5 MH11-6, MH11-9	
Component				Weighting %
Knowledge and understanding of course content	15		25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Modern History - Continued**

### **Preliminary Course Outcomes**

A student develops the skills to:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups, and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events, and developments of the modern world
- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts, and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history



# Assessment in Legal Studies

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Analysis and evaluation	20
Inquiry and research	20
Communication of legal information, issues, and ideas in appropriate forms	20
	100

Task number	Task 1	Task 2	Task 3	
Nature of task	Research report and in-class response	Research and in-class essay	Yearly Examination	
Timing	Term 1, Week 10 27/03/23 11LST2/11LST3/11LST4 28/03/23 11LST6	Term 2, Week 8 13/06/23 11LST2/11LST3/11LST4 14/06/23 11LST6	Examination Period Term 3, Week 7-9	
Outcomes assessed	P3, P5, P6, P8, P9	P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	40
Analysis and evaluation	5	10	5	20
Inquiry and research	10	10		20
Communication of legal information, issues, and ideas in appropriate forms	5	5	10	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## **Assessment in Legal Studies – Continued**

### **Preliminary Course Outcomes:**

#### **A student:**

- P1. - identifies and applies legal concepts and terminology
- P2. - describes the key features of Australian and international law
- P3. - describes the operation of domestic and international legal systems
- P4. - discusses the effectiveness of the legal system in addressing issues
- P5. - describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6. - explains the nature of the interrelationship between the legal system and society
- P7. - evaluates the effectiveness of the law in achieving justice
- P8. - locates, selects, and organises legal information from a variety of sources including legislation, cases, media, international instruments, and documents
- P9. - communicates legal information using well-structured responses
- P10. - accounts for differing perspectives and interpretations of legal information and issues

# Assessment in Society and Culture

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Application and evaluation of social and cultural research methods	30
Communication of information, ideas and issues in appropriate forms	20
	<b>100</b>

## The Killara High Assessment Schedule for Society and Culture

Component	Task 1	Task 2	Task 3	Weighting
	Hand in Essay	Hand in Report	Preliminary Course Examination	
	Term 1, Week 8 13/03/23	Term 2, Week 8 12/06/23	Examination Period Term 3, Week 7-9	
	P1, P2, P3, P4, P5, P7, P10	P3, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P10	
Knowledge and understanding of course content	15	10	25	<b>50</b>
Application and evaluation of social and cultural research methods		20	10	<b>30</b>
Communication of information, ideas, and issues in appropriate forms	10	5	5	<b>20</b>
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## **Assessment in Society and Culture – Continued**

### **Preliminary Course Outcomes:**

A student:

- P1 - Describes the interaction between persons, societies, cultures, and environments across time
- P2 - Identifies and describes relationships within and between social and cultural groups
- P3 - Describes cultural diversity and commonality within societies and cultures
- P4 - Explains continuity and change, 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 appropriate 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

# Assessment in Chinese, German & Japanese Continuers and Chinese & Japanese Beginners

---

## **NESA Requirements**

The components and weightings for Year 11 are mandatory

Component	Weighting
Listening	30
Reading	30
Speaking	20
Writing	20
<b>Weighting</b>	<b>100</b>

## Assessment Schedule for Chinese Continuers

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Nature of Task</b> Response to spoken/visual texts/oral presentation/Q & A with teacher	<b>Nature of Task</b> Letter/blog/diary entry/article/speech	<b>Nature of Task</b> Yearly Examination	
	<b>Timing</b> Listening Term 1, Week 9 20/03/23  Speaking Term 1, Week 9 24/03/23	<b>Timing</b> Reading and Responding Writing Skills Term 2, Week 6 2/06/23	<b>Timing</b> Examination Period Term 3, Week 7-9 15/09/23	
	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 3.1, 3.2	<b>Outcomes assessed</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening	15		15	<b>30</b>
Reading		20	10	<b>30</b>
Speaking	10		10	<b>20</b>
Writing		15	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Assessment Schedule for German Continuers

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Nature of Task</b> Response to spoken/visual texts/oral presentation/Q & A with teacher	<b>Nature of Task</b> Letter/blog/diary entry/article/speech	<b>Nature of Task</b> Yearly Examination	
	<b>Timing</b> Listening Term 1, Week 9/10 20/03/23  Speaking Term 1, Week 9/10 24/03/23	<b>Timing</b> Reading and Responding Writing Skills Term 2, Week 6 2/06/23	<b>Timing</b> Examination Period Term 3, Week 9 15/09/23	
	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 3.1, 3.2	<b>Outcomes assessed</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening	15		15	<b>30</b>
Reading		20	10	<b>30</b>
Speaking	10		10	<b>20</b>
Writing		15	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Assessment Schedule for Japanese Continuers

