



Coffs Harbour High School 2023

Year 11 Assessment Procedures and Schedules



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A message from the Principal

Arrangements for Wednesdays

As you may be aware, arrangements for the pattern of study for Year 11 students in 2023 will continue to include Flexible Wednesday, an initiative introduced to provide senior students the opportunity to access a range of courses across different course providers.

Students in Year 11 will have scheduled classes at school on Wednesdays. These will be during Period 1, 2 and in some instances Period 3. Extension courses will be held Wednesdays at times that do not conflict with other school-based courses and / or offline prior to the normal school day.

Students in Year 11 can then sign out of school on Wednesdays from 11.25am to attend their TAFE 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.

When students are at school on a Wednesday, they will be expected to be dressed in school uniform, to be either in class or in the library and they will not be permitted to sit around in the playground where they may disturb other classes.

If a student has a TVET class, then all courses are offered at TAFE CHEC and not at school. These courses are externally delivered. Transportation to and from TAFE remains the responsibility of parents and carers. Please note that TAFE courses do not commence until w/c 13th February 2023.

All students in Year 11 will be required to complete the new NESAs Life Ready Program during allocated times within the school program. This consists of a combination of an online program that will be delivered via Google Classroom and participation in specific wellbeing programs throughout the year. Further information about the NESAs Life Ready program can be found at <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 2023. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

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 Matthew Valentine should they have any concerns or questions about arrangements or expectations.

Mr Peter South
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 9.35am; if they are not on class until period 2, they must swipe before 10.30am and so on. Tutorial groups will be running for students in Years 11 and 12 each day from 9.10am to 9.35pm, these sessions are not compulsory, but students are encouraged to attend these sessions to enhance their preparation for the HSC. One session each week will be a mandatory year meeting.
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.

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.

All students and their parents must complete and return the Senior Schooling Expectations and Guidelines for Year 11 and 12 students permission note – 2023.

This note can be obtained from the front office at school.

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 with drivers' licences 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.

Angela Kellahan

Deputy Principal (Relieving) – Year 11

Satisfactory Completion of Courses

The following course completion criteria refer to all Stage 6 courses. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

For courses where school assessment marks are submitted to NESA, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the Principal determines that a student is in danger of not meeting the above course completion criteria, the student will be given a written warning in sufficient time to correct any problems regarding their satisfactory completion of course requirements.

If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform NESA and the student in writing.

If a student does not satisfactorily complete a course, they will receive no results in that course, the course will not appear on their NESA record, and the course will not count towards their pattern of study for the award of a Higher School Certificate. This may mean that the student is no longer eligible to receive a Year 11 RoSA or to undertake Year 12 HSC courses the following year.

Satisfactory Completion of VET Curriculum Frameworks

The satisfactory course completion criteria outlined for Stage 6 Courses above also applies to the completion of any courses requiring competency-based assessment.

In addition to this, courses in the VET Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages. Work placement is a mandatory requirement of each framework course, and for some other VET courses. For each course, a minimum number of hours are required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If a student fails to complete the mandatory work placement component of a VET course, it may be determined that they have not made a genuine attempt to complete the course requirements as outlined above.

Satisfactory Attendance

Whilst NESA does not mandate attendance requirements, Principals may determine that as a result of absence, a student has not met the course completion criteria outlined above. The school will regard absences seriously as teachers, Head Teachers, Year Advisers, Deputies and the Principal must decide if there is sufficient evidence to show that a student is making satisfactory progress towards achieving the outcomes of a course. It is generally accepted that a student's attendance will need to be at least 85% if they are to satisfactorily complete a course of study.

Assessment Procedures

The school reserves the right to substitute or alter any part of this Assessment Information Booklet at any time provided that such changes are consistent with the policy of NESAs, and that students and parents are notified of the change.

