

St Clair High School



Courtesy, Consideration & Common sense

2020

Preliminary Course

Assessment Policy and Procedures Course Assessment Schedules

| | | |
|---------------------------|--|-----------------------------------|
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MESSAGE FROM THE PRINCIPAL

Dear Year 11,

Year 11 is a very important year in your schooling. In Yr 11 you begin preliminary study of the subjects you'll sit for the final HSC exams.

This assessment book for the Preliminary HSC Course contains Assessment Schedules that outline when you should have an assessment for a given subject. It also includes important information which will:

- assist you in understanding the role of assessment in your Preliminary HSC Course credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist you in planning and organising your time, by informing you of when assessment tasks are due.

You need to ensure that you have read and understood the requirements so that you are aware of your responsibilities and those of the school with regards to Preliminary HSC assessment.

Your teachers, Year Advisers and Mentors will be there to assist you in the year ahead. Your family and friends are also part of this journey with you. Together with your teachers, they will form a support for you as you work through the many challenges of completing your senior years of schooling.

The assessment schedules for every course outlined in this booklet are your guide to formal assessment. They will include important information such as:

- the type of task
- the modules being assessed
- the outcomes the task assesses
- the date (or week in term) that it will be due or the exam sat
- the weighting of the assessment. For each task, students will be presented with an assessment notification

Students who succeed in the Preliminary HSC year, focus on three main things:

- attending school regularly
- allocating time to complete tasks and homework and submitting on time
- applying sustained and diligent effort

I encourage you to give yourself the best possible chance of a successful outcome by taking this advice on board and engaging in your learning throughout the next 3 terms to satisfactorily complete your Preliminary course for entry into your HSC year.

I wish you every success in the journey ahead.

Mrs J Tegart

Principal

Senior Assessment (Year 12 HSC Course/Year 11 Preliminary) Policies

Requirement for the Higher School Certificate and Record of School Achievement

Credentials for the HSC

- a) The **Higher School Certificate** testamur is awarded to students who have fulfilled all eligibility requirements.
- b) The **Higher School Certificate Record of School Achievement** is issued to students who have satisfactorily completed any Preliminary or HSC course. For each NSW Educational Standards Authority (NESA) Developed HSC course (**not including** Life Skills courses or VET courses), the Record of School Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark and performance band.

If the student elects to sit for the examination, the 240 hour courses in the VET Curriculum Frameworks are reported on the Record of School Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported with a mark. An examination mark is reported for the NESA Developed TAFE delivered courses.

For each NESA Endorsed HSC course (not including VET courses or TAFE delivered courses) the Record of School Achievement shows the course name, the year in which it was successfully completed and a school assessment mark. The VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.

Students with special education needs who are undertaking special programs of study for the Higher School Certificate receive a Record of School Achievement listing any NESA Developed and NESA Endorsed courses satisfactorily completed including Life Skills courses. The Life Skills courses are reported without a mark.

The Higher School Certificate Record of School Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed. The Higher School Certificate Record of School Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

- c) **Course Reports** are issued to students for every NESA Developed HSC course (except for Life Skills courses and VET courses) they present in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and

the distribution of HSC marks for the statewide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

- d) A **Certificate** is awarded to students in VET courses who successfully complete all requirements of an Australian Qualifications Framework (AQF) VET Certificate. The certificate lists all units of competency satisfactorily achieved and are issued by the NSW Educational Standards Authority (NESA) jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE delivered courses the certificate may be issued by TAFE. The qualification is recognised within the AQF.
- e) A **Statement of Attainment** is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered courses, the statement may be issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework.

Eligibility

To be eligible for the award of the Higher School Certificate students must:

- a) have completed Stage 5 courses or such other qualifications as the NESA considers satisfactory;
- b) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- c) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

Patterns of Study

To qualify for the Higher School Certificate students must satisfactorily complete a preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- a) at least six units from NESA developed courses;
- b) at least two units of a NESA developed course in English;
- c) at least three courses of two units value or greater (either NESA developed or NESA endorsed courses);
- d) at least four subjects.

To satisfy a pattern of study requirements for the Higher School Certificate, a student may count a maximum of six Preliminary units and six HSC units from courses in science.

Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses.

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 experience provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

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

Preliminary Courses

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. Courses that were not satisfactorily completed will not be printed on Records of Achievement.

Principals may allow a student who has received an 'N' determination to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. The student must satisfactorily complete the Preliminary course by the 30 November that year. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary course requirements and that their entry for the HSC course is valid. Students who have received an 'N' determination have a right of appeal.

HSC Courses

Students studying an HSC course must make a genuine attempt to complete course requirements. They must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks in excess of 50% must be attempted. The student must fulfil the course completion criteria and only when both of these conditions are met will the course be listed on the Record of School Achievement. In addition, where students study a HSC course that includes a requisite examination, they must sit for and make a genuine attempt at the examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate that the course has not been satisfactorily completed. HSC courses that are not satisfactorily completed will not appear on the student's Record of School Achievement.

Until a student has satisfactorily completed courses totalling at least 12 units of Preliminary courses and at least 10 units of HSC courses that satisfy NESAs's pattern of study requirements, the student will not be eligible to receive the award of the Higher School Certificate.

Assessment of Achievement in HSC Courses

Assessment Tasks

In all courses assessment tasks will be designed so that students can demonstrate their level of achievement of the outcomes of the course. There will be a variety of task types which may include formal examinations, practical tests, oral tests, research projects, process diaries, etc. appropriate for the outcomes being assessed. The maximum number of tasks in any 2-unit course will be **four** and may include the trial HSC/end of course examination. The maximum number of tasks in any 1-unit course, including any extension course, will be **three**. In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course will not receive a result in either course. All weightings and components are listed here according to the relevant syllabus.

VET courses are competency based. In a competency based course, assessment of competencies is criterion referenced. Thus a student's performance is judged against a prescribed standard, not against the performance of other students. All courses within the VET Frameworks have a mandatory work placement requirement. Assessment for courses in the frameworks must meet training package requirements. The 240-hour VET courses have a Higher School Certificate external assessment consisting of an optional written examination. The written examination is independent of the competency based assessment undertaken during the course. The marks achieved by students in the examination are shown on the Record of School Achievement and are used as the sole basis for determining the contribution of the courses to the student's UAI.

Issuing and Receiving this Assessment Policy and Assessment Notice

- All students receive their Assessment Policy for Year 11 at the beginning of the school year during their Mentor session where explanation to students is made, and a signed receipt is kept. All Year 11 Assessment Policies are issued in school time and students sign they have received a copy. Staff explanation accompanies distribution. Ongoing assistance is available from a student's Year Adviser and the relevant Deputy Principal.
- A timetable for assessment tasks is developed to minimise the number of occasions on which students will have two or more tasks scheduled for the same day. All assessment tasks are placed on the school calendar by the Class or Head Teacher to avoid clashes with excursions and other events.
- HSC Assessment tasks do not commence until the completion of the Preliminary Course.
- **Students will be given at least two weeks notice, in writing, of an assessment task.** This notice will include the nature of the task, outcomes, assessment criteria, the value or weighting of the task, marking guidelines and the date for its completion or submission. **If a student is absent for the issuing of 'notice', it is the student's responsibility to obtain the task information.** There will not be a staggered due date because of 'late' notice.
- **A moratorium on the conduct of assessment tasks will be held for one week prior to any examination period.**

Completion of Assessment Tasks at School

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task they must make these circumstances known to their class teacher and the appropriate Head Teacher **before** the day of the task. They must use the Illness/ Misadventure/ Application for Extension Appeal Process. They must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend ALL day on days with scheduled assessment tasks. **Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. It is a form of cheating. You will receive a zero mark for the task.**

Students who are late for school must report to the office and obtain a late pass before attempting an assessment task. They must go through the Illness/ Misadventure/ Application for Extension Appeal Process.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed (e.g. sign that they are aware of the new date and time).

