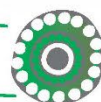




Chatham
High School

SEMPER INTREPIDI



Year 11
Subject/Course
Assessment Policy
and
Calendar
Terms 1, 2 & 3
2024



Respect

Safety

Learning

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Welcome

Welcome to Year 11 at Chatham High School.

The NSW Higher School Certificate is a highly regarded credential that many employers and institutions use as a benchmark, and it can open many doors as you consider your chosen pathways after High School. This booklet has been developed to inform you about Chatham High School's assessment policies and practice for the Year 11 component of your Higher School Certificate (HSC).

Your Year 11 courses take place in Terms 1-3 2024, with the HSC course commencing in Term 4 of 2024. The HSC external exams occur early in Term 4 of 2025. For most students, this marks the completion of 13 years of formal schooling in NSW.

Your results for each of the courses you study will be made up of assessments in Years 11 and 12, combined with the external HSC exam if your course has that option. The standards for your assessment in each subject are set by the NSW Education Standards Authority (NESA), they are detailed in the syllabus for each subject. They relate to your achievement of outcomes and the knowledge, skills and understanding expected for each subject. It is important that you understand clearly what is expected when attempting assessment tasks before doing them so you can maximise your marks for each task. You can download more information from the NESA site.

<http://educationstandards.nsw.edu.au>

Parent/Teacher interviews are held regularly, and it is recommended you attend with your parents to gain further insight into how to achieve their best in your HSC studies. You will receive a mid-course report and a report after each period of examinations in the Year 11 and Year 12 HSC courses.

As well as information in this booklet, individual subject course details are available from your teachers. Other support available for students include consulting your teacher and the subject's Head Teacher, effective use of study periods in school time, participating in a Senior Student Study Support Group, study skills training, specific subject tutoring and HSC study days.

Throughout your senior years, it is vital that you communicate with staff at school. If you are uncertain about subject work, assessment tasks, are experiencing learning difficulties or need study help, support is available via classroom teachers, subject Head Teachers, Deputy Principal, Year Adviser, LaST, Head Teacher Welfare and the Careers Adviser.

Feedback is a vital part of the assessment cycle, and you will receive detailed feedback on how you can improve your results after each task. Ensure you read the feedback from your teachers and seek clarification if you feel you don't understand what it is telling you. We urge you to use this as an invaluable tool in the revision process of study.

Best wishes in the HSC subjects/courses you have chosen. You are not on this journey alone, take the time to seek assistance when you need to, apply yourself from the beginning and you will reap the benefits of your hard work.

Mr D Irvine
Principal

Assessment and Study Time Management

- Please keep this document safe as it contains important information.
- For each of your subjects, transfer the assessment task dates onto the 'Personal Assessment Task Calendar' (at the back of this document) or your own personal calendar or wall planner so that you can see at a glance what task is required and when.
- Respect the set due dates. It is important to be organised as some periods of time during the year will be much busier than others. To assist you with managing the demands you will need to work out a step-by-step procedure plan. In order to complete tasks appropriately and in a timely manner you must start work well before the due date.
- Start work early and select specific times to work on it in the weeks leading up to the final due date.
- Procrastination will not make it any easier. Remember you need to manage your time effectively.
- Ask your teacher for help sooner rather than later.
- If a change is necessary your teacher will discuss this with you, negotiate a suitable alternative date and advise you of the change in writing.
- If you have a concern about any Year 11 assessment matters, please see your Teacher, Head Teacher, or come and see me.

Ms B Malik
Deputy Principal

Guide to Chatham High School's HSC Assessment Task Process

| Student | Teacher | If things go wrong |
|---|---|--|
| <p>Use <i>Subject /Course Assessment Policy and Calendar</i> handbook to plan ahead</p> <p>Write assessment task due dates onto study calendar.</p> | <p>Discuss assessment schedule with students.</p> <p>Have copies of forms for explanation or consideration of:</p> <ul style="list-style-type: none"> • absence or extension • Illness/Misadventure | <p>If a student is aware they will be absent on the day of the task they must complete an <i>Explanation of an absence or application for an extension</i> form. This must be completed at least one week before the due date of the task, an alternative date will be arranged and the student notified in writing.</p> |
| <p>Be in class.</p> <p>Read task expectations carefully. Ask questions.</p> <p>Sign task register sheet.</p> <p>Attempt all components of the task.</p> | <p>Two weeks written notification of task including all task components must be given.</p> <p>Students sign receipt of task, on task register.</p> <p>Follow up with absent students and make arrangements for them to receive task.</p> <p>Notify students in writing of any changes to assessment task.</p> <p>Be available to assist students with their task.</p> | <p>If a student is experiencing difficulty in meeting the set due date, they may apply for an extension using the <i>Explanation of an absence or application for an extension</i> form. The application must be received at least one week before the due date. The application will be considered by the Head Teacher and Deputy and if approved an alternative date will be arranged. The student will be notified in writing of the new due date.</p> |
| <p>If the task is due between Tuesday and Friday you must attend classes the day before the task is due. If you are not in class the day before the task is due you will lose 20%.</p> | <p>If the assessment task is due between Tuesday and Friday print a copy of the class roll on the day before the task is due.</p> <p>Note any students who are absent.</p> <p>If they don't have the relevant supporting documentation, deduct 20%.</p> | <p>If a student is unable to attend class on the day before an assessment task is due, the absence must be supported with a medical certificate or other appropriate documentation.</p> |
| <p>'Hand in' tasks must be submitted to the teacher or another faculty representative by 9.00 am on the due date (<i>unless specified otherwise by the teacher</i>). Teacher discretion will be used for late buses etc.</p> <p>If later than 9.00 am you will lose 20%. A further 20% per day will be lost until the task is submitted.</p> <p>If you make a non-serious attempt at the task you will receive zero. An 'N' warning letter will be issued and you will need to resubmit the task to meet course completion requirements.</p> <p>If you have plagiarised or been dishonest, a zero will be awarded and parent / carers informed by letter.</p> | <p>Students sign task register upon submission of task. Note time task submitted.</p> <p>Print a copy of the class roll on the day the task is due.</p> <p>Deduct 20% if task not submitted on time or on the due date.</p> <p>Deduct a further 20% each day until the task is submitted.</p> | <p>If a student is unable to submit the task on time, a family member or other student may deliver the task on their behalf.</p> <p>If the assessment task is an in class task or examination, a parent / carer must communicate with the school to inform the relevant teacher or faculty of their absence.</p> <p>Late submission of tasks due to illness, misadventure or other valid reasons must be supported with a medical certificate of other appropriate documentation and an <i>Application for consideration of illness/misadventure</i> form completed.</p> |
| <p>Sign task register against mark.</p> <p>Read feedback. Focus on what you can do to improve your performance.</p> | <p>Hand back marked task.</p> <p>Students sign task register on receipt of marked task.</p> <p>Issue relevant and meaningful feedback.</p> | <p>If there are any miscalculations with marks, this must be referred to the teacher at the time the task is returned.</p> |
| <p>All assessment tasks must be completed, even if you will receive zero marks due to lateness.</p> <p>Non-submission of assessment tasks may result in an 'N' (Non-completion) determination and failure to receive your HSC.</p> | <p>Send 'N' determination warning letters to students who did not complete the task (Refer to 'Chatham High School N Award Policy' document).</p> | <p>If student has zero marks for more than 50% of a subject's assessment tasks then a student has not officially completed the course and may be given a Principal's 'N' determination.</p> |

Stage 6 Students' assessment rights and responsibilities

All senior students have the following rights and responsibilities while working towards the HSC. Please read this very carefully. Please review the rest of this document for the details.

