

Robert Townson High School

2024

Year 11

Internal Assessment School Policy & Subject Guidelines

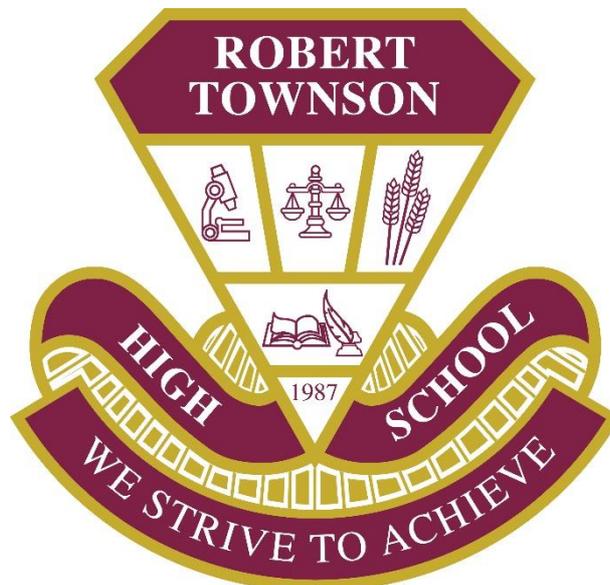


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YEAR 11 ASSESSMENT POLICY 2024

Principal's Introduction

School assessment contributes half of the marks towards your score in each HSC subject; the other half comes from the Higher School Certificate examination. If you are not able to sit for the HSC examination, or your performance in the examination is seriously affected by illness or misadventure, your school assessment may become your final mark. It is important therefore to take the assessment tasks very seriously and gain the highest mark you can achieve. Your diligence in completing assessment tasks is a mandatory component of this process. This booklet sets out the assessment policy developed by this school. It details the responsibilities of the school, the faculty and the student. You need to be aware of the rules, especially those which relate to:

- Submission of tasks by due dates and time in the format requested,
- Providing medical certificates,
- Making a serious attempt, and
- Completing more than 50 per cent (by total mark) of your assessment tasks.

Failure to comply with these and other situations listed within this booklet may result in zero marks or even failure to meet course requirements.

Each student will receive and sign for a copy of this booklet and teachers will go through it in class. It is however your responsibility to be familiar with and understand the contents of this booklet. Keep your copy and refer to it when you need to know what to do (eg: missing an assessment task because of work placement, school sport commitment or family reasons). A copy will also be placed on the school website.

School based assessment is part of every student's HSC course results. School based assessment allows students to show their achievements over a wider range of outcomes than could be assessed by a single examination. It also provides an indication of students' performance over a period of time rather than on one single occasion. Students' assessment marks for each course are added together over the whole period of assessment and a final mark for each course studied is forwarded to the NSW Education Standards Authority (NESA). This is a mark out of 50 for each unit studied (i.e. a 2 unit course has a mark out of 100).

Finally remember that all of your work from Years 10, 11, and 12 will be reported on the Record of Student Achievement (ROSA) so please do your best throughout school, not just at the end of Year 12.

Mr Adam Kerr
Principal

School Responsibilities

Each year, students beginning their Year 11 course will receive a copy of the Assessment Booklet and are required to sign for their copy. Students who enrol at the school after the beginning of the course in Term 1, will receive a copy from their Year Advisor on enrolment and also sign for it.

Each Faculty will set **up to 3 assessment tasks** (including exams, if they are assessment tasks) for a 2 unit course and a maximum of 2 tasks (including exams) for a 1 unit course during this period (or as specified by NESAs).

Task notification will be provided at least two weeks before the due date using the school assessment proforma. Task notification will include:

- Due date and due time for the task
- Explicit **marking criteria**, outlining a description of success for all outcomes being assessed within an A to E grade range
- Task description
- Weighting

No assessment tasks will be scheduled for completion in the two weeks prior to the end of Year 11 examination period. This is an assessment free period.

Tasks will be returned to students with marks and feedback, as soon as possible upon completion of the task. Ideally this is **within two weeks of the due date**.

For oral tasks and performance tasks, individuals or groups will be selected at random to set the order of presentation. All students are cautioned that the **first period set down for the task is the due date**, and all students must have their work ready for submission at the start of this period. No students should prepare work as if they expect to be called on later than the "due date". This will be regarded as non-completion of the task. Oral tasks which are not marked by a single marker or panel will be moderated on the total of the other assessment marks.

Students will be given a **progressive rank** for each course studied after each assessment task is completed. This is to be displayed in faculty areas, with student lists sorted alphabetically and not in rank order. These ranks will also be included on Mid Course and End of Course reports.

Each faculty will use Sentral Markbook for recording formal assessment marks, ensuring that backup hard copies are made and kept in a secure place.

Submitted assessment tasks must be handed to the class teacher, or the head teacher if the class teacher is absent, on the specified date and at the beginning of the timetabled period. This teacher will use the assessment task record sheet to collect tasks and all students will be required to sign next to their name indicating they have submitted or failed to submit the task.

Where there are multiple classes studying a course on different lines, in-class tasks must be on a day when both classes have a timetabled period. Students are not to be taken out of other classes to complete tasks at the same time. Students who divulge the content of a task to others will be dealt with as a case of malpractice.

In the case of a submitted task, a common submission time must be outlined on the task notification and students will sign for their submission if handed in on paper. Tasks submitted via Google Classroom or Teams will be submitted electronically and will not require a paper signature as tasks will be time-stamped upon submission. Head teachers will ensure all staff follow this process.

Teachers will keep accurate records of student attendance on the due date of any assessment task. Teachers

will check Sentral Attendance to ensure students are present for the whole day leading up to the sitting of a task and/or submission of a task. Students who are not present for the whole day will be referred to the Assessment and Reporting Committee.

Students entering the program part-way through the Year 11 course will have their assessment ranks calculated on their work from this school only. They cannot be assessed or examined on content not taught at this school until the teacher can show that those students have been given the appropriate syllabus information, in any NESA approved school, in a timeframe suitable for them to have had the opportunity to engage with their current classroom teacher.

Head teachers will ensure that faculties will put into practice procedures which will ensure that students who are studying the same course, but in different classes, are effectively ranked as one group. Concerns about the allocation of ranks should be referred to the Head Teacher of the subject.

APPEALS

Any student can appeal a mark received as part of their school-based assessment:

- If students disagree with a mark, the matter must be discussed with the marker/s who will refer the matter on if necessary. This should be done immediately following the return of a task (within 2-3 days).
- The marker/s will review the task and discuss the outcome with the student, providing additional feedback.
- Where no agreement is reached, the issue should be referred to the head teacher of the subject.
- If a student is not satisfied with the outcome of the appeal from the head teacher, they may appeal in writing to the 'Assessment Review Team', comprised of Executive / Senior Executive staff, for a final determination.

Parents/caregivers will be informed in writing within two weeks if their child receives a zero mark in an assessment task (also see **Students Rights and Responsibilities**). It is the responsibility of the student to clear this N Award warning in the time required, which will be outlined on the letter. If a student is in danger of not completing tasks to the value of more than 50% of the total assessment mark, parents/caregivers will be informed in writing by the head teacher. Copies of all of these letters will be retained in the school in the student's file.

Parents/caregivers and students may contact the following people if they need advice about the School Based Assessment Program:

- The head teacher of the subject concerned
- Assessment and Reporting Team
- Deputy Principal (Year 11)

Students who have been granted exempted leave by the principal or deputy principal have the right to sit an alternate task upon their return to school from leave. Appropriate documentation will be required from parents/caregivers in writing as part of the approval process. Students are not to be given in-class assessment tasks prior to their leave if the due date falls in the leave period. Students must also not be given the same assessment tasks as the rest of the cohort, instead an alternate task assessing the same outcomes will be issued. Where appropriate, the principal may choose for an estimate to be awarded.

Please be aware leave for holidays will not be considered as approved, exempted leave. Non-completion or non-submission of a task if students are away on holidays will be deemed as a mark of zero.

The School Assessment Policy will be evaluated annually by the senior executive and the head teacher in charge of Assessment. Changes will be endorsed by the school executive. Faculties will also evaluate their policies annually. Students will be informed in writing of any changes to the School's Policy.

In the event of a dispute regarding the implementation of this Year 11 Assessment Policy, concerns should be referred to the deputy principal, however the principal will make the final decision as to whether the policy has been carried out appropriately.

Faculty Responsibilities

Faculties will schedule tasks throughout the course, remembering that later tasks should be more heavily weighted towards the end of the course and ensuring that there are **no more than TWO assessment tasks in any one day** on the school calendar. No task will have a weighting more than 40%. No exam will be weighted more than 30%.

Identify the tasks which best measure each component of assessment. All tasks should be based on skills and content that has been explicitly taught and developed, with clear links to course outcomes. This should be reflected in teaching programs and faculty registrations. It is the responsibility of the head teacher to ensure the review of assessment tasks each year to ensure their academic rigor and currency with NESAs requirements.

