

COFFS HARBOUR HIGH SCHOOL



Year 11 Assessment Procedures & Schedules 2020

Published by: Coffs Harbour High School
Cnr Edinburgh and Nile Streets
COFFS HARBOUR NSW 2450

Phone: (02) 6652 3466

Email: coffsharb-h.school@det.nsw.edu.au

Website: <https://coffsharb-h.schools.nsw.gov.au/>

Patti Kearns
PRINCIPAL

Connel Field
DEPUTY PRINCIPAL

Adam Mason
YEAR ADVISER



A message from the Principal

Beginning 2020, our school will be introducing some changes to our bell times and delivery of courses to students. The most significant of these changes will impact upon Year 11 and 12 students as outlined below;

- Roll call will be removed and all lessons will commence at 9.10am each day including for Year 11 and 12 students. Student attendance will be marked in Period 1. Any senior student who has a study period in period 1 will be required to sign in at the front office using their Student Identification card. Please note that students in Year 11 will not be permitted to leave the school grounds in their study periods until week three of term one.
- Each period will be increased from 50 minutes to 60 minutes.
- The number of periods per day will be reduced from six to five.
- Unlike previous years, students in Year 11 will have scheduled classes on Wednesdays from 2020. These will be during Period 1, 2 and in some instances Period 3. Extension courses will continue to be held Wednesdays at times that do not conflict with other courses.
- Students in Year 11 can then sign out of school on Wednesdays from 12.50pm to attend their TAFE or Southern Cross University course or undertake employment. Alternatively students are welcome to stay at school and use the library for personal study time. A teacher will be on duty to assist students with their learning.
- Any senior student who requires transportation to their TAFE or SCU course on Wednesdays in the first semester can see Mrs Court for information regarding a subsidised transport arrangement from school to TAFE / SCU. Transportation home after TAFE / SCU remains the responsibility of parents and carers. Please note that TAFE courses do not commence until w/c 10th February 2020.
- All students in Year 11 will be required to complete the new NESAs Life Ready Program during Term 1 – 3. This consists of one timetabled period per week as outlined on their timetable. More information can be found here <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready>
- All students in Year 11 will also be required to show completion of the NESAs 'All My Own Work' mandatory program. This program will be delivered to students on their first day of Term One 2020. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

If a student has a TVET class on Wednesday afternoons, then all courses are offered at either TAFE CHEC or Coff Harbour Campus and not at school. These courses are externally delivered. If a student has a SCU Headstart course, then these courses are delivered at either SCU Coffs Harbour or the National Marine Science Centre.

We wish all students well in their senior studies and encourage parents and students to contact the Head Teacher, Senior Studies, Mrs Dionne Court or Year Adviser, Mr Adam Mason, should they have any concerns or questions about arrangements or expectations.

Ms Patti Kearns
Principal

A message from the Deputy Principal

Special Responsibilities of Year 11 &12 students

1. Signing in each day – students will swipe their ID cards at the roll office each morning to verify their attendance for the day. Please ensure that you sign in before the start time of your first lesson; i.e. if a student has a class in period 1, they must swipe before 9.10am; if they are not on class until period 2, they must swipe before 10.10am and so on.
2. Leaving the school grounds and leaving early – students in Year 11 and Year 12 are permitted to leave the school for the day after their last class. They must swipe at the office to indicate that they have left for the day. Students are not permitted to leave during study periods and then return to attend other classes. Students in Year 11 and 12 may leave the school during recess or lunch to walk to the Jetty shops for recess or lunch, provided they follow our code of behaviour and uphold our school values when they are dressed in our uniform in public. If students breach our code of behaviour whilst out of the school during school hours, this privilege will be withdrawn.
3. Driving to and from school - Use of private motor vehicles by students – Please note that students are not to leave the school grounds throughout the school day (including during study periods or within breaks from classes) to travel in cars or motorbikes.
 - Students in Year 11 and 12 are permitted to drive to and from school at the discretion of their parents.
 - Student drivers are expected to conform to the road rules at all times and to ensure that no more passengers are carried than are provided for by fitted seat belts.
 - Please note that students are not to leave the school grounds throughout the school day (including during study periods or within breaks from classes) to travel in their cars and can only leave after they have signed out of school at the office.
 - Student drivers are not permitted to take other students in their vehicle during the school day.
 - Vehicles must be parked so that they do not obscure or interfere with access to driveways and homes of residents within the vicinity of the school.

Please contact me at the school should you have any enquiries about information provided or any other questions or concerns relating to your child.

Mr Connel Field

Deputy Principal – Year 11

A message from the Year Adviser

Seeking support when you need it

I cannot stress enough the importance of a regular study routine that includes time set aside each day for study, revision and homework. This is one of the most pro-active things that you can do to ensure a good result in your Higher School Certificate, and in all tasks leading up to this examination period.

Sometime throughout the next eighteen months your senior workload and assessment tasks may seem overwhelming. Don't be afraid to seek help or advice from your teachers, other staff or myself. Get in early. Don't wait until you are too stressed to cope. Your teachers are here to assist you. If you think you are unable to meet a deadline, don't wait until the last minute to discuss this with your teacher. In the case of genuine difficulties such as a family crisis or health problems, alternative arrangements can be made. It is up to you to communicate clearly with your teachers.

Two useful sites that can provide you with very good information related to your courses and the exam are <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC> and <https://studentonline.nesa.nsw.edu.au/>. Plan ahead and stick to your study routine and ask for help when you need it. Enjoy the next eighteen months, they will go past too quickly. Study smart, study consistently. Be involved in your school.

Best wishes,

Mr Adam Mason
Year 11 Adviser

The **HSC: All My Own Work** program is a compulsory requirement of the HSC, designed to help Year 11 and 12 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's content is divided into five modules:

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

All students commencing year 11, regardless of their pattern of study must complete the quizzes in all five modules to be eligible to be entered into Preliminary HSC. This information is provided to the National Educational Standards Authority for compliance.

Further information can be obtain at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

NESA - HSC Minimum Standards

NESA requires that students need to meet the HSC Minimum Standard to receive the HSC.

To show they meet the standard students need to:

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

From 2020, only students who meet the HSC minimum standard in all three areas will receive a Higher School Certificate testamur.

Students do not need to meet the HSC minimum standard to:

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

Many students will have sat their Minimum Standard tests during Year 10. Any Student who did not meet a Level 3 or 4 level during Year 10 will have two additional testing opportunities in each year for Year 11 and Year 12 to meet the standards. Test windows will be advised at school for students to sit and achieve the levels required to meet the HSC Minimum Standards requirements.

- More information regarding the HSC Minimum Standards can be found at <https://www.youtube.com/watch?v=T3y6yuRYBiw>

Accessing Results – NESA Students Online

Students who have completed Year 10 can access their Year 10 RoSA and HSC Minimum Standards results via their <https://studentsonline.nesa.nsw.edu.au/> account. The RoSA is a cumulative record and as such, as a student progress through Year 11 and 12 their RoSA can be accessed and downloaded as required.