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Task	Nature of Task	Nature of Task	
	Response to spoken/visual texts/oral presentation/Q & A with teacher	Letter/blog/diary entry/article/speech	Yearly Examination	
	Timing	Timing	Timing	
	Listening Term 1, Week 9 21/03/23	Reading and Responding Writing Skills Term 2, Week 6 2/06/23	Examination Period Term 3, Week 9 15/09/23	
	Speaking Term 1, Week 9 24/03/23			
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	1.1, 1.2, 1.3, 1.4, 3.1, 3.2	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening	15		15	30
Reading		20	10	30
Speaking	10		10	20
Writing		15	5	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



## Assessment Schedule for Chinese Beginners

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Task	Nature of Task	Yearly Examination	
	Response to spoken/visual texts/oral presentation/Q & A with teacher	Letter/blog/diary entry/article/speech		
	Listening Term 1, Week 9 21/03/23  Speaking Term 1, Week 9 24/03/23	Reading & Responding and Writing Skills Term 2, Week 6 2/06/23	<b>Timing</b> Examination Period Term 3, Week 9 15/09/23	
	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<b>Outcomes assessed</b> 1.1, 1.2, 2.1, 2.2, 2.6	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
Listening	15		15	<b>30</b>
Reading		20	10	<b>30</b>
Speaking	10		10	<b>20</b>
Writing		15	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Assessment Schedule for Japanese Beginners

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Task	Nature of Task	Nature of Task	
	Response to spoken/visual texts/oral presentation/Q & A with teacher	Letter/blog/diary entry/article/speech	Yearly Examination	
	Listening Term 1, Week 9 21/03/23  Speaking Term 1, Week 9 24/03/23	Reading & Responding and Writing Skills Term 2, Week 6 2/06/23	<b>Timing</b> Examination Period Term 3, Week 9 15/09/23	
	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<b>Outcomes assessed</b> 1.1, 1.2, 2.1, 2.2, 2.6	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
Listening	15		15	<b>30</b>
Reading		20	10	<b>30</b>
Speaking	10		10	<b>20</b>
Writing		15	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Assessment Schedule for German Beginners

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Task	Nature of Task	Nature of Task	
	Response to spoken/visual texts/oral presentation/Q & A with teacher	Letter/blog/diary entry/article/speech	Yearly Examination	
	Listening Term 1, Week 9 20/03/23  Speaking Term 1, Week 9 24/03/23	Reading & Responding and Writing Skills Term 2, Week 6 2/06/23	<b>Timing</b> Examination Period Term 3, Week 9 15/09/23	
	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<b>Outcomes assessed</b> 1.1, 1.2, 2.1, 2.2, 2.6	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
Listening	15		15	<b>30</b>
Reading		20	10	<b>30</b>
Speaking	10		10	<b>20</b>
Writing		15	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## **Assessment Schedule for Chinese, German, Japanese Continuers and Chinese, Japanese and German Beginners**

### **Preliminary Course Outcomes:**

#### **Continuers Outcomes**

- 1.1 - uses a range of strategies to maintain communication
- 1.2 - conveys information appropriate to context, purpose, and audience
- 1.3 - exchanges and justifies opinions and ideas on known topics
- 1.4 - reflects on aspects of past, present, and future experience
- 2.1 - applies knowledge of language structures to create original text \*
- 2.2 - describes, narrates, and reflects on real or imaginary experiences in the past, present or future
- 2.3 - structures and sequences ideas and information
- 3.1 - identifies and conveys the gist, main points, supporting points and detailed items of specific information
- 3.2 - summarises, interprets, and evaluates information
- 4.1 - recognises and employs language appropriate to different social contexts
- 4.2 - identifies values, attitudes, and beliefs of cultural significance
- 4.3 - reflects upon significant aspects of language and culture

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

#### **Beginners Outcomes**

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

# Assessment in Mathematics

---

## MATHEMATICS STANDARD 2, MATHEMATICS ADVANCED and MATHEMATICS EXTENSION 1 COURSES

### NESA Requirements

The components and weightings for Year 11 are mandatory.

### Components for MATHEMATICS ASSESSMENTS

The aims and objectives are grouped into two Components for the purpose of assessing candidates in these courses.

