

est 1969  
FAIRVALE HIGH SCHOOL

*I Learn to Live*



# STAGE 6

# Preliminary HSC Courses

# Assessment Policy and Schedules

# 2024

Tradition



Care



Innovation



**A student booklet aimed at giving all students relevant information regarding school policies and procedures**

### **SCHOOL VISION**

**The community of Fairvale High School shares a vision which is committed to:-**

Quality teaching and learning in an inclusive environment that combines tradition and innovation. Respect and equitable opportunity of participation in all aspects of school life which promotes life long learners.

### **SCHOOL PURPOSE**

**Our vision for the school will be achieved by:-**

The Fairvale community working collaboratively through effective leadership and management, professional learning of teachers, efficient school administration as well as strong discipline and wellbeing structures which support a safe and harmonious learning environment.

# Fairvale High School

## Preliminary HSC Assessment Policy

The Assessment Policy and Procedures used by Fairvale High School follow NESA Statement and Guidelines concerning Preliminary (Year 11) course assessment. Full information of the NESA guidelines can be found on the following website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

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## **1. The Nature and Purpose of Stage 6 Preliminary Assessment**

### **1.1. Stage 6 Preliminary assessment tasks**

Stage 6 Preliminary assessment tasks help students learn, expand knowledge and encourage them to challenge themselves. They also show how much students have learnt and where they need to improve. By completing Stage 6 Preliminary assessments students prove they have satisfactorily completed a course. Most importantly, they also contribute to a student's final course mark and RoSA grade.

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give students the chance to address any weak areas in knowledge before they commence the HSC course.

### **1.2. Contribution of assessment marks to the Record of School Achievement (RoSA) grade**

NESA's grading system is intended to describe the student's achievement at the end of each Stage 6 Preliminary course. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Common Grade Scale for Preliminary Courses and other material produced by NESA to support the consistent awarding of grades. In applying the Common Grade Scale for Preliminary Courses, teachers will interpret them in terms of standards that can be achieved by Stage 6 Preliminary students within the bounds of the course.

## **2. Rights and Responsibilities**

### **2.1. Student rights:**

- to be informed of the assessment policies of the school and NESA (the purpose of this booklet)
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance (at least 2 weeks) of the due date for each assessment task
- to receive feedback that assists you to review and improve the quality of your work
- to query the mark for an individual task at the time it is returned to you
- to request from the Principal an appeal against the RoSA grade(s) awarded.

### **2.2. Student responsibilities:**

- to become familiar with and follow the assessment requirements set by the school in this booklet.
- to complete all set tasks on time, or follow correct procedures, as outlined in this booklet if you are unable to meet a deadline.
- to be aware of assessment schedule and examination timetables and meet appropriate deadlines.
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

### **2.3. School responsibilities:**

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task
- to keep records of each student's performance on each assessment task
- to provide students with information on their progress.

## **3. Assessment procedures**

### **3.1. Absence when a task is notified or issued**

- Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed on the days absent and catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued.
- Students who have had a prolonged absence and missed multiple assessments or notifications, may submit an Application for Special Consideration form to their Supervising Deputy Principal on their first day of return to school.

### **3.2. Extensions to due dates or special consideration**

- No automatic extension is granted to students who are absent on the day a notice of assessment is issued. It is at the Head Teachers discretion whether an extension is granted in these circumstances. Students must apply to the Head Teacher of the faculty concerned using the school's Application for Special Consideration, well before the due date of the task.
- Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

### **3.3. Process for submitting tasks completed outside the classroom**

- Teachers will give clear written instructions as part of the Notice of Assessment to specify when an assessment task is to be submitted, this will include:
  - date due
  - Time task is due
  - Venue for submission
  - Mode of submission (hard copy, email, USB, etc.)
- If students are uncertain about any of these details they have the responsibility of checking with their Classroom Teacher or Head Teacher to clarify.

### **3.4. Prior knowledge of absence**

- Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify the Head Teacher and their class teacher, and either submit the work before the due date, or make arrangements to submit the task on the due date.
- Where a student has a clash between an assessment task and another authorised school activity that cannot be resolved, the student must notify the relevant Head Teacher and complete an Application for Special Consideration.
- If the application is upheld, the Head Teacher will determine an alternative method for submitting/completing the task, will grant an extension, or provide an estimate for the task, as per faculty policy.

### **3.5. Absence due to illness / misadventure**

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the Head Teacher, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure;

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant Head Teacher to make arrangements for the task to be submitted by fax or email on that day, or, explain why the task cannot be submitted and give an anticipated date of when it will be.
- **On the day of their return to school**, see the Deputy Principal to obtain an Application for Special Consideration and submit this form within 48 hours. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list).

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays that are not part of approved leave.

### **3.6. Illness / misadventure while sitting an assessment task**

If a student attempts an assessment, the mark obtained in that task will stand. Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the supervisor / teacher. You will need to complete an Application for Special Consideration, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you may be required to sit a substitute task or, you will be provided with an estimate based on other tasks.

### **3.7. Lateness to school**

Students arriving at school after 9:00am on the day an in-class assessment is due to be submitted (in the case of a hand in task) or sat (in the case on an examination) will be deemed to have gained an unfair advantage. As such students arriving after 9:00am will receive a mark of zero for the task.