General

1. Assessment tasks:

- a) Each student, including late enrolments and partial enrolments, will receive a copy of the Coffs Harbour High School Assessment Handbook. An electronic copy of the handbook can also be found on the school website.
- b) The actual weighting for each task in each course is shown in the course-specific assessment schedules included in this document.
- c) Teachers will issue an Assessment Task notification to each student which clearly describes:
 - The nature of the task.
 - The syllabus outcomes on which achievement will be assessed.
 - The criteria which will be used to measure a student's achievement in relation to the specified outcomes.
 - The due date and format for submission.

2. Students must submit tasks by the due date, during their normal lesson time. The task should be handed to their class teacher. It is the responsibility of the student to arrange an early submission of a task in the event of a planned absence. Where no specific time is noted on the assessment task notification it is assumed that it to be submitted by 3.10pm

3. In the event that the class teacher is absent on the day a task is due, the faculty Head Teacher will make alternative arrangements to receive the students' work.

4. In the event that the class teacher is absent on the day an in-class task is to be completed, the assessment should go ahead as planned. If this is not possible, the task should be rescheduled at the earliest appropriate date.

5. If a task proves to be invalid or fails to discriminate, the faculty involved may deem it necessary to set a replacement task. It may also be necessary to reschedule a task from the published date. In these circumstances, the following steps should be taken by the teacher(s) involved:

- Consult with the group(s) involved to find a suitable alternative time for the task.
- Ensure the change does not grossly advantage or disadvantage any student.
- Advise changes to the published schedule in writing to the affected students, faculty Head Teacher, Year Adviser and the Principal.
- Ensure adequate notice, usually two weeks, is given.

6. In the case of Semester exams, students should be aware that achievement may be assessed in relation to all of the outcomes covered to that point in the course. The timing of Semester exams is outlined in this Assessment Information Booklet.

7. In a standards-referenced approach to assessment:

- Tasks are designed to focus on outcomes.
- The types of assessment tasks are appropriate for the outcomes being assessed.
- Tasks reflect the weightings and components specified in the relevant syllabus documents.
- Students know the assessment criteria before they begin a task.
- Students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.
- Students will be assessed according to their achievements against course standards.
- Measures that reflect a student's conduct and behaviour are not included.

8. For each assessment task, each student will be given a mark and meaningful feedback on the task. Students will be kept informed of their progress via their academic school reports.

9. Assessment results must be recorded in three locations: the class teacher's daybook, the class teacher's personal Sentral Markbook and a course specific faculty Markbook also in Sentral. These records must show the results on all tasks to date and the current cumulative assessment mark and rank of all students.

10. Academic School Reports:

- a) Students will be issued with a Semester 1 Report at the end of Term 2 and a Semester 2 Report at the end of Term 4. Each report will reflect the student's progress towards achieving the outcomes covered and their overall rank for that semester.
- b) Presentation Day awards are based on a student's performance over the whole year. Semester 1 and 2 results will be combined according to the assessment schedules contained in this booklet. This combined mark will be used to rank students in each course. Students who place first in a course will receive an award to acknowledge their academic achievement at the Presentation Day Awards Assembly.
- c) A Common Grade Scale is used to report student achievement in Years 11 in all NSW schools. The scale describes performance at each of the following grade levels:

Grade	Descriptor
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N Determination	The student has not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course. In addition, they have not achieved some or all of the course outcomes including work placement for vocational courses They are at risk of not satisfactorily completing the course.

11. Disability Provisions

- a) Students with special education needs work towards syllabus outcomes identified through a collaborative curriculum planning process. They will be given a range of opportunities to demonstrate achievement of these outcomes. Some students with special education needs will require adjustments to assessment activities to enable them to complete the task. This will ensure they have an equitable opportunity to demonstrate what they know and what they can do.
- b) Adjustments enable a student with special education needs to attempt syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than confer an advantage. The types of adjustments made will vary according to the needs of the individual student.
- c) Adjustments can include practical arrangements to help students with special education needs complete assessment tasks. These practical arrangements are known as disability provisions and schools are responsible for any decisions about adjustments to coursework and formal school-based assessment tasks. There is no guarantee that the disability provisions granted at school for coursework and assessment tasks, will also be granted for the HSC examinations.
- d) In order to access adjustments (for example, small group supervision, a reader, a writer, diabetic provisions, etc.) for assessment tasks, students, their parents or carers need to contact the Learning and Support Teachers (LaST) located in the Library. They can explain the process which needs to be followed and the paperwork which needs to be completed.