Component	Mathematics Standard 2	Mathematics Advanced	Mathematics Extension 1
Understanding, fluency, and communication	50	50	50
Problem solving, reasoning and justification	50	50	50
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the Mathematics Standard 2, Mathematics Advanced and Mathematics Extension 1 courses as:

#### **Understanding, Fluency and Communicating**

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

#### **Problem Solving, Reasoning and Justification**

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

## Assessment in Mathematics Standard 2

### Number of Tasks

The number of tasks, their weightings and outcomes assessed are shown in the table given.

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Class Test</b> Topics F1.2, A1	<b>Assignment/ Investigation</b> Topics M1	<b>Yearly Examination</b> Topics F1.1, F1.2, A1, A2, S1, S2, M1, M2	
	Assessment Schedule Term 1, Week 9 21/03/23	Term 2, Week 9 26/06/23	Examination Period Term 3, Week 7-9	
	<b>Outcomes Assessed</b> MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	<b>Outcomes Assessed</b> MS11-3, MS11-4, MS11-6, MS11-8, MS11-9, MS11-10	<b>Outcomes Assessed</b> MS11-1 to MS11-10	
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Preliminary Course Outcomes

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

# Assessment in Mathematics Advanced

## Number of Tasks

The number of tasks, their weightings and outcomes assessed are shown in the table given.

Component	Task 1	Task 2	Task 3	Weighting %
	In Class Test Topics F1	Assignment Investigation Test Topics C1	Yearly Examination Topics F1, C1, T1, T2, E1, S1	
	Assessment Schedule Term 1, Week 9 21/03/23	Term 2, Week 9 20/06/23	Examination Period Term 3, Week 7-9	
	Outcomes Assessed MA 11-1, 11-2, 11-8, 11-9	Outcomes Assessed MA 11-1, 11-5, 11-8, 11-9	Outcomes Assessed MA11-1 to MA11-9	
Understanding, fluency and communicating	20	10	20	50
Problem solving, reasoning and justification	15	15	20	50
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

## Preliminary Course Outcomes

- MA11-1 - uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 - uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 - uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 - Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 - Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 - Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 - Uses concepts and techniques from probability to present and interpret data and solve 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
- MA11-9 - Provides reasoning to support conclusions which are appropriate to the context

# Assessment in Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Weighting %
	Assignment/Investigation Topics F1	Class Test Problem Solving Topics F2, T1, T2	Yearly Examination Topics F1, F2, T1, T2, C1, A1	
	Assessment Schedule Term 1, Week 8/10 29/03/23	Term 2, Week 8 14/06/23	Examination Period Term 3, Week 7-9	
	Outcomes Assessed ME11-1, 11-2, 11-6, 11-7	Outcomes Assessed ME11-1, 11-2, 11-3, 11-6, 11-7	Outcomes Assessed ME11-1-ME11-7	
Understanding, Fluency and Communicating	12	18	20	50
Problem Solving, Reasoning and Justification	13	17	20	50
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Preliminary Course Outcomes

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



# Assessment in Personal Development, Health and Physical Education

## **NESA Requirements**

The components and weightings for Year 11 are mandatory.

Component	Weighting
Knowledge and understanding of course content	<b>40</b>
Skills in critical thinking, research, analysis and communicating	<b>60</b>
	<b>100</b>

## **The Killara High Assessment Schedule for Personal Development, Health and Physical Education**

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Practical Analysis</b>	<b>Research Task</b>	<b>Yearly Examination</b>	
Timing	Term 1, Week 8 17/03/23	Term 2, Week 6 31/05/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	P8, P11, P16	P3, P4, P5, P6, P15, P16	P1-12, P15-17	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
Skills in critical thinking, research, analysis and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## **Assessment in Personal Development, Health and Physical Education - Continued**

### **Preliminary Course Outcomes:**

- P1 - Identifies and examines why individuals give different meanings to health
- P2 - Explains how a range of health behaviours affect an individual's health
- P3 - Describes how an individual's health is determined by a range of factors
- P4 - Evaluates aspects of health over which individuals can exert some control
- P5 - Describes factors that contribute to effective health promotion
- P6 - Proposes actions that can improve and maintain an individual's health
- P7 - Explains how body systems influence the way the body moves
- P8 - Describes the components of physical fitness and explains how they are monitored
- P9 - Describes biomechanical factors that influence the efficiency of the body in motion
- P10 - Plans for participation in physical activity to satisfy a range of individual needs
- P11 - Assesses and monitors physical fitness levels and physical activity patterns
- P12 - Demonstrates strategies for the assessment, management, and prevention of injuries in first aid settings (Option 1)
- P13 - Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 - Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- 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

# Assessment in Community and Family Studies (PDHPE)

## NESA Requirements

The components and weightings for Year 11 are mandatory.