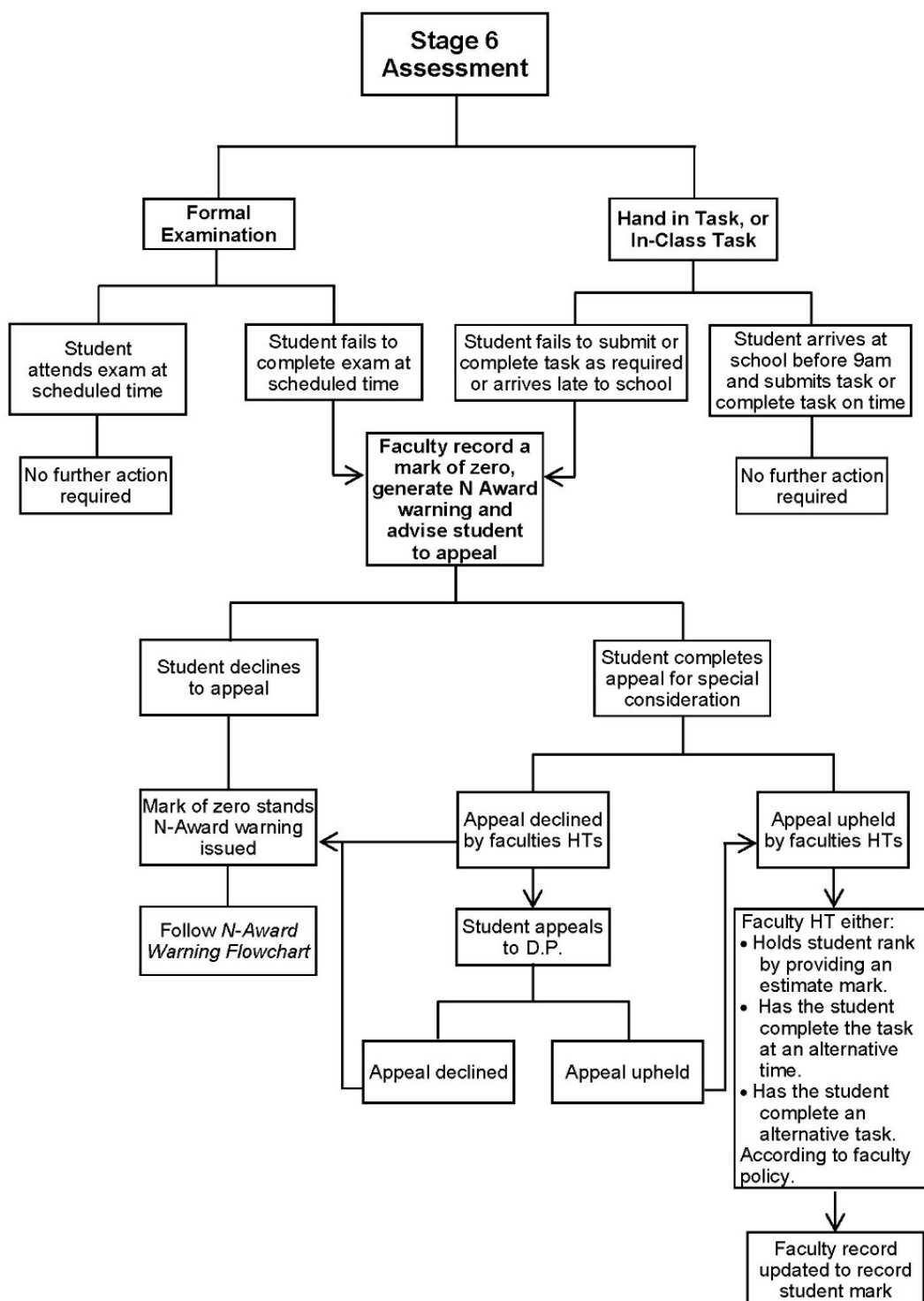
Students who are late with genuine reason are entitled to submit an application for special consideration to the relevant faculty Head Teacher.

### 3.8. Absence Day Before an Assessment Task is Due

Students who are absent the day before the due date of an assessment task will be declined to have gained an unfair advantage. As such students who are absent will receive a mark of zero and an N Award Warning.

Students who are absent for a genuine reason are entitled to submit an application for special consideration to the relevant Head Teacher.

### 3.9. Stage 6 Assessment Flowchart



### **3.10. Malpractice in Assessment Tasks and Examinations**

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's results.

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

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids during an assessment task
- being in possession of a banned electronic device during an examination
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Using Artificial Intelligence (including and not limited to Grammarly and other online platforms) to generate a response.

In the case of suspected plagiarism, students' names will be recorded on a register with NESAs. Students will also be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- Submitted work that is 20% or more (collectively for both AI and Similarity Report) plagiarised (0% for creative writing), will be awarded a mark of 0 and the student will be issued a N Award Warning. The student will also be required to complete the task following the assessment instructions and assessment policy of the school to satisfy course outcomes.

### **3.11. Non-serious attempts of tasks**

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded, and an N Award warning letter may be generated. The student will also be required to re-submit the task to a satisfactory standard.

### **3.12. Non-discriminating or invalid tasks**

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In



these circumstances, the Principal may determine that another task be done, and / or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

### **3.13. Changes to Notified Dates for Tasks**

If an assessment task is not administered on the scheduled day due to changes in school routine or administration, then it will be given on the next available school day in that week or at the next available time agreeable to the teacher in consultation with Head Teacher.