All staff will be required to use the assessment task record sheet to monitor student receipt of assessment task notifications, student attendance for in-class tasks and the submission of student tasks via paper/hard copy. A hard copy of this record is to be stored securely in the faculty.

Students will be provided details of the assessment requirements for each course and the dates for the scheduling of tasks at the commencement of the course study. Faculties should provide students, in writing, with specific dates for tasks once they are set in Term 1. It is the head teacher's responsibility to ensure these task dates are added to the school calendar.

Faculties will provide detailed, written task notifications at least two weeks before the due date using the school assessment proforma. Task notification will include:

- Due date and due time for the task
- Explicit **marking criteria**, outlining description of success for all outcomes being assessed within an A to E grade range
- Task description
- Weighting
- Any change in date or task will require reasonable notice (approximately two weeks) and students must be informed in writing

Head teachers will ensure that assessment tasks assess course outcomes and must be tailored to the content taught prior to the due date.

Faculties will use Sentral Markbook to record assessment task data. Hard copies of these records and backup copies of each student's marks and ranks are to be kept in a separate and secure place within the faculty.

Head teachers will ensure that student work samples marked against task criteria are collected for each task. This should include at least two samples for each range (high range, middle range and low range). Preferably these will be annotated by the marker to show how the marking criteria has been applied. Copies of any course feedback reports prepared by markers should also be retained as evidence of feedback provided to students.

Head teachers will ensure that comparison between students in different courses in the one subject (ie: English) is only made when there is common content.

Where students in different classes are completing a common task, these tasks should be corporate marked.

Teachers will notify parents/caregivers in writing, within two weeks of a task being returned, of any zero marks awarded. This will be in the form of an N Award warning.

Head teachers will ensure that adequate informal assessments are used by classroom teachers to inform outcomes/grade on reports and ensure the validity of this data.

Teachers will monitor student attendance and completion of class work. They will issue letters of concern and N Award warnings to students who are not working with due diligence and contact parent/caregivers regarding their concerns. Any student who is not attending regularly and/or completing course work may place themselves at risk of N Determination.

Student Rights and Responsibilities

ALL MY OWN WORK

All students entering the Year 11 Course will have completed All My Own Work modules as per NESA requirements.

ABSENCE FROM ASSESSMENT TASKS

Suspension

Students who have a submittable task should submit this by the scheduled due date/time. If this task is not submitted, a mark of zero will be awarded. In-class tasks can be negotiated with the head teacher on return to school, if deemed appropriate by the deputy principal.

Work Placement

Students undertaking Work Placements must arrange to submit any tasks by the due date/time or submit this before they leave for Work Placement. Tasks submitted after they return will be deemed late and will attract a mark of zero.

In the case of in-class tasks, all efforts should be taken to choose a Work Placement week that does not impact on school-based assessment. In the event there is a clash the student must speak with the head teacher to arrange for an alternate task to be completed upon return from Work Placement.

School Representation

Students who anticipate that they will be absent on the date of an in-class task due to school or zone representation must notify the head teacher at least three days in advance, in writing, countersigned by a parent or guardian. Students may be required to remain at school to complete the task.

Students who have a submittable task due on a day they will be absent must upload their task on time or a mark of zero will be awarded.

Excursions

Students who miss an assessment task to attend an excursion/leave, including sports days, will receive a mark of zero.

Illness/Misadventure

Students absent from school on the day, for a partial or whole day, a task is due to be undertaken or submitted will receive a mark of zero unless they have a medical illness or extenuating personal crisis. Documentation will need to be provided on the Illness/Misadventure forms provided in this booklet.

If a student is absent on the day of a task, for a partial or whole day, they should complete the Illness / Misadventure form and submit this to deputy principal with appropriate supporting documentation.

If student misses a task, they should be prepared to sit and/or submit the task on the first day they return to school. If the Illness/Misadventure is approved for an in-class task, then the head teacher may set the same task or an alternate task. In exceptional circumstances, the deputy principal or Principal may direct that an estimate is given.

If this medical absence includes debilitating chronic illness, extenuating circumstances or requires a long-term absence, students should seek the support of the deputy principal and/or Principal. Advice will be sought from NESA to guide decisions made to accommodate extenuating circumstances.

All students are expected to use the written notification for assessment tasks as a guideline to success in each task, reading and take into account the marking criteria and grade descriptions provided for all outcomes being assessed.

MALPRACTICE

Students have completed the mandatory HSC All My Own Work program for Year 11, which covers topics related to assessment, plagiarism and malpractice.

All work submitted for informal and formal assessment is to be the work of the student. Where resources, ideas and work of others is used, this must be appropriately cited and referenced in the work. Students who are unsure how to cite published works should seek guidance from their teacher or revisit the All My Own Work modules. Additional information on referencing is also available on the NESAs website.

Any concerns of plagiarism will be investigated by teachers and students found to have inappropriately used others' work (including the work of other students and/or published authors) will receive a zero mark.

Students cannot submit tasks which use all or part of any other student's work or task. Students found to have given their work to and/or allowed their work to be used by another student or students will also receive a zero mark.

Students may not submit tasks or parts of tasks completed for another assessment in the course from previous years. Students must also avoid submitting work from other subjects. This form of malpractice will also lead to a zero mark. Students undertaking HSC Major Works should also be aware of requirements for their major works.

Any task which is wholly or substantially similar or identical to any other source (books, newspapers, the Internet, other students etc.) will be awarded zero marks. Any student found to be using AI software to write tasks such as Chat GPT, will also be awarded zero marks.

Students who suspected to have cheated in an exam setting may receive zero marks for the exam. The head teacher in consultation with the marker/s will establish whether malpractice occurred. If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the deputy principal using a misadventure form. An interview with the student will follow and the decision made will be final. If it is found that malpractice occurred, no substitute tasks will be given. Parents/caregivers will be informed in writing. If, after appeal, the student is vindicated, the task will be re-marked.

Student mobile phones, organisers or any other electronic devices must remember to have them in Yondr pouches and turned off during tasks, otherwise malpractice may be suspected and a mark of zero awarded.

DISRUPTING A TASK

Students who deliberately disrupt an assessment task or who use any electronic device not required by the task will be awarded zero marks. The decision is made by the head teacher of the subject concerned and parents/caregivers will be notified in writing of mark of zero being awarded.

NON-SERIOUS ATTEMPTS

Students are cautioned to treat all assessment tasks and the end of Year 11 exams with due seriousness. A non-serious attempt at any task or exam section could see an entire paper (Including any assessment items) cancelled, as would occur in the HSC. A non-serious attempt will be determined by the head teacher in consultation with the deputy principal.

STUDENTS ABSENT WHEN NOTIFICATIONS ARE GIVEN

Teachers will inform absent students of assessment information but students who are absent when assessment information is given out are responsible for finding out that information. This includes students who are on suspension and work placement.

DISABILITY PROVISIONS (SCHOOL BASED TASKS)

Students may need provisions for:

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

Principals have the authority to decide on and to implement Disability Provisions for school-based assessment including tests/exams. The provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation.

Each case will be discussed with the Learning and Support Team, Head Teachers and other appropriate individuals such as classroom teachers and support teachers.

Such arrangements may include:

- a sign interpreter for deaf students
- a student scribe for a student with a broken arm

Students must inform their class teacher as soon as they know that they may need such assistance.

STUDENT LEAVE

Students requiring leave for long periods and who miss scheduled tasks or exams will receive marks of zero. Students whose leave may fit the requirements of Illness/Misadventure should follow the process using the form provided in this booklet.

Holidays/vacations **do NOT** count as leave and will not be approved by the principal. A mark of zero will be awarded in this instance.

ATTENDANCE AT SCHOOL ON THE DAY OF A TASK

Students must be marked present on the roll and attend all timetabled classes all day up to and including the periods when an assessment task is due to be completed or submitted. Students who have a timetabled free period or produce documentation from an appointment will be exceptions.

Students who truant classes on or off school grounds to complete an assessment task and/or study for a task later in the day will be awarded a mark of zero.

Students who are absent can use the Illness/Misadventure form to apply for consideration of their grounds.

SUBMITTING ASSESSMENT TASKS

Submitted assessment tasks must be handed to the class teacher, or the head teacher if the class teacher is absent, on the specified date and at the beginning of the timetabled period. Similarly, any task due online via Google Classroom or Teams will need to be submitted by the due date and time to avoid a mark of zero being awarded. All students should ensure adequate time is allocated to uploading large documents and files to online learning platforms.

Teachers will use the assessment task record sheet to collect tasks and students will be required to sign next to their name indicating they have submitted or failed to submit the task when it is collected in class. Students whose task is not submitted at this time will be deemed to have not met the due date and time and will receive a mark of zero.

TASK SUBMISSION

All written assessment tasks must be submitted on paper, typed or handwritten, unless otherwise specified by the task. Computer malfunction and printer issues are not grounds for appeal - a printer is available for student use before school and at break times in the Front Office. USBs will not count for task submission.