| Rights | Responsibilities |
|--|---|
| <ul style="list-style-type: none"> • to know what will be assessed. • to know how you will be assessed. • to be given your assessment tasks in writing. • to be issued with a calendar identifying when you will be assessed. • to be given adequate notice of any changes to the assessment calendar. These changes will be notified in writing. • to have tasks scheduled throughout the course. • to be given a rank in the course on each task completed. • to receive feedback on your performance. • to ask for progressive cumulative ranks in the course to show your progress. • to be given an alternative task when you have been absent through illness or another major circumstance, for example, death of a relative. • to be heard by the relevant subject head teacher and Stage 6 Deputy Principal if you think your rights have been infringed. • to apply for consideration of an illness/misadventure immediately before or during an examination/in class task. • to have a review of the final assessment position in the course if it is significantly different from expectations. | <ul style="list-style-type: none"> • investigating how a task should be completed. • acquiring the knowledge and/or skills required to complete each task. • completing set tasks, including non-assessable tasks. • presenting assessable tasks by the due date. • seeking extensions of time (in exceptional circumstances only) <i>before</i> the tasks due date. • providing evidence of illness or other circumstances when tasks are missed and you are seeking alternative tasks. • negotiating with teachers mutually suitable dates /times for completion of tasks/alternative tasks. • keeping track of individual progress. • making application for and consideration of illness/misadventure immediately before or during an examination/in class task, assessment reviews, including immediate notification of any miscalculation, or any other concerns at the time of the return of any assessment task. • satisfactory completing courses and meeting attendance requirements. • collecting your final assessment rank in the course after completing the Year 11 course and HSC examination. • seeking advice from your classroom teacher, head teacher, Careers Adviser, Year Adviser or Deputy Principal Stage 6 where appropriate. |

Year 11 / HSC Assessment Policy

Introduction

This information is provided to ensure that both students and parents are:

- aware that the school is implementing the requirements of the NSW Education Standards Authority (NESA).
- informed about the Stage 6 assessment requirements, particularly the school's internal assessment program.
- aware of the importance of this assessment process in both your Year 11 courses (Terms 1, 2 & 3 2024) and the Year 12 HSC courses (Term 4 2024 and Terms 1, 2 & 3 2025).
- clear that this gives students the opportunity to meet outcomes through a variety of assessment task types not just examinations.
- clear about meeting the Year 11 / Year 12 HSC course requirements.
- able to review the requirements.
- aware that they must meet the Year 11 course requirements in all 12 units they choose in order to progress into the HSC course.
- aware that regular and consistent attendance provides the basis for effective learning to occur. Where this falls below 85% it will have an obvious impact on the satisfactory completion of work and assessment tasks. This may provide the Principal with grounds to issue a 'N' (Non-completion) award for the course.
- aware that they are participating and competing in a state-wide program. Your individual performance is very important not only for yourself but for your peers doing the same course.

Internal Assessment

- Schools prepare and administer an assessment program in accordance with the specifications provided by the NESA. These specifications identify the components of the course to be assessed, the timing and weighting of tasks.
- Additionally, individual subject/courses notify you of the complete details for each task, including task description/nature of the task, the exact due date, what is going to be assessed and marking guidelines/criteria.
- Year 11 and Year 12 HSC assessments in each course will be of a continuous type and will end with the Final Year 11 examinations in Term 3, 2024 and the Trial HSC examinations in Term 3, 2025 respectively. The length of examinations will be advised later.
- Every student is expected to attempt, complete and submit all assessment tasks at the time required. Assessment tasks take precedence over all other school activities, including excursions, competitions or sporting events. *Students must apply for consideration of the absence or seek an extension using the appropriate form (page 12-14).* The Principal may grant exemptions in special circumstances. The task must still be completed and submitted.

- Absence on the day before an assessment task that is due between Tuesday and Friday must be covered by a medical certificate or by another appropriate and acceptable reason.
- 'Hand in' tasks must be submitted to the teacher or other faculty representative by 9.00 am on the due date (*unless specified otherwise by the teacher*). Teacher discretion will be used for late buses etc.
- All work done outside of school supervision must be all your own work.
- Students are assessed according to their satisfactory completion of outcomes. They will be required to complete a series of tasks to demonstrate their knowledge and understanding of the prescribed outcomes of the course.
- The determination of whether a student is eligible for a satisfactory completion of the course is determined through internal assessment. This happens at the end of Year 11 and the HSC course. If you have been given zero marks for assessment tasks totalling 50% or more of the final course assessment marks you will be certified as not having satisfactorily completed the course. You will receive a Principal's 'N' (Non-completion) determination.
- At the conclusion of the HSC assessment program, the school will submit an internal assessment mark to the NESA for each of your courses. The assessment mark will be based on the tasks outlined in our school's assessment program and in line with syllabus component weightings for internal assessment.
- The school assessment marks for each course will be moderated by the NESA according to the performance of the students in our school in the HSC examination of that course. Your rank in the course assessment rank order will not be altered by this moderation process.
- You do not receive an assessment mark for VET framework courses.

Type and notification of tasks

Each faculty at Chatham High has prepared an assessment schedule for the Year 11 courses. *These are included in this document.* For all official assessment tasks you must be given *at least two weeks written notice of:*

- the due date
 - weighting of task and each component
 - syllabus outcomes
 - task requirements
 - rubric
 - marking guidelines/criteria
- Some tasks will be done in class time. Others will require you to work outside of class and to submit them by a set due date.
 - You will sign a task register sheet to show you have received this notice. If a change of schedule is required, you will be given written notification of this. When tasks are handed in, your class teacher will date, time and sign the register sheet.
 - When tasks are returned, you will initial the register sheet to indicate you have received the task back and seen the mark and rank recorded. You will also be given appropriate feedback.
 - No tasks will be scheduled one week before the Year 11 Final Examinations. This is referred to as the 'moratorium' or 'No Go Zone'.

Late presentation of tasks

- *In general, any task which is presented after 9am on the due date or at the time on the due date specified by the teacher, without prior approval from the head teacher (the student has applied for consideration using the appropriate form (page 12-14) will lose marks.*
- *You have a responsibility if you know you will be absent on the day of a task to apply at least one week in advance of the set due date for consideration (use the form on page 14). This must be given to the head teacher of the subject/course.*
- *You have a responsibility if you are experiencing difficulty in meeting the set due date to apply for an extension to complete the task. The application must be received at least one week in advance of the set due date. This must be done on the form provided (page 14). This must be given to the head teacher of the subject/course.*
- *Tasks handed in after 9am or after the time specified by your teacher will be considered to be one day late and will lose 20% of marks gained unless there is an illness/misadventure (use the form on page 12) substantiated by documentation.*
- *You will continue to lose 20% for each day the task is late unless there is an illness/misadventure (use the form on page 12) substantiated by documentation.*
- *An 'Official warning - non-completion of an HSC course' 'N' letter (see sample on page 19) will be sent home.*
- *The NESAs requires that two warning letters are sent for each task not completed.*
- *To ensure students have still covered the necessary content and met course requirements tasks must be handed in. You will be advised officially about the award of a zero by letter.*
- *When you submit the task after a zero has been awarded you will have the non-completion removed from your record. This ensures that you have met course requirements. You will be advised that this has occurred.*
- *A technology malfunction is not a valid excuse for the late presentation of a task. It is vital that 'back up' copies of tasks are kept.*

Failure to complete/submit/attend a set task

- *Every effort must be made to ensure the task is submitted by the due date. If you are unable to submit your task it is essential that a family member or another student delivers your task to the school. If it is an "in class" task and you cannot attend then your parent/carer must contact the school by phone. It is your responsibility to communicate with the school.*
- *If you fail to complete/submit/attend a set task and you have a valid reason you may be given the opportunity to do the task at an alternative time or given a substitute task. You must apply for **illness/misadventure** and must provide documentary evidence of illness/misadventure (for example, a doctor's certificate) for consideration by the class teacher and head teacher. An application form must be submitted (use the form on page 12) for each task missed.*
- *If there is a task clash with another school excursion, competition or sporting event then you must apply to the Principal for an exemption. Students must apply for consideration of the **absence or seek an extension** using the appropriate form (page 14). The task must still be completed and submitted.*

Non-serious attempt

- NESAs (April, 2019) states: *HSC students who do not make a serious attempt at the examination may not receive an award in the course concerned. This may render some students ineligible for the award of the Higher School Certificate*”.
- Non-serious attempts receive a zero mark. According to NESAs **“Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will be asked by NESAs to justify why they should receive a result in the course concerned. NESAs will advise the student and the school principal of its decision at the time of the release of Higher School Certificate results”**. This information may change and it is the student’s responsibility to be aware of all Course requirements and changes to NESAs policy.
- You should be aware that a non-serious attempt in any part of any subject/course in any Year 11/Year 12 task will affect the result you ultimately earn.
- Non-completion of VET competencies results in no formal transcript of competencies achieved toward the AQF VET qualification.
- A letter warning you of a potential ‘N’ (Non-Completion) award will be issued and you will be expected to redo the task in a satisfactory manner to satisfy course requirements. (See flow charts and sample letter on pages 18-20).