### 3.14. HSC minimum standard

Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC from 2020. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. Some students with disability may be exempt from meeting the minimum standard to receive their HSC testamur.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

### 3.15. Students need to meet the HSC minimum standard to receive the HSC.

To show they meet the standard students need to:

- achieve Level 3 or 4 in the online reading test or have achieved Band 8 or above in reading in Year 9 NAPLAN in 2017 and
- achieve Level 3 or 4 in the online writing test or have achieved Band 8 or above in writing in Year 9 NAPLAN in 2017 and
- achieve Level 3 or 4 in the online numeracy test or have achieved Band 8 or above in numeracy in Year 9 NAPLAN in 2017.

### 3.16. What happens if a student doesn't meet the HSC minimum standard?

From 2020, only students who meet the HSC minimum standard will receive a Higher School Certificate testamur. Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.

## 4. Reviewing Progress

### 4.1. Course Completion Criteria

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

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

The Preliminary Course **must be satisfactorily completed before a student can enrol in the Higher School Certificate Course.**

### 4.2. Attendance

**Students who do not attend lessons regularly are unlikely to be able to demonstrate achievement of course outcomes and that they have applied themselves with diligence and sustained effort.**

*You may be required to make up missed time during school holidays*

#### 4.3. Warning of 'N' determination

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian in writing. This warning letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments, cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination in accordance with the schools Non-completion Policy.

### 5. Assessment for Vocational Education & Training (VET) courses

- Assessment in VET courses is based on units of competency. Students have to demonstrate to assessors that they are competent, i.e. that they have the skills and knowledge to carry out the particular task or function. Students will have a minimum of three opportunities to demonstrate their competence as determined by the school.
- In a competency-based framework course, assessment is criterion referenced. As in all Stage 6 courses, a student's performance in a VET course is judged against a prescribed standard not against the performance of other students. A student is judged as competent or not yet competent. A holistic or integrated approach to assessment means that a number of elements of competency, or even several units of competency, can be assessed concurrently.
- Fairvale High School has a VET policy. Further information in relation to VET assessment is contained in the VET policy.

### 6. Appeals against assessment

- Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted. Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned. The Head Teacher's decision in these matters is final.
- It is important for students and parents to understand that NESAs has specifically stated that a teacher's judgement of the worth of an individual assessment task as reflected in the mark, grade or standard awarded will not be subject to review as part of its processes. Students may only appeal where the procedures followed have not been consistent with this policy statement.
- All student appeals are to be submitted on the Application for Special Consideration form to the relevant Head Teacher who will make the determination.
- Appeal applications MUST be obtained from the Deputy Principal on the students next day of attendance at school. This form MUST then be completed and submitted to the relevant Head Teacher within 48 hours (2 days).
- Should the student be dissatisfied with the result of the appeal, further appeal should be made to the Deputy Principal. The decision of the Deputy Principal will be communicated in writing to the student involved. The decision of the Deputy Principal will be final.
- If **more than one task** is being appealed, copies of relevant documentation (e.g. Doctor's Certificate) need to be made and a separate Appeal Form submitted for EACH assessment task.

## 7. Disability Provisions

- Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Head Teacher Learning Support who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided.
- The granting of school-determined provisions will not guarantee that similar provisions will be provided by NESAs in the HSC examination. NESAs do not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.
- Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

## 8. Results and credentials

### (a) Notification of assessment results

Students are provided with information on their performance in each task (mark and / or rank) after the completion of each task and will be provided with their progressive ranking at intervals throughout the course. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

### (b) Academic Reporting to Parents

Students will be provided with two progress reports on students throughout the Preliminary Course. These will be issued at the end of Term 2 and midway through Term 4 of the academic year.

### (c) Preliminary Common Grading Scale

At the conclusion of the Preliminary Stage 6 year students will be awarded a grade for each course where course completion criteria has been met.

#### **The Common Grade Scale describes performance at each of the five grade levels.**

**A** - The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

**B** - The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

**C** - The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

**D** - The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

**E** - The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

**(d) The Record of School Achievement (RoSA)**

The RoSA is a cumulative credential for students who leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

**(e) Student eRecord**

Students who complete the Preliminary requirements and progress to the HSC will have access to their record of results on a Student eRecord. The student eRecord is available through Students Online through NESA website, and a copy will be provided by the school with the final Preliminary school report. The Student eRecord is not a formal NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.



## APPLICATION FOR SPECIAL CONSIDERATION FORM

Please tick

APPEAL

EXTENSION

EXEMPTION

This form is for students who have a valid reason for an appeal/extension/exemption

- *APPEALS can only be lodged about the process, not the marks received for an assessment task.*
- *Details of the reason for appeal/extension/exemption should be completed, and a Doctor's Certificate, Statutory Declaration or other relevant information attached.*
- *For an APPEAL or EXEMPTION, the form should be handed to the subject Head Teacher within 2 DAYS of returning to school after the task was due / completed.*
- *For an EXTENSION please submit the form at least ONE WEEK before the task is due.*
- *The completion of this form does not automatically mean that the appeal will be successful. The school may contact the doctor listed on Doctor's Certificate to verify the validity of the certificate and further action may be required.*

**Student Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Stage 5 Course** or **Preliminary Course** or **HSC Course** (please circle)

**Due Date of Task:** \_\_\_\_\_

**Assessment Task Title:** \_\_\_\_\_

**Reason for Appeal/ Extension/ Exemption** (cross out what isn't needed)

\_\_\_\_\_  
\_\_\_\_\_

**Attachments:** (List all documents attached including Doctors Certificate)

\_\_\_\_\_  
\_\_\_\_\_

**Signature of Student:** \_\_\_\_\_  
(I verify that the information above is a true and accurate account for non-completion of task)

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_  
(for student under 18 years)

Further appeal is available if the student is not satisfied with the original outcome of the appeal.