N AWARD WARNING

Parents/caregivers of students who are awarded a zero for any reason will be informed in writing via an N Award warning letter. It is the responsibility of the student to clear this N Award in the time required, which will be outlined on the letter, or additional N Award warnings may be issued.

APPEALING A TASK MARK

Any student can appeal a mark received as part of their school-based assessment. If you have a concern over a mark or rank awarded, students should:

- If students disagree with a mark, the matter must be discussed with the marker/s who will refer the matter on if necessary. This should be done within one week of the task being returned.
- Where no agreement is reached, the issue should be discussed with the head teacher of the subject.
- If a student is not satisfied with the outcome of the appeal from the head teacher, they may appeal in writing to the deputy principal for a final determination.

NON-COMPLETION OF TASKS

Students who fail to complete tasks to the value of more than 50% of the total assessment program marks will be N Determined for that course. This means that the principal must certify that the course has not been completed satisfactorily. N Award warning letters and an interview (phone or face-to-face) will have occurred before this decision.

If N Determined for a course/s, neither assessment nor examination marks will be reported for this course. This may mean that a student does not satisfactorily complete an HSC Course and thus cannot receive an award in that course. The principal will inform parents/caregivers of this situation in writing.

Higher School Certificate (HSC) Minimum Standards

All students who complete the Higher School Certificate (HSC) are required to demonstrate a minimum standard in literacy and numeracy. The HSC Minimum Standard helps ensure that students have the key literacy and numeracy skills for the future.

Further information is available on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

The HSC is assessed through 45-minute online tests across three domains/areas:

- An adaptive, multiple choice reading test
- An adaptive, multiple choice numeracy test
- A test for writing based on a written or visual prompt

To show they meet the standard, students need to:

- Achieve Level 3 or 4 in the online reading test **and**
- Achieve Level 3 or 4 in the online writing test **and**
- Achieve Level 3 or 4 in the online numeracy test.

From Year 10 onwards students have up to four attempts per year to sit each test to achieve the minimum standards in reading, writing or numeracy test. At least 30 calendar days are required before re-attempting one of the tests.

Students have to meet the HSC minimum standard in reading, writing and numeracy only once. The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework. This means that students who demonstrate the standard have the reading, writing and numeracy skills needed for everyday tasks, work and further study.

Some students studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. These students will be informed by their Deputy Principal and/or Year Adviser. Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills.

Some Year 11/12 students may have already met the Minimum Standards before commencing Stage 6 courses. For Year 12 students who have not yet met the minimum standards, there are a number of support options available via the Learning and Support Team.

Higher School Certificate Disability Provisions

Disability provisions in the HSC are practical arrangements approved by NESAs that are designed to help students who couldn't otherwise make a fair attempt to show what they know in the external HSC examinations.

Disability Provisions granted are solely determined by how the student's exam performance is affected. It is not embarrassing to apply for provisions, as they help student show the markers what they know and can do in their exams.

Disability Provisions

- Apply only where the disability needs a practical arrangement to reduce disadvantage in an examination situation.
- May be required for temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination or sustains a physical injury.
- May be granted for:
 - a permanent condition, such as diabetes or reading difficulty or a temporary condition, such as a broken arm or an intermittent condition, such as back pain when sitting for long periods.

The **Learning and Support Team** will support students seeking Disability Provisions for their examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal school assessments.

Applying for Disability Provisions

- If a student wants to seek disability provisions you must speak to the Learning and Support Team located in G Block. The Learning and Support team will apply online for a student disability provision through NESAs. Students should be aware that this is an external process run by NESAs who determine the outcome of the application for any provision.
- As part of the application students will need to supply relevant documentation/evidence (within the last 12 months) outlining the special examination needs. The Learning and Support team will work with the student and parents/carers to gather documentation. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.
- Evidence will be evaluated against NESAs criteria and submitted to NESAs for approval. Students will be notified if their application is approved or denied by NESAs ahead of the HSC examinations.

Further information can be found on the NESAs website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Formal Exam Rules

The following rules and procedures will be used for formal exams including the Year 11 yearly examinations.

Many of these rules replicate the NESA requirements for the Higher School Certificate examination. Failure to comply with these rules could result in a mark of zero being awarded.

Exam Timetable

- Students should refer to their examination timetable for the time and place of their examinations. Spare copies of the examination timetable are available from the front office and on the school website. Misreading the examination timetable is not grounds for a misadventure application.
- It is the responsibility of each student to arrive at least 15 minutes before the start of each examination. As per HSC Exam guidelines, if students arrive more than one hour after the commencement of the examination, they WILL NOT be admitted into the exam.
- Students are required to stay until the end of the examination and are not able to leave early.

Exam Conduct

- No mobile phones or any electronic devices (including Apple Watches) are allowed in examinations. Students found to have a mobile phone on them during the examination are in breach of exam rules and may be awarded a mark of zero. Phones are to be switched off inside Yondr pouches and left in bags at the back of the exam room.
- All bags are to be left at the back of exam room.
- Students who need to eat/drink for medical purposes must have approval from the Deputy Principal and/or Head Teacher Learning and Wellbeing. Clear water bottles with water are permitted in exams. Juices, soft drinks, energy drinks or flavoured milks are to be left outside.
- Should students need to use the toilet during exams they will be required to sign a logbook and be escorted by a supervising teacher.
- Students engaging in any misconduct in the examination eg: talking, looking at another student's answer page, cheating, having a mobile phone on them, or any other kind of misconduct will be referred to the deputy principal and may be awarded a mark of zero after consultation with the principal.
- Students must follow all instructions from supervising teachers, including seating arrangements. Failure to do so will be considered misconduct and may result in a mark of zero being awarded.

Uniform

- Students are to be in full school uniform for all exams. Students out of uniform will be sent to the front office to change into correct uniform before they are allowed into the exam.

Equipment

- Students are responsible for supplying their own equipment for all exams. Equipment **MUST** be put into a clear plastic bag/sleeve. No pencil cases, metal geometry set boxes or other containers will be allowed into the exam rooms.
- Students must complete their examination in either blue or black pen.
- Students are permitted to bring a calculator to designated exams. All calculators will be examined and cleared prior to entrance into the hall. No spare calculators are supplied during exams and mobile phones are not permitted to be used in place of calculator.
- No paper or books are to be brought in the room. Writing paper will be provided.

Absence from Exams

- Students who are unable to attend an exam due to **illness** must call the front office on 9824-7777 on the morning/afternoon of the exam. The student must attend a doctor on the day of absence and ask them to complete the illness paperwork. This form should be handed to the Deputy Principal on the day the student returns to school.
- Students who are unable to attend the exam due to **extenuating circumstances** must call the Front Office on 9824-7777 on the morning / afternoon of the exam. The student must arrange for a misadventure form to be completed, providing an explanation and evidence to support their absence from the exam. This form should be handed to the deputy principal on the day the student returns to school. As per the assessment policy, holidays/vacations are not grounds for misadventure.

Study Leave

- Students who do not have exams on any given day should not come to school, unless for study purposes. These students must remain in the library or senior study whilst on school grounds.

Course Assessment Information

**The following pages contain assessment information for each subject studied
at Robert Townson High School
in Year 11**

Year 11 Ancient History – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|--|-------------|---|
| Term 1 2024 | Treatment & Display of Human Remains; Persepolis & Nature of Ancient History Historical Investigation | Term 3 2024 | Features of Ancient societies: Power and Image – Ancient Egypt Features of Ancient Societies: Slavery – Ancient Rome |
| Term 2 2024 | Troy & Nature of Ancient History; Historical Investigation; Features of Ancient societies: Power and Image – Ancient Egypt | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|---|---------------|--|--|---|
| | | Case Study – The treatment and display of human remains | Historical Investigation | Features of Ancient Societies – Power & Image (Egypt) |
| | | Source analysis | Research Booklet and Essay | In-class test |
| | | Term 1, Week 5 | Research Booklet during Terms 1 & 2. Essay: Term 2, Week 8 | Term 3, Week 4 |
| Knowledge and understanding of course content | 40% | 10% | 10% | 20% |
| Historical skills in the analysis and evaluation of sources and interpretations | 20% | 10% | - | 10% |
| Historical inquiry and research | 20% | 10% | 10% | - |
| Communication of historical understanding in appropriate forms | 20% | - | 10% | 10% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9 & AH11-10 | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9 & AH11-10 | AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7 & AH11-9 |