It is the responsibility of students to ensure that they have activated their account and created a PIN and ensure that all information in their Students Online account is up to date and accurate.

OPTIONS FOR STUDY IN YEAR 11

At Coffs Harbour High School, students in Year 11 fit into one of the following categories, depending upon their academic ability, career aspirations, interests and skills:

1. **YEAR 11 course/ATAR pathway** means that students are studying at least 12 units of Board Developed Courses and they are eligible to apply for an ATAR and attend University. They may include one VET course in these 12 units. Many higher ability students across the State elect to study 12 to 14 units.
2. **YEAR 11 course/NON ATAR pathway** means that students are studying at least 12 units which may be a combination of Board Developed and Board Endorsed Courses. They are not eligible to apply for an ATAR or attend University and are more likely to have career aspirations which include TAFE or on the job training. (Students are reminded that there are other pathways to university for mature aged students, should they change their mind in a few years).
3. **Year 11 course/Record of Student Achievement (ROSA)** means that students are studying courses which are mostly Board Endorsed and may include substantial time at TAFE, such as the TVET course. These students are generally keen to exit to employment once they turn 17 years.

Year 11 ATAR and Year 11 NON-ATAR students

1. Assessment consists of a series of tasks which measure a student's achievement in a particular course.
2. The purpose of Year 11 assessment is to compare the achievement of all students within a course and rank them accordingly, showing relative differences.
3. A variety of formal assessment tasks are used in each course, in addition to the Final Exam. These tasks may be completed in the classroom or assigned as homework or study activities, for example written, practical, oral, aural tests, assignments, essays, projects, field work, oral presentations, research, design and creation of major works, demonstrations, rehearsed and impromptu performances. The final Higher School Certificate Examination is included for courses which are externally assessed and contribute to ATAR.
4. Your final school assessment total is sent to the New South Wales Educational Standards Authority (NESA) in Term 3 of Year 11. These marks will be allocated within one of six performance bands with band 6 being the highest.
5. All Board Developed Course and Board Endorsed Course assessments will contain a school based final assessment worth 100% for year 11.
6. The Australian Tertiary Admission Rank (ATAR) calculated by the universities is based on your raw exam mark and your moderated assessment mark where you have selected a combination of courses which will make you eligible for an ATAR in Year 12.

Vocational Education – Dual Accreditation

Students who have elected to study a VET (Vocational Education and Training) course will be assessed on their ability to achieve competency standards over a continuous, two-year course of study (as opposed to other courses which separate Year 11 and Year 12 requirements).

Students have the opportunity to gain *Industry Accreditation* by achieving the required competency standards AND *Higher School Certificate Accreditation* by sitting for the Higher School Certificate Examination in the Vocational Education course.

The school's responsibilities in relation to school based assessments

1. At the commencement of each course each faculty is required to provide students with a list of all assessment tasks to be completed through the course and the value (weighting) of each task. The list will indicate the week that the task is due. **These details are found in this book.**
2. Students will be notified of the specific date and time when each assessment task will fall due at least *10 school days prior to the due date of the task.*
3. Students will be provided with clear instructions on the basis on which their performance will be judged. This advice is called a "RUBRIC" and will be issued, in writing, with each task.
4. The same or equivalent tasks will be undertaken by all students in a course, regardless of which class they are in. Marking procedures will include consultation between teachers and double marking where appropriate.
5. A student's attitude, interest or conduct are not considered when marking an assessment task. However, it is obvious that effort, interest and attitude will affect a student's ability to achieve and may also affect the achievement of other students.
6. Award zero marks (0%), if a student fails to submit an assessment task when it is due, and no misadventure form is received or accepted.
7. Award zero marks (0%), to assessment task *submitted late* (after the stipulated time on the notified due date), but record that completion of the task will be accredited towards satisfying mandatory Year 11 course requirements.
8. Award zero marks (0%), to an assessment task where a student has been found guilty of malpractice (eg, cheating in an exam, copying the work of others).

Student responsibilities in relation to school based assessments

1. You are *expected to complete all assessment tasks by the due date and time.*

2. Use the calendar pages provided with this book to track all of your assessment tasks.
3. Some assessment tasks involve attendance at excursions, field studies etc. Attendance is compulsory. Where financial hardship is a factor, the Head Teacher Welfare should be approached for assistance.
4. It is your responsibility to ensure that you make backup copies of all assessment tasks. Failure of technology is not a valid reason for failing to submit a task on time.
5. It is your responsibility to ensure that you keep a record of any assessments that are submitted to teachers via email as proof of submitting assessments. Failure of technology is not a valid reason for failing to submit a task on time.
6. *All work submitted for assessment must be your own work.* Any breach of this rule will result in a mark of zero. For further details on rules associated to submission of work go to https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Year_12/Year_12-all-my-own-work
7. It is your responsibility to be aware of assessment task dates for all of your courses and to organise your schedule accordingly.
8. Students must attend all timetabled classes and will not be granted leave of absence to study for other assessment tasks in these times.
9. Students who are absent on the day when the *class is notified* of an assessment task are responsible for obtaining details from their teachers immediately on their return to school. They will be expected to complete the task on time.
10. If you know in advance that you are going to miss an assessment task, either hand in the assessment task *before the absence* or negotiate alternative arrangements with your teacher and/or Head Teacher of the faculty and complete an *Illness / Misadventure Form*. Documentation explaining the absence (as outlined above) will be required.
11. If you are sick on the day when an assessment item is due you must arrange to get the task to the teacher by the deadline set for the task. You are required to obtain a medical certificate from your doctor to confirm your absence from school and/or inability to submit the assessment tasks due to illness, and then apply for an *Illness/ Misadventure form*.
12. Where you feel there is a valid reason, such as serious illness, for missing a task or being unable to submit a task, you **must** complete an *Illness/ Misadventure form* within 5 days and report to the relevant teacher or Head Teacher **immediately** upon your return to school with supporting documentation, such as a medical certificate, to discuss your case.
13. If your *Illness/Misadventure form* is accepted, the choice of completing the original task, completing an alternative task or receiving an estimate for the task rests with the Head Teacher of the relevant faculty.
14. Assessment tasks may be submitted to the course teacher in person, by courier, by postal mail or by e-mail to the school address. The assessment task must be submitted at the stipulated time. Where no time is stipulated it cannot be submitted after 3.20 pm on the day it is due.

SATISFACTORY COMPLETION OF COURSES

Students are reminded that in order to complete Year 11 satisfactorily they must achieve some or all of the course outcomes *in at least twelve units of study in Year 11*.

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

1. Followed the course developed or endorsed by the NSW Educational Standards Authority;
2. Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
3. Achieved some or all of the course outcomes;
4. Sat for and made genuine attempts to complete all examinations;
5. Completed formal assessment tasks worth in excess of 50% of the total available marks, within the timeframe determined by Coffs Harbour High School's Year 11 Formal Assessment Schedule;
6. Maintained a satisfactory record of attendance of more than 80%.