**Result of Appeal (to be completed by the Head Teacher and copy returned to student)**

\_\_\_\_\_

Head Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I wish to appeal to the Deputy Principal for the above-mentioned matter.  
(Hand in appeal form to the Deputy Principal for consideration). (Student Signature) \_\_\_\_\_

**Result of Appeal (to be completed by the appeal panel)**

\_\_\_\_\_

Signature of Principal/Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_



## Fairvale High School

### Examination / Assessment Instructions and Procedures

Students will be advised in advance of the draft examination timetable. The final timetable for examinations will be derived from this. It is the responsibility of all students to ensure they receive an examination timetable. Instructions for examination are as follows.

Read the examination / assessment schedule carefully – no extra time will be given to late students.

Students must assemble outside the Bini Shell or designated venue, alphabetically in subject order, 15 minutes before each exam is due to start.

As students enter the Bini Shell or designated venue, a check of equipment and uniform will be made. All students must be in full school uniform. No allowances will be made for students late to the exam due to getting uniform notes.

#### Student's must:

- Sit at designated desks for each subject. Name tags will be placed on each desk. Make sure you receive the correct examination paper.
- Read the instructions carefully for each subject and listen to instructions given at the start of each exam.
- Use the reading time for each examination.
- Ensure your name is written on each Answer Page and ensure your Answer Pages are securely attached before collection.
- Write their examination answers in English (unless specified in a language exam) using blue or black pen.
- Leave the Bini Shell or designated venue tidy at the conclusion of each exam.

#### Students must understand that:

- There will be no toilet passes during exams as students moving to and using the toilets disrupts the concentration of other students.
- Paper will be supplied. Other equipment (pens, pencils, rulers etc.) must be provided by the student.
- Mobile phones and associated *Bluetooth* equipment, cameras or communication equipment of any kind are not permitted in the examination room. A student found with any of this equipment in the examination room will be asked to leave the exam room and a zero will be awarded for that exam.
- If a student is absent from an examination, a Doctor's Certificate with a completed Appeals Form must be given to the **Head Teacher of that subject on the next day of attendance at school.**
- Examinations and assessment tasks must be taken seriously - there is to be no talking once you have entered the Bini Shell or designated venue.
- A non-serious attempt and/or misbehaviour during an examination or assessment task may result in zero being awarded for the task and will be referred to the Deputy Principal.
- All students must remain in the Bini Shell or designated venue for the full length of time for each of their examination papers or assessment tasks.
- Students must not talk to or disturb other students in any way during examinations or assessment task.
- Students must not take any books, notes, paper or non-specified equipment into the Bini Shell or designated venue.
- Students are expected to make a sincere effort and produce their own unaided work in the examinations and assessment tasks.

Students who break examination / assessment rules in any way during their examinations may receive a zero result for that subject. Details of their actions will be brought to the attention of the Head Teacher of the subject concerned and the Deputy Principal (Curriculum), for further action if required.




**Preliminary and HSC Assessment Task  
For SAMPLE Subject**

Assessment Title:		
Task Number:	Weighting:	Date Due:

Assessed Outcomes
-------------------

Task Description and marking criteria	Marks
Total	

<b>Assessment receipt</b> To be completed by the student		
Name:	Class:	
Assessment title:		
Date submitted:		
Class Teacher:	Teacher's Signature:	
<b>Retain this receipt as proof of task submission</b>		





# Assessment Schedule Summary – 2024 PRELIMINARY

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>							<ul style="list-style-type: none"> <li>• S&amp;C</li> <li>• Maths Std.</li> <li>• Inv. Science</li> <li>• Timber</li> <li>• English Std.</li> </ul>	<ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Work Studies</li> <li>• Spanish Beginners</li> </ul>	<ul style="list-style-type: none"> <li>• CAFS</li> <li>• Economics</li> <li>• English Adv.</li> <li>• Legal Studies</li> <li>• Software Engineering</li> <li>• 2USLR</li> <li>• Chemistry</li> <li>• Exploring Early Childhood</li> <li>• English EAL/D</li> <li>• Spanish Beginners</li> <li>• Enterprise Computing</li> <li>• Geography</li> <li>• EAES</li> </ul>	<ul style="list-style-type: none"> <li>• 2USLR</li> <li>• Maths Adv.</li> <li>• Maths Ext.1</li> <li>• Modern History</li> <li>• Music 1</li> <li>• Ancient History</li> <li>• English Stu.</li> <li>• Drama</li> <li>• Studies of Religion II</li> </ul>	
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• 2USLR</li> <li>• 2UPDHPE</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• English Ext.1</li> <li>• EAES</li> </ul>	<ul style="list-style-type: none"> <li>• Physics</li> <li>• Textiles &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Design</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Geography</li> </ul>		<ul style="list-style-type: none"> <li>• Economics</li> <li>• S&amp;C</li> <li>• Maths Std.</li> </ul>	<ul style="list-style-type: none"> <li>• Business Studies</li> <li>• English Adv.</li> <li>• Timber</li> <li>• Work Studies</li> <li>• 2USLR</li> <li>• Exploring Early Childhood</li> <li>• Spanish Beginners</li> <li>• English Std.</li> <li>• Software Engineering</li> <li>• Modern History</li> </ul>	<ul style="list-style-type: none"> <li>• CAFS</li> <li>• 2USLR</li> <li>• English EAL/D</li> <li>• English Stu.</li> <li>• Music 1</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Adv.</li> <li>• Maths Ext.1</li> <li>• Inv. Science</li> <li>• Drama</li> <li>• Studies of Religion II</li> <li>• Photography</li> </ul>	
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Ancient History</li> </ul>	<ul style="list-style-type: none"> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• 2UPDHPE</li> <li>• Enterprise Computing</li> <li>• Photography</li> </ul>	<ul style="list-style-type: none"> <li>• English Ext.1</li> </ul>	<ul style="list-style-type: none"> <li>• 2USLR</li> <li>• Visual Arts</li> <li>• Biology</li> <li>• Legal Studies</li> </ul>	<ul style="list-style-type: none"> <li>• 2USLR</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Design</li> <li>• Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles &amp; Design</li> <li>• 2USLR</li> <li>• English Stu.</li> <li>• Music 1</li> <li>• Photography</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Examination</li> </ul>	