Syllabus Outcomes

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

Year 11 Biology – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|-------------|-------------|-------------|
| Term 1 2024 | Module 1/2 | Term 3 2024 | Module 3/4 |
| Term 2 2024 | Module 2/3 | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|-------------------------------------|------------------------------|-------------------------------------|
| | | Practical Investigation Task/Report | Depth Studies Task | Yearly Examination |
| | | Term 1, Week 8 | Term 2, Week 10 | Term 3, Week 9-10 |
| Knowledge and Understanding in Biology | 40% | 5% | 10% | 25% |
| Working Scientifically | 60% | 25% | 20% | 15% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | BIO11-8,9 BIO11/12-1,2,3,7 | BIO11-11 BIO11/12-1,3,5,7 | BIO11-8,9,10,11 BIO11/12-2,4,5,7 |

Syllabus Outcomes

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

BIO 11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

BIO 11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

BIO 11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO 11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information

BIO 11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO 11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

Module 1 – Cells and the Basis of Life

Module 2 – Organisation of Living Things

Module 3 – Biological Diversity

Module 4 – Ecosystem Dynamics

Year 11 Business Studies – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|---------------------|-------------|-------------------|
| Term 1 2024 | Nature of Business | Term 3 2024 | Business Planning |
| Term 2 2024 | Business Management | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|---------------------|--------------------------|--|
| | | Nature of Business | Business Management | All Topics |
| | | Research Report | In-class Examination | Examination |
| | | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 9-10 As per school calendar |
| Knowledge and understanding of course content | 40% | 15% | 10% | 15% |
| Stimulus-based skills | 20% | 5% | 10% | 5% |
| Inquiry and research | 20% | 5% | 5% | 10% |
| Communication of business information, ideas and issues in appropriate forms | 20% | 5% | 5% | 10% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | P1, P2, P6, P7 & P8 | P5, P6, P7, P8, P9 & P10 | P1, P2, P3, P4, P5, P6, P7, P8, P9 & P10 |

Syllabus Outcomes

- P1** Discusses the nature of business, its role in society and types of business structure
- P2** Explains the internal and external influences on businesses
- P3** Describes the factors contributing to the success or failure of small to medium enterprises
- P4** Assesses the processes and interdependence of key business functions
- P5** Examines the application of management theories and strategies
- P6** Analyses the responsibilities of business to internal and external stakeholders
- P7** Plans and conducts investigations into contemporary business issues
- P8** Evaluates information for actual and hypothetical business situations
- P9** Communicates business information and issues in appropriate formats
- P10** Applies mathematical concepts appropriately in business situations

Year 11 Community and Family Studies (CAFS) – 2024
Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit |
|-------------|--------------------------|
| Term 1 2024 | Individuals and Groups |
| Term 2 2024 | Families and Communities |
| Term 3 2024 | Resource Management |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|--|-----------------------------------|-----------------------------------|
| | | Individuals and Groups | Families and Communities | Resource Management |
| | | In class task | Topic Test | Interview and Report |
| | | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 8 |
| Knowledge & understanding of course content | 55% | 25% | 25% | 5% |
| Skills in critical thinking, research and analysis | 45% | 10% | 10% | 25% |
| Total Marks | 100% | 35% | 35% | 30% |
| Outcomes | | 1.2, 2.1, 2.3, 3.2, 2.3, 4.1, 4.2, 6.1 | 1.1, 2.2, 2.3, 3.2, 4.1, 4.2, 6.2 | 1.1, 1.2, 3.2, 4.1, 4.2, 5.1, 6.1 |

Preliminary Syllabus Outcomes

- P1.1** Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2** Proposes effective solutions to resource problems
- P2.1** Accounts for the roles and relationships that individuals adopt within groups
- P2.2** Describes the role of the family and other groups in the socialisation of individual
- P2.3** Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4** Analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1** Explains the changing nature of families and communities in contemporary society
- P3.2** Analyses the significance of gender in defining roles and relationships
- P4.1** Utilises research methodology appropriate to the study of social issues
- P4.2** Presents information in written, oral and graphic form
- P5.1** Applies management processes to maximise the efficient use of resources
- P6.1** Distinguishes those actions that enhance wellbeing
- P6.2** Uses critical thinking skills to enhance decision making
- P7.1** Appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2** Develops a sense of responsibility for the wellbeing of themselves and others
- P7.3** Appreciates the value of resource management in response to change
- P7.4** Values the place of management in coping with a variety of role expectations

Year 11 Chemistry – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|-------------|-------------|-------------|
| Term 1 2024 | Module 1/2 | Term 3 2024 | Module 3/4 |
| Term 2 2024 | Module 2/3 | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|-------------------------------------|-------------------------------|-----------------------------------|
| | | Practical Investigation Task/Report | Depth Studies Task | Yearly Examination |
| | | Term 1, Week 10 | Term 3, Week 1 | Term 3, Week 9-10 |
| Knowledge and Understanding in Chemistry | 40% | 5% | 10% | 25% |
| Working Scientifically | 60% | 25% | 20% | 15% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | CH11-8,9 CH11/12-2,3,4,5,6 | CH11-10,11 CH11/12-1,3,5,7 | CH11-8,9,10,11 CH11/12-2,4,5,6 |

Syllabus Outcomes

CH 11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

CH 11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

CH 11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

CH 11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH 11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information

CH 11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH 11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

Module 1 – Properties and Structure of Matter

Module 2 – Introduction to Quantitative Chemistry

Module 3 – Reactive Chemistry

Module 4 - Drivers of Reaction

Year 11 Design and Technology – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|---|-------------|--|
| Term 1 2024 | Case Study: Australian Innovations | Term 3 2024 | HSC Trial Exam – Design and Technology |
| Term 2 2024 | Major Design Project: - Project Development and Realisation | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---------------|--|------------------------------------|--|--|
| | | MDP: Project Proposal and Project Management | Case Study: Australian Innovations | Major Design Project - Project Development & Realization | HSC Trial Exam Design and Technology |
| | | Submittable Task | Submittable Task | Submittable Task | Written Examination |
| | | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 2 |
| Knowledge and understanding of course content | 40 | 10 | 10 | 10 | 10 |
| Knowledge and skills in designing, managing, producing and evaluating design projects | 60 | 20 | 10 | 20 | 10 |
| Total Marks | | 30 | 20 | 30 | 20 |
| Outcomes | | H1.1, H1.2, H3.1, H3.2, H4.1, H5.1, H5.2 | H2.1, H2.2, H6.1, H6.2 | H4.1, H4.2, H4.3, H5.1, H5.2 | H1.1, H1.2, H3.1, H3.2, H4.1, H5.1, H6.1, H6.2 |

Syllabus Outcomes

H1.1 critically analyses the factors affecting design and the development and success of design projects H1.2 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment H3.1 analyses the factors that influence innovation and the success of innovation H3.2 uses creative and innovative approaches in designing and producing

H3.3 critically analyses the role of policy and community structures in supporting diversity

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development.

Year 11 English Advanced – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|---|-------------|---|
| Term 1 2024 | Common Module – Reading To Write: Transition To Senior English | Term 2 2024 | Module A: Narratives That Shape Our World |
| Term 3 2024 | Module B: Critical Study of Literature | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|----------------------|-------------------------|--|
| | | Common Module | Module A | All Modules |
| | | Portfolio of Writing | Multimodal Presentation | Formal Examination |
| | | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 9-10 As per school calendar |
| 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% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | 1, 3, 5, 9 | 2, 6, 7 | 3, 4, 8 |

HSC Syllabus Outcomes

EA11-1- Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2- Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3- Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4- Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5- Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6- Investigates and evaluates the relationships between texts

EA11-7- Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8- Explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9- Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Year 11 English Standard – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|--|-------------|--------------------------------------|
| Term 1 2024 | Common Module – Reading To Write: Transition To Senior English | Term 2 2024 | Module A: Contemporary Possibilities |
| Term 3 2024 | Module B: Close Study of Literature | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|----------------------|-------------------------|--|
| | | Common Module | Module A | All Modules |
| | | Portfolio of Writing | Multimodal Presentation | Formal examination |
| | | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 9-10 As per school calendar |
| 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% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | 1, 3, 5, 9 | 2, 6, 7 | 3, 4, 8 |

HSC Syllabus Outcomes

EN11-1- Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2- Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3- Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4- Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5- Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6- Investigates and explains the relationships between texts

EN11-7- Understands and explains the diverse ways texts can represent personal and public worlds

EN11-8- Identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9- Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Year 11 English Studies – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|---|-------------|--------------------------|
| Term 1 2024 | Compulsory Module – Achieving Through English | Term 2 2024 | Module A: The Big Screen |
| Term 3 2024 | Module B: On the Road | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|----------------------|-------------------------|--|
| | | Common Module | Module A | All Modules |
| | | Portfolio of Writing | Multimodal Presentation | Formal examination |
| | | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 9-10 As per school calendar |
| Knowledge and understanding of course content | 50% | 10% | 20% | 20% |
| Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas Using language accurately, appropriately and effectively | 50% | 20% | 10% | 20% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | 1, 3, 5, 9 | 2, 6, 7 | 3, 4, 8 |