UNSATISFACTORY COMPLETION OF COURSES

A student will be considered *unsatisfactory* in a course if they **fail to apply themselves with diligence and sustained effort** to the set tasks and experiences required by the school to achieve some or all of the course outcomes. Indicators of concern include:

1. An excessive number of absences or lateness to school, particularly if these are unexplained.
2. An excessive rate of absences from, or lateness to, classes in one or more courses, particularly if these are unexplained.
3. Poor achievement in class tests, assignments etc, caused by lack of application.
4. Poor classroom behaviour which inhibits your own and others' learning.
5. Failure to submit assessment tasks.
6. Failure to submit assessment tasks on time on the due date.
7. Failure to complete class work and homework.
8. Proven case of copying, plagiarism or cheating.

WARNING LETTERS TO STUDENTS

If at any stage during the course it appears that a student will not achieve a sufficient number of outcomes, a *Warning Letter will be sent*. The purpose of these letters is:

1. To give students a warning in time for them to correct the problem.
2. To clarify their current status regarding an unsatisfactory designation.

If a student receives *Warning Letter 1*, *Warning Letter 2* and *Warning Letter 3* for the same subject, the Head Teacher of the subject will refer the student to the Deputy Principal/Principal.

An interview with the parents and student will be held and if satisfactory progress towards fulfilling the requirements cannot be demonstrated, the Principal is obliged to issue an "N" Award Determination.

The student is entitled to appeal to the NSW Educational Standards Authority about the "N" Award Determination. If the "N" award issued by the school is upheld by the NSW Educational Standards Authority, the student will not be given Year 11 accreditation in that particular course. This would necessitate studying these units again the following year to complete the correct number of units. Year 11 would be awarded when 12 units are completed.

APPEALING A SCHOOL BASED ASSESSMENT MARK

If a student is unhappy with an assessment mark, they have the right of appeal, following the process outlined below.

1. See your classroom teacher *within two (2) school days* of receiving your mark and explain the reason for your unhappiness. Attempt to negotiate a solution.
2. If you are still unhappy after the interview, see the Head Teacher of the faculty immediately. If necessary the Head Teacher may refer the problem to the Principal and Deputy Principal of Year 11.
3. Students may appeal against an assessment mark within five (5) working days of notification to the Principal.
4. Where a student's performance is deemed unsatisfactory and an "N" Award in a particular course is recommended, the student has the right of appeal initially to the Principal and, subsequently, to the NSW Educational Standards Authority.
5. Where a student's position at Coffs Harbour High School is declared invalid due to Non-Serious Attempt, the student has the right of appeal through the School Education Director.

STUDENT SUPPORT

All students are encouraged to seek support from teaching staff during the year as needed. These support staff include:

Support personnel	Type of support
Classroom Teachers	Assistance with course work and assessment tasks.
Head Teachers	Warning Letters, Misadventure forms and appeals of assessment marks.
Year Advisers	Assistance and support with wellbeing related issues which may impact on school for the student.
Mentors	A teacher whom the student has a good relationship with and can seek support from.
School Counsellor	Support and counselling relating to personal and wellbeing issues and disabilities.
Careers Adviser	Career and exit planning, assistance and advice about scholarships, UAC guide, University Open days.
Learning and Support Teacher	Support and advice about Disability Provisions including having a reader/writer, additional time or rest breaks for exams if a student has a learning disability or medical illness which affects their performance.
Deputy Principals and Principal	Final "N" Award determinations, wellbeing issues.

REPORTING TO PARENTS/CAREGIVERS

Parents/carers are encouraged to participate in their children's education through regular communication with the teaching staff at Coffs Harbour High School.

Parents/carers are invited to contact teachers throughout the year, to arrange phone conferences, progress reports and interviews.

Coffs Harbour High School report to parent/carers through information evenings; student's Examination Reports; Parent/Carer/Teacher Evenings.

The NSW Educational Standards Authority reports to parents/carers through the issue of the Higher School Certificate.



Illness / Misadventure Application Form

Year 11 and Year 12 Assessments

SECTION 1: Student to Complete

STUDENT: _____ Year level _____

Have you missed / not completed more than one task / examination due to this illness or misadventure?

YES NO

Course	Class Teacher	Task Description	Due Date:
			/ /
			/ /

Select one

- I have been unable to submit the task by the required date
 I have been / or will be unable to attempt a task/s or examination /s on the required date

Reason for Application

- Illness – Please have a Doctor / Medical certificate as evidence of illness (Section 2)
 Misadventure – Please attach independent evidence of the Misadventure (Section 3)

Description of illness / Misadventure: _____

Student Signature: _____ Date form submitted: ____/____/____

Parent Signature: _____

SECTION 2: Medical Evidence to support Application

Please attach a copy of a valid Medical Certificate from your Medical Practitioner that includes specific dates and an explanation of the medical incident to support your application.

SECTION 3: Independent Evidence of Misadventure

Type of Misadventure	Date of Misadventure
Please describe how the misadventure affected the student's to complete this assessment task / examination on the due date. (Attach relevant supporting documentation)	
Name of person making statement _____	
Signature of person making statement _____ Date: ____/____/____	

Once this first page is completed, students are to give it to their course teacher. The teacher shall submit their comments and seek approval from their Head Teacher then the Deputy Principal.

SECTION 4: Teacher / Head Teacher / Deputy Principal to complete

Course Name: _____ Teacher Comment: _____

Teacher name and Signature: _____ Date ____/____/____

APPLICATION DECISION (As recommended by the Head Teacher, based on all evidence supplied)

UPHELD

- (a) Further extension of time: until new due date ____/____/____
- (b) Alternative task to be undertaken
- (c) Estimate to be given
- (d) No penalty, because of acceptable extenuating circumstances

DISMISSED

- (e) Submitted late without acceptable reason, so mark of 0% will be recorded
- (f) Zero mark for non-attempt to be recorded for this task
- (g) As per assessment notification

Head Teacher Signature _____ Date ____/____/____

Application Approved by Deputy Principal _____ Date ____/____/____

SECTION 5: DECISION APPEAL (must be lodged within two school days of receiving the decision above)

I wish to appeal against the above decision. Reason for appeal (attach extra documentation if needed)

Student Signature: _____ Date ____/____/____

RESULT OF APPEAL: Upheld / Dismissed

Principals Signature _____ Date ____/____/____

Once completed and signed by both Head Teacher and Deputy Principal the form is to be given to HT Senior Studies for entry into Sentral. A copy of the completed form is also to be provided to the student by the Deputy Principal.