Illness/Misadventure

1. Planned absence on the day of an assessment task:
 - a) If a student knows they are going to be absent on the day of an assessment task, they must inform their teacher, prior to the absence and complete an Illness/Misadventure form.
 - b) Hand-in tasks will need to be submitted to the teacher prior to the absence.
 - c) Under no circumstances may a student attempt a formal examination before the scheduled time without express approval of the Deputy Principal.
2. If a student is suspended from school at the time an assessment task is due, the student must make arrangements to submit the task by the due date. A student on suspension is expected to attend the lesson in which an assessment task has been scheduled, unless the Principal or Deputy Principal considers that their attendance presents an unacceptable risk to others. Alternative arrangements will be made if this is the case.

3. Illness/Misadventure at the time of an Assessment Task

It is necessary that a parent or carer contacts the school immediately if one or more of the following occurs:

- a) There is a problem completing an assessment task by the due date or allotted time (assumed 3.10pm close of business). Only in exceptional cases will an extension be given. The Deputy Principal, in consultation with the faculty Head Teacher and the class teacher is the only person who can give an extension. Teachers should regularly monitor student progress so that a fair and reasonable assessment of the situation is possible in the event that a task is submitted late.
- b) A student's performance in an assessment task has been affected by illness or unforeseen misadventure which occurred immediately before or during the assessment period.
- c) A student is prevented from attending an assessment task due to illness and/or misadventure.
- d) A student is prevented from submitting an ongoing assessment task in person (this includes practical projects, reports, speeches etc. requiring preparation before the due date) due to illness and/or misadventure.

Where a student does not submit or sit an assessment task on the due date, students are required to complete an illness / misadventure application form that is to be completed by the student, parent and course teacher. This application must outline the explanation for the non-submission of assessment task and include supporting evidence. It is assumed that students receive a zero mark until the illness / misadventure application has been approved.

All applications for illness/ misadventure must be submitted to the course teacher within five (5) working days of the assessment due date.

A copy of the misadventure form is included in this assessment booklet and can also be found on the school website.

Only in exceptional cases, can the Deputy Principal, in conjunction with the faculty Head Teacher and the class teacher, accept a task without penalty. Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the Principal for consideration.

4. Unacceptable grounds for Illness/Misadventure

The provisions for Illness/Misadventure generally **do not** cover:

- a) Attendance at a family holiday or social occasion.
- b) Attendance at a sporting or cultural event or music event.
- c) Visiting sick relatives or friends.
- d) Alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. This includes technology failure.
- e) Disabilities for which the school has already granted special provisions unless an unforeseen episode occurs.
- f) Long-term illness such as glandular fever, asthma, epilepsy – unless the student

suffered a 'flare-up' of the condition immediately before or during the assessment task.

- g) Matters avoidable by the student (e.g. misreading or misinterpretation of assessment deadlines or exam timetables and instructions, loss of work due to a technology failure).

Please note that tracking of student Illness/Misadventure will occur in order to monitor repeated occurrences from the same student. It may occur that a first application is accepted and a later one for the same reason is declined. This will ensure that the assessment process is not compromised.

5. Technology and technology failure

- a) With the exception of computer-based courses, the use of computers in the preparation and presentation of assessment tasks is optional. Students using computers must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems.
- b) If a student suffers any form of technology failure, they will need to provide printouts of drafts or partial drafts or associated notes and summaries in order for extensions or misadventure to be considered.
- c) Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.