## The Killara High Assessment Schedule for Community and Family Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Questions Analysis Resource Management	Research and Presentation Individuals and Groups	Yearly Examination  Resource Management Individuals and Groups Families and Communities	
Timing	Term 1, Week 9 Wednesday 22/03 by 5 30pm on Google Classroom	Term 2, Week 6 Wednesday 31/06 by 5 30pm on Google Classroom	Term 3, 2023 Weeks 7-9	
Outcomes assessed	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2, P6.2	P1.1- P6.2	
Components	Weighting %			
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	35	35	100

## **Assessment in Community and Family Studies – Continued**

### **Preliminary Course Outcomes:**

- P1.1 describes the contribution an individual's experiences, values, attitudes, and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationship between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making

# Assessment in Sports Coaching

---

Sports Coaching is an HSC two-year competency-based course which begins in Year 11 and continues through Year 12. Assessment of competencies are standards-referenced. This means that a student's performance is judged against a prescribed standard, not against the performance of other students.

Students work to achieve the competencies described in each unit of work. To be assessed as competent, a student must attend all lessons and be able to demonstrate that they can carry out tasks and understand the concepts to Industry standard. Evidence for competency is gathered from lesson activities, competency assessment tasks, practical applications, homework, work placement experiences and the required documentation.

At Killara High School, students are progressively assessed as either 'competent' or 'not yet competent'. As the student achieves each competency, it is recorded. This forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Sports Coaching Curriculum Framework

- **All 'assessments' contribute to gaining Certificate III in Sports Coaching (SIS30521).**
- **IMPORTANT – Specific cluster task parts will have different submission dates before the final date (see assessment task notifications for more information from your class teacher).**
- No school-based assessment mark will be recorded.

School: Killara High School

## Student Competency Assessment Schedule

Course: Preliminary - Sport Coaching

2023

<i>Assessment Tasks for Sport Coaching-Certificate III SIS30521</i>  <i>Assessment Due (Ongoing):</i>		Cluster A	Cluster B	Cluster C	Cluster E
		<i>Tournament Time</i>	<i>The Community Coach</i>	<i>Officiating</i>	<i>First Aid</i>
		Week: 1-10 Term: 1	Week: 1-10 Term: 2	Week: 1-10 Term: 3	Week: 1-10 Term: 4
Code	Unit of Competency				
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSSCO002	Work in a community coaching role		X		
SISSSCO005	Continuously improve coaching skills and knowledge		X		
SISSSOF002	<u>Continuously improve officiating skills and knowledge</u>			X	
HLTAID011	First Aid (to be outsourced to a private RTO)				<b>Credit Transfer</b> (outsourced)

Depending on the achievement of units of competency, the possible qualification outcome is a Sport Coaching-Certificate III, SIS30521 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS30521.

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

# Assessment in Biology

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in Working Scientifically	60
Knowledge and understanding of course content	40
	100

## The Killara High Assessment Schedule for Biology

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Skills Task	Depth Study Report	Yearly Examination	
Timing	Term 1, Week 10 27/03/23	Term 2, Week 7 6/06/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-7, BIO11-8	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12- 4, BIO11/12- 5, BIO11/12- 6, BIO11/12- 7, BIO11-9	BIO11/12-4, BIO11-/12 5, BIO11/12- 6, BIO11/12- 7, BIO11- 8, BIO11- 9, BIO11-10, BIO11-11	
Components				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Biology – Continued**

### **Preliminary Course Outcomes:**

At the end of the Preliminary Course in Biology, students should be able to demonstrate some or all of the following OUTCOMES:

#### **Questioning and predicting**

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

#### **Planning investigations**

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

#### **Conducting investigations**

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

#### **Processing data and information**

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

#### **Analysing data and information**

BIO11/12-5 analyses and evaluates primary and secondary data and information

#### **Problem solving**

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

#### **Communicating**

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem



# Assessment in Chemistry

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting
Skills in Working Scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

## The Killara High Assessment Schedule for Chemistry

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Skills Task	Depth Study	Yearly Examination	
Timing	Term 1, Week 8 16/03/23	Term 2, Week 8 15/06/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-10	CH11/12-4, CH11/12-5, CH11/12-6, CH11-8, CH11-9, CH11-10, CH11-11	
Components	Weighting %			
Skills in Working Scientifically	25	25	10	60
Knowledge and Understanding	5	5	30	40
Total %	30	30	40	100