Office Use only:

Copy provided to student

Illness / Misadventure entered into Sentral by HT Senior Studies

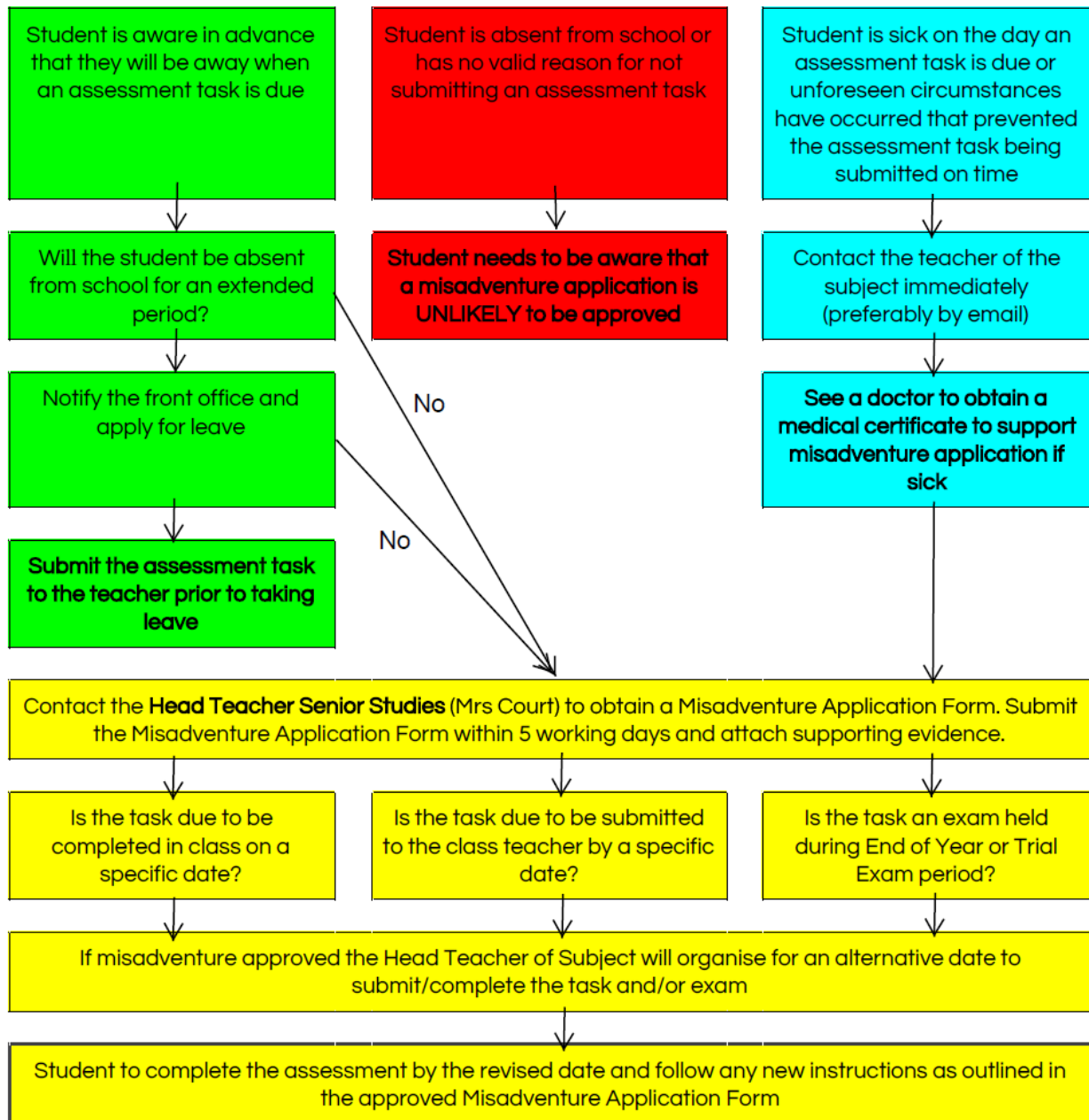
Final copy to be placed in student file.



Coffs Harbour High School

Assessment Task Misadventure

FLOW CHART illustrating the management of Assessment Task Misadventure



Year 11 Courses included in this Assessment Guide

Aboriginal Studies
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
English Advanced
English Standard
English Studies
English Extension 1
Industrial Technology
Legal Studies
Life Ready Course – compulsory course for all Year 11 students
Lifestyle Studies
Marine Studies
Mathematics Standard Pathways 2
Mathematics Advanced
Mathematics Extension 1
Modern History
Music 1
Personal Development, Health and Physical Education
Photography, Video and Digital Media
Physics
Society and Culture
Spanish Beginners
Sport, Leisure and Recreation
Textiles & Design
VET Hospitality – Kitchen Operations
VET Primary Industries - Horticulture
Visual Art
Visual Design

Other courses not assessed by Coffs Harbour High School

Languages via Distance Education
TAFE delivered VET courses (TVET)
Southern Cross University Head Start (Biology & Communications in Organisation)

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Research Task Aboriginality and the Land	Comparative Study International Indigenous Community	Local Community Case Study Research and Inquiry Methods	
	Due Term 1 , Week 9	Due Term 2, Week 8	Due Term 3, Week 6	
	Outcomes Assessed P1.1, P1.2, P2.1, P2.2,P3.2	Outcomes assessed P1.2, P3.2, P3.3, P4.3	Outcomes assessed P4.1, P4.2	
Knowledge and understanding of course content	20	10	10	50
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	15
Research and inquiry methods, including aspects of the local community case study	5	5	10	20
Communication of information, ideas and issues in appropriate forms	10	10	5	25
Total %	40	30	30	100

Outcomes

- P1.1** identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2** explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3** explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1** explains the meaning of the Dreaming to Aboriginal peoples
- P2.2** explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1** describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2** explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3** explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1** plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2** undertakes community consultation and fieldwork and applies ethical research practices
- P4.3** investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Source Analysis Investigating Ancient History	Research and Essay Historical Investigation	Yearly Examination	
	Due Term 1, Week 9	Due Term 3, Week 6	Due Term 3, Week 9/10	
	Outcomes assessed AH11-6, AH11-7 AH11-9, AH11-10	Outcomes assessed AH11-3, AH11-4 AH11-5, AH11-6 AH11-8, AH11-9	Outcomes assessed AH11-1, AH11-2 AH11-6, AH11-7 AH11-9	
Knowledge and understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretation	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	35	25	40	100

Outcomes

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

ASSESSMENT SCHEDULE				
Component (syllabus)	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study Presentation	Yearly Examination	
	Due Term 1, Week 8	Due Term 2, Week 4	Due Term 3, Week 9/10	
	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-10 BIO11-11	Outcomes assessed BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

Outcomes

- BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5** analyses and evaluates primary and secondary data and information
- BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8** describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9** explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10** describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11** analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

ASSESSMENT SCHEDULE				
Component	Task 1	Task 2	Task 3	Weighting %
	Business Report	Business Plan	Yearly Examination	
	Due Term 1, Week 8	Due Term 2, Week 7/8	Due Term 3, Week 9/10	
	Outcomes assessed P1, P2, P3, P7, P9	Outcomes assessed P4, P6, P7, P8	Outcomes assessed P1, P2, P5, P9, P10	
Nature of Business	15		5	20
Business Management	20		20	40
Business Planning		30	10	40
Total %	35	30	35	100

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

ASSESSMENT SCHEDULE					
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %	
	Practical Test Module 1 Properties and Structure of Matter	Depth Study Report Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination		
	Due Term 1, Week 8	Due Term 2, Week 8	Due Term 3, Week 9/10		
	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8	Outcomes assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	Outcomes assessed CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11		
Skills in Working Scientifically	20	30	10	60	
Knowledge and Understanding	10	10	20	40	
Total %	30	40	30	100	