Prolonged absences

- You must be satisfactory in your overall attendance and application in order to qualify for the Year 11 / Year 12 HSC.
- If prolonged absence casts a doubt on you meeting the NESAs requirements, you will be advised in writing. You need to provide medical or other accredited documentation to support your absences.

Proven dishonesty

- Assessment tasks must be all your own work.
- In cases of proven dishonesty, for example, copying other students’ work or plagiarism, a zero will be awarded and Parent/Carers informed by letter.

Feedback

- Written, and perhaps oral, feedback will be provided. This will focus on what you can do and what you need to do to improve your performance. It will be provided usually on the return of the task, if not then as soon as possible but no later than two weeks after the return of results. This will be dated and signed by your teacher.

Application for Consideration of an Illness/Misadventure

- In exceptional circumstances such as illness, family trauma or other misadventure immediately before or during Final Year 11 examinations or a class assessment task, you may apply for special consideration, using the form provided (page 12). If you do not apply for consideration and fail to submit a task on the due date, the policy on late presentation of tasks will apply.

The procedures below must be followed:

- You or your parent/caregiver must inform the school of your illness/misadventure before or on the day of the examination/assessment task. You may still be asked to complete the assessment task on your return to school or be given a substitute task or a Principal's estimate. You must report to the head teacher of that subject/course on your return to school.
- Applications for illness/misadventure need to be completed on the task date or on the next day of school and given to the faculty head teacher for consideration.
- Documentary evidence must be included with your application. For example, this could be, a current Doctor's Certificate, a funeral notice of a relative.
- The head teacher, in consultation with the class teacher, will determine what is required of the student to then meet the task's outcomes. The head teacher passes the application to the Stage 6 Deputy Principal for review.

APPLICATION FOR CONSIDERATION OF ILLNESS / MISADVENTURE

Immediately prior to or during the Year 11 Final Examination or Year 12 Trial HSC Examination or in class/assessment task

*Student Name: *Subject/Course:

*Your teacher: *Task type:

*Due date/time of the examination/assessment task:

*Reason/s for illness/misadventure consideration:

.....
.....
.....

*The school was contacted by phone: YES on the..... or NO

*Attach the relevant supporting evidence to this application

.....
Signature of Student Date Signature of Parent/Carer Date

FOR FACULTY USE:

The student's *actual* performance in this task was Mark = Rank =

Class teacher explains if this performance is *atypical* of this student's previous performance.....
.....
.....

Class Teacher name & signature:

Head Teacher comment/s:

Head Teacher name & signature:

FOR SCHOOL REVIEW PANEL USE:

Decision:

Panel names & signatures:

Date:

Explanation of an Absence or Application for an Extension – at least one week prior to an examination/in class/assessment task

- If there is a task clash with another school excursion, competition or sporting event then you must apply to the Principal for an exemption. Students must apply for consideration of the absence or seek an extension using the appropriate form (page 14). The task must still be completed and submitted.

The procedures below must be followed:

- You or your parent/caregiver must inform the school of your absence **at least ONE WEEK prior** to the DUE DATE of the examination/assessment task. You will still be asked to complete the assessment task, be given a substitute task or a Principal's estimate.
- Documentary evidence must be included with your application. For example, this could be a current Doctor's Certificate, school permission note or a letter confirming the details of the commitment that clashes with the examination/in class/assessment task.
- The head teacher, in consultation with the class teacher, will determine what is required of the student to then meet the task's outcomes. The head teacher passes the application to the Stage 6 Deputy Principal for review.

EXPLANATION OF AN ABSENCE OR AN APPLICATION FOR AN EXTENSION

for a Year 11 / Year 12 HSC assessment task (highlight one)

Student name: Subject/Course:

Your teacher: Task type:

Due date/time of the assessment task:

Reason/s for absences: School policy states that evidence must be presented (for example, Doctor's Certificate, permission note for another scheduled school activity) Note: for a clash with another scheduled activity this form is to be handed to the classroom teacher of the scheduled assessment task one week in advance. Circumstances beyond your control should be notified ASAP to the class teacher.

.....

or Reason/s for extension:

.....

Student's signature: Parent/Carer signature:

FOR FACULTY USE:

Teacher's recommendation and action taken:

.....

Alternative exam/assessment task date due on:

Parent/Carer and student informed: YES – orally / by phone / in writing or.....

Advise Deputy Principal Stage 6:

Teacher's name & signature: Date:

Head Teacher's name & signature: Date:

Student rank in the courses you study

- You will be given your rank in the course on that task after each task has been marked.
- Your progressive rank will also be updated so you know how you are performing in your course overall.
- You will receive a progressive or final assessment rank on each of your reports which will give an indication of your overall rank at that point in time.
- At the end of Term 3 in your HSC course, you will be given your final rank in the course. After you have completed your HSC examinations, you will collect information from the NESA which has your rank in the courses you have studied and should be checked against your final report to ensure this is correct.
- You have the right of appeal against this if you believe it is incorrect (see 'Review' page 23).
- It is important that you understand that the school is not allowed to give you the final assessment mark. This is submitted to the NESA who uses it in their data moderation processing for the HSC. You are only entitled to the rank in the course.

Course Completion Criteria

- Students studying a Year 11 / Year 12 HSC course must make a genuine attempt to complete course requirements.
- You will be considered to have satisfactorily completed a course if in the Principal's view, there is sufficient evidence that you have:
 - a. followed the course developed or endorsed by the NESA; and
 - b. applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - c. achieved some or all of the course outcomes.
 - d. Studied a Year 11 / Year 12 HSC course and made a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks.
- Regular and consistent attendance provides the basis for effective learning to occur. Where this falls below 85% it will have an obvious impact on the satisfactory completion of work and assessment tasks. This may provide the Principal with grounds to issue an unsatisfactory award for the course.
- Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Year 11 courses and 10 units of HSC courses which satisfy the NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Warnings

- If at any time it appears that you are at risk of not satisfactorily completing any course, you will be warned in time for you to correct the problem. If you are under 18 or you are living with a parent or carer, a letter will be sent to your parent or carer.
- Warnings are given if:
 - You receive a zero for any assessment task because of failure to do it, dishonesty or failure to make a genuine attempt or plagiarism.
 - Your absences or lack of application begin to result in course outcomes not being met or satisfactory progress not being made.
- If, despite warnings, you fail to meet the criteria, you will be judged to have not satisfactorily completed the course. You will receive the Principal's 'N' (non-completion) determination. You have the right to appeal to the Principal against this decision.
- A sample of the warning letter is on page 19.

Plagiarism

- Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from:
 - deliberate cheating to accidentally copying from a source without acknowledgement.
 - downloading an assignment from an online source and submitting it as your own work.
 - buying, stealing or borrowing an assignment and submitting it as your own work.
 - copying a section of a book or an article and submitting it as your own work. Quoting from a source 'word for word', without using quotation marks and acknowledging it is plagiarism.
 - copying, cutting and pasting text from an electronic source and submitting it as your own work.
 - using the words of someone else and presenting them as your own without proper acknowledgement.
 - using significant ideas and / or written expressions from someone else and presenting them as your own without proper acknowledgement.
- Relying too much on other people's material - Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations. If quoting, check faculty requirements for referencing standards.
- The internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.
- Resist the temptation to 'cut and paste' text directly from an electronic resource into your assignment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email, and newsgroups. For referencing purposes, always make a note of the 'address' or URL of web pages and the date you accessed the material.