<b>CAFS</b> – Community & Family Studies	<b>2USLR</b> – 1 Unit / 2 Unit Sports Lifestyle & Recreation	<b>S&amp;C</b> – Society and Culture	<b>Inv. Science</b> – Investigating Science	<b>Timber</b> – I.T. Timber & Furniture Technologies
<b>2UPDHPE</b> – 2 Unit Personal Development, Health and Physical Education	<b>EAES</b> – Earth an Environmental Science			

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## ANCIENT HISTORY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis/ Historical Inquiry	Research	Yearly Examination	
Timing	Term 1 Week 10, 2024	Term 3 Week 1, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	AH11-1, AH11-5, AH11-9	AH11-5, AH11-7, AH11-8	AH11-4, AH11-6, AH11-9	
Components				Weighting
Knowledge and understanding of course content	10%	20%	10%	<b>40%</b>
Historical skills in the analysis and evaluation of sources and interpretations	10%	10%		<b>20%</b>
Historical inquiry and research	5%	5%	10%	<b>20%</b>
Communication of historical understanding in appropriate forms	5%	5%	10%	<b>20%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## BIOLOGY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	1st. Hand Investigation	Depth Study	Yearly Examination	
Timing	Term 2 Week 2, 2024	Term 3 Week 5, 2024	Term 3 Weeks 9–10, 2024	
Outcomes assessed	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-7, BIO11-9	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-10	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-9, BIO11-11	
Components				Weighting
Knowledge and understanding	10%	10%	20%	40%
Skills in Working Scientifically	20%	20%	20%	60%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## BUSINESS STUDIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Research/ Report	In Class Extended Response	Yearly Examination	
Timing	Term 1 Week 8, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9–10, 2024	
Outcomes assessed	P1, P2, P6, P7	P1, P2, P4, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting
Knowledge and understanding of course content	15%	15%	10%	40%
Stimulus-based skills			20%	20%
Inquiry and research	10%	10%		20%
Communication of business information, issues and ideas in appropriate forms	5%	5%	10%	20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## CHEMISTRY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	1st. Hand Investigation	Depth Study	Yearly Examination	
Timing	Term 1 Week 9, 2024	Term 3 Week 7, 2024	Term 3 Weeks 9–10, 2024	
Outcomes assessed	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-11	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components				Weighting
Knowledge and understanding	10%	10%	20%	40%
Skills in working scientifically	20%	20%	20%	60%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## COMMUNITY AND FAMILY STUDIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Resource Management Interview	Australian Families Research	Yearly Examination	
Timing	Term 1 Week 9, 2024	Term 2 Week 9, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	P1.1, P4.1, P6.2	P3.1, P4.2, P6.1	P1.2, P2.1, P2.2, P2.3, P2.4, P3.2, P5.1,	
Components				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	30%	10%	60%
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## DRAMA – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Individual Project – Monologue and Design Project	Group Devised – Performance and Rationale	Yearly Examination	
Timing	Term 1 Week 10, 2024	Term 2 Week 10, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	P1.2, P1.3, P1.5, P2.2, P2.4, P2.5, P3.2	P1.2, P1.4, P1.6, P2.1, P2.3	P1.7, P2.6, P3.1, P3.3, P3.4	
Components				Weighting
Core 1: Making	20%	20%		40%
Core 2: Performing	15%	15%		30%
Core 3: Critically Studying	5%	5%	20%	30%
<b>Total</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## EARTH AND ENVIRONMENTAL SCIENCE – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Deputy Study	1 <sup>st</sup> Hand Investigation	Yearly Examination	
Timing	Term 1 Week 9, 2024	Term 2 Week 2, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	EES11-8, EES11/12-7, EES11/12-6, EES11/12-1	EES11/12-2, EES11/12-3, EES11-9, EES11/12-5	EES11-10, EES11-11, EES11/12-4,	
Components				Weighting
Knowledge & Understanding	10%	10%	20%	40%
Skills in Working Scientifically	20%	20%	20%	60%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## ECONOMICS – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Research/ Extended Response	In Class Extended Response	Yearly Examination	
Timing	Term 1 Week 9, 2024	Term 2 Week 7, 2024	Term 3 Weeks 9–10, 2024	
Outcomes assessed	P1, P2, P4, P5, P7, P9, P10	P1, P2, P5, P6, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	
Components				Weighting
Knowledge and understanding of course content	15%	15%	10%	40%
Stimulus-based skills			20%	20%
Inquiry and research	10%	10%		20%
Communication of economic information, issues and ideas in appropriate forms	5%	5%	10%	20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## ENGLISH ADVANCED – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Common Module Reading/Writing Portfolio	Module A: Submitted Multimodal Presentation	Yearly Examination	
Timing	Term 1 Week 9, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9-10, 2024	
Outcomes assessed	EA11-1, EA11-5, EA11-9	EA11-2, EA11-4, EA11-6	EA11-1 to EA11-8	
Components				Weighting
Knowledge and Course Content	15%	15%	20%	50%
Skills	25%	15%	10%	50%
<b>Total</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## ENGLISH EAL/D – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Multimedia Presentation	Module C: Writing Portfolio	Preliminary Examination (including short responses, extended response and listening task)	
Timing	Term 1 Week 9-10, 2024	Term 2 Week 9, 2024	Term 3 Week 9-10, 2024	
Outcomes assessed	EAL11-4, EAL11-6, EAL11-8	EAL11-1A, EAL11-2, EAL11-7, EAL11-9	EAL11-1B, EAL11-3, EAL11-5	
Components				Weighting
Knowledge and Understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	20%	20%	50%
<b>Total</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2023 PRELIMINARY