Outcomes

- CH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5** analyses and evaluates primary and secondary data and information
- CH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8** explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9** describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10** explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11** analyses the energy considerations in the driving force for chemical reactions

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Communication research	Observation case Study	Yearly Examination	
	Due Term 1, Week 8	Due Term 2, Week 6	Due Term 3, Week 9/10	
	Outcomes assessed P4.1, P4.2, P7.1	Outcomes assessed P2.1, P2.3, P3.2, P4.1, P4.2	Outcomes assessed P1.2, P2.2, P2.3, P2.4, P3.1, P3.2, P5.1, P6.1, P7.4	
Knowledge and understanding of groups, families and communities	10	5	5	20
Skills in: <ul style="list-style-type: none"> • applying management processes • planning to take responsible action(s) 		30	10	40
Skills in researching, critical thinking, analysing and communicating	10	5	25	40
Total %	20	40	40	100

Outcomes

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

ASSESSMENT SCHEDULE				
Task number	Task 1	Task 2	Task 3	Weightings %
Nature of task	Writing portfolio with reflection statement Reading to Write	Interactive ICT presentation (multimodal presentation) Critical Study of Text	Yearly Examination Narratives that shape the World	
Timing	Due Term 2, Week 2	Due Term 3, Week 1	Due Term 3, Weeks 9/10	
Outcomes assessed	EN11-1, EN11-3, EN11-5, EN11-6, EN11-9	EN11-2, EN11-3, EN11-4, EN11-8, EN11-9	EN11-1, EN11-5, EN11-6, EN11-7, EN11-8	
Components				
Knowledge and understanding of course content	10	20	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20	10	50
Total %	30	40	30	100

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

ASSESSMENT SCHEDULE				
Task number	Task 1	Task 2	Task 3	Weightings %
Nature of task	Writing portfolio with reflection statement Reading to Write	Interactive ICT presentation (multimodal presentation) Contemporary Possibilities	Yearly Examination Close study of text	
Timing	Due Term 2, Week 2	Due Term 3, Week 1	Due Term 3, Weeks 9/10	
Outcomes assessed	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-4, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Components				
Knowledge and understanding of course content	10	20	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20	10	50
Total %	30	40	30	100

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

ASSESSMENT SCHEDULE				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Multimodal Presentation Mandatory Module: Achieving through English	Research Task Elective Module – English and Family Life	Writing Portfolio - Collection of classwork All modules including Elective Module F – On the Road	
Timing	Due Term 1, Week 8	Due Term 2, Week 8	Due Term 3, Week 6	
Outcomes assessed	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100

Outcomes

- ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4** composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7** represents own ideas in critical, interpretive and imaginative texts
- ES11-8** identifies and describes relationships between texts
- ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ASSESSMENT SCHEDULE				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Critical Response	Keynote Presentation	Extended Composition (and reflection statement)	
Timing	Due Term 1, Week 10	Due Term 3, Week 4	Due Term 3, Week 10	
Outcomes assessed	EE11-1, EE11-2, EE11-5	EE11-1, EE11-3, EE11-4, EE11-5	EE11-2, EE11-3, EE11-5, EE11-6,	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Outcomes

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

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Practical project & folio	Practical project & folio	Yearly Examination	
	Due Term 2, Week 3	Due Term 3, Week 4	Due Term 3, Week 9/10	
	Outcomes Assessed P1.2, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2, P6.1, P6.2	Outcomes Assessed P1.2, P2.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Outcomes Assessed P1.1, P1.2, P2.1, P6.2, P7.1, P7.2	
Knowledge & Understanding of course content	5	5	30	40
Production Knowledge and skills in the management, communication and production of projects	30	30		60
Total %	35	35	30	100

Outcomes

- P1.1** describes the organisation and management of an individual business within the focus area industry P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1** describes and uses safe working practices and correct workshop equipment maintenance techniques P2.2 works effectively in team situations
- P3.1** sketches, produces and interprets drawings in the production of projects
- P3.2** applies research and problem-solving skills P3.3 demonstrates appropriate design principles in the production of projects
- P4.1** demonstrates a range of practical skills in the production of projects
- P4.2** demonstrates competency in using relevant equipment, machinery and processes
- P4.3** identifies and explains the properties and characteristics of materials/components through the production of products
- 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

ASSESSMENT SCHEDULE				
Component	Task 1	Task 2	Task 3	Weighting %
	Source Analysis	Media File	Yearly Examination	
	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10	
	Outcomes assessed P1, P4 P6	Outcomes assessed P1, P2 P3, P4, P5 P6, P8	Outcomes assessed P1, P2 P3, P4, P5 P6, P7 P9, P10	
Knowledge and understanding of course content	10	10	20	40
Inquiry and Research		10	10	20
Communication of legal information issues and ideas	10		10	20
Analysis and Evaluation	10	10		20
Total %	30	30	40	100

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

LIFE READY

Ms S Backhouse, Mr R Hardie-Porter, Mr B Dyer

Life Ready is a **mandatory** 25-hour NESA course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

The content of the school's Life Ready program is based on the needs and interests of our students. Life Ready has been integrated into the normal school timetable for Year 11 in 2020. Students are **required to complete one 60 minute timetabled** period each week throughout Year 11.

Outcomes:

- 1.1 Assess personal strengths and skills to achieve positive outcomes in a range of challenging and changing situations.
- 1.2 Critically evaluate services and resources to identify sources of reliable information and support.
- 1.3 Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others.
- 2.1 Show respect for the ideas, feelings and contributions of others in various contexts.
- 2.2 Challenge inequity, discrimination and harassment based on age, sex, gender, race, religion, disability and sexuality.
- 3.1 Evaluate how contextual factors influence attitudes, values and behaviours.
- 3.2 Analyse the positive and negative implications of technology and digital media on self-concepts, independence, relationships and health behaviours.
- 4.1 Demonstrate capacity to build resilience and adapt to manage current and future challenges.
- 4.2 Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives.
- 5.1 Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts.
- 5.2 Recognise and respond appropriately to situations which may be limiting or harmful to self and others.
- 6.1 Assess, adapt and apply skills to develop and maintain respectful relationships and successfully participate in education, work and community contexts.
- 6.2 Demonstrate behaviours that model positive values, beliefs and attitudes and promote inclusion and equity for self and others.
- 7.1 Demonstrate financial management, digital literacy and enterprise skills to facilitate education, workplace and community engagement.
- 7.2 Demonstrate the capacity to seek help for self and others.
- 7.3 Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others.