- How to avoid plagiarism - Be aware of what constitutes plagiarism. Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources. Both intentional and unintentional plagiarism is in breach of our HSC policy.
- Plan your work - Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.
- Learn how to acknowledge your sources of information – 'The Golden Rule': make sure your assignments are referenced correctly as per faculty guidelines. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.
- Make sure you list all references read or used in a bibliography.

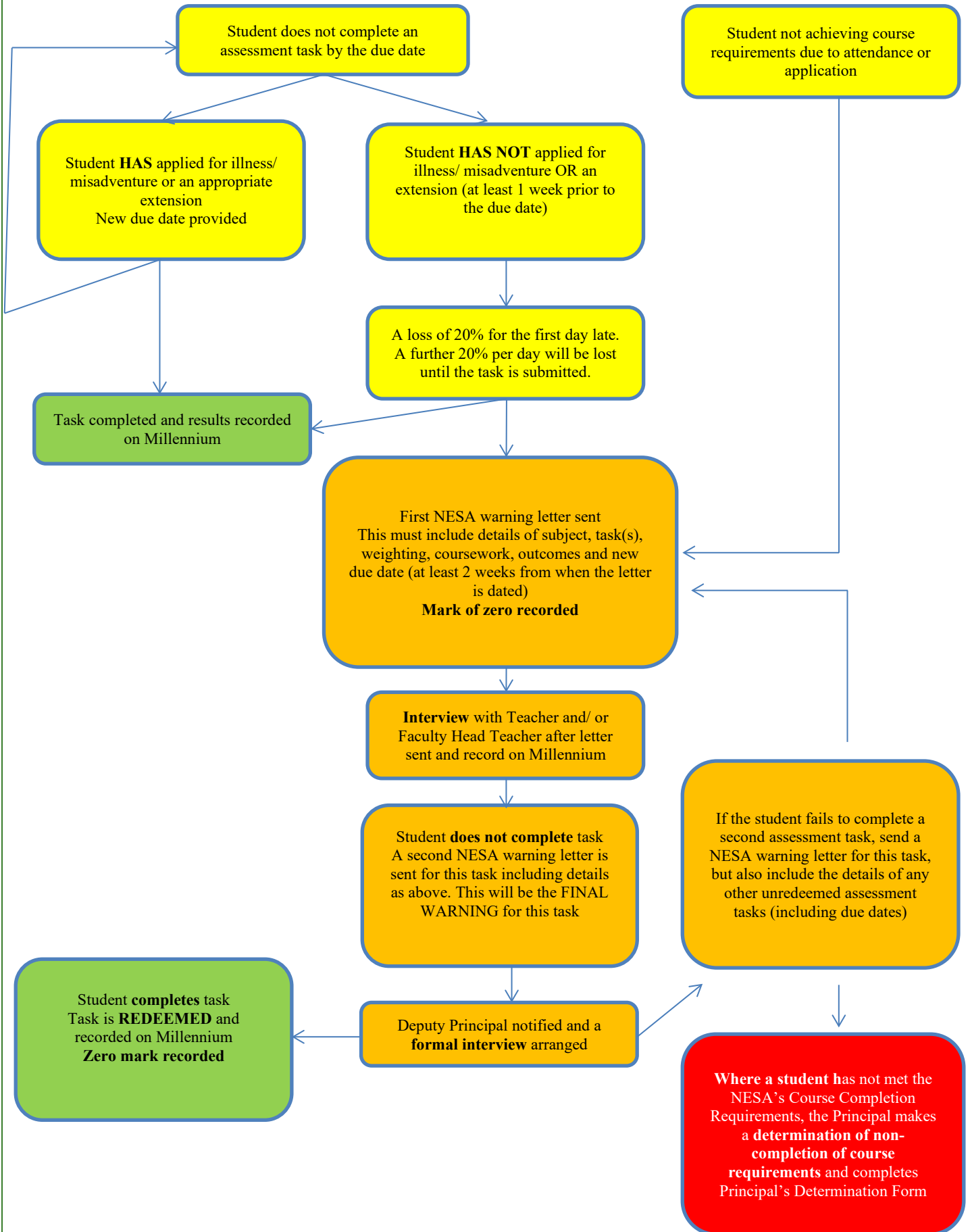
HSC: 'All my own work'

- All students undertaking the HSC must complete the NESA 'HSC: All My Own Work' program. This is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's 'Respect and Responsibility' strategy and complements other approaches for teachers, students, parents, and strengthened student and teacher declarations for the HSC.

- The 'HSC: All My Own Work' program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules. The program's content is divided into five modules:
 1. Scholarship principles and practises
 2. Acknowledging sources
 3. Plagiarism
 4. Copyright
 5. Working with others
- Each module contains: information and advice on the module focus questions; quiz questions a summary; FAQs; a link to a glossary; links to relevant websites.
- Students must complete these modules before the end of February in the Year 11. Students who have not completed this will not be eligible to sit HSC exams.
- *Students should refer to it whenever they need to in order to avoid disadvantaging themselves.*

Chatham High School 'N' Warning Letter Flow Chart



[DATE]

SAMPLE 'N'
Warning Letter
(page 1)

[NAME AND ADDRESS]

Dear [Parent/Carer]

We are writing to advise you that your [son/daughter Student name] in Year 12 is in danger of not meeting the course completion criteria in Stage 6 [course].

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Please regard this letter as **official warning number [__]** concerning [student] for Stage 6 [course].

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has

- | | | |
|----------|---|---|
| A | ✓ | followed the course developed or endorsed by the NSW Education Standards Authority |
| B | ✓ | applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school |
| C | ✗ | achieved some or all of the course outcomes. |

Where it is determined that a student has not met the Course Completion Criteria, indicated above with a cross (X), they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement.

In the HSC course, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient and will not meet Board of Studies requirements.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for [student] to satisfy the Course Completion Criteria, the listed tasks, requirements, or outcomes need to be satisfactorily completed.

Please discuss this matter with [student] and contact the school if further information or clarification is needed.

Yours sincerely,

| | | |
|---------|--------------|--------------------------|
| Teacher | Head Teacher | Mr D Irvine Principal |
|---------|--------------|--------------------------|

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by [student]:

| Course Requirement/s | Course Requirement/s Initial Due Date | Action Required by Student | Due Date for Completion |
|---|---------------------------------------|---|-------------------------|
| [student] failed to complete the Trial [course name] Examination due to [reason]. | [date] | [student] is required to complete and submit a [relevant form] to receive an estimate for the Trial [course] Examination. | [date] |

PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

Requirements for the Satisfactory Completion of a Higher School Certificate Course

- I have received the letter dated [date] indicating that [student name] is in danger of not having satisfactorily completed **Stage 6 [course name]**.
- I am aware that this course may not appear on [his/her] Higher School Certificate Record of Achievement.
- I am also aware that the 'N' (non-completion of course) determination may make [him/her] ineligible for the award of the Higher School Certificate.

**SAMPLE 'N'
Warning Letter
(page 2)**

Parent/Guardian signature: _____ Date: _____

Student signature: _____ Date: _____

School Examinations

The Final Year 11 examinations are scheduled in Term 3.

- To help you focus on examination preparation no tasks will be scheduled one week before the Year 11 Final Examinations. This is referred to as the 'moratorium' or 'No Go Zone'.