Assessment of Separate Classes in the Same Course

Where two or more classes exist in a course, they may be timetabled at different times. This requires astute management so as to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. Students are reminded of the Malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting a group who may have a similar task to complete later in the school day. Common tasks, conditions and marking procedures need to occur for all students (e.g. one teacher marks all of one section or one task).

Submission of Assessment Tasks Completed at Home

Unless notified to the contrary, all assessment tasks must be submitted at the **beginning** of the **first** timetabled lesson in that subject on the due day, in written hard copy form. Assessment tasks must be personally delivered into the possession of the relevant teacher (or delegate) at this time – not left at staffrooms or in classrooms or anywhere else. Students must submit the task themselves and remain in class for the entire lesson. Failure to adhere to any of the above necessitates the Illness/ Misadventure/ Application for Extension Appeal Process being accessed. It is important that students attend ALL day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. It is a form of cheating. You will receive a **zero mark** for the task.

Students unable to be present at school on the day the task is due must submit the task before school on the next day they are at school

They may arrange for delivery of the task to the Front Office on the due day. The time of receipt of the task at the Front Office should be recorded on the task by the school assistant and the

appropriate Head Teacher notified. The student must then go through the Illness/ Misadventure/ Application for Extension Appeal Process to receive any marks.

Receipt Process: Receiving Task Notice, Submission of Assessment Tasks and Assessment Tasks Completed in Class

Every Faculty at St Clair High School maintains an accurate signed register for (i) students' receipt of assessment notice and (ii) each assessment task submitted for assessment and (iii) assessment tasks completed in class. For examinations, a roll is taken in every examination session and submitted to the roll office from where it can then be checked. Student attendance slips are also completed before each examination and collected by supervising staff before being transferred to Faculties with completed papers.

Illness/Misadventure/Application for Extension Appeal Process

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process **MUST** be followed.

If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid** reason (illness or misadventure) you **must** do the following:

- 1. Ring the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
- 2. Collect an Illness/Misadventure Appeal form** from the Head Teacher of the subject/ course where you missed the task before school on the morning you return to school. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the appeal has been approved. YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.
- 3. Complete the Illness/ Misadventure Appeal form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person e.g. counsellor or police officer. (In the case of **illness**, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task). A parent signature must be on each form before it is processed.
- 4. Give the completed Illness/ Misadventure Appeal form to the relevant Head Teacher *before school on the next day after your parents have signed it.*** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. Return to school when you are best ready to perform well on such tasks as actual performance is the only valid measure – not potential performance ability. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
- 5. The Head Teacher makes a written recommendation and transfers the completed Illness/ Misadventure form to the Deputy Principal for that year.** He/she attaches a copy of the medical certificate, notes it on the form and the student submits the original medical certificate to the Office.
- 6. The relevant Deputy Principal meets** to discuss all appeals, liaising with Head Teachers where necessary.

7. **Head Teachers will be notified of the decision by the Deputy Principal. Students will be notified of the result of their appeal by the Head Teacher/Class Teacher.**
8. In the case of an unsuccessful appeal, the Class Teacher will notify the parents in writing (through an official NSW Educational Standards Authority letter) of the zero mark. If successful, the completed assessment task will be marked as usual and the mark will stand.

Appeal Results

Students should check with their Class Teacher/Head Teacher to confirm the result of their appeal.

Late Submission of an Assessment Task

If an assessment task is submitted 'late' (i.e. after the beginning five minutes of the first lesson in that subject on the due day), a **zero mark** will be awarded. Students must then follow the Illness/ Misadventure/ Application for Extension Appeal Process. Students have ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.

Failure to Complete or Submit an Assessment Task

Where a task is not completed and there is no valid reason, a **zero mark** will be recorded for that task and parents will be notified through an official NSW Educational Standards Authority (NESA) letter. Such tasks cannot be counted to satisfy the course completion criteria. Advice to satisfactorily meet course requirements will be outlined in this letter.

(All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.) If a student has a prolonged absence or is physically unable to complete a task (e.g. an accident), the Head Teacher will generate a substitute task upon their return or in exceptional circumstances and after consultation with the proven cases of undertaking or assisting in cheating or dishonest practices (e.g. copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; breaching school examination rules; using non-approved aides) will receive a **zero mark** and parents will be notified. If you facilitate cheating (e.g. providing your work to be 'looked at' or copied), you are cheating. The Illness/ Misadventure/ Application for Extension Appeal Process can be followed by the affected parties.

If your assessment task effort is deemed by the classroom teacher and Head Teacher to be non-serious you will receive a **zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by NESA. The Illness/ Misadventure/ Application for Extension Appeal Process can be followed by the affected parties.

Technology Problems

Computer or USB/disk malfunction (loss of data) needs to be safeguarded by you through backing up, print outs, multiple USB/disk copies or paper drafts. You would attach these as evidence to any genuine case through The Illness/ Misadventure/ Application for Extension Appeal Process. Computer or USB/disk malfunction (loss of data) is not sufficient grounds for appeal on its own. Printer issues are not grounds for Appeal.

Students Transferring into or from this School – HSC Preliminary Courses

The only students who will be enrolled into the Preliminary or HSC years at SCHS will be those who can fit the exact pattern of student undertaken at their former school.

Given that a final HSC rank must be provided for all HSC students, a fair and valid assessment will be made with task performance after enrolment a critical focus and/or fair completion of tasks in retrospect. If not, the eventual final average of their performance after enrolment will serve as a substitute for any tasks missed or tasks unable to be repeated. Preliminary Course performance at a previous school may guide this process. If a student transfers into the school before June 30 of the HSC year, the former school may be asked- where relevant – to provide assessment marks before that student is enrolled.

Late enrolment in the Preliminary Course may mean that where possible a student's yearly examinations are adjusted to suit the topics or texts completed at the previous school. If this is not possible, students complete (in their Yearly Examination) what they have studied since their arrival, but are given an exam mark equivalent to the sections of the yearly examination completed. In these circumstances, they are provided with an examination rank or final rank. A rank on any individual task completed since their enrolment at SCHS would be the only rank they receive.

Existing Students Transferring into a Preliminary/HSC Course after the Preliminary Assessment Process has Commenced

As rare as it will be, to enter the HSC course students must have satisfactorily completed the Preliminary Course for that course (e.g. a student who 'dropped' a course but is wishing to study it again after reconsidering their actions). The Principal will authorise any such instance in consultation with the relevant Deputy Principal, the student, the parents and the Head Teacher.

Provisional Entry of Students into HSC Courses

The Principal may authorise a student who received an 'N' determination in a Preliminary Course to enter the HSC course for that subject, while attempting to satisfy Preliminary requirements. A student must satisfactorily complete all Preliminary work, commitments and demands before final HSC Course eligibility is confirmed. Regular monitoring of this situation by the relevant Deputy Principal and Head Teacher and discussion with the Principal will decide whether the assessment marks earned under the HSC Assessment procedures will count.

Procedures for Students in Danger of Not Meeting NESAs Requirements of a Course

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark. To satisfactorily complete a course, students must also follow the course developed or endorsed by NESAs; apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieve some or all of the course outcomes.

Students will be sent a copy (or over time, copies) of official NESAs letters outlining the precise concerns and ways the student can redeem the situation. Absence from school will affect a student's ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence to assist the Principal in determining whether a student is an 'N' or unsatisfactory student. Termly student reviews where a letter is sent or a parent interview is arranged may also alert students to the likelihood of an 'N' determination in a subject or subjects. Letters regarding the failure to meet course requirements are kept on student files.