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Study Timetable & Resume	Personal Interest Project	Yearly Examination	
	Due Term 1, Week 7	Due Term 2, Week 6	Due Term 3, Week 9/10	
	Outcomes assessed P2.1, P3.3, P4.2, P4.3,	Outcomes assessed P1.1,P1.3, P2.2, P3.3, P4.1, P4.2	Outcomes assessed P1.2, P1.3, P3.1, P4.1, P5.1	
Knowledge and Understanding	20	15	20	55
Skills	10	15	20	45
Total %	30	30	40	100

Outcomes

- P1.1** Identifies their role in a range of environments including school, family and the local community.
- P1.2** Describes the characteristics and roles of various groups in society.
- P1.3** Discusses responsibilities that individuals and groups have in the community.
- P2.1** Identifies the factors that contribute to the development of self- esteem and self-worth.
- P2.2** Describes the factors that impact on individual self-esteem and self worth.
- P3.1** Identifies individual responsibilities for developing and maintaining relationships
- P3.2** Discusses how relationships between individuals change.
- P3.3** Develops skills in coping with unexpected situations with impact on relationships.
- P4.1** Communicates effectively across a range of environments.
- P4.2** Uses decision-making skills to assist in daily living.
- P4.3** Identifies and manages the use of resources to assist in the achievement of goals.
- P5.1** Demonstrates greater respect for the view of others.
- P5.2** Uses proper values to make life decisions.
- P5.3** Articulates a more informed attitude to the realities of work

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Scuba Theory	First Aid Certificate	Final exam	
	Due Term 1, Week 9	Due Term 2, Week 4	Due Term 3, Week 9/10	
	Outcomes assessed P1.1-P1.5 P2.1-P2.3 P4.1-P4.2 P5.1-P5.4	Outcomes assessed P2.1 P2.2 P2.3	Outcomes assessed P1.1-P1.5 P3.1-P3.4	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

Outcomes

- 1.1** Relates with a respectful and caring attitude to the ocean and its life forms
- 1.2** Identifies the roles of individuals or groups involved in maritime activities
- 1.3** Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4** Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5** Demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1** Appreciates the importance of effective management practice
- 2.2** Works effectively within a group
- 2.3** Communicates information by writing reports, giving short talks and contributing to discussions

- 3.1** Evaluates information, situations, equipment manuals and written or manual procedures
- 3.2** Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3** Generates information from data by calculating, inferring, interpreting and generalising
- 3.4** Carries out planned research activities using appropriate measurements, observations, classification and recording skills

ASSESSMENT SCHEDULE				
Components (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Investigation Assignment	Reference Assisted Test	Year 11 Examination	
	Due Term 1, Week 10	Due Term 2, Week 9	Due Term 3, Week 9/10	
	Outcomes assessed: MS11-1, MS11-2 MS11-5, MS11-6 MS11-10	Outcomes assessed: MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-10	Outcomes assessed: MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	
Concepts, Skills and techniques	15	15	20	50
Reasoning and Communication	15	15	20	50
Total %	30	30	40	100

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 figures
- MS11-5** models relevant financial situations using appropriate tools
- MS11-6** makes predictions about everyday situations based on simple mathematical models
- MS11-7** develops and carries out simple statistical processes to answer questions posed
- MS11-8** solves probability problems involving multistage events
- MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

ASSESSMENT SCHEDULE				
Components (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Project	Class Test with Summary sheet	Year 11 Examination	
	Due Term 1, Week 9	Due Term 2, Week 9	Due Term 3, Week 9/10	
	Outcomes assessed: MA11- 1, MA11- 2, MA11- 8, MA11- 9.	Outcomes assessed: MA11-1, MA11-2 MA11-3 MA11-4 MA11-5, MA11-9	Outcomes assessed: MA11-1, MA11-2 MA11-3 MA11-4 MA11-5, MA11-6, MA11-7, MA11-9	
Knowledge, Understanding and Skills	15	10	20	45
Reasoning, Interpretative, Explanatory and Communicative Abilities	15	20	20	55
Total %	30	30	40	100

Outcomes

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

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

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

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

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

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

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

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

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

ASSESSMENT SCHEDULE				
Components (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Project	Class test with Summary Sheet	Year 11 Examination	
	Due Term 1, Week 11	Due Term 2, Week 10	Due Term 3, Week 9/10	
	Outcomes: ME11-1, ME11-2, ME11-6, ME11-7	Outcome ME11-1, ME11-2, ME11-3, ME11-7	Outcomes: ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7.	
Knowledge, Understanding and Skills	15	10	20	45
Reasoning, Interpretative, Explanatory and Communicative Abilities	15	20	20	55
Total %	30	30	40	100

Outcomes

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

ASSESSMENT SCHEDULE				
Historical Investigation	<ul style="list-style-type: none"> The Assassination of John F. Kennedy 			
Investigating Modern History	<ul style="list-style-type: none"> The Nature of Modern History: The Construction of Modern History Case Study 1: The American Civil War Case Study 2: The Cuban Revolution 			
Shaping the Modern World	<ul style="list-style-type: none"> World War One 			
Component	Task 1	Task 2	Task 3	%
	Research Essay Historical Investigation: JFK Assassination	Source Analysis Investigating Modern History: American Civil War & Cuban Revolution	Yearly Examination	
	Due Term 1, Week 8	Due Term 2, Week 10	Due Term 3, Week 9/10	
	Outcomes assessed MH11-2, MH11-4 MH11-6, MH11-7, MH11-8, MH11-10	Outcomes assessed MH11-1, MH11-3, MH11-5, MH11-6 MH11-7, MH11-9,	Outcomes assessed MH11-1, MH11-2 MH11-3, MH11-4 MH11-5, MH11-6 MH11-9	
Knowledge and understanding of course content	10	15	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	35	35	100

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

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Composition Topic 1: Music for Small Ensembles	Musicology/ Performance Topic 2: Music for large Ensembles	Yearly Examination – Aural & Performance of two pieces	
	Due Term 1, Week 8	Due Term 2, Week 8	Due Term 3, Week 9/10	
	Outcomes Assessed P1, P3, P7, P8, P9, P10, P11	Outcomes assessed P2, P4, P6, P10, P11	Outcomes assessed P4	
Performance		10	15	25
Composition	25			25
Musicology		25		25
Aural			25	25
Total %	25	35	40	100

Outcomes

Through activities in performance, composition, musicology and aural, a student:

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

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Board Developed Course

Mr A Mason

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Anatomy Lab	Written Report	Yearly Examination	
	Due Term 1, Week 9	Due Term 2, Week 9	Due Term 3, Week 9/10	
	Outcomes Assessed P6, P7, P8, P9, P10, P11	Outcomes assessed P1, P2, P3, P4, P5	Outcomes assessed P1- P12 P14 – P16	
Knowledge and Understanding of: Factors that affect health and The way the body moves	15	15	10	40
Skills in: Influencing personal and community health Taking action to improve participation and performance in physical activity	15		15	30
Skills in Critical Thinking, Research and Analysis		15	15	30
Total %	30	30	40	100

Outcomes

Strategies based on a critical analysis of the factors that affect performance and safe participation