## ENGLISH EXTENSION 1 – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Creative Writing	Research Project & Presentation	Yearly Examination	
Timing	Term 2 Week 2, 2024	Term 3 Week 4, 2024	Term 3 Weeks 9-10, 2024	
Outcomes assessed	EE11-1, EE11-2, EE11-3	EE11-1, EA11-4, EA11-6	EE11-2, EE11-3, EE11-5, E11-2	
Components				Weighting
Knowledge and Course Content	15%	20%	15%	50%
Skills	15%	20%	15%	50%
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## ENGLISH STANDARD – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Common Module: Writing Portfolio	Module A: Submitted Multimodal Task	Yearly Examination	
Timing	Term 1 Week 7, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9 - 10	
Outcomes assessed	EN11-4, EN11-5, EN11-9	EN11-2, EN11-7, EN11-8	EN11-1, EN11-3, EN11-6	
Components				Weighting
Knowledge and Course Content	20%	10%	20%	50%
Skills	20%	20%	10%	50%
<b>Total</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## ENGLISH STUDIES – ASSESSMENT SCHEDULE

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>In-class examination</b>	<b>Multimodal Submitted Task</b>	<b>Portfolio Task</b>	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 9, 2024	Term 3 Week 8, 2024	
<b>Outcomes assessed</b>	ES11-1, ES11-5, ES11-9	ES11-6, ES11-3, ES11-8	ES11-4, ES11-7, EN11-10	
<b>Components</b>				<b>Weighting</b>
Knowledge and Course Content	<b>20%</b>	<b>10%</b>	<b>20%</b>	<b>50%</b>
Skills	<b>10%</b>	<b>20%</b>	<b>20%</b>	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## ENTERPRISE COMPUTING – ASSESSMENT SCHEDULE

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Interactive Media and User Experience Project</b>	<b>Networking Systems and Social Computing Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9, 2024	Term 3 Week 3, 2024	Term 3 Weeks 9 – 10, 2024	
<b>Outcomes assessed</b>	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	
<b>Components</b>				<b>Weighting</b>
	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>20%</b>
	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>50%</b>
	<b>5%</b>	<b>15%</b>	<b>10%</b>	<b>30%</b>
<b>Total</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## EXPLORING EARLY CHILDHOOD – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Pregnancy and Childbirth	Child Growth and Development	Yearly Examination	
Timing	Term 1 Week 9, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	1.1, 2.1, 5.1	1.4, 4.2, 5.1	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 6.1, 6.2	
Components				Weighting
Knowledge and understanding of how the following impact on development of young children: <ul style="list-style-type: none"> <li>Physical, social-emotional, behavioural, cognitive and language</li> <li>Environmental factors</li> <li>Maintenance of positive behaviour and relationships</li> </ul>	15%	20%	15%	50%
Skills in: <ul style="list-style-type: none"> <li>Communicating and interaction</li> <li>Research and analysis</li> <li>Decision making, evaluation and reflective thinking</li> </ul>	15%	20%	15%	50%
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>



# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## GEOGRAPHY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Geographical Essay	Geographical Investigation	Final Examination	
Timing	Term 1 Week 9, 2024	Term 2 Week 5, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	GE-11-01, GE-11-02, GE-11-05, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	
Components				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Geographical tools and skills		10%	10%	20%
Geographical inquiry and research, including framework	10%	10%		20%
Communication of geographical information, ideas and issues in appropriate forms	5%	5%	10%	20%
<b>Total</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## I.T. TIMBER & FURNITURE TECHNOLOGIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Minor Project & Folio	Industry Study Report	Yearly Examination	
Timing	Term 1 Week 7, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	P1.1, 1.2, 3.2, 5.1, 7.1, 7.2	P3.1, 3.2, 3.3, 5.1	P1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 6.2	
Components				Weighting
Industry Study		10%	5%	15%
Design	5%		5%	10%
Management & Communication	5%		15%	20%
Production	25%	5%	10%	40%
Industry Related Manufacturing Technology	5%	5%	5%	15%
<b>Total</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## INVESTIGATING SCIENCE – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	1 <sup>st</sup> Hand Investigation	Depth Study	Yearly Examination	
Timing	Term 1 Week 7, 2024	Term 2 Week 10, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-5, INS11/12-7	INS11/12-5, INS11/12-6, INS11/12-7	
Components				Weighting
Knowledge and Understanding	10%	20%	10%	40%
Skills in Working Scientifically	20%	20%	20%	60%
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## LEGAL STUDIES – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Research/ Extended Response	In Class Extended Response	Yearly Examination	
Timing	Term 1 Week 9, 2024	Term 3 Weeks 5, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	P1, P3, P4, P7, P8, P9	P1, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Analysis and evaluation	5%	5%	10%	20%
Inquiry and research	10%	10%		20%
Communication of legal information, issues and ideas in appropriate forms	5%	5%	10%	20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## MATHEMATICS ADVANCED – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Summary Notes and Quiz	Investigation or Problem Solving	Yearly Examination	
Timing	Term 1 Week 10, 2024	Term 2 Week 10, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	MA11-1, 2, 3, 8, 9	MA11-1, 4, 5, 8, 9	MA 11-1, 2, 3, 4, 5, 6, 7, 8, 9	
Components				Weighting
Concepts, skills and techniques	15%	15%	20%	50%
Reasoning & Communication	15%	15%	20%	50%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## MATHEMATICS EXTENSION 1 – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Classroom Investigation	Classroom Topics Test	Yearly Examination	
Timing	Term 1 Week 10, 2024	Term 2 Week 10, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	ME11-1, 2, 6, 7	ME11-1, 2, 3, 4, 6, 7	ME11-1, 2, 3, 4, 5, 6, 7	
Components				Weighting
Concepts, skills and techniques	15%	15%	20%	50%
Reasoning & Communication	15%	15%	20%	50%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## MATHEMATICS STANDARD – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Summary Notes and Quiz	Measurement Task (Practical)	Yearly Examination	
Timing	Term 1 Week 7, 2024	Term 2 Week 7, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1 to MS11-10	
Components				Weighting
Concepts, skills and techniques	15%	15%	20%	50%
Reasoning & Communication	15%	15%	20%	50%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## MODERN HISTORY – ASSESSMENT SCHEDULE

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>In Class Source Study</b>	<b>Research</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9 – 10, 2024	
<b>Outcomes assessed</b>	MH11-2, MH11-7, MH11-9	MH11-8, MH11-9	MH11-3, MH11-5, MH11-6	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding of course content	<b>10%</b>	<b>10%</b>	<b>20%</b>	<b>40%</b>
Historical Skills in the analysis and evaluation of sources and interpretations	<b>10%</b>		<b>10%</b>	<b>20%</b>
Historical inquiry and research		<b>20%</b>		<b>20%</b>
Communication of historical understanding in appropriate forms	<b>10%</b>		<b>10%</b>	<b>20%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## MUSIC 1 – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3		
Nature of task	Performance Integrated <b>WRITTEN TASK</b>	<b>COMPOSITION</b> Cartoon Shape Composition	<b>MINI AURAL TASK</b> (Song analysis)	<b>VIDEO SELFIE</b> (Musicology)	
Timing	Term 1 Week 10, 2024	Term 2 Weeks 9, 2024	Term 3 Week 8, 2024		
Outcomes assessed	P2, P4, P6 – P1, P5, P7 – P9, P10, P11	P3, P5, P7, P8 – P10, P11	P2, P4, P10, P11		
Components					Weighting
Aural	Task 1b <b>Aural Task</b> Written Response Integrated & Linked to Performance <b>10%</b>		Task 2a <b>AURAL</b> Film or Game Music song analysis for Task 2b <b>15%</b>	Task 2b <b>MUSICOLOGY</b> Film or Game Music Video Selfie Hand in task <b>25%</b>	<b>25%</b>
Musicology	↕				<b>25%</b>
Performance	Task 1a <b>LINKED PERFORMANCE TASK</b> 1 song <b>25%</b>				<b>25%</b>
Composition		Task 2 HAND IN Shape Composition Task <b>25%</b>			<b>25%</b>
<b>Total</b>	<b>35%</b>	<b>25%</b>	<b>15% + 25% = 40%</b>		<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## 2 UNIT PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Body in Motion	Better Health for Individuals	Yearly Examination	
Timing	Term 2 Week 1, 2024	Term 3 Week 3, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	P7- P11, P16, P17	P1-P6, P15, P16	P1-P17	
Components				Weighting
Knowledge and Understanding	10%	10%	20%	40%
Skills in critical thinking, research, analysing and communicating	20%	20%	20%	60%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## PHOTOGRAPHY – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Film Camera Task	Research Task	Body of Work	
Timing	Term 2 Week 10, 2024	Term 3 Week 3, 2024	Term 3 Week 8, 2024	
Outcomes assessed	M1, M5, M6	CH1, CH2, CH3	M1, M2, M3, M5	
Components				Weighting
Armaking	20%		15%	35%
Art Criticism and Art History		15%		15%
<b>Total</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>50%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## PHYSICS – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	1 <sup>st</sup> Hand Investigation	Depth Study	Yearly Examination	
Timing	Term 2 Week 3, 2024	Term 3 Week 2, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7	PH11-8, PH11-9, PH11-3, PH11-10, PH11-11	
Components				Weighting
Knowledge and Understanding	10%	10%	20%	40%
Skills in Working Scientifically	20%	20%	20%	60%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## SOCIETY AND CULTURE – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Research / Extended Response	Cross Generational Study (Report)	Yearly Examination	
Timing	Term 1 Week 7, 2024	Term 2 Week 7, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	P1, P3, P9, P10	P1, P2, P5, P8, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Components				Weighting
Knowledge and understanding of course content	15%	15%	20%	50%
Application and evaluation of social and cultural research methods		20%	10%	30%
Communication of information, issues and ideas in appropriate forms	10%		10%	20%
<b>Total</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## SOFTWARE ENGINEERING – ASSESSMENT SCHEDULE