Student Assessment Task Feedback

All students are entitled to meaningful, punctual feedback – written and/or oral – in relation to the marking guidelines and course outcomes to assist them in their learning in that course. Students are also entitled to know their own (not others') cumulative rank at the end of each assessment task. Cumulative ranks will be based on progress in relation to the published syllabus course assessment components. Students will also be notified of their cumulative ranking in each course on a report issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESAs policy.

Records/Assessment Marks

The student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines. Marks cannot be modified to take into account possible effects of illness or domestic situations. Assessment marks are recorded centrally by the teacher responsible for marking the task or section and hard copies and electronic copies are to be kept by teachers and Head Teachers securely at school and off site. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

Invalid Assessment Tasks

Where an assessment task does not function as required or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded and a replacement task arranged.

Special Provisions

NESAs sanctioned special provisions will be provided to eligible students for examinations.

Final Assessment Rank Order Notice

Actual final HSC Assessment mark totals are not revealed to students. However, HSC students can collect their Final Assessment Rank Order Notice from the Principal at the completion of their final HSC examination and within the time period for appeals. The Principal will outline its purpose and any steps for procedural fairness or student appeal. Students can see their final rank in each course by using the *Students Online* service at the NESAs website.

School Reviews of Assessment

Students who have any concerns about the marking of an assessment task must follow this up with their Classroom Teacher or the Head Teacher at the time of the return of the task. Students who consider their ranking is not correct can appeal to the Head Teacher for a review of their ranking. All marks and their computations (in line with syllabus requirements) are checked. Marks cannot be appealed – the process and procedures can.

If there is any other concern about the administration and procedures a student lodges an Illness/ Misadventure/ Application for Extension Appeal form following the normal procedures and time limits so that the appeals panel of the relevant Deputy Principal, Year Adviser and Head Teacher can preside over the concern, consider it and inform the Principal of the decision. Once this occurs, the result of the concern will be communicated to the student and/ or parent concerned.

If they are not satisfied by the school's review of their placement in the rank order for a course, the process of appealing to the NESAs will be outlined at this point via the ACE Manual.

Evaluating This Policy

This policy will be evaluated every two years via the St Clair High School Executive Staff and a small working party from within this peak representative body.

APPENDIX 1
Assessment Task Notification



ST CLAIR HIGH SCHOOL
[SUBJECT]
ASSESSMENT TASK No.
Assessment Task Title

YEAR GROUP:
COURSE:
TASK WEIGHT:

DATE ISSUED:
DATE DUE:

COURSE OUTCOMES/S:
A Student:

TASK DESCRIPTION:

ILLNESS OR MISADVENTURE

Any student who does not submit their assessment task on the due will be awarded a mark of zero. Genuine illness or misadventure, which is supported by documentation (e.g. A Medical Certificate or a letter from a parent/guardian), may result in an extension of time being granted to complete the task.

ASSESSMENT GUIDELINE:

MARKING CRITERIA:

APPENDIX 2



SPECIAL CONSIDERATION APPLICATION FORM (Stage 1)

(For illness / accident / misadventure / special circumstances)

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date it must be completed as soon as he/she returns.
3. The form, when completed, is to be submitted to the Deputy Principal via the Head Teacher.

| | | |
|---|--|------|
| Name of Student | | |
| Teacher | | |
| Subject / Course | | |
| Faculty / Department | | |
| Nature of Assessment Task, e.g. Essay, Title | | |
| Due Date | | |
| Time | | |
| Reason for and nature of request, e.g. Special consideration or extension of time | | |
| Specify and attach any supporting documentation, e.g. Medical Certificate | | |
| Signature of Parent | | Date |
| Comments (Head Teacher Recommendation) | | |
| | | |
| | | |
| | | |
| Head Teacher's Signature | | Date |
| Deputy Principal's Decision | | |
| Deputy Principal's Signature | | Date |

CONSIDERATION / EXTENSION FORM

(To be completed by the professional authority- Doctor/ Medical Officer)

To the Professional Authority:

Students at St Clair School have to complete a series of tests and assessments as part of their Preliminary Course and HSC. In the event of absence due to illness they are required to provide a doctor's certificate or evidence of misadventure.

Your help in providing information about this student's illness or misadventure is appreciated. This information will help the school to make a fair and informed assessment about your client's academic performance. The information you provide on this form will remain confidential.

Date of consultation / /

Date of illness or misadventure / /

or

Period of illness or misadventure / /

Please complete the following statements by ticking the appropriate box

In my opinion the student was (or will be) Fit / Able

Unfit / Not Able

to complete the examination or assessment task on that day or in the period. In my opinion, the effect of the illness or misadventure on the student for that day or in this period was (or will be):

Negligible

Mild

Moderate

Severe

Nature of illness or misadventure:
.....
.....
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Name:
.....

Profession:

Signature:

Provider No:

Date:

Phone No:

Stamp or Seal of Professional (or attach letterhead)

ANCIENT HISTORY (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|---|-------------|---------------------------------|----------------------------------|--|
| TIMING OF TASKS | | Term 2 Week 2 | Term 3 Week 2 | Exam period |
| NATURE OF TASKS | | Historical Investigation | In-class essay | Yearly exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and understanding of course content | 40% | 0% | 10% | 30% |
| Source-based skills | 20% | 10% | 5% | 5% |
| Historical inquiry and research | 20% | 10% | 10% | 0% |
| Communication of historical understanding in appropriate forms | 20% | 10% | 5% | 5% |
| MARKS | 100% | 30% | 30% | 40% |
| OUTCOMES ASSESSED | | AH11-2, AH 11-3, AH11-5, AH11-8 | AH 11-1, AH11-4, AH11-6, AH11-9. | AH11-1, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Minimum weighting is 20%. Maximum Weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge. | | | | |

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA

BIOLOGY (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|-------------|--|--|--|
| TIMING OF TASKS | | Term 2, Week 4 | Term 3, Week 1 | Examination Period |
| NATURE OF TASKS | | Depth Study Presentation Practices used to restore a damaged ecosystem. | Enzyme First-hand Investigation | Yearly Examination |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and Understanding | 40% | 15% | 5% | 20% |
| Working Scientifically | 60% | 25% | 15% | 20% |
| MARKS | 100% | 40% | 20% | 40% |
| OUTCOMES ASSESSED | | BIO11-1 BIO11-3 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-11 | BIO11-1 BIO11-2 BIO11-3 BIO11-5 BIO11-8 | BIO11-4, BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11 |
| <p>The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.</p> | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|----------|---|-----------|---|
| BIO 11-1 | Develops and evaluates questions and hypotheses for scientific investigations | BIO 11-7 | Communicates scientific understanding using suitable language and terminology for a specific audience and purpose |
| BIO 11-2 | Designs and evaluates investigations in order to obtain primary and secondary data | BIO 11-8 | Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes |
| BIO 11-3 | Conducts investigations to collect valid and reliable primary and secondary data | BIO 11-9 | 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 |
| BIO 11-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media. | BIO 11-10 | Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species |
| BIO 11-5 | Analyses and evaluates primary and secondary data and information | BIO 11-11 | Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem |
| BIO 11-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