- P1** identifies and examines why people give different meanings to health and to physical activity
- P2** explains how nutrition, physical activity, drug use and relationships affect personal health
- P3** recognises that health is determined by sociocultural, economic and environmental factors
- P4** identifies aspects of health over which individuals can exert some control
- P5** plans for and can implement actions that can support the health of others
- P6** proposes actions that can improve and maintain personal health
- P7** explains how body structures influence the way the body moves
- P8** describes the components of physical fitness and explains how they are monitored
- P9** describes biomechanical factors that influence the efficiency of the body in motion
- P10** plans for participation in physical activity to satisfy a range of individual needs
- P11** assesses and monitors physical fitness levels and physical activity patterns
- P12** demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13** develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14** demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15** forms opinions about health-promoting actions based on a critical examination of relevant information
- P16** utilises a range of sources to draw conclusions about health and physical activity concepts
- P17** analyses factors influencing movement and patterns of participation

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Portfolio 1	Portfolio 2	Portfolio 3	
	Due Term 1, Week 10	Due Term 2, Week 10	Due Term 3, Week 9/10	
	Outcomes Assessed M1, M2, M4, M6 M5, CH1, CH3	Outcomes Assessed M1, M2, M4, M6 M5, CH1, CH4	Outcomes assessed M1, M2, M3, M4, M5, M6, CH1, CH2, CH5	
Making	20	20	30	70
Criticism and History	10	10	10	30
Total %	30	30	40	100

Outcomes

- M1** generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2** explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3** investigates different points of view in the making of photographs and/or videos and/or digital images
- M4** generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5** develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6** takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

- CH1** generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2** investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3** distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5** recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

ASSESSMENT SCHEDULE				
Component	Task 1	Task 2	Task 3	Weighting %
	Practical Skills and Problem Solving Task Module: Kinematics	Depth Study: Practical Investigation and Report Module: Waves & Thermodynamics	Yearly Examination	
	Due Term 1, Week 6	Due Term 2, Weeks 9/10 - Term 3, Week 1	Due Term 3, Week 9/10	
	Outcomes Assessed: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8	Outcomes Assessed: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-10	Outcomes Assessed: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8, PH11-9 PH11-10, PH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

Outcomes

- PH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5** analyses and evaluates primary and secondary data and information
- PH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8** describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9** describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10** explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

ASSESSMENT SCHEDULE				
Component	Task 1	Task 2	Task 3	Weighting %
	Research Task	Research method and Assignment	Yearly Examination	
	Due Term 1, Week 7	Due Term 2, Week 8	Due Term 3, Week 9/10	
	Outcomes assessed P1, P3 P6, P9 P10	Outcomes assessed P1, P7 P8, P9	Outcomes assessed All Outcomes	
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of Social and Cultural research methods	5	5	20	30
Communication of information, ideas and issues in appropriate terms	5	15		20
Total %	30	30	40	100

Outcomes

A Student:

- P1** Identifies and applies social and cultural concepts
- P2** describes personal, social and cultural identity
- P3** identifies and describes relationships and interactions within and between social and cultural groups
- P4** identifies the features of social and cultural literacy and how it develops
- P5** explains continuity and change and their implications for societies and cultures

- P6** differentiates between social and cultural research methods
- P7** selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8** plans and conducts ethical social and cultural research
- P9** uses appropriate course language and concepts suitable for different audiences and contexts
- P10** communicates information, ideas and issues using appropriate written, oral and graphic forms

ASSESSMENT SCHEDULE				
Component	Task 1	Task 2	Task 3	Weighting %
	Oral presentation/ Q & A with teacher	Response to written text/ interview	Yearly Examination	
	Family Life	People, places and communities		
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	Outcomes assessed 1.1, 1.2, 2.1, 2.2, 2.6	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
Listening	20		10	30
Reading		20	10	30
Speaking	10	10		20
Writing			20	20
Total %	30	30	40	100

Outcomes

A student:

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

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Practical Task(s)	ICT Research Task	Sports Portfolio	
	Due Ongoing	Due Term 2, Week 1/2	Due Term 3, Week 1/2	
	Outcomes assessed 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1 & 4.2	Outcomes assessed 1.1, 1.2, 1.3, 3.2	Outcomes assessed 1.1, 1.3, 2.1, 2.3, 3.1, 3.2,	
Knowledge and Understanding		25	25	50
Skills	40	5	5	50
Total %	40	30	30	100

Outcomes

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

ASSESSMENT SCHEDULE				
Component	Task 1	Task 2	Task 3	Weighting %
	Practical Project 1 and portfolio	Practical Project 2 and portfolio	Yearly Examination	
	Due Term 1, Week 10	Due Term 3, Week 6	Due Term 3, Week 9/10	
	Outcomes assessed P1.1, P 1.2, P2.1, P2.2, P2.3, P3.1, P4.1	Outcomes assessed P1.1, p1.2, p2.1, p2.2, p2.3, p3.1, p3.2	Outcomes assessed P1.1, p1.2, p2.1, p2.2, p3.1, p3.2, P5.1, P5.2, P6.1	
Knowledge and understanding of course content	15	15	20	50
Skills and knowledge in the design, manufacture and management of textile projects.	15	20	15	50
Total %	30	35	35	100

Outcomes

A Student:

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

VET Certificate II Hospitality – Kitchen Operations SIT20416

Board Developed Course

Mr S Hardy

		Event 1 Breaky Brunch	Event 2 E – portfolio Progress check	Year 11 Examination	Work Placement* 35 hours
		Date: Week 9 Term 3	Date: Week 10 Term 3	Date: Week: 9/10 Term: 3	Date: Week 5 Term 2
Code	Unit of Competency				
SITXFFSA001	Use Hygienic practices for food safety	X	X	X	
SITXWHS001	Participate in safe work practices.	X	X	X	
SITHCCC002	Prepare and present simple dishes		X	X	
SITXFSA002	Participate in safe food handling practices		X	X	
BSBSUS201	Participate in Environmentally Sustainable work practices		X	X	X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations (SIT20312) or a Statement of Attainment towards a Certificate II in Kitchen Operations (SIT20312).

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

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

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

Students who study Hospitality gain credit towards the NSW YEAR 12 and credit towards National Vocational Qualifications under the Australian Qualifications Framework.

All students who study Hospitality will be studying the Hospitality Operations (240 indicative hours) Course. If students are competent in **all** units of work and **complete** the 70 hours of work placements they will receive a **Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations)**. The competencies will be recorded in a Student Log.

Definition of Competency - Based Assessment

Competency based assessment is largely activity based and practical. It is the process of collecting evidence and making judgements on student progress towards satisfying the performance criteria set out in a standard, or learning outcome. Competence implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. At an appropriate point a judgement is made as to whether competency has been achieved.

Satisfactory Completion of Competencies

Students are assessed according to whether or not they have achieved the learning outcomes specified in the modules they have undertaken. This form of assessment judges performance against a prescribed standard, not against other students. Students are assessed as having achieved or not yet having achieved a particular competence. It is up to the teacher's professional judgement to make certain that all aspects of the assessment process are valid, reliable, fair and flexible.

The teacher will do this by:

- Gathering evidence about a student's performance. This is ideally completed by direct observation in the workplace or by simulation of the workplace. Evidence is also gathered by traditional assessment tools such as written tests and assignments.
- Identifying performance criteria that can be used to judge whether a student is performing to the required standard.
- Measuring that evidence against the performance criteria.