6. Irrespective of the outcome of a request for consideration due to Illness/Misadventure, all students will be required to complete all tasks or a substitute task to show evidence that they have met the course completion criteria.

7. Estimates and Substitute Tasks

- a) A substitute task may be administered, or an estimated mark may be given at the discretion of the faculty Head Teacher when a student is absent from a task with a valid reason.
- b) It is anticipated that parents or the student would have already contacted the school regarding the problem and consideration due to Illness/Misadventure would have been requested.
- c) Consultation between the Deputy Principal, the Year Adviser, the faculty Head Teacher and the teacher will determine appropriate measures for a student who is absent for a prolonged period with valid reasons, or a student who suffers from a chronic trauma.
- d) Where an estimate is given this will count as the student having completed the task in relation to the requirement that students must complete more than 50% of the assessment for a course in order for it to count towards the completion of a Stage 6 course for the purpose of their RoSA.

Award of Zero Marks

1. Zero marks will be awarded:

- a) For any task or component of an ongoing task that is submitted late and for which Illness/Misadventure is not approved. This includes tasks submitted after the time stated on the Assessment Task Notification.
- b) If a student is absent from a task without a valid reason.

- c) If there is sufficient evidence of malpractice as outlined below.
- d) If there is sufficient evidence of a non-serious attempt. In all assessment tasks, non-serious attempts will be identified by the teacher and the faculty Head Teacher and dealt with by the Deputy Principal and the Year Adviser
- e) A student refuses to complete a task. This could jeopardise the student's ability to satisfactorily complete a course.
- f) The answers are not written in English, except where required or permitted by the question paper.

2. Frivolous or Objectionable Material.

Teachers and Head Teachers will bring to the Deputy Principal's attention assessment tasks that contain frivolous or objectionable material. Frivolous or objectionable material may result in an assessment task being deemed a non-serious attempt. This could result in a mark of zero.

Malpractice

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

- a) Copying someone else's work in part or as a whole and presenting it as their own.
- b) Using material directly from books, journals, CDs or websites without referencing the source.
- c) Building on the ideas of another person without reference to the source.
- d) Buying, stealing or borrowing another person's work and presenting it as their own.
- e) Submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially.
- f) Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- g) Paying someone to write or prepare material.
- h) Breaching school examination rules.
- i) Using non-approved aides or devices during an assessment task.
- j) Contriving false explanations to explain work not submitted by the due date.
- k) Assisting another student to engage in malpractice.

2. All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, will lead to a student receiving zero marks and may jeopardise their RoSA /HSC results.

Students at Risk of Non-Completion

1. Official Warning that a student is at risk of not completing a course

- a) Students who do not complete an assessment task, and/or have not been granted approval for Illness/Misadventure will be issued with an official N-

warning letter. They will then have two weeks to resolve the issue by completing the task.

- b) A student who has been issued with at least two N-warnings for the same course is at risk of not meeting the course completion criteria and may be N-determined.

2. Representing the School

- a) Students who have unresolved N-warning may not be eligible to represent Coffs Harbour High School at any sporting or cultural events.
- b) Also, they may not be eligible to attend non-curriculum based excursions.
- c) Once the N-warning has been resolved, the restrictions will be lifted.

3. Official Determination of Non-completion of a Stage 6 Course

- a) Where it is determined that a student has not met the course completion criteria as outlined in this document, they place themselves at risk of receiving an N-determination. An N-determination will mean that the course will not be listed on the student's NESAs record. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be completed.
- b) NESAs requires that the Principal must warn students as soon as possible and advise their parents or carers in writing if they are at risk of not completing a course. This warning should be given in time for the problem to be corrected. NESAs also requires that if the first warning letter is not effective, a further warning letter(s) should be sent.
- c) A minimum of two course-specific N-warnings must be issued prior to a final N-determination being made for a course.
- d) Students who are in danger of being given an N-determination will be interviewed by the teacher and faculty Head Teacher before being referred to the Year Adviser and the Principal. (Notation of any such interview will be recorded in Sentral.)
- e) A parent/carer interview will be conducted if applicable.
- f) Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the N-determination as outlined below.