BUSINESS STUDIES (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|----------------|---|---|--------------------------------|
| TIMING OF TASKS | | Term 2 Week 1 | Term 3 Week 5 | Term 3 Week 8/9 |
| NATURE OF TASKS | | Nature of Business Case Study / Quiz | Business Planning / Business Management Business Plan | All topics Preliminary Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and understanding of course content | 40% | 10% | 10% | 20% |
| Stimulus-based skills | 20% | 10% | 0% | 10% |
| Inquiry and research | 20% | 10% | 10% | 0% |
| Communication of business information, ideas and issues in appropriate forms | 20% | 0% | 10% | 10% |
| MARKS | 100% | 30% | 30% | 40% |
| OUTCOMES ASSESSED | | P1, P2, P6, P8 | P1, P2, P3, P6, P7, P9 | P3, P4, P5, P8, P9, P10 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|----|---|-----|---|
| P1 | discusses the nature of business, its role in society and types of business structure | P7 | plans and conducts investigations into contemporary business issues |
| p2 | explains the internal and external influences on businesses | p8 | evaluates information for actual and hypothetical business situations |
| P3 | describes the factors contributing to the success or failure of small to medium enterprises | p9 | communicates business information and issues in appropriate formats |
| p4 | assesses the processes and interdependence of key business functions | P10 | |
| p5 | examines the application of management theories and strategies | P11 | |
| p6 | analyses the responsibilities of business to internal and external stakeholders | P12 | |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

CHEMISTRY (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|-------------|--|---|--|
| TIMING OF TASKS | | Term 1, Weeks 3-5 | Term 2, Week 5 | Examination Period |
| NATURE OF TASKS | | Depth Study Modelling Task Module 1: Properties and Structure of Matter | Molar Ratio Investigation Module 2: Introduction to Quantitative Chemistry | Formal Written Examination Module 3: Reactive Chemistry Module 4: Drivers of Reactions |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and Understanding | 60% | 15% | 25% | 20% |
| Working Scientifically | 40% | 10% | 10% | 20% |
| MARKS | 100% | 25% | 35% | 40% |
| OUTCOMES ASSESSED | | CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-8 | CH11-3, CH11-4, CH11-5, CH11-6, CH11-9 | CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-10, CH11-11 |
| <p>The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.</p> | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|---------|--|----------|---|
| CH 11-1 | Develops and evaluates questions and hypotheses for scientific investigations | CH 11-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| CH 11-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information | CH 11-8 | Explores the properties and trends in the physical, structural and chemical aspects of matter |
| CH 11-3 | Designs and evaluates investigations in order to obtain primary and secondary data and information | CH 11-9 | Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships |
| CH 11-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | CH 11-10 | Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions |
| CH 11-5 | Analyses and evaluates primary and secondary data and information | CH 11-11 | Analyses the energy considerations in the driving force for chemical reactions |
| CH 11-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

COMMUNITY AND FAMILY STUDIES (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|-------------|---|---|------------------|
| TIMING OF TASKS | | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 9/10 |
| NATURE OF TASKS | | Resource Management and Interview, Design, Conduct and analyse an Interview | Questionnaire on a Community Organisation | Yearly Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and Understanding | 50% | 15% | 15% | 20% |
| Skills in critical thinking, research methodology, analysing and communicating Research Methodology | 50% | 20% | 20% | 10% |
| MARKS | 100% | 35% | 35% | 30% |
| OUTCOMES ASSESSED | | P1.1, P1.2 P4.2, P5.1, P6.1 | P2.2,P3.3, P4.1, P4.2 | P1.1 – P6.2 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|------|---|------|---|
| P1.1 | Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals | P3.2 | Analyses the significance of gender defining roles and relationships |
| P1.2 | Proposes effective solutions to resource problems | P4.1 | Utilises research methodology appropriate to the study of social issues |
| P2.1 | Accounts for the roles and relationships that individuals adopt within groups | P4.2 | Presents information in written, oral and graphic form |
| P2.2 | Describes the role of the family and other groups in the socialisation of individuals | P5.1 | Applies management processes to maximise the efficient use of resources |
| P2.3 | Examines the role of leadership and group dynamic in contributing to positive interpersonal relationships and achievement | P6.1 | Distinguishes those actions that enhance wellbeing |
| P2.4 | Analyses the inter-relationships between internal and external factors and their impact on family functioning | P6.2 | Uses critical thinking skills to enhance decision making |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

DESIGN AND TECHNOLOGY (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|---|-------------|------------------------------------|------------------------|-------------------|
| TIMING OF TASKS | | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 9/10 |
| NATURE OF TASKS | | Individual Project | Research Assessment | Yearly Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and Understanding | 55% | 10% | 25% | 20% |
| Knowledge and skills in designing, managing, producing and evaluating design project | 45% | 25% | 10% | 10% |
| MARKS | 100% | 35% | 35% | 30% |
| OUTCOMES ASSESSED | | P2.2, P3.1, P4.1, P4.2, P4.3, P5.1 | P5.2, P5.3, P6.1, P6.2 | P1.1, 2.1, P4.3 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: - three assessment tasks, - the minimum weighting for an individual task is 20%, - the maximum weighting for an individual task is 40%, - only one task may be a formal written examination | | | | |

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

ENGLISH STUDIES (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|---|-------------|---|--|-----------------------------------|
| TIMING OF TASKS | | Term 1 Week 8 | Term 3 Week 6 | Term 3 Weeks 9 & 10 |
| NATURE OF TASKS | | Multimodal Presentation | Portfolio | Preliminary Yearly Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and understanding of course content | 50% | 20% | 15% | 15% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% | 15% | 25% | 10% |
| MARKS | 100% | 35% | 40% | 25% |
| OUTCOMES ASSESSED | | ES11-1, ES11-3, ES11-4 ES11-5, ES11-6, ES11-10 | ES11-2, ES11-3, ES11-4, ES11-6, ES11-7, ES11-8, ES11-10 | ES11-1, ES11-2, ES11-5, ES11-9 |
| <p>The Year 11 formal school-based assessment program is to reflect the following requirements: ♣three assessment tasks ♣the minimum weighting for an individual task is 20% ♣the maximum weighting for an individual task is 40% ♣only one task may be a formal written examination ♣ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♣ one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.</p> | | | | |

PRELIMINARY OUTCOMES

| | | | |
|---------------|--|----------------|--|
| ES11-1 | comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes | ES11-6 | uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and 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 | ES11-7 | represents own ideas in critical, interpretive and imaginative texts |
| ES11-3 | gains skills in accessing, comprehending and using information to communicate in a variety of ways | ES11-8 | identifies and describes relationships between texts |
| ES11-4 | composes a range of texts with increasing accuracy and clarity in different forms | ES11-9 | reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner |
| ES11-5 | develops knowledge, understanding and appreciation of how language is used, identifying | ES11-10 | develops knowledge, understanding and appreciation of how language is used, identifying |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

ENGLISH STANDARD (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|-------------|--|---|--|
| TIMING OF TASKS | | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 9 & 10 |
| NATURE OF TASKS | | Imaginative Response and Reflection | Multimodal Presentation | Preliminary Yearly Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and understanding of course content | 50% | 10% | 20% | 20% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% | 20% | 10% | 20% |
| MARKS | 100% | 30% | 30% | 40% |
| OUTCOMES ASSESSED | | EN11-1, EN11-3, EN11-4 EN11-5, EN11-9 | EN11-2, EN11-5, EN11-6, EN11-7, EN11-8 | EN11-1, EN11-3, EN11-4 EN11-5, EN11-6, EN11-7 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣three assessment tasks ♣the minimum weighting for an individual task is 20% ♣the maximum weighting for an individual task is 40% ♣only one task may be a formal written examination ♣ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♣ one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes. | | | | |

PRELIMINARY OUTCOMES

| | | | |
|--------|---|--------|--|
| EN11-1 | responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure | EN11-6 | investigates and explains the relationships between texts |
| EN11-2 | uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | EN11-7 | understands and explains the diverse ways texts can represent personal and public worlds |
| EN11-3 | analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning | EN11-8 | identifies and explains cultural assumptions in texts and their effects on meaning |
| EN11-4 | applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts | EN11-9 | reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner |
| EN11-5 | thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments | | |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs

ENGLISH ADVANCED (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|---|-------------|--|---|--|
| TIMING OF TASKS | | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 9 & 10 |
| NATURE OF TASKS | | Imaginative Response and Reflection | Multimodal Presentation | Preliminary Yearly Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and understanding of course content | 50% | 10% | 20% | 20% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% | 20% | 10% | 20% |
| MARKS | 100% | 30% | 30% | 40% |
| OUTCOMES ASSESSED | | EA11-1, EA11-3, EA11-4 EA11-5, EA11-9 | EA11-2, EA11-5, EA11-6, EA11-7, EA11-8 | EA11-1, EA11-3, EA11-4 EA11-5, EA11-6, EA11-7 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣three assessment tasks ♣the minimum weighting for an individual task is 20% ♣the maximum weighting for an individual task is 40% ♣only one task may be a formal written examination ♣ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes | | | | |

PRELIMINARY OUTCOMES

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Advanced Stage. Page 6

FOOD TECHNOLOGY (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|-------------|--|--------------------------------|------------------------------|
| TIMING OF TASKS | | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 9/10 |
| NATURE OF TASKS | | Food Availability and Selection Research Task | Function Property of Food Task | Yearly Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and understanding of course content | 40% | 15% | 0% | 20% |
| Knowledge and skills in designing, researching, analysing and evaluating | 40% | 20% | 10% | 10% |
| Skills in experimenting with and preparing food by applying theoretical concepts | 20% | 0% | 20% | 0% |
| MARKS | 100% | 35% | 35% | 30% |
| OUTCOMES ASSESSED | | P1.1, P1.2, P2.1, P3.2, P4.1, P4.2 | P2.2, P3.2, P4.1, P4.4 | P1.1, P1.2, P2.2, P4.4, P5.1 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|------|---|------|--|
| P1.1 | Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods | P4.1 | Selects appropriate equipment, applies suitable techniques, and utilises safe and |
| P1.2 | Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors | P4.2 | Plans, prepares and presents foods which reflect a range of the influences on food |
| P2.1 | Explains the role of food nutrients in human nutrition | P4.3 | Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals |
| P2.2 | Identifies and explains the sensory characteristics and functional properties of food | P4.4 | Applies an understanding of the sensory characteristics and functional properties |
| P3.1 | Assesses the nutrient value of meals/diets for particular individuals and groups | P5.1 | Generates ideas and develops solutions to a range of food situations |
| P3.2 | Presents ideas in written, graphic and oral form using computer software where appropriate | | |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

GEOGRAPHY (PRELIMINARY) 2020

| TASK NUMBER | | Task 1 | Task 2 | Task 3 |
|--|-------------|--|--|----------------------|
| TIMING OF TASKS | | Term 1 Week 10 | Term 2 Week 9 | Exam period |
| NATURE OF TASKS | | Biophysical Interactions Fieldwork/Excursion report | Senior Geography Project Individual research task | Yearly Examination |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and understanding of course content | 40% | 5% | 10% | 25% |
| Geographical Tools and Skills | 20% | 5% | 5% | 10% |
| Geographical inquiry and research, including fieldwork | 20% | 10% | 10% | 0% |
| Communication of geographical information, ideas and issues in appropriate forms | 20% | 10% | 5% | 5% |
| MARKS | 100% | 30% | 30% | 40% |
| OUTCOMES ASSESSED | | P1, P2, P3, P9 | P7, P8, P9, P11 | P4, P5, P6, P10, P12 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination | | | | |

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

INDUSTRIAL TECHNOLOGY - MULTIMEDIA (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|---|-------------|------------------------------------|--|------------------------------|
| TIMING OF TASKS | | Term 1, Week 8 | Term 2, Week 10 | Term 3, Weeks 9-10 |
| NATURE OF TASKS | | Industry Case Study | Preliminary Project | Yearly Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and Understanding | 40% | 10% | 10% | 20% |
| Knowledge and skills in the management, communication and production of projects | 60% | 10% | 30% | 20% |
| MARKS | 100% | 20% | 40% | 40% |
| 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 |
| Syllabus Requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One task must be an assignment or investigation-style with a weighting of 20–30%. ♣ One formal written examination can contribute to a formal assessment schedule. | | | | |

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

INDUSTRIAL TECHNOLOGY - TIMBER (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|---|-------------|------------------------------------|--|------------------------------|
| TIMING OF TASKS | | Term 1, Week 8 | Term 2, Week 10 | Term 3, Weeks 9-10 |
| NATURE OF TASKS | | Industry Case Study | Preliminary Project | Yearly Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and Understanding | 40% | 10% | 10% | 20% |
| Knowledge and skills in the management, communication and production of projects | 60% | 10% | 30% | 20% |
| MARKS | 100% | 20% | 40% | 40% |
| 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 |
| Syllabus Requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One task must be an assignment or investigation-style with a weighting of 20–30%. ♣ One formal written examination can contribute to a formal assessment schedule. | | | | |

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

INVESTIGATING SCIENCE (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|-----------------------------|-------------|---|---|---|
| TIMING OF TASKS | | Term 1, Week 9 | Term 2, Week 7 | Examination Period |
| NATURE OF TASKS | | Practical Investigation | Depth Study Research and Presentation | Yearly Examination |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and Understanding | 40% | 10% | 10% | 20% |
| Working Scientifically | 60% | 20% | 20% | 20% |
| MARKS | 100% | 30% | 30% | 40% |
| OUTCOMES ASSESSED | | INS11-1 INS11-2 INS11-3 INS11-4 INS11-5 INS11-7 INS11-8 INS11-9 | INS11-1 INS11-4 INS11-5 INS11-6 INS11-7 INS11-8 INS11-9 | INS11-4 INS11-5 INS11-6 INS11-7 INS11-8 INS11-9 INS11-10 INS11-11 |

The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.

PRELIMINARY OUTCOMES:

| | | | |
|----------|--|-----------|--|
| INS 11-1 | Develops and evaluates questions and hypotheses for scientific investigations | INS 11-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| INS 11-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information | INS 11-8 | Identifies that the collection of primary and secondary data initiates scientific investigations |
| INS 11-3 | Conducts investigations to collect valid and reliable primary secondary data and information | INS 11-9 | Examines the use of inferences and generalisations in scientific investigations |
| INS 11-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | INS 11-10 | Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes |
| INS 11-5 | Analyses and evaluates primary and secondary data and information | INS 11-11 | Describes and assesses how scientific explanations, laws and theories have developed |
| INS 11-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

LEGAL STUDIES (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|-------------|-----------------------------------|---|--------------------------------|
| TIMING OF TASKS | | Term 1 Week 9 | Term 3 Week 4 | Term 3 Exam Period |
| NATURE OF TASKS | | The Legal System Research Task | The Individual and the Law Case Study Research and Writing Task | All topics Preliminary Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and understanding of course content | 40% | 10% | 10% | 20% |
| Analysis and evaluation | 20% | 0% | 10% | 10% |
| Inquiry and research | 20% | 10% | 10% | 0% |
| Communication of legal information, issues and ideas in appropriate forms | 20% | 10% | 10% | 0% |
| MARKS | 100% | 30% | 40% | 30% |
| OUTCOMES ASSESSED | | P1, P2, P3, P6, P8, P9 | P1, P4, P5, P6, P7, P8, P9 | P1, P2, P3, P7, P9, P10 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination | | | | |

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

MATHEMATICS STANDARD (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|-------------|---|---------------------------------|-------------------------|
| TIMING OF TASKS | | Term 1 Week 10 | Term 2 Week 8 | Term 3 Exam period |
| NATURE OF TASKS | | In-class Task | Investigative Task | Preliminary Examination |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Understanding, fluency and communication | 50% | 15% | 15% | 20% |
| Problem solving, reasoning and justification | 50% | 15% | 15% | 20% |
| MARKS | 100% | 30% | 30% | 40% |
| OUTCOMES ASSESSED | | MS11-1, MS11-2, MS11-3, MS11-4, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10 | MS11-2, MS11-7, MS11-9, MS11-10 | All outcomes |

The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One task must be an assignment or investigation-style with a weighting of 20–30%.