## **Assessment in Chemistry – Continued**

### **Preliminary Course Outcomes:**

At the end of the Preliminary Course in Chemistry, students should be able to demonstrate some or all the following OUTCOMES:

#### **Questioning and predicting**

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

#### **Planning investigations**

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

#### **Conducting investigations**

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

#### **Processing data and information**

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

#### **Analysing data and information**

CH11/12-5 analyses and evaluates primary and secondary data and information

#### **Problem solving**

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

#### **Communicating**

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural, and chemical aspects of matter

CH11-9 describes, applies, and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

# Assessment in Earth and Environmental Science

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting
Skills in Working Scientifically	60
Knowledge and understanding of course content	40
	100

## The Killara High Assessment Schedule for Earth and Environmental Science

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Skills Task	Depth Study Report	Yearly Examination	
Timing	Term 1, Week 8 14/03/23	Term 2, Week 8 16/06/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11-8	EES11/12-1, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7, EES11-11	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8 to 11-11	
Components	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Earth and Environmental Science – Continued**

### **Preliminary Course Outcomes:**

At the end of the Preliminary Course in Earth and Environmental Science, students should be able to demonstrate some or all of the following

#### **OUTCOMES:**

##### **Questioning and predicting**

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

##### **Planning investigations**

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

##### **Conducting investigations**

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

##### **Processing data and information**

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

##### **Analysing data and information**

EES11/12-5 analyses and evaluates primary and secondary data and information

##### **Problem solving**

EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

##### **Communicating**

EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere, and biosphere and how they are interrelated

EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes, and biological changes

# Assessment in Physics

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in Working Scientifically	60
Knowledge and understanding of course content	40
	100

## The Killara High Assessment Schedule for Physics

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Skills	Depth Study Report	Yearly Examination	
Timing	Term 1, Week 9 24/03/23	Term 2, Week 9 21/06/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-8	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Components				Weighting %
Skills in Working Scientifically	25	25	10	60
Knowledge and Understanding	5	5	30	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Physics – Continued**

### **Preliminary Course Outcomes:**

At the end of the Preliminary Course in Physics, students should be able to demonstrate some or all of the following OUTCOMES:

#### **Questioning and predicting**

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

#### **Planning investigations**

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

#### **Conducting investigations**

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

#### **Processing data and information**

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

#### **Analysing data and information**

PH11/12-5 analyses and evaluates primary and secondary data and information

#### **Problem solving**

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

#### **Communicating**

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration

PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

# Assessment in Investigating Science

## NESA Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in Working Scientifically	60
Knowledge and understanding of course content	40
	100

## The Killara High Assessment Schedule for Investigating Science

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Skills	Depth Study Report	Yearly Examination	
Timing	Term 1, Week 9 21/03/23	Term 2, Week 9 20/06/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	INS11-1, INS11-2, INS11-3	INS11-4, INS11-5, INS11-6, INS11-7, INS11-10	INS11-5, INS11-7, INS11-8, INS-9, INS11-10, INS11-11	
Components	Weighting %			
Skills in Working Scientifically	25	25	10	60
Knowledge and Understanding	5	5	30	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Investigating Science – Continued**

### **Preliminary Course Outcomes:**

At the end of the Preliminary Course in Investigating Science, students should be able to demonstrate some or all of the following OUTCOMES:

#### **Questioning and predicting**

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

#### **Planning investigations**

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

#### **Conducting investigations**

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

#### **Processing data and information**

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

#### **Analysing data and information**

INS11/12-5 analyses and evaluates primary and secondary data and information

#### **Problem solving**

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

#### **Communicating**

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### **Knowledge and Understanding**

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed



## Assessment in Design and Technology

### NESA Requirements

The components and weightings for Year 11 are mandatory.

### The Killara High Assessment Schedule for Design and Technology

Components	Task 1	Task 2	Task 3	Weighting
	<b>Chair Design</b>	<b>Architecture</b>	<b>Final Examination</b>	
	Term 1, Week 8 17/03/23	Term 2, Week 4 19/05/23	Examination Period Term 3, Week 7-9	
	P1.1, P2.1, P3.1, P4.3, P5.2, P5.3	<i>P2.2, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2</i>	<i>P1.1, P2.1, P2.2, P3.1, P5.2, P6.1, P6.2</i>	
Knowledge and understanding of course content	10	15	15	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>45</b>	<b>25</b>	<b>100</b>