Examination rules

1. It is your responsibility to read your examination timetable correctly. If you miss an examination simply because you make a mistake, you will receive a mark of zero for that examination.
2. During each exam, you must not:
 - start writing until the supervisor tells you to (eg Reading time), or continue to write when the supervisor tells you to stop
 - write on anything other than writing books, answer booklets or other writing material provided by the presiding officer. You should not write on any other equipment including your body, clothing or tissues
 - leave (finish) the exam in the first hour. Your school may not allow any students to leave early
 - leave the exam in the last 15 minutes
 - take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards
 - leave your seat without permission.
3. No student will be given permission to go the toilet in the first hour of any examination unless you have notified the relevant Deputy Principal of a medical reason for doing so and they have authorised this.
4. You must sit for all your examinations unless prevented by illness/misadventure. If you cannot attend an examination because of illness/misadventure you should notify the school immediately and complete an illness/misadventure form as soon as possible. You need to re-read the Illness/Misadventure section of this policy above.
5. If illness/misadventure occurs at the time of the examination but you are still able to attend, you should notify the faculty and complete an illness/misadventure form. You will need to do this for each examination for which you wish to claim consideration for illness/misadventure. If a problem occurs during an examination, you should notify a supervising teacher at once.
6. It is important to attend the examination where possible. The school will not accept an illness/misadventure appeal if the reason for the absence is not considered sufficiently serious. You should consult the Head Teacher Administration or the relevant Deputy Principal before deciding not to attend an examination. Professional advice/evidence, for example, from a doctor, must also be provided with your appeal, indicating why you were unfit to attend the examination.

Equipment for the examinations

1. You may take into the examination room only pens, pencils, rulers, eraser, and approved calculators and any other equipment specifically approved for particular subjects. It is your responsibility to know what approved equipment you need to take and that your equipment is in working order. You cannot appeal on the grounds that your examination equipment did not work properly.
2. You cannot take any paper into the examination room. You must use only the paper supplied.
3. You are not permitted to borrow equipment during examinations.

Examination room procedures

1. You are expected to be in school uniform for each examination.
2. You must sit where you are directed to in alphabetical order in each course/subject.
3. It is your responsibility to ensure that the correct examination paper has been provided for the course you entered. You must also check question papers to make sure there are no pages missing.
4. All papers allow some reading time. You must not begin writing until instructed to do so.
5. You must sign the attendance sheet for each examination session you attend.
6. When answering examination papers you must:
 - a. read the instructions on the front page carefully.
 - b. write your name on each answer page.
 - c. write with blue or black ink or ballpoint pen. Pencil may be used only where specifically directed.
 - d. stop writing immediately when told to do so by the supervisor.
 - e. arrange completed answers according to the instructions printed on the paper and wait for the supervisor to collect them.
 - f. remain seated and quiet when you have completed your examination.
7. You must not:
 - a. commence writing until instructed to do so by a supervisor.
 - b. eat in the examination room except as approved by supervisor. You may take water only to drink in a clear bottle.
 - c. speak to any person other than the supervisor during an examination.
 - d. behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
 - e. attend an examination while under the influence of alcohol or drugs.
 - f. take into the examination room any books, notes, the examination timetable, any paper or any equipment other than specifically approved.
 - g. take a mobile phone, ipod, digital watch or any other unapproved electronic device into the examination room.
 - h. take any writing paper, whether used or not, from the examination room.
 - i. take the question paper from the exam room.
8. If you have completed the examination you must remain seated and quiet.
9. If you do not follow these rules, or if you try to cheat in the examination in any way, you may be removed from the examination room. The penalty may be the cancellation of your paper.
10. If you do not make a serious attempt at an examination, you may be in danger of not fulfilling requirements for that course, which may make you ineligible for the award of the Year 11 / Year 12 HSC. Answers that contain frivolous or objectionable material may be judged to constitute a non-serious attempt.

Reports

- Reports will be issued after all examinations.
- Reports will provide examination mark and rank, the number of tasks completed, overall rank in the course and teacher's comment for each course.

Review

- **At the Time of Return of Work and During Formal Reporting Periods**

There is no provision by the NESAs for an appeal by a student against the teacher's professional judgement of the worth of a student's performance against the standards – referenced criteria.

Any dissatisfaction of this nature will be dealt with by the student discussing the matter with the teacher and head teacher. It is your responsibility to ensure that there have been no miscalculations. Any such problem must be referred to your teacher at the time the task is returned to you. A check will be made of the assessments to ensure that correct procedures have been followed. Most importantly, ensure you take notice of the feedback you are given by the teacher.

- **Review of an HSC Assessment decision**

If you have a major concern with a decision about the *assessment process* you may ask for a review of that decision. This review request must be in writing, in letter form, setting out the reasons clearly. This review request will need to be lodged with the relevant Deputy Principal within 48 hours of the completion of the assessment task. A review will be conducted by the relevant Deputy Principal with one of the other Deputy Principals.

- **On Receipt of Final Ranking**

If you consider that your position in the course is not correct, you may apply to the school for a review. This review request must be in writing, in letter form. This review request must be within four days or at the discretion of the Principal after the rank has been released by the NESAs. The review panel will consist of the relevant Deputy Principal, one of the other Deputy Principals and the subject/course head teacher concerned. If you are dissatisfied with this you may then apply for a review from the NESAs.

A Glossary of Key Terms

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A Glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

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

| | |
|--------------------|---|
| Account | Account for; state reasons for, report on. Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out & relate implications |
| Apply | Use, utilise, and employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgement of value, quality, outcomes, results or size |
| Calculate | Ascertain / determine from given facts, figures or information |
| Clarify | Make clean or plain |
| Classify | Arrange or include in classes / categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically | (analyse/ evaluate) Questioning, reflection and quality to (analysis / evaluation) Add a degree or level of accuracy depth, knowledge and understanding, logic |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and / or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement based on criteria; determined the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and /or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Plagiarism | Plagiarism is using the words or ideas of others and presenting them as your own |
| Propose | Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reason in favour |
| Recount | Retell a series of events |
| Summaries | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

Important Changes

Revised HSC assessment guidelines (from 2019)

New, rigorous guidelines for effective school-based Higher School Certificate (HSC) assessment were introduced for all Stage 6 Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses) from 2019 (Year 11 students) and 2019 (Year 12 students).

The school-based assessment guidelines will be tougher to prevent plagiarism and cheating and help reduce student stress caused by over-assessment.

Why change assessment?

The final HSC examinations form 50 per cent of a student's final HSC marks.

In its consultation, NSW Education Standards Authority (at the time BOSTES) found that teachers, parents and students reported that Year 11 and Year 12 students experienced assessment fatigue.

Fewer assessment tasks will allow schools to spend more time teaching the knowledge and skills in a course, and shift the focus from superficial learning just for the examination.

NSW Education Standards Authority (NESA) (2017). 'New HSC Assessment Guidelines' in *HSC Assessment Guidelines*. State of NSW. Retrieved from <http://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hsc-standards/streamlined-assessment>

Patterns of Study

You must satisfactorily complete:

- a Year 11 pattern of study that includes at least 12 units
- a Year 12 HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of **Board Developed Courses**
- 2 units of a **Board Developed Course in English, or English Studies**
- 3 courses of 2 or more units (either **Board Developed** or **Board Endorsed Courses**)
- 4 subjects.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can't count it as the 2 units of English that UAC uses to calculate an ATAR.

2024 Assessment Task Schedules

Board Developed Courses (BDC)

Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR.

Year 11 – Ancient History

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|-------------------|--|--|--------|
| 1 | Term1 Week 8 | AH11-6, AH11-7, AH11-9, AH11-10 | Source Analysis In class assessment | 30% |
| 2 | Term 3 Week 1 | AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9 | Research Task Oral and written task | 40% |
| 3 | Term 3 Weeks 9 | AH11-1, AH11-6, AH11-7, AH11-9 | Final Examination | 30% |

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

AH11-6 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 – Agriculture

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|------------------------|--|--------------------------------|--------|
| 1 | Term 1 Week 8 | P 1.1, P 1.2, P2.3, P3.1, P5.1 | Farm Case Study | 30% |
| 2 | Term 2 Weeks 8 | P 2.1, P 3.1, P4.1, P5.1 | Individual Research Project | 30% |
| 3 | Term 3 Weeks 9 - 10 | P 1.1, P 1.2, P 2.1, P 2.2, P2.3, P3.1, P 4.1, P5.1 | Final Examination | 40% |

Outcomes

P1.1 Describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 Describes the factors that influence agricultural systems

P2.1 Describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2 Describes the biological and physical resources and applies the processes that cause changes in animal production systems

P2.3 Describes the farm as a basic unit of production

P3.1 Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1 Applies the principles and procedures of experimental design and agricultural research

P5.1 Investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Year 11 – Biology