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

MATHEMATICS ADVANCED (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|---|-------------|------------------------|--------------------------------|-------------------------|
| TIMING OF TASKS | | Term 1 Week 10 | Term2 Week 8 | Term 3 Exam period |
| NATURE OF TASKS | | In-class Test | Investigative Task | Preliminary Examination |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Understanding, fluency and communication | 50% | 15% | 15% | 20% |
| Problem solving, reasoning and justification | 50% | 15% | 15% | 20% |
| MARKS | 100% | 30% | 30% | 40% |
| OUTCOMES ASSESSED | | MA11-1, MA11-2, MA11-8 | MA11-1, MA11-3, MA11-8, MA11-9 | All outcomes |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One task must be an assignment or investigation-style with a weighting of 20–30%. | | | | |

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

MODERN HISTORY (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|---|-------------|------------------------------------|---|---------------------------------|
| TIMING OF TASKS | | Term 1 Week 9 | Term 2 Week 7 | Term 3 Exam Period |
| NATURE OF TASKS | | Museum exhibit - Source evaluation | Historical Investigation – in-class + take home | Exam |
| SYLLABUS COMPONENT | WEIGHTING | | | |
| Knowledge and understanding of course content | 40% | 10% | 0% | 30% |
| Historical skills in the analysis and evaluation of sources and interpretations | 20% | 10% | 5% | 5% |
| Historical inquiry and research | 20% | 5% | 15% | 0% |
| Communication of historical understanding in appropriate forms | 20% | 5% | 10% | 5% |
| MARKS | 100% | 30% | 30% | 40% |
| OUTCOMES ASSESSED | | MH11-3, MH11-6, MH11-9 | MH11-2, MH11-4, MH11-8, MH11-9 | MH11-1, MH11-5, MH11-7, MH11-10 |

The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting is 20%. ♣ Maximum weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge.

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting In NESAs

MUSIC (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|---|-------------|---|---|---|
| TIMING OF TASKS | | Term 1 Week 7 | Term 2 Week 7 | Term 3 Week 9/10 |
| NATURE OF TASKS | | Composition Portfolio and Aural Analysis for Topic: Methods of Notating Music | Performance and Viva Voce for Topic: Music of Another Culture | End of Preliminary Period. Aural Performance for Topic: Technology and its Influence on Music |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Performance | 25% | 0% | 10% | 15% |
| Composition | 25% | 25% | 0% | 0% |
| Musicology | 25% | 0% | 25% | 0% |
| Aural | 25% | 10% | 0% | 15% |
| MARKS | 100% | 35% | 35% | 30% |
| OUTCOMES ASSESSED | | P2, P3, P4, P5, P6, P7, P8, P10, P11 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 | P1,P2,P3, P4,P5,P6, P7, P8, P9, P10, P11 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks. ♣ Minimum weighting is 20%. ♣ Maximum weighting is 40%. ♣ Only one task may be a formal written examination. | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|----|---|-----|--|
| P1 | Performs stylistically, music that is characteristic of topics studied, both as soloist and as a member of an ensemble. | P7 | Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied. |
| P2 | Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied. | P8 | Identifies, recognizes, experiments with, and discusses the use and effects of technology in music. |
| P3 | Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied. | P9 | Performs as a means of self-expression and communication. |
| P4 | Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles. | P10 | Demonstrates a willingness to participate in performance, composition, musicology and aural activities. |
| P5 | Critically evaluates and discusses performances and compositions. | P11 | Demonstrates a willingness to accept constructive criticism. |
| P6 | Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening. | | |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 | TASK 4 |
|---|-------------|--|---------------------------------------|-------------------------------|--|
| TIMING OF TASKS | | Term 1 Week 8 | Term 2 Week 7 | Term 3 Week 5 | Term 4 Week 9 |
| NATURE OF TASKS | | Core 1: Better Health for Individuals | Options: First Aid/Fitness Choices | Core 2: The Body in Motion | Yearly Examination |
| SYLLABUS COMPONENT | WEIGHTING % | | | | |
| Knowledge and understanding of course content | 50% | 10% | 15% | 10% | 15% |
| Skills in critical thinking, research, analysis and communicating | 50% | 10% | 15% | 10% | 15% |
| MARKS | 100% | 20% | 30% | 20% | 30% |
| OUTCOMES ASSESSED | | P1, P3, P4, P5, P6, P15 | P6, P10, P12, P16 | P7, P11, P12 | P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17 |
| <p>The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks; the minimum weighting for an individual task is 20%; ♣ the maximum weighting for an individual task is 40%; ♣ only one task is to be a formal written examination. See Assessment and Reporting in PDHPE Stage 6 Page 6.</p> | | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|-----------|---|------------|--|
| P1 | Identifies and examines why people give different meanings to health and to physical activity | P10 | Plans for participation in physical activity to satisfy a range of individual needs |
| P2 | Explains how nutrition, physical activity, drug use and relationships affect personal health | P11 | Assesses and monitors physical fitness levels and physical activity patterns |
| P3 | Recognises that health is determined by sociocultural, economic and environmental factors | P12 | Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings |
| P4 | Plans for and can implement actions that can support the health of others | P13 | Develops, refines and performs movement compositions in order to achieve a specific purpose |
| P6 | Proposes actions that can improve and maintain personal health | P14 | Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities |
| P7 | Explains how body structures influence the way the body moves | P15 | Forms opinions about health-promoting actions based on a critical examination of relevant information |
| P8 | Describes the components of physical fitness and explains how they are monitored | P16 | Utilises a range of sources to draw conclusions about health and physical activity concepts |
| P9 | Describes biomechanical factors that influence the efficiency of the body in motion | P17 | Analyses factors influencing movement and patterns of participation |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

SOCIETY AND CULTURE (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|----------------|---------------------|---|-----------------------------|
| TIMING OF TASKS | | Term 1 Week 11 | Term 2 Week 7 | Term 3 Exam Period |
| NATURE OF TASKS | | Mini Pip | Personal And Social Identity - Essay | Yearly Exam |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Knowledge and understanding of course content | 50% | 5% | 20% | 25% |
| Application of evaluation of social and cultural research methods | 30% | 30% | 0% | 0% |
| Communication of information, ideas and issues in appropriate forms | 20% | 5% | 10% | 5% |
| MARKS | 100% | 40% | 30% | 30% |
| OUTCOMES ASSESSED | | P1, P5, P6, P7, P10 | P2, P3, P8, P9 | P1, P2, P3, P4, P6, P9, P10 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting is 20%. ♣ Maximum Weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge. | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|----|---|-----|--|
| P1 | Identifies and applies social and cultural concepts | P6 | Differentiates between social and cultural research methods |
| P2 | Describes personal, social and cultural identity | P7 | Selects, organises and considers information from a variety of sources for usefulness, validity and bias |
| P3 | Identifies and describes relationships and interactions within and between social and cultural groups | P8 | Plans and conducts ethical social and cultural research |
| P4 | Identifies the features of social and cultural literacy and how it develops | P9 | Uses appropriate course language and concepts suitable for different audiences and contexts |
| P5 | Explains continuity and change and their implications for societies and cultures | P10 | Communicates information, ideas and issues using appropriate written, oral and graphic forms |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