HSC Syllabus 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
- ES11-2-** Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3-** Gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4-** Composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5-** Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6-** Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7-** Represents own ideas in critical, interpretive and imaginative texts
- ES11-8-** Identifies and describes relationships between texts
- ES11-9-** Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10-** Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Year 11 English Extension 1 – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit |
|----------------|--------------------------|
| Terms 1-3 2024 | Texts, Culture and Value |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|---|---------------|-------------------------------------|--------------------------|--------------------------|
| | | Texts, Culture and Value | Texts, Culture and Value | Texts, Culture and Value |
| | | Imaginative response and reflection | Comparative Essay | Multimodal Presentation |
| | | Term 1, Week 10 | Term 2, Week 10 | Term 3, Weeks 9 |
| Knowledge and understanding of texts and why they are valued | 50% | 15% | 15% | 20% |
| Skills in: <ul style="list-style-type: none"> • Complex analysis • Complex composition • Investigation | 50% | 15% | 15% | 20% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | 2, 3, 6 | 1, 2, 3, 5 | 1, 3, 4, 5 |

HSC Syllabus Outcomes

EE11-1- Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2- Analysis and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3- Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4- Develops skills in research methodology to undertake effective independent investigation

EE11-5 - Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6- Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Year 11 Geography – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|-------------------------------|-------------|--|
| Term 1 2024 | Earth's Natural Systems | Term 3 2024 | Geographical Investigation /Environment Interactions |
| Term 2 2024 | People, Pattern and Processes | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|--|-------------------------------|------------------------------|
| | | Earth's Natural Systems | People, Pattern and Processes | Geographical Investigation |
| | | Field Work / Topic Skills Test | Group Research Task | Research Task |
| | | Term 1, Week 9 | Term 2, Week 9 | Term 3, Weeks 9 |
| Knowledge and understanding of course content | 30% | 10% | 10% | 10% |
| Geographical skills and tools | 20% | 5% | 5% | 10% |
| Geography inquiry and research, including fieldwork | 25% | 10% | 5% | 10% |
| Communication of geographical information, ideas and issues in appropriate forms | 25% | 5% | 10% | 10% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | GE-11-01, GE-11-02, GE-11-04, GE-11-09 | GE-11-03, GE-11-08 | GE-11-05, GE-11-06, GE-11-07 |

Syllabus Outcomes

- GE-11-01** Examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02** Explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03** Explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04** Assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05** Analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06** Identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07** Applies geographical inquiry skills and tools, including spatial technologies, fieldwork and ethical practices, to investigate places and environments
- GE-11-08** Applies mathematical ideas and techniques to analyse geographical data
- GE-11-09** Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Year 11 Investigating Science – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|-------------|-------------|-------------|
| Term 1 2024 | Module 1/2 | Term 3 2024 | Module 3/4 |
| Term 2 2024 | Module 2/3 | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|-------------------------------------|------------------------------|---------------------------------|
| | | Practical Investigation Task/Report | Depth Studies Task | Yearly Examination |
| | | Term 1, Week 6 | Term 2, Week 8 | Term 3, Week 9-10 |
| Knowledge and Understanding in Investigating Science | 40% | 5% | 10% | 25% |
| Working Scientifically | 60% | 25% | 20% | 15% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | INS11-8 INS11/12-1,2,4,5 | INS11-10 INS11/12-1,3,6,7 | INS11-8,9,10,11 INS11/12-5,6 |

Syllabus Outcomes

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

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

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

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

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

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

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

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

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

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

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

Module 1 – Cause and Effect – Observing

Module 2 – Cause and Effect – Inferences and Generalisations

Module 3 – Scientific Models

Module 4 – Theories and Laws

Year 11 Japanese Beginners Preliminary – 2024
Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit |
|-------------|-------------------------------------|
| Term 1 2024 | U1 Hiragana, U2 Meeting People, |
| Term 2 2024 | U3 Education, U4 Friends and Family |
| Term 3 2024 | Friends and Family, U5 Home Life |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|---|---------------|---|--|--|
| | | Response to spoken/visual texts/oral presentation | Responses in English and Japanese to a series of written texts | Yearly Examination |
| | | Listening and speaking | Reading and responding | Listening, Speaking, Reading, Responding |
| | | Term 2, Week 2 | Term 3, Week 2 | Term 3, Week 9 & 10 |
| Listening Objective 1: Interacting Objective 2: Understanding Texts | 30% | 20% | - | 10% |
| Reading Objective 1: Interacting Objective 2: Understanding Texts | 30% | - | 20% | 10% |
| Speaking Objective 1: Interacting Objective 3: Producing Texts | 20% | 10% | - | 10% |
| Writing in Japanese Objective 1: Interacting Objective 3: Producing Texts | 20% | - | 10% | 10% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 |

Syllabus Outcomes

Interacting: A student:

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately

Understanding texts: A student:

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts

Producing texts: A student:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

Year 11 Legal Studies – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|----------------------------|-------------|-----------------|
| Term 1 2024 | The Legal System | Term 3 2024 | Law in Practice |
| Term 2 2024 | The Individual and the Law | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|---|---------------|--------------------------|--------------------------------------|--|
| | | The Legal System | The Individual and the Law | All topics |
| | | In-class test | Research and Class Presentation | Examination |
| | | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 9-10 As per school calendar |
| Knowledge and understanding of course content | 60% | 20% | 15% | 25% |
| Inquiry and research | 20% | 5% | 10% | 5% |
| Communication of Legal Studies information, issues and ideas in appropriate forms | 20% | 5% | 5% | 10% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | P3, P4, P5, P6, P9 & P10 | P1, P2, P3, P4, P5, P6, P7, P9 & P10 | P1, P2, P3, P4, P6, P7, P8, P9 & P10 |

Syllabus Outcomes

- P1** Identifies and applies legal concepts and terminology
- P2** Describes the key features of Australian and international law
- P3** Describes the operation of domestic and international legal systems
- P4** Discusses the effectiveness of the legal system in addressing issues
- P5** Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6** Explains the nature of the interrelationship between the legal system and society
- P7** Evaluates the effectiveness of the law in achieving justice
- P8** Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9** Communicates legal information using well-structured responses
- P10** Accounts for differing perspectives and interpretations of legal information and issues

Year 11 Mathematics Standard– 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Topics | Term | Topics |
|-------------|---|-------------|---|
| Term 1 2024 | Earning and Managing Money Formulae and Equations Measurement and Energy | Term 3 2024 | Interest & Depreciation Exploring and Describing Data Working with Time |
| Term 2 2024 | Probability and Relative Frequency Classifying and Representing Data Perimeter, Area and Volume Linear Relationships | Term 4 2024 | Year 12 |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 2 |
|--|---------------|--|---|--------------------|
| | | Earning and Managing Money Formulae and Equations Measurement and Energy | Probability and Relative Frequency Classifying and Representing Data Perimeter, Area and Volume Linear Relationships | ALL |
| | | In Class TEST | Investigation Task + Validation Test | YEARLY EXAM |
| | | Term1 Week 9 | Term 2 Week 9 | Term 3 Week 9 & 10 |
| Understanding, Fluency and Communicating | 50% | 18 | 15 | 17 |
| Problem Solving, Reasoning and Justification | 50% | 17 | 15 | 18 |
| Total Marks | 100% | 35% | 30% | 35% |
| Outcomes | | MS11-1, 2, 3, 4, 5, 6, 9, 10 | MS11-1,2,3,4,7,8 | All |

Syllabus Outcomes

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

Year 11 Mathematics Advanced Preliminary – 2024
Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|--|-------------|---|
| Term 1 2024 | MA-F1.1: Algebraic techniques MA-F1.2: Introduction to functions MA-F1.3: Linear, quadratic and cubic functions MA-F1.4: Further functions and relations MA-C1: Introduction to differentiation | Term 3 2024 | MA-T1: Trigonometry and measure of angles MA-T2: Trigonometric functions and identities MA-E1: Logarithms and exponentials |
| Term 2 2024 | MA-C1: Introduction to differentiation MA-S1.1: Probability and Venn diagrams MA-S1.2: Discrete probability distributions | | |

Assessment Overview

| Task Description/ Topic Area | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--------------------------------|---------------|---|--|---------------------|
| | | MA-F1.1: Algebraic techniques MA-F1.2: Introduction to functions MA-F1.3: Linear, quadratic and cubic functions MA-F1.4: Further functions and relations | MA-T1: Trigonometry and measure of angles | All topic |
| | | Assessment Task 1: In-class examination | Investigation Task: How are concert spaces designed? | Yearly Examinations |
| | | Term 1, Week 9 (TBC) | Term 2, Week 9 (TBC) | Term 3, Week 9 |
| Syllabus Component | | | | |
| Concept, skills and techniques | 50% | 15% | 15% | 20% |
| Reasoning and communication | 50% | 15% | 15% | 20% |
| Total Marks | 100% | 30% | 30% | 30% |
| Outcomes | | MA11-1, MA11-2, MA11-5, MA11-8, MA11-9 | MA11-3, MA11-8, MA11-9 | All |