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Coding Task</b>	<b>Major Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9 – 10, 2024	
<b>Outcomes assessed</b>	SE-11-01, SE-11-02, SE-11-04, SE-11-06, SE-11-08	SE-11-01, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	SE-11-01, SE-11-02, SE-11-03, SE-11-05, SE-11-07, SE-11-08	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>40%</b>
Skills in planning and conducting first hand investigations and communicating this information	<b>5%</b>	<b>10%</b>	<b>5%</b>	<b>20%</b>
Skills in logic thinking, problem solving and communicating understanding	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>40%</b>
<b>Total</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## SPANISH BEGINNERS – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Response to Spoken/visual texts/oral presentation</b>	<b>Responses in English and Spanish to a series of text types</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8-9, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	UT2.2, UT2.3, UT2.6, PT3.1, PT3.2, PT3.3	I1.1, I 1.2, I 1.3, I 1.4, UT2.1, UT2.2, UT2.4, UT2.5	I1.1, I1.2, I1.3, I1.4, UT2.1, UT2.2, UT2.3, UT2.4, UT2.5, PT3.1, PT3.2, PT3.3	
Components				Weighting
<b>Speaking in Spanish</b> Objective 1: Interacting Objective 3 Producing texts	10%		10%	<b>20%</b>
<b>Listening and Responding</b> Objective 1: Interacting Objective 2: Understanding Texts	20%		10%	<b>30%</b>
<b>Reading and Responding</b> Reading and Responding Objective 1: Interacting		20%	10%	<b>30%</b>
<b>Writing in Spanish</b> Objective 1: interacting Objective 3: Producing Texts		10%	10%	<b>20%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## 2 UNIT SPORTS LIFESTYLE AND RECREATION– ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Athletics Practical	Fitness Exam	Coaching Plan & Presentation	Games and Sports Applications I Practical	Healthy Lifestyles Exam	
Timing	Term 1 Weeks 9 – 10, 2024	Term 2 Week 1, 2024	Term 2 Weeks 8 – 9, 2024	Term 3 Weeks 5 – 6, 2024	Term 3 Week 8, 2024	
Outcomes assessed	4.4	1.2, 2.2	2.1, 3.2, 4.2	1.1, 3.1, 4.4	1.5, 4.3	
Components						Weighting
Knowledge and Understanding		20%	10%		20%	50%
Skills	10%		20%	20%		50%
<b>Total</b>	<b>10%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>



# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## STUDIES OF RELIGION II – ASSESSMENT SCHEDULE

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Skills and Knowledge</b>	<b>Research and Communication</b>	<b>Yearly Exam</b>	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 10, 2024	Term 3 Weeks 9 – 10, 2024	
<b>Outcomes assessed</b>	P1, P8, P9	P6, P4, P9	P3, P5, P9	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding of course content	<b>10%</b>	<b>10%</b>	<b>20%</b>	<b>40%</b>
Source-based skills	<b>10%</b>	<b>10%</b>		<b>20%</b>
Investigation and Research	<b>10%</b>	<b>10%</b>		<b>20%</b>
Communication of information. Ideas and issues in appropriate forms		<b>10%</b>	<b>10%</b>	<b>20%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## TEXTILES AND DESIGN – ASSESSMENT SCHEDULE

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Textiles Project 1</b>	<b>Textiles Project 2</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 2 Week 3, 2024	Term 3 Week 8, 2024	Term 3 Weeks 9 – 10, 2024	
<b>Outcomes assessed</b>	P1.2, P2.1, P2.2	P1.1, P2.3, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding of course content.	<b>5%</b>	<b>20%</b>	<b>25%</b>	<b>50%</b>
Skills and knowledge in the design, manufacture and management of textiles projects	<b>25%</b>	<b>20%</b>	<b>5%</b>	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## VISUAL ARTS – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Ordinary to Extraordinary	Body of Work and Research	Yearly Examination	
Timing	Term 2 Week 5, 2024	Term 3 Week 5, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	P1, P2, P7, P8, P9	P1, P2, P3, P4 P5, P6, P8, P9 P10	P7, P8, P9, P10	
Components				Weighting
Art Making	30%	20%		50%
Art Criticism & Art History	10%	20%	20%	50%
<b>Total</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## VISUAL DESIGN – ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Module & Research Task	Body of Work	Yearly Examination	
Timing	Term 2 Week 4, 2024	Term 3 Week 7, 2024	Term 3 Weeks 9 – 10, 2024	
Outcomes assessed	M1, M2, M3, M4 CH1, CH2, CH3	M1, M2, M5, M6	CH1, CH2, CH3, CH4, CH5	
Components				Weighting
Art Making	30%	40%		70%
Art Criticism & Art History	10%		20%	30%
<b>Total</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>

# FAIRVALE HIGH SCHOOL – 2024 PRELIMINARY

## WORK STUDIES – ASSESSMENT SCHEDULE

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Research Task</b>	<b>Stimulus / Presentation</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9 – 10, 2024	
<b>Outcomes assessed</b>	1, 2, 3, 4, 7	2, 3, 5, 6	1, 2, 3, 4, 7, 8, 9	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding of course content	<b>5%</b>	<b>5%</b>	<b>20%</b>	<b>30%</b>
Skills	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>70%</b>
<b>Total</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>