SPORTS, LIFESTYLE AND RECREATION (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 | TASK 4 |
|--|-------------|---|---------------------------------------|-------------------------------------|--|
| TIMING OF TASKS | | Term 1 Week 8 | Term 2 Week 7 | Term 3 Week 5 | Term 3 Week 9 |
| NATURE OF TASKS | | Sports Administration Task | Athletics/Outdoor Recreation Task | Resistance Training Task | Yearly Examination |
| SYLLABUS COMPONENT | WEIGHTING % | | | | |
| Knowledge and Understanding | 40% | 10% | 10% | 10% | 10% |
| Skills | 60% | 20% | 20% | 20% | 0% |
| MARKS | 100 | 30% | 30% | 30% | 10% |
| OUTCOMES ASSESSED | | P1.1, P1.3, P1.6, P2.4, P3.2, P4.2, P4.5 | P1.2, P1.3, P2.2, P3.2, P3.3, P4.1 | P1.2, P2.2, P2.3, P2.5P3.1, P3.2 | P1.1, P1.2, P1.3, P1.4, P1.6, P2.2, P2.3, P2.4, P2.5, P3.1, P3.2, P3.3, P4.2, P4.5 |
| Important Note: The NSW Education Standards Authority (NESA) has reviewed all Stage 6 Board Developed Course school-based assessment requirements, EXCLUDING VET, Life Skills and Content Endorsed Courses. This review has been undertaken to provide a consistent approach to school-based assessment. See Survey Statements NESA Review of School-based Assessment for Stage 6 PDHPE and CAFS Page 1 | | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|-------------|---|-------------|---|
| P1.1 | Applies the rules and conventions that relate to participation in a range of physical activities | P3.4 | Composes, performs and appraises movement |
| P1.2 | Explains the relationship between physical activity, fitness and healthy lifestyle | P3.5 | Analyses personal health practices |
| P1.3 | Demonstrates ways to enhance safety in physical activity | P3.6 | Assesses and responds appropriately to emergency care situations |
| P1.4 | Investigates and interprets the patterns of participation in sport and physical activity in Australia | P3.7 | Analyses the impact of professionalism in sport |
| P1.5 | Critically analyses the factors affecting lifestyle balance | P4.1 | Plans strategies to achieve performance goal |
| P1.6 | Describes administrative procedures that support successful performance outcomes | P4.2 | Demonstrates leadership skills and a capacity to work co-operatively in movement context |
| P2.1 | Explains the principles of skill development and training | P4.3 | Makes strategic plans to overcome the barriers to personal and community health |
| P2.2 | Analyses the fitness requirements of specific activities | P4.4 | Demonstrates competence and confidence in movement contexts |
| P2.3 | Selects and participates in physical activities that meet individual needs, interests and abilities | P4.5 | Recognises the skills and abilities required to adopt roles that support health, safety and physical activity |
| P2.4 | Describes how societal influences impact on the nature of sport in Australia | P5.1 | Accepts responsibility for personal and community health |
| P2.5 | Describes the relationship between anatomy, physiology and performance | P5.2 | Willingly participates in regular physical activity |
| P3.1 | Selects appropriate strategies and tactics for success in a range of movement contexts | P5.3 | Values the importance of an active lifestyle |
| P3.2 | Designs programs that respond to performance needs | P5.4 | Values the features of a quality performance |
| P3.3 | Measures and evaluates physical performance capacity | P5.5 | Strives to achieve quality in personal performance |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

TEXTILES AND DESIGN (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|-------------|----------------------------------|---|---|
| TIMING OF TASKS | | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 8 |
| NATURE OF TASKS | | Textile Project 1 | Textile Project 2 | Australian Textile, Clothing, Footwear and Allied Industries Research |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Design Australian Textiles, Clothing, Footwear | 50% | 40% | 0% | 10% |
| Properties and Performance of Textiles | 50% | 0% | 40% | 10% |
| MARKS | 100% | 40% | 40% | 20% |
| OUTCOMES ASSESSED | | P1.1, P1.2, P2.1,P2.2,P2.3, P4.1 | P1.2, P2.1,P2.2, P2.3, P3.1, P3.2, P4.1 | P2.1, P5.1, P5.2, P6.1 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination | | | | |

PRELIMINARY OUTCOMES:

| | | | |
|------|--|------|---|
| P1.1 | Describes the elements and principles of design and uses them in a variety of applications | P3.2 | Justifies the selection of fabrics, yarns, and fibres for end uses |
| P1.2 | Identifies the functional and aesthetic requirements and features of a range of textile items | P4.1 | Identifies and selects textiles for specific end uses based on analysis of experimentation |
| P2.1 | Demonstrates the use of a variety of communication skills, including computer based technology | P5.1 | Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context |
| P2.2 | Develops competence in the selection and use of appropriate manufacturing techniques and equipment | P5.2 | Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries |
| P2.3 | Manages the design and manufacture of textile projects | P6.1 | Identifies and appreciates the factors that contribute to the quality and value of textiles in society |
| P3.1 | Identifies properties of a variety of fabrics, yarns and fibres | | |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

VISUAL ARTS (PRELIMINARY) 2020

| TASK NUMBER | | TASK 1 | TASK 2 | TASK 3 |
|--|----------------|--|-------------------------------|--|
| TIMING OF TASKS | | Term 2 Week 3 | Term 3 Week 8 | Term 3 Week 8 |
| NATURE OF TASKS | | Completed Artwork and VAPD Research Assignment Essay | Completed Artwork and VAPD | End of course Preliminary Examination |
| SYLLABUS COMPONENT | WEIGHTING % | | | |
| Artmaking | 50% | 25% | 25% | 0% |
| Critical and Historical Study | 50% | 25% | 0% | 25% |
| MARKS | 100% | 50% | 25% | 25% |
| OUTCOMES ASSESSED | | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 | P1, P2, P3, P4, P5, P6 | P7, P8, P9, P10 |
| The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One formal written examination can contribute to a formal assessment schedule. | | | | |

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PRELIMINARY OUTCOMES:

| | | | |
|----|---|-----|--|
| P1 | explores the conventions of practice in artmaking | P6 | explores a range of material techniques in ways that support artistic intentions |
| P2 | explores the roles and relationships between the concepts of artist, artwork, world and audience | P7 | explores the conventions of practice in art criticism and art history |
| P3 | identifies the frames as the basis of understanding expressive representation through the making of art | P8 | explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of Art |
| P4 | investigates subject matter and forms as representations in artmaking | P9 | identifies the frames as the basis of exploring different orientations to critical and historical investigations of art |
| P5 | investigates ways of developing coherence and layers of meaning in the making of art | P10 | explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

School Name: ST CLAIR HIGH SCHOOL

Student Competency Assessment Schedule

Course: Preliminary Business Services

2020

| Assessment Tasks for Certificate II in Business BSB20115 | | Cluster A | Cluster B | Yearly Examination |
|---|--|---------------------|---------------------|---------------------------------------|
| | | Prepared for Work | Working effectively | |
| | | Week: 10 Term: 1 | Week: 10 Term: 2 | |
| Code | Unit of Competency | | | |
| BSBWHS201 | Contribute to health & safety of self and others | X | | HSC Examinable Units of Competency |
| BSBWOR204 | Use business technology | X | | |
| BSBITU211 | Produce digital text documents | | X | |
| BSBITU212 | Create and use spreadsheets | | X | |
| BSBINM201 | Process and maintain workplace information | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115.