## **Assessment in Design and Technology – Continued**

### **Preliminary Course Outcomes:**

A student:

- P1.1 - examines design theory and practice, and considers the factors affecting designing and producing in design projects
- P2.1 - identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2 - explains the impact of a range of design and technology activities on the individual, society, and the environment through the development of projects
- P3.1 - investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- P4.1 - uses design processes in the development and production of design solutions to meet identified needs and opportunities
- P4.2 - uses resources effectively and safely in the development and production of design solutions
- P4.3 - evaluates the processes and outcomes of designing and producing
- P5.1 - uses a variety of management techniques and tools to develop design projects
- P5.2 - communicates ideas and solutions using a range of techniques
- P5.3 - uses a variety of research methods to inform the development and modification of design ideas
- P6.1 - investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P6.2 - evaluates and uses computer-based technologies in designing and producing

# Assessment in Engineering Studies

## NESA Requirements

The components and weightings for Year 11 are mandatory

## The Killara High Assessment Schedule for Engineering Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Fundamentals Test	Product Investigation	Final Examination	
Timing	Term 1, Week 8 17/03/23	Term 2, Week 4 19/05/23	Examination Period Term 3, Week 7-9	
Outcomes assessed	P 1.1, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3.	P1.1, P1.2, P2.1, P3.2, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1	
Components	Weighting %			
Knowledge and understanding of course content	20	20	20	60
Knowledge and skills in research, problem solving, and communication related to engineering practice		20	20	40
Total %	20	40	40	100

## **Assessment in Engineering Studies – Continued**

### **Preliminary Course Outcomes:**

- 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
- 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
- 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
- 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.
- P5.1 - demonstrates the ability to work both individually and in teams
- P5.2 - applies management and planning skills related to engineering
- 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

# Assessment in Food Technology (TAS)

## NESA Requirements

The components and weightings for Year 11 are mandatory.

## The Killara High Assessment Schedule for Food Technology

Component	Task 1	Task 2	Task 3	Weighting
	Factors Affecting Food Selection Report and Practical	Functional Property of Food Investigation	Preliminary Course Exam	
	Term 1, Week 10 31/03/23	Term 2, Week 9 23/06/23	Term 3, 2023 Weeks 7-9	
	P1.1, P1.2, P3.2, P4.2, P5.1	P2.2, P3.2, P4.1 P4.2 P4.4, P5.1	P1.1. P2.1. P2.2, P3.1, P5.1	
Knowledge and understanding of course content		10	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		<b>30</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Food Technology – Continued**

### **Preliminary Course Outcomes:**

The outcomes a student is expected to demonstrate from the course are as follows: -

- P 1.1 - identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 - accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 - explains the role of food nutrients in human nutrition
- P 2.2 - identifies and explains the sensory characteristics and functional properties of food
- P 3.1 - assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 - presents ideas in written, graphic and oral form using computer software where appropriate.
- P 4.1 - selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.
- P 4.2 - plans, prepares and presents foods which reflect a range of the influences on food selection
- P 4.3 - selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P 4.4 - applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1 - generates ideas and develops solutions to a range of food situations

# Assessment in Hospitality

---

Hospitality is an HSC two-year competency-based course which begins in Year 11 and continues through Year 12. Assessment of competencies are standards-referenced. This means that a student's performance is judged against a prescribed standard, not against the performance of other students.

Students work to achieve the competencies described in each unit of work. To be assessed as competent, a student must attend all lessons and be able to demonstrate that they can carry out tasks and understand the concepts to Industry standard. Evidence for competency is gathered from lesson activities, competency assessment tasks, practical applications, homework, work placement experiences and the required documentation.

At Killara High School, students are progressively assessed as either 'competent' or 'not yet competent'. As the student achieves each competency, it is recorded. This forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Hospitality Curriculum Framework

- **A mark will be sent to the NESA at the end of Year 12, based on the Trial HSC Theory examination. This will only be used in the case of misadventure in the HSC examination. All other 'assessments' contribute to gaining Certificate II in Kitchen Operations (SIT20416).**
- **IMPORTANT – Specific cluster task parts will have different submission dates before the final date (see assessment task for more information from your class teacher).**
- **There will also be a formal Practical and Written Examination in the examination period**
- No school-based assessment mark will be recorded.