Syllabus Outcomes

- MA11-1:** Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems. Includes (MA-F1, MA-T1, MA-T2 & MA-C1)
- MA11-2:** Uses the concepts of functions and relations to model, analyse and solve practical problems (MA-F1)
- MA11-3:** Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes (MA-T1)
- MA11-4:** Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities (MA-T2)
- MA11-5:** Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems (MA-C1)
- MA11-6:** Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems (MA-C1)
- 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 (MA-S1)
- MA11-8:** Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts (MA-F1, MA-T1, MA-T2, MA-S1, MA-E1)
- MA11-9:** Provides reasoning to support conclusions which are appropriate to the context (MA-F1, MA-T1, MA-S1, MA-C1, MA-E1)

Year 11 Modern History – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|---|-------------|---|
| Term 1 2024 | The American Civil War & The Nature of Modern History; The Meiji Restoration & The Nature of Modern History; Historical Investigation | Term 3 2024 | The Shaping of the Modern World – World War One |
| Term 2 2024 | The Decline and Fall of the Romanov Dynasty & Nature of Modern History; Historical Investigation; The Shaping of the Modern World – World War One | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|---|---------------|--|--|---|
| | | Case Study – The American Civil War | Historical Investigation | The Shaping of the Modern World – World War One |
| | | Source analysis | Research Booklet and Essay | In-class test |
| | | Term 1, Week 6 | Research Booklet during Terms 1 & 2. Essay: Term 2 Week 8 | Term 3, Week 5 |
| Knowledge and understanding of course content | 40% | 10% | 10% | 20% |
| Historical skills in the analysis and evaluation of sources and interpretations | 20% | 10% | - | 10% |
| Historical inquiry and research | 20% | 10% | 10% | - |
| Communication of historical understanding in appropriate forms | 20% | - | 10% | 10% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9 & MH11-10 | MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9 & MH11-10 | MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7 & MH11-9 |

Syllabus Outcomes

MH11-1 Describes the nature of continuity and change in the modern world

MH11-2 Proposes ideas about the varying causes and effects of events and developments

MH11-3 Analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 Accounts for the different perspectives of individuals and groups

MH11-5 Examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 Analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 Discusses and evaluates differing interpretations and representations of the past

MH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 Discusses contemporary methods and issues involved in the investigation of modern history

Year 11 Music Preliminary – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|--|-------------|------------------|
| Term 1 2024 | Methods of Notating Music | Term 3 2024 | Australian Music |
| Term 2 2024 | Music for radio, film, television and multimedia | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|---------------------|---------------|------------------------------|--|--|
| | | Methods of notating music | Music for radio, film, television and multimedia | Australian Music |
| | | Performance and Composition | Aural and Musicology Viva Voce | Aural/Musicology/ Performance Yearly Exam |
| | | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 9/10- Year 11 Preliminary Exams |
| Performance | 25% | 15% | - | 10% |
| Aural | 25% | - | 10% | 15% |
| Composition | 25% | 25% | - | - |
| Musicology | 25% | - | 15% | 10% |
| Total Marks | 100% | 40% | 25% | 35% |
| Outcomes | | P1, P3, P7, P8, P9, P10, P11 | P2, P4, P5, P6, P10, P11 | P1, P2, P4, P5, P6, P7, P8, P9, P10, P11 |

Syllabus Outcomes

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

Year 11 Physics - 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|-------------|-------------|-------------|
| Term 1 2024 | Module 1/2 | Term 3 2024 | Module 3/4 |
| Term 2 2024 | Module 2/3 | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|-------------------------------------|----------------------------|-------------------------------|
| | | Practical Investigation Task/Report | Depth Studies Task | Yearly Examination |
| | | Term 1, Week 8 | Term 2, Week 10 | Term 3, Week 9-10 |
| Knowledge and Understanding in Physics | 40% | 5% | 10% | 25% |
| Working Scientifically | 60% | 25% | 20% | 15% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | PH11-8,9 PH11/12 -2,3,4,7 | PH11-10 PH11/12-1,5,6,7 | PH11-8,9,10,11 PH11/12-5,7 |

Syllabus Outcomes

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

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

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

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

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

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

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

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

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

PH11-10 Explains and analyses waves and the transfer of energy by sound and light

PH11-11 Explains and quantitatively analyses electric fields, circuitry and thermodynamic principles

Module 1 – Kinematics

Module 2 – Dynamics

Module 3 – Waves and Thermodynamics

Module 4 – Electricity and Magnetism

Year 11 Personal Development, Health & Physical Education (PDHPE) – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit |
|-------------|--|
| Term 1 2024 | Better Health for Individuals (<i>Core 1</i>) |
| Term 2 2024 | Body In Motion (<i>Core 2</i>) |
| Term 3 2024 | First Aid and Fitness Choices (<i>Options</i>) |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|--|---------------|--------------------------------|-----------------------------------|--|
| | | Better Health For Individuals | Body In Motion | First Aid and Fitness Choices |
| | | In Class Task | Topic Test | End of year Exam |
| | | Term 1, Week 10 | Term 1, Week 10 | Term 3 (<i>During yearly exams</i>). |
| Knowledge & understanding of course content | 70% | 25% | 25% | 20% |
| Skills in critical thinking, research and analysis | 30% | 10% | 10% | 10% |
| Total Marks | 100% | 35% | 35% | 30% |
| Outcomes | | P7, P8, P9, P10, P11, P16, P17 | P1, P2, P3, P4, P5, P6, P15, P16. | P5, P6, P12, P15, P16, P17 |

Syllabus Outcomes

- P1** Identifies and examines why individuals give different meanings to health
- P2** Explains how a range of health behaviours affect an individual's health
- P3** Describes how an individual's health is determined by a range of factors
- P4** Evaluates aspects of health over which individuals can exert some control
- P5** Describes factors that contribute to effective health promotion
- P6** Proposes actions that can improve and maintain an individual's health
- P7** Explains how body systems influence the way the body moves
- P8** Describes the components of physical fitness and explains how they are monitored
- P9** Describes biomechanical factors that influence the efficiency of the body in motion
- P10** Plans for participation in physical activity to satisfy a range of individual needs
- P11** Assesses and monitors physical fitness levels and physical activity patterns
- P12** Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13** Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14** Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15** Forms opinions about health-promoting actions based on a critical examination of relevant information
- P16** Uses a range of sources to draw conclusions about health and physical activity concepts
- P17** Analyses factors influencing movement and patterns of participation

Year 11 Sport, Lifestyle and Recreation Studies (SLR) – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit |
|-------------|---|
| Term 1 2024 | Games and Sports Applications 1. (10 weeks) |
| Term 2 2024 | Games and Sports Applications 1. (5 weeks) + Games and Sports Applications 2. (5 weeks) |
| Term 3 2024 | Games and Sports Applications 2. (10 weeks) |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 | Task 4 |
|---------------------------|---------------|---|--|--|---|
| | | Games and Sports Applications 1 | Games and Sports Applications 1 | Games and Sports Applications 1 | Games and Sports Applications 2 |
| | | 3v3 Basketball <i>(Technique, Intelligence, Communication)</i> Assessment | Part A – Practical Progressive Assessment. Part B – Google Classroom Submission | Pickleball (<i>Technique, Intelligence, Communication</i>) Assessment | Part A – Practical Progressive Assessment Part B – Google Classroom Submission |
| | | Term 1, Week 8 | Term 2, Week 5 | Term 3, Week 7 | Term 3, Week 7 |
| Knowledge & understanding | 20% | 5% | 5% | 5% | 5% |
| Skills | 50% | 10% | 15% | 10% | 15% |
| Values and Attitudes | 30% | 5% | 10% | 5% | 10% |
| Total Marks | 100% | 20% | 30% | 20% | 30% |
| Outcomes | | 1.1, 3.1, 4.1, 4.4 | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | 1.1, 3.1, 4.1, 4.4 | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 |

Preliminary Syllabus Outcomes

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 Demonstrates ways to enhance safety in physical activity
- 2.1 Explains the principles of skill development and training
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 Designs programs that respond to performance needs
- 4.1 Plans strategies to achieve performance goals
- 4.4 Demonstrates competence and confidence in movement contexts

Year 11 Studies of Religion - 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit | Term | Module/Unit |
|-------------|---|-------------|--|
| Term 1 2024 | Nature of Religion and Beliefs, Religions of Ancient Origin & Religious Tradition Study 1 | Term 3 2024 | Religious Tradition Study 3 & Religion in Australia pre-1945 |
| Term 2 2024 | Religious Tradition Study 1 & 2 | | |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|---|---------------|------------------------------|---------------------------|---|
| | | Nature of Religion & Beliefs | Religious Tradition Study | Nature of Religion and Beliefs & Religious Tradition Study 1 or 2 |
| | | Multimedia Presentation | Research Task | Examination |
| | | Term 1, Week 7 | Term 2, Week 6 | Term 3, Week 3 |
| Knowledge and understanding of course content | 40% | 10% | 10% | 20% |
| Source-based skills | 20% | 5% | 5% | 10% |
| Investigation and Research | 20% | 10% | 10% | - |
| Communication of information, ideas and issues in appropriate forms | 20% | 5% | 5% | 10% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | P1, P4, P5,P6, P7, P10 | P2, P4, P6, P8, P10 | P2 P3, P6, P7, P10 |