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|------------------------|--------------------------|-----------------------------|--------|
| 1 | Term 1 Week 7 | 1, 2, 3, 7, 8 | In class practical activity | 30% |
| 2 | Term 2 Weeks 8 | 1, 4, 5, 6, 7, 10, 11 | Field Study | 30% |
| 3 | Term 3 Weeks 9 - 10 | 4, 5, 6, 7, 8, 9, 10, 11 | Final Examination | 40% |

Outcomes

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

Year 11 - Business Studies

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|---|----------------------------|--------|
| 1 | Term 1 Week 9 | Nature of Business P1, P2, P6, P7, P8 | Media File Business Report | 20% |
| 2 | Term 3 Week 4 | Small Business Plan P1, P3, P6, P7, P9 | Business Plan | 40% |
| 3 | Term 3 Weeks 9-10 | All P3, P4, P5, P8, P9, P10 | Final Examination | 40% |

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

| Task | Task Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|---|---|--------|
| 1 | Term 1 Week 8 | P1.1, P1.2, P2.1, P3.2, P5.1, P6.1, P6.2 | Resource Management | 35% |
| 2 | Term 3 Week 4 | P2.2, P2.3, P2.4, P3.1, P4.1 | Individuals and Groups/ Families and Communities | 35% |
| 3 | Term 3 Weeks 9-10 | P1.1 P1.2 P2.1 P2.3 P3.2 P4.1 P4.2 P5.1 P6.1 P6.2 7.1 | Final Examination | 30% |

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 family and other groups in the socialisation of individuals
- P2.3 Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships
- P2.4 Analyses the inter-relationships 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 well being
- P6.2 Uses critical thinking skills to enhance decision making.
- 7.1 Appreciates differences among individuals, groups and families within communities and values their contributions to society

Year 11 - English Advanced

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|---|-----------------------------|--------|
| 1 | Term 1 Week 10 | EA11-1, EA11-3, EA11-5, EA11-9 | Writing Portfolio | 30% |
| 2 | Term 2 Week 10 | EA11-2, EA11-4, EA11-6, EA11-7, EA11-8 | Multi-modal Presentation | 30% |
| 3 | Term 3 Weeks 9-10 | EA11-1, EA11-4, EA11-6, EA11-8 | Final Examination | 40% |

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 Extension 1

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|-------------------|-------------------|------------------------------------|--------|
| 1 | Term 1 Week 10 | EA11-1, EA11-3, | Creative Writing Task | 30% |
| 2 | Term 2 Week 10 | EA11-4, EA11-6 | Multi-modal Presentation of IRP | 30% |
| 3 | Term 3 Weeks 9 | EA11-2, EA11-5 | Final Examination | 40% |

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

Year 11 – English Standard

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|-----------------------------------|---|--------|
| 1 | Term 1 Week 9 | EN11-3, EN11-5, EN11-9 | Writing Portfolio and Reflection Statement | 30% |
| 2 | Term 2 Week 9 | EN11-2, EN11-6, EN11-7 | Multi-modal Presentation | 30% |
| 3 | Term 3 Weeks 9-10 | EN11-1, EN11-3, EN11-4, EN11-8 | Final Examination | 40% |

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

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|---------------------------------------|---|--------|
| 1 | Term 1 Week 9 | ES11-1, ES11-2 ES11-3, ES11-5, ES11-9 | Short Answer and Written Responses task | 30% |
| 2 | Term 2 Week 9 | ES11-2, ES11-4, ES11-7, EN11-8 | Multi-modal Presentation | 30% |
| 3 | Term 3 Weeks 9-10 | ES11-1, ES11-6, ES11-8 | Final Examination | 40% |

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.
- ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purpose.
- ES11-7 represents own ideas in critical, interpretive and imaginative texts ES11-8 identifies and describes relationships between 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

Year 11 – Food Technology

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|---------------------------------------|--|--------|
| 1 | Term 1 Week 6 | P1.1, P1.2, P4.1, P4.2 | Food Availability and Selection Case Study | 20% |
| 2 | Term 3 Week 2 | P2.1, P3.1, P3.2, P4.3, P4.4, P5.1 | Nutrition Task and Practical Experimentation | 40% |
| 3 | Term 3 Weeks 9-10 | P1.1, P1.2, P2.1, P2.2, P3.1 | Final Examination | 40% |

Outcomes

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

Year 11 - Investigating Science

| Task | Task Date | Outcomes | Description | Weight |
|------|----------------------|--------------------------------------|----------------------------------|--------|
| 1 | Term 1 Week 7 | 3, 4, 8 | Scientific Investigation Task | 30% |
| 2 | Term 2 Week 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | Depth Study | 30% |
| 3 | Term 3 Weeks 9-10 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | Final Examination | 40% |

Outcomes

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

Year 11 – Industrial Technology (Timber Products and Furniture Technology)

| Task | Task Date | Outcomes | Description | Weight |
|------|----------------------|---|---|--------|
| 1 | Term 1 Week 10 | P1.1, 1.2, 5.1, 7.1, 7.2 | Industrial study on industrial related manufacturing technology | 15% |
| 2 | Term 2 Week 10 | P 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2 | Project Production and management folio | 70% |
| 3 | Term 3 Weeks 9-10 | P1.1, 1.2, 2.2, 5.1, 6.1, 6.2, 7.1, 7.2 | Final Examination | 15% |

Outcomes

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

Year 11 - Legal Studies

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|--|--|--------|
| 1 | Term 1 Week 8 | P1, P2, P3, P4 P6, P8 | The Legal System Annotated media file | 30% |
| 2 | Term 2 Week 9 | P1, P4, P5, P6, P8, P9, P10 | Law In Practice Research based in class essay | 30% |
| 3 | Term 3 Weeks 9-10 | P1 ,P2, P3, P4, P5, P6, P7, P8, P9, P10 | Final Examination | 40% |

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 Advanced

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|---|------------------------------|--------|
| 1 | Term 1 Week 11 | Course Work to Date MA11-1, MA11-2, MA11-4, MA11-9 | Investigative Assignment | 30% |
| 2 | Term 2 Week 9 | Course Work to Date MA11-1, MA11-4, MA11-9 | In Class Written Response | 30% |
| 3 | Term 3 Weeks 9-10 | All Course Work MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 | Final Examination | 40% |

Outcomes

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

Year 11 - Mathematics Standard

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|---|------------------------------|--------|
| 1 | Term 1 Week 8 | Course work to date MS11-1, MS11-6, MS11-9, MS11-10, MS11- 2, MS 11-5 | In Class Written Response | 30% |
| 2 | Term 2 Week 9 | Course Work to Date MS11-1, MS11-6, MS11-9, MS11-10, MS11- 2, MS 11-5, MS11-3, MS11-4 | Investigative Assignment | 30% |
| 3 | Term 3 Weeks 9-10 | Course work to date MS11-1, MS11-6, MS11-9, MS11-10, MS11- 2, MS 11-5, MS11-3, MS11-4 | Final Examination | 40% |

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 Extension 1

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|---|---------------------------|--------|
| 1 | Term 1 Week 9 | ME11-1, ME11-2, ME11-7 | In class written response | 30% |
| 2 | Term 2 Week 10 | ME11-1, ME11-2, ME11-4, ME11-6, ME11-7 | Investigative assignment | 30% |
| 3 | Term 3 Weeks 9-10 | ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7 | Final examination | 40% |

Outcomes

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

Year 11 - Modern History

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|--|---|--------|
| 1 | Term1 Week 10 | AH11-6, AH11-7, AH11-9, AH11-10 | Source Analysis and Essay In class assessment | 30% |
| 2 | Term 2 Week 8 | AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9 | Research Task Oral and Written task | 40% |
| 3 | Term 3 Weeks 9-10 | AH11-1, AH11-6, AH11-7, AH11-9 | Final Examination | 30% |

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 1

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|-------------------|-------------------|------------------------------|--------|
| 1 | Term 1 Week 10 | H2,3,7,8 | Composition Research Task | 30% |
| 2 | Term 2 Week 9 | H1-7 | Core Performance | 30% |
| 3 | Term 3 Week 9 | H1-7 | Final Examinations | 40% |