Evidence gathered to determine the successful completion of the course may include the following:

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Units of competency	Direct observation – real time/simulated environment	Product based method – structured activities e.g., role plays, presentation, reports	Portfolio – collection of annotated work samples e.g., written documents, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g., quizzes, interviews
Cluster A: Getting Ready for Work	SITXWHS001	Participate in safe work practices	X	X	X	X
	SITXFSA001	Use hygienic practices for food safety	X	X	X	X
Cluster B: Intro to the Commercial Kitchen	SITHKOP001	Clean kitchen premises and equipment	X			X
	SITHCCC001	Use food preparation equipment	X			X
Cluster C: Safe Food Handling	SITXINV002	Maintain the quality of perishable items	X		X	X
	SITXFSA002	Participate in safe food handling practices	X		X	X
	SITHCCC002	Prepare and present simple dishes	X		X	X
Cluster D: Food Glorious Food	SITHCCC003	Prepare and present sandwiches	X		X	X
	SITHCCC006	Prepare appetisers and salads	X		X	X
Cluster E: Working in Industry	BSBWOR203	Work effectively with others	X	X		
	SITHIND002	Source and use information on the hospitality industry	X	X		
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		
Cluster F: Cooking in the Commercial Kitchen	SITHCCC011	Use cookery skills effectively	X		X	X
	SITHCCC005	Prepare dishes using basic methods of cookery	X		X	X



## Scope and Sequence [SIT20416 Certificate II in Kitchen Operations](#)

List of units of competency to be delivered in each term

Term 1		1	2	3	4	5	6	7	8	9	10
<b>Induction</b>											
<b>Cluster A: Getting Ready for Work (25 hrs)</b>											
SITXFSA001	Use hygienic practices for food safety (10)										
SITXWHS001	Participate in safe work practices (15)										
<b>Cluster B: Intro to the Commercial Kitchen (30 hrs)</b>											
SITHKOP001	Clean kitchen premises and equipment (10)										
SITHCCC001	Use food preparation equipment (20)										

Term 2		1	2	3	4	5	6	7	8	9	10
<b>Cluster A: Getting Ready for Work (continued)</b>											
SITXFSA001	Use hygienic practices for food safety										
SITXWHS001	Participate in safe work practices										
<b>Cluster B: Intro to the Commercial Kitchen (continued)</b>											
SITHKOP001	Clean kitchen premises and equipment										
SITHCCC001	Use food preparation equipment										

Term 3		1	2	3	4	5	6	7	8	9	10
<b>Cluster C: Safe Food Handling (40hrs)</b>											
SITXINV002	Maintain the quality of perishable items (5)										
SITXFSA002	Participate in safe food handling practices (15)										
SITHCCC002	Prepare and present simple dishes (20)										

School Name: Killara High School

Student Competency Assessment Schedule

Course: Preliminary Hospitality – Kitchen Operations and Cookery

2022

Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling	Food Glorious Food	
		Week: 10 Term: 1	Week 7 Term: 2	Week: 9 Term: 3	Week 8 Term: 4	Week: 7-9 Term: Three
Code	Unit of Competency					HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X				
SITXWHS001	Participate in safe work practices	X				
SITHKOP001	Clean kitchen premises and equipment		X			
SITHCCC001	Use food preparation equipment		X			
SITXINV002	Maintain the quality of perishable items			X	X	
SITXFSA002	Participate in safe food handling practices			X	X	
SITHCCC002	Prepare and present simple dishes			X	X	

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

## Notes:

- Unit competency tests and assessment tasks are required to meet Industry standard. If a student does not meet the standard, they may be retested to achieve it. If a student does not achieve it on the second attempt, he/she is deemed 'not yet competent'. A student may be granted a third testing in certain circumstances.
- At least three pieces of evidence must be provided to gain competency in each unit.
- In **every** practical lesson, **students must meet the required industry standards of appearance, presentation and hygiene**. This means that **no student will be allowed to participate in practical lessons without full chef's uniform and correct footwear**.
- Students must meet the required number of hours (240 hours) to satisfactorily meet the requirements of the course.
- Students must successfully complete a 35-hour work placement in both Year 11 to meet Preliminary HSC requirements and Year 12 to meet HSC requirements (70 hours in total).
- To achieve competency students must attend **all** practical classes and apply themselves with **diligence to achieve lesson/course outcomes as set out by each unit of competency**.

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

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

## Assessment in Industrial Technology (Multimedia and Timber)

### NESA Requirements

Task number	Task 1	Task 2	Task 3	
Task Name	Introduction Project/ Industry Study	Preliminary Project	Yearly Examination	
Due Date	Term 1, Week 10 Part A 20%: 31/3/23 Part B 10%: 7/4/23 Classroom Upload	Term 3, Week 3 4/8/23 Hand In	Examination Period Term 3, Week 7-9	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	20	30	10	60
Total %	30	40	30	100

## **Assessment in Industrial Technology – Continued**

### **Preliminary Course Outcomes:**

It is essential that the content and the focus area outcomes be considered collectively in order to ascertain the depth and breadth of treatment for each topic.