Syllabus Outcomes

- P1** Describe the characteristics of religion and belief systems
- P2** Identifies the influence religion and belief systems on individuals and society
- P3** Investigates religious traditions and belief systems
- P4** Examines significant aspects of religious traditions
- P5** Describes the influence of religious traditions in the life of adherents
- P6** Selects and uses relevant information about religion from a variety of sources
- P7** Undertakes effective research about religion, making appropriate use of time and resources
- P8** Uses appropriate terminology related to religion and belief system
- P9** Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Year 11 Visual Arts – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

| Term | Module/Unit |
|-------------|--|
| Term 1 2024 | Artists Practice: Exploring Ideas and materials |
| Term 2 2024 | Conceptual Framework/ Agencies of the Artworld: Collection of work based on theme and related study of artists |
| Term 3 2024 | The Frames: Exploring viewpoints and perspectives in artmaking and critical/ historical studies |

Assessment Overview

| Syllabus Components | Weighting (%) | Task 1 | Task 2 | Task 3 |
|----------------------------------|---------------|---|--|--|
| | | Artists Practice | Conceptual Practice | The Frames |
| | | Artwork/ Visual Arts Process Diary and written task | Artwork/ Visual Arts Process Diary and in class written task | Artwork/ Visual Arts Process Diary and in class written task |
| | | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 10 |
| Making (including Process Diary) | 50% | 15% | 15% | 20% |
| Critical/ Historical Studies | 50% | 15% | 15% | 20% |
| Total Marks | 100% | 30% | 30% | 40% |
| Outcomes | | P1, P4, P5, P6, P7, P10 | P2, P4, P6, P8, P10 | P2 P3, P6, P7, P10 |

Syllabus Outcomes

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

Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Use the following table as a guide to the appropriate outcome to record for each student

| NESAs Outcome | NCVER Outcome | Explanation (source: AVETMISS Data Elements definitions, Edition 2.2 April 2013) |
|------------------------|--|---|
| Achieved | Competency achieved / pass | Student has been assessed and satisfies all the requirements for the unit of competency |
| Not Achieved | Competency not achieved / fail | Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency |
| Continuing | Continuing enrolment | The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period |
| Withdrawn | Withdrawn / discontinued | (a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO |
| RPL | Recognition of Prior Learning Granted | The student has been assessed and RPL has been granted |
| Credit Transfer | Credit transfer / National Recognition | The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge. |
| Did Not Start | NIL | Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI |



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
BUSINESS SERVICES ASSESSMENT SCHEDULE
Preliminary Year 2024 - HSC 2025

QUALIFICATION: BSB30120 Certificate III in Business
 Training Package: BSB Business Services (Version 8)

NESA Course Code:
 2 U X 2 YR - 26111
2024 HSC Exam: 26199
LMBR UI Code:
 BSB30120126111B

| TERM | UOC CODE | Unit of Competency | AQF Core/Elective | HSC STATUS | HSC INDICATIVE HOURS | Assessment Task Cluster & Methods of Assessment | HSC requirements Exam estimate mark & weighting to total 100% |
|--|-------------------------------------|--|----------------------|-------------|-------------------------|--|--|
| Term 1 | 6 PRELIMINARY UOCs | | | | | | 240 Indicative Hours over 2 yrs 35 hrs Work placement 50% Preliminary Exam |
| | BSBTEC201 BSBTEC202 | Use business software applications Use digital technologies to communicate in the work environment | E E | M E | 15 10 | Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning | |
| | BSBWHS311 BSBINS302 | Assist with maintaining workplace safety Organise workplace information | C E | M E | 20 20 | Cluster 2: Organise business safety Direct observation, produce based method, questioning | |
| Terms 1-2 | BSBXCM301 BSBOPS201 | Engage in workplace communication Work effectively in business environments | C E | M E | 15 25 | Cluster 3: Working in industry Direct observation, produce based method, questioning | |
| Term 4 | 7 HSC UOCs | | | | | | 35 hrs Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. |
| | BSBPEF201 | Support personal wellbeing in the workplace | C | M | 10 | Cluster 4: Wellbeing Direct observation, produce based method, questioning | |
| | BSBPEF301 BSBTEC301 | Organise personal work priorities Design and produce business documents | E E | M E | 20 25 | Cluster 5: Mastering document design Direct observation, produce based method, questioning | |
| Terms 4-5 | BSBSUS211 BSBTWK301 BSBTEC303 | Participate in sustainable work practices Use inclusive work practices Create electronic presentations | C C E | M M E | 15 15 15 | Cluster 6: Sharing is caring Direct observation, produce based method, questioning | |
| Terms 5-6 | BSBCRT311 | Apply critical thinking skills in a team environment | C | M | 20 | Cluster 7: Thinking critically Direct observation, produce based method, questioning | |
| NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. | | | Total hours 225 | | | Units of competency from the HSC focus areas will be included in the optional HSC examination. | |



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2024 – HSC 2025

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and
 Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
 Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)

NESA course code
 2 U X 2 YR - 26211
2024 HSC Exam:
26299
LMBR UI Code:
 CPC20220126211B
 or
 CPC20120126211B

| TERM | Unit Code | Units Of Competency | AQF CORE / ELECTIVE | HSC STATUS | HSC INDICATIVE Hrs. | Assessment Task Cluster & Method of Assessment | HSC requirements Exam estimate mark & weighting to total 100% |
|--|--|---|---------------------|-------------|---------------------|--|---|
| | 6 PRELIMINARY UOCs | | | | | | |
| Term 1 | CPCCWHS1001 | Prepare to work safely in the construction industry | CP-E | M | | Cluster 1 – GIT (White Card) | 240 Indicative Hours over 2 years 50% Preliminary Exam 35 hrs. Work placement 35 hrs Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. |
| Term 1 | CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry | CP-C | M | 20 | Cluster 2 – Work Safe Stay Safe | |
| Term 2 | CPCCCM1001 CPCCCOM1015 | Undertake basic estimation and costing Carry out measurements and calculations | CP-C CP-C | M M | 35 | Cluster 3 – Working it out | |
| Term 3 | CPPCCOM2001 CPCCPOM1013 | Read and interpret plans and specifications Plan and organise work | C-C CP-C | M M | 35 | Cluster 4 – Project Planning | |
| Terms 4/5 | CPCCJN2001 CPCCJN3004 | Assemble components Manufacture and assemble joinery components | CP C-E | E E | 40 | Cluster 5 – Joinery | |
| Terms 4/5/6/7 | CPCCCA2002 CPCCCM2005 CPCCCA2011 | Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials | CP-E C CP-E | E M E | 50 | Cluster 6 – Tools, Equipment and Materials | |
| Terms 5/6/7 | CPCCVE1011 CPCCOM1012 | Undertake a basic construction project Work effectively and sustainably in the Construction Industry | C CP-C | M M | 55 | Cluster 7 – Major Project | |
| NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. | | | | Total hours | 235-240-245 | Units of competency from the HSC focus areas will be included in the optional HSC examination. | |



Education

ULTIMO 90072
INFORMATION and DIGITAL TECHNOLOGY
CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2024 - HSC 2025

QUALIFICATION: ICT30120 Certificate III in Information, Digital Technology
Training Package: ICT Information and Communications Technology (version 7.2)
The information may change in 2024 due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA course code
2 U X 2 YR - 27311
HSC Exam No. 27398
LMBR UI Code
(11 OR 12)
ICT30120127311B

| TERM | Unit Code | Units Of Competency | AQF CORE / ELECTIVE | HSC STATUS | HSC INDICATIVE | Assessment Task Cluster & Methods of Assessment | HSC requirements - Exam estimate mark & weighting to total 100% |
|--|-----------|---|---------------------|------------|----------------|--|---|
| 6 PRELIMINARY UOCs | | | | | | | |
| Term 1 | BSBWHS311 | Assist with maintaining workplace safety | E | M | 20 | Cluster 1: Images of Safety Questioning, Observation, Product Based Method, Portfolio | 240 Indicative Hours over 2 years 35 hrs Work placement |
| | ICTWEB305 | Produce digital images for the web | E | E | 20 | | |
| Term 2 | BSBXTW301 | Work in a team | C | M | 15 | Cluster 2: Team Web Questioning, Observation, Product Based Method, Portfolio | 50% Preliminary Exam |
| | ICTWEB304 | Build simple web pages | E | E | 30 | | |
| Term 3 | BSBXCS303 | Securely manage personally identifiable information and workplace information | C | M | 20 | Cluster 3 :Security Questioning, Observation, Product Based Method, Portfolio | 35 hrs Work placement 50% Trial HSC Exam |
| | ICTICT313 | Identify IP, ethics and privacy policies in ICT environments | C | M | 20 | | |
| 6 HSC UOC's | | | | | | | |
| Term 4 | ICTSAS305 | Provide ICT advice to clients | C | M | 30 | Cluster 5: Run tests and provide advice to clients Questioning, Observation, Product Based Method | The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. |
| | ICTSAS308 | Run standard diagnostic tests | E | E | 10 | | |
| Term 5 & 6 | ICTPRG302 | Apply introductory programming techniques | C | M | 30 | Cluster 6: Programming Observation, Product Based Method, Portfolio | |
| | BSBCRT311 | Apply critical thinking skills in a team environment | E | E | 10 | | |
| | ICTICT214 | Operate application software packages | E | E | 20 | | |
| Term 7 | ICTWEB306 | Develop web presence using social media | E | E | 15 | Cluster 3: Social Media - Build your digital audience Questioning, Observation, Product Based Method | |
| NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. | | | Total hours 250 | | | Units of competency from the HSC focus areas will be included in the optional HSC examination. | |