Students will be assessed by –

- a. Practical situations
- b. Practical exams
- c. Written work
- d. On the job training
- e. Assignments
- f. Verbal/ discussion
- g. Case Studies
- h. Role play
- i. Short answers
- j. Examinations
- k. Portfolio
- l. Work Journal

Students can nominate to undertake the optional exam unit during the YEAR 12 year. For students intending to undertake the YEAR 12 examination, an estimate of their likely YEAR 12 examination mark will be calculated using results from trial examination(s). *YEAR 12 Examinable units. Students wishing to use Hospitality as part of their ATA calculation must sit the end of Year 12 exam and Trial exam.

VET Certificate II Primary Industries – Horticulture (AHC 20416)

Board Developed Course

Mr C Hundle

Primary Industries Horticulture AHC 20416		Propagation	Tend Nursery Plants	Fencing and Weather	Year 11 Exam	Work Placement 1* 35 hours
		Date: Week 8 Term 1	Date: Week 9 Term 2	Date: Week 8 Term 3	Date: Week: 9/10 Term: 3	Date: Week: 3 Term: 3
Code	Unit of Competency					
ACHNSY203	Undertake propagation activities	X				
AHCNSY201	Pot up plants	X				
AHCNSY202	Care for nursery plants		X			
AHCSOL202	Assist with soil or growing media sampling and testing		X			
AHCINF202	Install, maintain & repair Farm fencing			X		
AHCWRK201	Observe and report on weather			X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Horticulture (AHC20416) or a Statement of Attainment towards a Certificate II in Horticulture (AHC20416).

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

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

VET Certificate II Primary Industries – Horticulture (AHC 20416)

Board Developed Course

Mr C Hundle

Continued

Students who study Primary Industries gain credit towards the NSW YEAR 12 and credit towards National Vocational Qualifications under the Australian Qualifications Framework.

All students who study Primary Industries will be studying the Horticulture (240 indicative hours) Course. If students are competent in **all** units of work and **complete** the 70 hours of work placements they will receive a **Statement of Attainment towards Certificate II in Primary Industries (Horticulture)**.

Definition of Competency - Based Assessment

Competency based assessment is largely activity based and practical. It is the process of collecting evidence and making judgements on student progress towards satisfying the performance criteria set out in a standard, or learning outcome. Competence implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. At an appropriate point a judgement is made as to whether competency has been achieved.

Satisfactory Completion of Competencies

Students are assessed according to whether or not they have achieved the learning outcomes specified in the modules they have undertaken. This form of assessment judges performance against a prescribed standard, not against other students. Students are assessed as having achieved or not yet having achieved a particular competence. It is up to the teacher's professional judgement to make certain that all aspects of the assessment process are valid, reliable, fair and flexible.

The teacher will do this by:

- Gathering evidence about a student's performance. This is ideally completed by direct observation in the workplace or by simulation of the workplace. Evidence is also gathered by traditional assessment tools such as written tests and assignments.
- Identifying performance criteria that can be used to judge whether a student is performing to the required standard.
- Measuring that evidence against the performance criteria.

Students will be assessed by –

- Practical situations
- Practical exams
- Written work
- On the job training
- Assignments
- Verbal/ discussion
- Case Studies
- Role play
- Short answers
- Examinations
- Portfolio
- Work Journal

Students can nominate to undertake the optional exam unit during the YEAR 12 year. For students intending to undertake the YEAR 12 examination, an estimate of their likely YEAR 12 examination mark will be calculated using results from trial examination(s). *YEAR 12 Examinable units. Students wishing to use Hospitality as part of their ATAR calculation must sit the end of Year 12 exam and Trial exam.

VISUAL ART

Board Developed Course

Ms A Carr

ASSESSMENT SCHEDULE					
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %	
	Artmaking Short Answer written response	Artmaking Submitted artwork(s) (2D mini BOW) Extended Written Response Using research on selected artists as the basis for an in-class extended response	Yearly Examination Art Criticism and Art History Written Exam		
	Due Term 2 , Week 3	Due Term 3 , Week 6	Due Term 3, Week 9/10		
	Outcomes Assessed P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	Outcomes assessed P1, P4, P5, P6 P7, P8, P10	Outcomes assessed P7, P8, P9, P10		
Artmaking	25	25		50	
Art Criticism and Art History	10	20	20	50	
Total %				100	

Outcomes

- P1** Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
- P2** Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- P3** Demonstrates an understanding of the frames when working independently in the making of art
- P4** Selects and develops subject matter and forms in particular ways as representations in art-making
- P5** Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- P6** Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- P7** Applies their understanding of practice in art criticism and art history
- P8** Applies their understanding of the relationships among the artist, artwork, world and audience
- P9** Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- P10** Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Project 1 And Artist Statement	Project 2 Research Task	Major Project	
	Due Term 1, Week 9	Due Term 2, Week 10	Due Term 3, Week 9/10	
	Outcomes assessed DM3, DM5, DM6, CH1, CH3, CH4	Outcomes Assessed DM4, DM5, DH1, CH2, CH4	Outcomes assessed DM1, DM2, DM5 CH1, CH4	
Develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.	20	25	25	70
Develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.	10	10	10	30
Total %	30	35	35	100

Outcomes

- DM1** Generates a characteristic style that is increasingly self-reflective in their design practice
- DM2** Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3** Investigates different points of view in the making of designed works
- DM4** Generates images and ideas as representations/simulations
- DM5** Develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6** Takes into account issues of Work Health and Safety in the making of a range of works
- CH1** Generates in their critical and historical practice ways to interpret and explain design
- CH2** Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3** Distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4** Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Courses delivered by external providers

All courses below are delivered and assessed by schools other than Coffs Harbour High School.

LANGUAGES VIA DISTANCE EDUCATION Mrs G Latham

Board Developed Courses

All language courses delivered by approved Distance Education providers have their own set of assessment schedules, deadlines and guidelines for students to adhere to.

For full details, please liaise with Mrs Greenham in the Coffs Harbour High School library and maintain communication with your language teacher with the nominated Distance Education school.

TAFE DELIVERED COURSES

Mrs D Court

Board Developed Courses and Board Endorsed Courses

All TAFE delivered courses are bound by the same processes and expectations in relation to attendance and completion of VET competencies. Students are required to meet the submission requirements of courses as outlined by TAFE.

It is student's responsibility to:

- Advise their TAFE teacher of any absences
- Advise their TAFE teacher of any change of address and other information
- Enrol in the online work placement registration forums to undertake work placement for all Board Developed TAFE delivered courses
- Undertake and complete the required number of hours associated to work placement for Board Developed courses.

SCU HEAD START

Mrs D Court

Board Endorsed Courses

Two courses are offered by Southern Cross University for students in Year 12 to undertake as part of their HSC – Biology and Communications in Organisation.

Both courses require students to attend courses at Southern Cross University and submit assessments and sit examinations in line with the Universities guidelines.



The Higher School Certificate –

Glossary of Key Words

To help develop a consistent understanding of some key words in the New HSC, the following glossary provides the meaning of these words as they generally apply across subject areas:

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