- P1.1 - describes the organisation and management of an individual business within the focus area industry
- P1.2 - identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 - describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 - works effectively in team situations
- P3.1 - sketches, produces, and interprets drawings in the production of projects
- P3.2 - applies research and problem-solving skills
- P3.3 - demonstrates appropriate design principles in the production of projects
- P4.1 - demonstrates a range of practical skills in the production of projects
- P4.2 - demonstrates competency in using relevant equipment, machinery, and processes
- P4.3 - identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 - uses communication and information processing skills
- P5.2 - uses appropriate documentation techniques related to the management of projects
- P6.1 - identifies the characteristics of quality manufactured products
- P6.2 - identifies and explains the principles of quality and quality control
- P7.1 - explains the impact of one related industry on the social and physical environment
- P7.2 - identifies the impact of existing, new, and emerging technologies of one related industry on society and the environment

# Assessment in Preliminary Information Processes and Technology

## NESA Requirements

The components and weightings for Year 11 are mandatory.

## The Killara High Preliminary Assessment Schedule for Information Processes and Technology

Task number	Task 1	Task 2	Task 3	
Task Name	Report	Group Project	Yearly Examination	
Due Date	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 7-9 TBA	
Outcomes assessed	P1.1, P1.2 P3.1	P5.1, P6.1, P6.2 P7.1, P7.2	P1.1, P1.2 P2.2, P2.1, P4.1	
Components				Weighting %
Knowledge and understanding of course content	15	20	25	60
Knowledge and skills in the design and development of information systems	10	20	10	40
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

## Assessment in Information Processes and Technology – Continued

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

# Assessment in Preliminary Software Design and Development

---

## NESA Requirements

The components and weightings for Year 11 are mandatory.

## The Killara High Preliminary Assessment Schedule for Software Design and Development

Components	Task 1	Task 2	Task 3	Weighting
	Coding challenges	Preliminary Project	Yearly Examination	
	Term 1, Week 10 31/03/23	Term 2, Week 10 28/06/23	Examination Period Term 3, Week 5-7	
	P1.3, P3.1, P4.1, P5.2	P1.2, P4.2, P5.1, P5.2, P6.2, P6.3	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	
Knowledge and understanding of course content	15	15	20	<b>50</b>
Knowledge and skills in the design and development of software solutions	15	15	20	<b>50</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Software Design and Development – Continued**

### **Preliminary Course Outcomes:**

The Outcomes a student is expected to attain from the course are as follows:

- P1.1 - describes the functions of hardware and software
- P1.2 - describes and uses appropriate data types
- P1.3 - describes the interactions between the elements of a computer system
- P2.1 - describes developments in the levels of programming languages
- P2.2 - explains the effects of historical developments on current practices
- P3.1 - identifies the issues relating to the use of software solutions
- P4.1 - analyses a given problem in order to generate a computer-based solution
- P4.2 - investigates a structured approach in the design and implementation of a software solution
- P4.3 - uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 - uses and justifies the need for appropriate project management techniques
- P5.2 - uses and develops documentation to communicate software solutions to others
- P6.1 - describes the role of personnel involved in software development
- P6.2 - communicates with appropriate personnel throughout the software development process
- P6.3 - designs and constructs software solutions with appropriate interfaces



---

<sup>i</sup> The information contained in the Killara High School Assessment Policy regarding Illness/Misadventure Applications has been informed by the Assessment Certification Examination (ACE) manual developed by NESA.

The following sections of the ACE manual have informed Killara High School's Assessment Policy:

- Higher School Certificate illness/misadventure applications ACE 11002 Last Updated: 15 September 2015
- Higher School Certificate illness/misadventure applications – procedures for lodging an application ACE 11003 Last Updated: 15 September 2015
- Higher School Certificate illness/misadventure applications – grounds for appeal ACE 11004

The entire NESA package regarding illness/misadventure can be located at this URL: <http://ace.bostes.nsw.edu.au/appeals/illness-misadventure>

<sup>ii</sup> This is a requirement determined by NESA on the form titled "Independent evidence of illness: to be completed by a medical practitioner", located on page 2 of the Higher School Certificate Examination Applications Due to Illness or Misadventure form.