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
MANUFACTURING & ENGINEERING – INTRODUCTION BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2024 - HSC 2025
QUALIFICATION

NESA course code
2 U X 2 YR - 59732
LMBR UI code :
(11 OR 12)
MEM10119159732B



Education

MEM10119 Certificate I in Engineering AND Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways
 Training Package: MEM Manufacturing and Engineering (version 2.1) and MEM05 Metal and Engineering (version 11.1)
 Information may change in 2024 due to Training Package and NSW Education Standards Authority (NESA) updates.
 Notification of variations will be made in due time with minimum disruption or disadvantage.

| TERM | Unit Code | Units of Competency | AQF CORE / ELECTIVE | HSC Indicative | Points | Assessment Task Cluster & Method of Assessment | HSC requirements |
|--|-----------|--|---------------------------|-------------------|--------|---|---|
| 5 PRELIMINARY UOCs towards MEM10119 Certificate I in Engineering | | | | | | | 240 Indicative Hours over 2 years |
| Term 1-2 | MEM13015 | Work safely and effectively in manufacturing and engineering | C | 40 | 2 | Cluster A: Welcome to the industry Written questioning, direct observation of practical work, product production | |
| | MEM16006 | Organise and communicate information | E | 15 | 2 | | Complete a minimum of 35 hrs mandatory work placement |
| | MEM11011 | Undertake manual handling | E | 5 | 2 | | |
| Term 3 | MEM18001 | Use hand tools | E | 20 | 2 | Cluster B: Right tool, right job Written questioning, direct observation of practical work, practical project/drill bit sharpening | Complete a minimum of 35 hrs mandatory work placement |
| | MEM18002 | Use power tools/hand held operations | E | 20 | 2 | | |
| 3 HSC UOCs towards MEM10119 Certificate I in Engineering | | | | | | | Complete a minimum of 35 hrs mandatory work placement |
| PLUS 5 HSC UOCs Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways | | | | | | | |
| Term 4-5 | MEM12025 | Perform computations | E | 20 | 3 | Cluster C: Engineering in practice Written questioning/computations, product based method | Complete a minimum of 35 hrs mandatory work placement |
| | MEM16008 | Interact with computer technology | E | 10 | 2 | | |
| | MEM07032 | Use workshop machines for basic operations | E | 20 | 2 | – materials cutting list, graph and CAD, direct observation of practical work | |
| Term 6 | MEMPE006A | Undertake a basic engineering project | C | 30 | - | Cluster D: Can we build it Written questioning, direct observation of practical work, project production, portfolio of evidence including career plan | Complete a minimum of 35 hrs mandatory work placement |
| | MEMPE001A | Use engineering workshop machines | E-A | 20 | - | | |
| Term 7 | MEMPE002A | Use electric welding machines | E-A | 20 | - | Cluster E: Sparks and noise Written questioning, direct observation of practical work, project | Complete a minimum of 35 hrs mandatory work placement |
| | MEMPE004A | Use fabrication equipment | E-A | 20 | - | | |
| Term 7 | MEMPE005A | Develop a career plan for the engineering and manufacturing industry | C | 5 | - | Cluster 6: My Pathway Written questioning, portfolio of evidence | |
| NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. | | | Total | 245 | 17 | This course is a VET Content Endorsed Course and does not count towards the ATAR. No HSC exam in this course | |



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
 HOSPITALITY ENDORSED COURSE ASSESSMENT SCHEDULE
 Preliminary Year 2024 - HSC 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality
 Ongoing assessment of skills and knowledge is collected throughout the course
 and forms part of the evidence of competence of students.

| Code | Unit of Competency | Task 1 Terms 1 - 3 | Preliminary Exam 50% |
|------------|---|-----------------------|-------------------------|
| SITXFSA005 | Use hygienic practices for food safety | x | 35 Hrs Workplacement |
| SITXWHS005 | Participate in safe work practices | x | |
| SITXFSA006 | Participate in safe food handling practices | x | |
| SITHCCC025 | Prepare and present sandwiches | x | |
| SITXCOM007 | Show social and cultural sensitivity | x | |
| SITXCCS011 | Interact with customers | x | |

| Code | Unit of Competency | Task 2 Term 4 | Task 3 Term 5 | Task 4 Term 7 | Trial HSC 50% |
|------------|--|------------------|------------------|------------------|---|
| SITHIND006 | Source and use information on the hospitality industry | x | | | 35 Hrs Workplacement The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. |
| SITHFAB024 | Prepare and serve non-alcoholic beverages | | x | | |
| SITHFAB025 | Prepare and serve espresso coffee | | x | | |
| SITHFAB027 | Serve food and beverages | | x | | |
| BSBTWK201 | Work effectively with others | | | x | |
| SITHIND007 | Use hospitality skills effectively | | | x | |

Preliminary: Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20322 Certificate II in Hospitality.**

HSC: Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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”. This means a course mark is not allocated



**APPLICATION FOR SPECIAL CONSIDERATION
FOR ILLNESS – MISADVENTURE – EXTENSION
Year 11 and HSC**

If illness or misadventure prevents a student from completing an ASSESSMENT TASK on or by the due date, the student must:

1. Notify the school immediately the situation is known (before the due date if possible).
2. Obtain a copy of this form from the Head Teacher / website and complete Part A. If attending a health care professional, take the form and have them complete the second page.
3. Take the form to the faculty Head Teacher to complete Part B. This should be as soon as possible. For Illness/Misadventure, this must be the first day back at school.
4. Submit the form to the Deputy Principal of your year group (or Principal) for approval.

PART A – To be completed by the student and signed BEFORE completion by staff.

| | | | |
|--|---|--------------------------------|-------------|
| Student's Name: | | Year: 11 / 12 | Roll Class: |
| Course/Subject: | | | |
| Teacher's Name: | | | |
| Nature of Assessment Task (e.g. essay, research task, practical) | | | Date Set: |
| | | | Date Due: |
| Nature of Request | <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Extension request | | |
| Reason for request. Attach supporting documentation (e.g. doctors' certificate). | | | |
| Signature of Student | | Signature of Parent/Caregiver: | |

PART B – To be completed by the Faculty Head Teacher in consultation with Class Teacher.

| | | | |
|--------------------------------|--|------|--|
| HT comments and recommendation | | | |
| HT Signature | | Date | |

PART C – To be completed by the Deputy Principal or Principal.

| | | | |
|--|---|---|--|
| Deputy Principal/Principal's Decision | <input type="checkbox"/> Approved | <input type="checkbox"/> Extension granted to | <input type="checkbox"/> New Due Date: |
| | | <input type="checkbox"/> Alternative task | <input type="checkbox"/> Comment: |
| | | <input type="checkbox"/> Estimate given | <input type="checkbox"/> Comment: |
| | <input type="checkbox"/> Not approved (see comment below) | | |
| Deputy Principal/Principal's Comments | | | |
| Deputy Principal/Principal's Signature | | Date: | |

Copy to: Class Teacher Office and Entered onto Sentral



CONSIDERATION / EXTENSION FORM

(to be completed by the Professional Authority)

To the Professional Authority:

Students at Robert Townson High School have to complete a series of tests and assessments as part of their Year 11 and HSC Courses. 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.

| | | | |
|--|--|----|------------------|
| Student's name: | | | |
| Date of consultation: | | | |
| Period of illness or misadventure | | to | |
| <p>In my opinion the student was (or will be):</p> <p style="text-align: right;"> <input type="checkbox"/> Fit / Able <input type="checkbox"/> Unfit / Not Able </p> <p>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):</p> <p style="text-align: center;"> <input type="checkbox"/> Negligible <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe </p> | | | |
| Nature of Illness or misadventure: | | | |
| Name: | | | Provider Number: |
| Profession: | | | |
| Signature: | | | Date: |
| Stamp or seal of Professional | | | |