Outcomes

- H1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5** critically evaluates and discusses performances and compositions techniques of integration to structured and unstructured problems
- H6** critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listeningses mechanics to model and solve practical problems
- H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8** identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9** performs as a means of self expression and communication
- H10** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11** demonstrates a willingness to accept and use constructive criticism

Year 11 - PDHPE

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|-------------------------|-------------------|--------|
| 1 | Term 1 Week 8 | P1, 2, 3, 4, 5, 6, 16 | In class response | 25% |
| 2 | Term 2 Week 10 | P7, 8, 11, 12, 16 | Laboratory Report | 35% |
| 3 | Term 3 Weeks 9-10 | All applicable outcomes | Final Examination | 40% |

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
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
- 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 - Software Engineering

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|--|--|--------|
| 1 | Term 1 Week 10 | SE11.01, 11.02, 11.06, 11.07 | Programming fundamentals project | 30% |
| 2 | Term 3 Week 5 | SE11.01, 11.02, 11.03, 11.06, 11.07, 11.08, 11.09 | Blended mechatronic/OOP project | 40% |
| 3 | Term 3 Weeks 9-10 | SE11.01, 11.03, 11.04, 11.05, 11.06, 11.08 | Final Examination | 30% |

Outcomes

SE11.01 describes methods used to plan, develop and engineer software solution

SE11.02 explains how structural elements are used to develop programming code

SE11.03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions

SE11.04 applies safe and secure practices to collect, use and store data

SE11.05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment

SE11.06 applies tools and resources to design, develop, manage and evaluate software

SE11.07 implements safe and secure programming solutions

SE11.08 applies language structures to refine code

SE11.09 manages and documents the development of a software project

Year 11 – Visual Arts

| Task | Due Date | Outcomes | Task Type | Weight |
|------|----------------------|---------------------|--|------------------------------------|
| 1 | Term 1 Week 10 | P 7-10 P 1-6 | Part A- Landscape artist study Part B – “Art is...” BOW and VAD | Theory 20% Making 20% |
| 2 | Term 3 Week 7 | P 1-6 | Site Structure significance BOW and VAD | Making 30% |
| 3 | Term 3 Weeks 9-10 | P 7-10 | Final Examination | 30% |

Outcomes

- P1 Explores the conventions of practice art making
- 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 art making
- 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.

Board Endorsed Courses / Content Endorsed Courses

Board Endorsed courses (include Content Endorsed Courses) are developed by schools, TAFE and universities.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, **Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).**

Assessment is school based.

Board Endorsed Courses may be studied as 1 or 2 units in Year 11 and/or HSC courses.

Retrieved from <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

[Content Endorsed Courses Schedules continue on the next page]

Year 11 - Exploring Early Childhood

| Task | Task Date | Outcomes Assessed | Components | Weight |
|------|----------------------|---|--|--------|
| 1 | Term 1 Week 6 | 1.1, 1.2, 1.4, 5.1, 6.1 | Pregnancy and childbirth Research and brochure task | 35% |
| 2 | Term 2 Week 6 | 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 4.1 | Child growth and development Case study | 35% |
| 3 | Term 3 Weeks 9-10 | 1.1, 1.2, 1.3, 1.4,1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2 | Final Examination | 30% |

Outcomes

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Year 11 - Sport, Lifestyle and Recreation

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|------------------|---|--|--------|
| 1 | Term 1 Week 4 | 1.2, 1.3, 1.4, 1.5, 2.3, 3.6, 4.2, 4.3 | Independent Research (Outdoor Education) | 20% |
| 2 | Term 2 Week 8 | 1.1, 1.3, 2.1, 2.3, 3.1, 3.4, 4.2, 4.3, 4.4, 4.5 | Practical Application and Report (Skill based) | 60% |
| 3 | Term 3 Week 7 | 1.1, 1.3, 1.4, 2.2, 2.3, 2.5, 3.2, 3.3, 4.1, 4.3 | Practical/Theory Test (Fitness analysis) | 20% |

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Year 11 - Numeracy CEC

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|------------------|---|------------|--------|
| 1 | Term 1 Week 9 | N6-1.2, N6-1.3, N6-2.2, N6-3.1 | Assignment | 30% |
| 2 | Term 2 Week 9 | N6-1.1, N6-2.2, N6-2.3, N6-3.2 | Assignment | 30% |
| 3 | Term 3 Week 9 | N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1 | Assignment | 40% |

Outcomes

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Year 11 - Work Studies

| Task | Due Date | Outcomes Assessed | Task Type | Weight |
|------|----------------------|-------------------|---|--------|
| 1 | Term 1 Week 10 | 1-5 | Career Planning Resume, Job Application, Interview | 35% |
| 2 | Term 2 Week 10 | 1-9 | Work Placement Diary/Log Book | 30% |
| 3 | Term 3 Weeks 9-10 | 2, 3, 4, 8, 9 | Final Examination | 35% |

Outcomes

- 1 Investigates a range of work environments
- 2 Examines different types of work and skills for employment
- 3 Analyses employment options and strategies for career management
- 4 Assesses pathways for further education, training and life planning
- 5 Communicates and uses technology effectively
- 6 Applies self-management and teamwork skills
- 7 Utilises strategies to plan, organise and solve problems
- 8 Assesses influences on people's working lives
- 9 Evaluates personal and social influences on individuals and groups

Vocational Education and Training Courses (VET) – General Information

VET courses provide students with an opportunity to be assessed against industry determined standards. The assessment does not compare students against other students. It compares each individual against the 'competence' requirements set down by industry.

When a student successfully demonstrates 'competence' against a particular standard they will be judged as 'competent'. There is no pass or fail. Students are either 'competent' or 'not yet competent'. Students will be given a **maximum** of three opportunities to be deemed 'competent' in any assessment activity. If a student believes they have not been fairly assessed they have the right of appeal. Students must lodge an appeal against an assessment within seven days of the assessment taking place.

All VET courses count towards HSC requirements. All courses with the exception of Sport Coaching and Hospitality Extension allow students to include a mark from the final HSC examination in the calculation of their ATAR. A student **can choose** whether or not they would like to undertake an HSC examination in order to count the course towards their ATAR.

If a student is ill or injured and is unable to sit the formal HSC examination, the NESA will ask the school to provide other evidence to determine a HSC result. This evidence in the majority of cases will be determined by the Trial HSC examination or similar.

The units of competence achieved will be recognised on a vocational qualification. This is in addition to the HSC qualifications. Students will achieve a Statement of Attainment listing all units of competency achieved or if a student achieves all units of competency they may receive a Certificate I, II or III.

Course teachers will provide a further handout and explanation for each course studied.



Education Construction

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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

School Name: _____ Assessment Schedule Year 11 - 2024

| Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | | Task 1 White Card | Task 2 Work safe, stay safe | Task 3 Working it out | Task 4 Project planning | EXAM (Optional) |
|--|---|---------------------------|--------------------------|-----------------------------------|-----------------------------|-------------------------------|----------------------|
| Code | Unit of Competency | HSC Examinable Unit | Week 6 Term 1 Date | Week 10 Term 1 Date | Week 10 Term 2 Date | Week 9 Term 3 Date | Week Term Date |
| CPCWHS1001 | Prepare to work safely in the construction industry | | X | | | | |
| CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry | √ | | X | | | |
| CPCCCM1011 | Undertake basic estimation and costing | | | | X | | |
| CPCCOM1015 | Carry out measurements and calculations | √ | | | X | | |
| CPCCOM2001 | Read and interpret plans and specifications | √ | | | | X | |
| CPCCOM1013 | Plan and organise work | √ | | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