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

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

School Name: ST CLAIR HIGH SCHOOL

Student Competency Assessment Schedule

Course: Preliminary Construction

2020

| Assessment Tasks for | | Cluster A | Cluster B | Yearly Examination |
|---|---|--------------------|-------------------------|------------------------------------|
| Certificate II Construction Pathways CPC20211 | | Safety | Organise to Communicate | |
| Assessment due | | Week: 8 Term: 2 | Week: 4 Term: 3 | |
| Code | Unit of Competency | | | HSC Examinable Units of Competency |
| CPCCWHS1001 | Prepare to work safely in the construction industry | X | | |
| CPCCOHS2001A | Apply OHS requirements, policies, and procedures in the construction industry | X | | |
| CPCCCA2002B | Use carpentry tools and equipment | X | | |
| CPCCCM1012A | Work effectively and sustainably in the construction industry | X | | |
| CPCCCM1013A | Plan and organise work | | X | |
| CPCCCM1014A | Conduct workplace communication | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

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

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

School Name: ST CLAIR HIGH SCHOOL

Student Competency Assessment Schedule

Course: Preliminary Hospitality- Food and Beverage Stream

2020

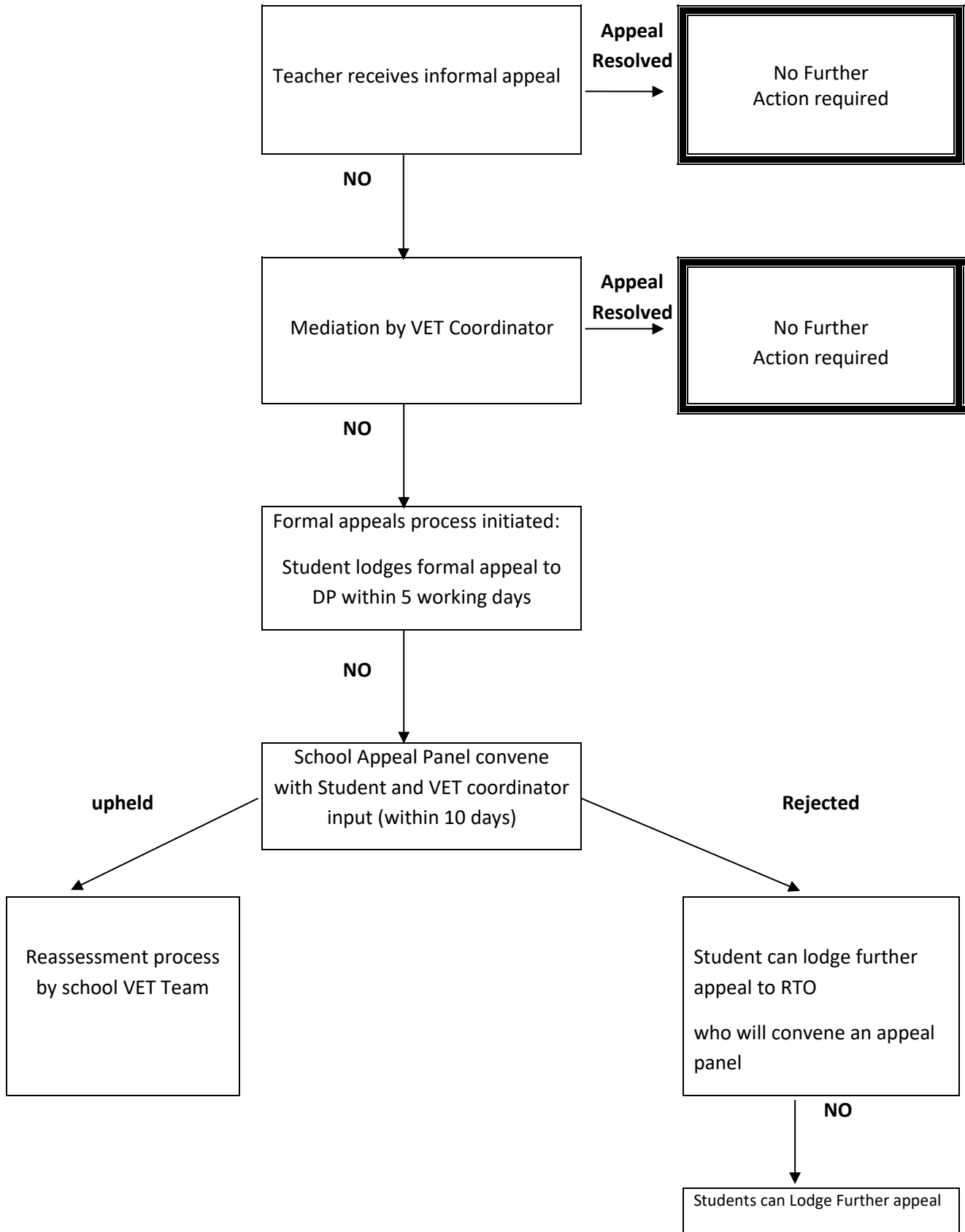
| Assessment Tasks for Certificate II Hospitality SIT20316 | | Cluster D | Cluster E (Part 1) | Cluster E (Part 2) | Cluster F | Half Year Exam | Trial HSC Exam |
|---|---|-------------------------|-----------------------|-----------------------|------------------------|------------------------------------|------------------------------------|
| | | Safe, Clean and Skilled | Restaurant Service | Restaurant Service | Working in Hospitality | | |
| | | Week: 2 Term:1 | Week: 4 Term:2 | Week: 4 Term:3 | Week: 8 Term:3 | Week: Term: | Week: 9/10 Term: 2 |
| Code | Unit of Competency | | | | | HSC Examinable Units of Competency | HSC Examinable Units of Competency |
| SITXFSA002 | Participate in safe food handling practices | X | | | | | |
| SITHCCC001 | Use food preparation equipment | X | | | | | |
| SITHFAB007 | Serve food and beverage | | X | X | | | |
| SITXCC003 | Interact with customers | | X | X | | | |
| SITHIND003 | Use hospitality skills effectively | | X | X | | | |
| SITHIND002 | Source and use information on the hospitality industry | | | | X | | |
| BSBSUS201 | Participate in environmentally sustainable work practices | | | | X | | |
| SITXCOM001 | Source and present information | | | | X | | |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316. **Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

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

ST CLAIR HIGH SCHOOL

APPEALS AND GRIEVANCES POLICY FOR VET ICF COURSES



NESA Endorsed Courses

Distance Education and Open High School

Assessment information can be obtained from the providers.

Traineeships/Industry-based learning

Progress in these courses will be assessed by the workplace supervisor and the Careers Adviser.

TAFE delivered courses

The courses are taught at TAFE and assessment information can be obtained from the class teachers.

TAFE Vocational HSC courses for schools (TVET courses)

Accounting, Automotive, Electro technology, Metal and Engineering

NESA Endorsed Courses (TAFE)

Aged Care Work, Animal Care, Automotive Traineeship, Beauty Therapy – Nail Technology, Beauty, Children’s Services, Hairdressing, Horse Industry, Media, Multimedia, Music Industry, Nursing Studies, Nursing, Plumbing, Religion

Assessment of these courses is the responsibility of TAFE and students will be advised by their TAFE teacher of the requirements for the course being studied.

Students are required to follow NESA and TAFE guidelines and regulations for assessment for all VET Frameworks and BEC studied at TAFE. For further information contact the TAFE Teacher concerned or your VET Coordinator at school.

Personal Assessment Calendar

| Week | Term 4 2019 | Term 1 2020 | Term 2 2020 | Term 3 2020 |
|-------------|--------------------|--------------------|--------------------|--------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |



Education
Public Schools