Education Hospitality

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

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: _____ **Assessment Schedule Year 11 - 2024**

| Assessment Tasks for SIT20322 Certificate II in Hospitality | | Task 1 Safety in the kitchen | Task 2 Service please | Task 3 Work Placement | Optional EXAM |
|--|---|---------------------------------|--------------------------|--------------------------|------------------|
| <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | Week 9 | Week 2 | Week 5 | Week |
| | | Term 1 | Term 3 | Term 3 | Term |
| Code | Unit of Competency | Date TBA | Date TBA | | Date |
| SITXFSA005 | Use hygienic practices for food safety | X | | | |
| SITXWHS005 | Participate in safe work practices | X | | | |
| SITXFSA006 | Participate in safe food handling practices | X | | | |
| SITHCCC025 | Prepare and present sandwiches | | X | | |
| SITXCCS011 | Interact with customers | | X | | |
| SITXCOM007 | Show social and cultural sensitivity | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



Education **Sport Coaching**

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

Qualification: SIS30521 Certificate III in Sport Coaching

Cohort 2024 - 2025

Training Package SIS Sport, Fitness and Recreation

School Name: _____

Assessment Schedule Year 11 - 2024

| Assessment Tasks for SIS30521 Certificate III in Sport Coaching | | Task 1 Tournament Time | Task 2 The Community Coach | Task 3 Officiating | EXAM (Optional) |
|--|---|---------------------------|----------------------------------|-----------------------|--------------------|
| <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | Week 5 Term 2 | Week 10 Term 2 | Week 5 Term 3 | Week Term |
| Code | Unit of Competency | Date | Date | Date | Date |
| HLTWHS001 | Participate in workplace health and safety | X | | | |
| SISXIND006 | Conduct sport, fitness and recreation events | X | | | |
| SISSSC0002 | Work in a community coaching role | | X | | |
| SISSSC0005 | Continuously improve coaching skills and knowledge | | X | | |
| SISSSO002 | Continuously improve officiating skills and knowledge | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards the SIS30521 Certificate III in Sport Coaching.

*** This course is not HSC examinable**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

| WEEK | ASSESSMENT TASK CALENDAR - TERM 1, 2024 |
|---------------------|---|
| 1 29/1/24 | |
| 2 5/2/24 | |
| 3 12/2/24 | |
| 4 19/2/24 | Sport, Lifestyle & Recreation (SLR) – Independent Research - Outdoor education 20% |
| 5 26/2/24 | |
| 6 4/3/24 | Construction – Task 1 White Card Exploring Early Childhood (EEC) – Pregnancy and childbirth research and brochure task 35% Food Technology – Food Availability and Selection Case Study 20% |
| 7 11/3/24 | Biology – In class practical activity 30% Investigating Science – Scientific Investigation Task 30% |
| 8 18/3/24 | Agriculture - Farm Case Study 30% Ancient History – Source Analysis 30% Community & Family Studies (CAFS) – Resource Management 35% Legal Studies – The Legal System Annotated media file 30% Mathematics Standard – In class written response 30% PDHPE – In class response 25% |
| 9 25/3/24 | Business Studies – Media File Business Report 20% English Standard – Writing Portfolio and Reflection Statement 30% English Studies – Short Answer & Written Response task 30% Hospitality – Task 1 Safety in the Kitchen Mathematics Extension 1 – In class written response 30% Numeracy – Assignment 30% |
| 10 1/4/24 | Construction – Task 2 Work Safe, Stay Safe English Advanced – Writing Portfolio 30% English Extension 1 – Creative Writing Task 30% Modern History – Source Analysis and Essay. In class assessment 30% Music – Composition Research Task 30% Software Engineering – Programming fundamentals project 30% Visual Arts – Part A: Landscape Artist Study, Part B: “Art Is” BOW & VAD 40% Work Studies – Career Planning – resume, job application, interview 35% Industrial Technology (Timber Products & Furniture) - Industrial study on industrial related manufacturing technology 15% |
| 11 8/4/24 | Mathematics Advanced – Investigative assignment 30% |

| WEEK | ASSESSMENT TASK CALENDAR - TERM 2, 2024 |
|---------------------|--|
| 1 29/4/24 | |
| 2 6/5/24 | |
| 3 13/5/24 | |
| 4 20/5/24 | |
| 5 27/5/24 | Investigating Science – Depth Study 30% Sport Coaching – Task 1 Tournament Time |
| 6 3/6/24 | Exploring Early Childhood - Child growth and development - Case study 35% |
| 7 10/6/24 | |
| 8 17/6/24 | Agriculture – Independent Research Project 30% Biology – Field Study 30% Modern History – Research Task. Oral and written task 40% Sport, Lifestyle & Recreation (SLR) – Practical Application and Report - Skill based 60% |
| 9 24/6/24 | English Standard – Multi-modal Presentation 30% English Studies – Multi-modal Presentation 30% Legal Studies – Law in Practice Research based in class essay 30% Mathematics Advanced – In class written response 30% Mathematics Standard – Investigative assignment 30% Music – Core Performance 30% Numeracy – Assignment 30% |
| 10 1/7/24 | Construction – Task 3 Working It Out English Advanced – Multi-modal Presentation 30% English Extension – Multi-modal Presentation of IRP 30% Industrial Technology (Timber Products & Furniture) - Project production and management folio 70% Mathematics Extension 1 – Investigative assignment 30% PDHPE – Laboratory Report 35% Sport Coaching – Task 2 The Community Coach Work Studies – Work Placement – Diary/Logbook 30% |

| WEEK | ASSESSMENT TASK CALENDAR - TERM 3, 2024 | |
|--------------------------------|--|--|
| 1 22/7/24 | Ancient History – Research Task 40% | |
| 2 29/7/24 | Food Technology – Nutrition Task and Practical Experimentation 40% Hospitality – Task 2 Service Please | |
| 3 5/8/24 | | |
| 4 12/8/24 | Business Studies – Business Plan 40% Community & Family Studies (CAFS) – Individuals and Groups/ Families and Communities 35% | |
| 5 19/8/24 | Hospitality – Task 3 Work Placement Sport Coaching - Task 3 Officiating Software Engineering – Blended mechatronic/OOP project 40% | |
| 6 26/8/24 | | |
| 7 2/9/24 | Sport, Lifestyle & Recreation (SLR) – Practical/Theory Test - Fitness analysis 20% Visual Arts – Site Structure significance BOW and VAD 30% | |
| 8 9/9/24 | NO GO ZONE <i>(no assessment tasks 1 week before exams)</i> | |
| 9 & 10 16/9/24 - 23/9/24 | Construction – Task 4 Project Planning <u>Final Examinations</u> Ancient History 30% Agriculture 40% Biology 40% Business Studies 40% CAFS 30% English Advanced 40% English Standard 40% English Studies 40% English Extension 1 40% Industrial Technology (Timber Products & Furniture) 15% Exploring Early Childhood 30% | Food Technology 40% Investigating Science 40% Legal Studies 40% Mathematics Advanced 40% Mathematics Standard 40% Mathematics Extension 1 40% Modern History 30% Music 40% Numeracy 40% PDHPE 40% Software Engineering 30% Sport, Lifestyle and Recreation 20% Visual Arts 30% Work Studies 35% |

My Year 11 Personal Assessment Task Calendar

Name: _____

| Week Date | TERM 1 | Week Date | TERM 2 | Week Date | TERM 3 |
|--------------------|--------|--------------------|--------|--------------------|--------|
| 1 29/1/24 | | 1 29/4/24 | | 1 22/7/24 | |
| 2 5/2/24 | | 2 6/5/24 | | 2 29/7/24 | |
| 3 12/2/24 | | 3 13/5/24 | | 3 5/8/24 | |
| 4 19/2/24 | | 4 20/5/24 | | 4 12/8/24 | |
| 5 26/2/24 | | 5 27/5/24 | | 5 19/8/24 | |
| 6 4/3/24 | | 6 3/6/24 | | 6 26/8/24 | |
| 7 11/3/24 | | 7 10/6/24 | | 7 2/9/24 | |
| 8 18/3/24 | | 8 17/6/24 | | 8 9/9/24 | |
| 9 25/3/24 | | 9 24/6/24 | | 9 16/9/24 | |
| 10 1/4/24 | | 10 1/7/24 | | 10 23/9/24 | |
| 11 8/4/24 | | | | | |
| Throughout Term 1: | | Throughout Term 2: | | Throughout Term 3: | |