4. Procedures required to issue a Non-Completion of Course Determination

- a) A Principal's Determination Form will be completed for each student who is to be given an N-determination.
- b) Where possible, the Principal will explain to the student the reasons for the determination(s) made on the form and advise them of the consequences of this determination. The course(s) will not be listed on the student's Record of Achievement unless the student seeks a review of this determination and the appeal is successful. The N-determination may also affect the student's ability to commence their Year 12 studies, as they must have successfully completed all of the mandatory Year 11 courses.

- c) Where possible, the student will be advised of their right to seek a reconsideration of this determination, and the procedures involved in submitting an appeal.
- d) Where possible, the Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form.

Appeals

1. Assessment Review - Individual Tasks

- a) Students must check assessment results at the time a task is returned to them.
- b) Once a task has been assessed and the mark accepted, i.e. recognised by both the teacher and the student, then it constitutes an agreed mark and cannot be altered. The work does not have to be kept by the teacher, as it cannot be remarked.
- c) If a student does not accept the teachers' judgement of the marks to be awarded for their performance in an assessment task i.e. there is not an agreed mark, they are entitled to lodge an appeal. Students wishing to appeal need to indicate their intention to the teacher who will retain the assessment task and forward it to the faculty Head Teacher.
- d) The appeal will be considered within 3 school days of being submitted to the faculty Head Teacher by a review committee comprised of the Head Teacher of the subject concerned and the alternate Deputy Principal.
- e) If the student's appeal is successful, the student will be informed, and any changes will be recorded.
- f) If the student's appeal is unsuccessful, the student will be informed, and no further actions are available.

2. Appeal an N-determination

- a) A student may appeal an N-determination. When an N-determination is made, the Principal's Report should be completed, and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. A student wishing to appeal needs to complete the Student Appeal form and submit it to the Principal.
- b) If the student's appeal is successful at the school level, notification will be sent to NESAs so that the N-determination can be removed from the unsatisfactory completion of course schedule.
- c) If the student's appeal is unsuccessful at the school level, the Principal's Report form, the Student Appeal form and any other relevant documentation will be submitted by the date specified to NESAs.
- d) Students have the right to appeal to NESAs if their appeal is unsuccessful at the school level.

NESA – All My Own Work

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 Year 11. 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.

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 four 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. Further assistance about accessing Students Online can be obtained from the Head Teacher Senior Studies.

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/ Head Teacher Senior Studies	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.

Additional 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://studentsonline.nesa.nsw.edu.au/>.



Illness / Misadventure Application Form

Year 9, 10, 11 and 12

This form is to be completed if a student misses a school-based assessment task or will be unable to complete an assessment on the due date and can justify their reasoning. Applications for illness/ misadventure must be lodged within five working days of the due date.

SECTION 1: Student to Complete

STUDENT NAME: _____ Year level _____

Course / Assessment Task not completed:

Course	Class Teacher	Task Name and Number	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. Is the medical certificate attached? Yes No

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: ____/____/____	

Upon completion of page one, students are to give it to their course teacher. The teacher shall submit their comments and seek approval from their Head Teacher.

SECTION 4: Course teacher to complete

Course Name: _____ Teacher Name: _____

Teacher Comment:

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Teacher Signature: _____ Date ____/____/____

SECTION 5: Head Teacher to complete**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 zero (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 ____/____/____

Deputy Principal Signature _____ Date ____/____/____

Has this student submitted more than one illness/ misadventure application for the same course?

- Yes No

SECTION 6: 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

Alternate Deputy Principal Signature _____ Date ____/____/____

Once completed and signed by both Teacher and Head Teacher 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 HT Senior Studies.

Office Use only:

- Copy provided to student
- Illness / Misadventure entered into Sentral by HT Senior Studies
- Copy provided to course teacher to be placed in monitoring folder.

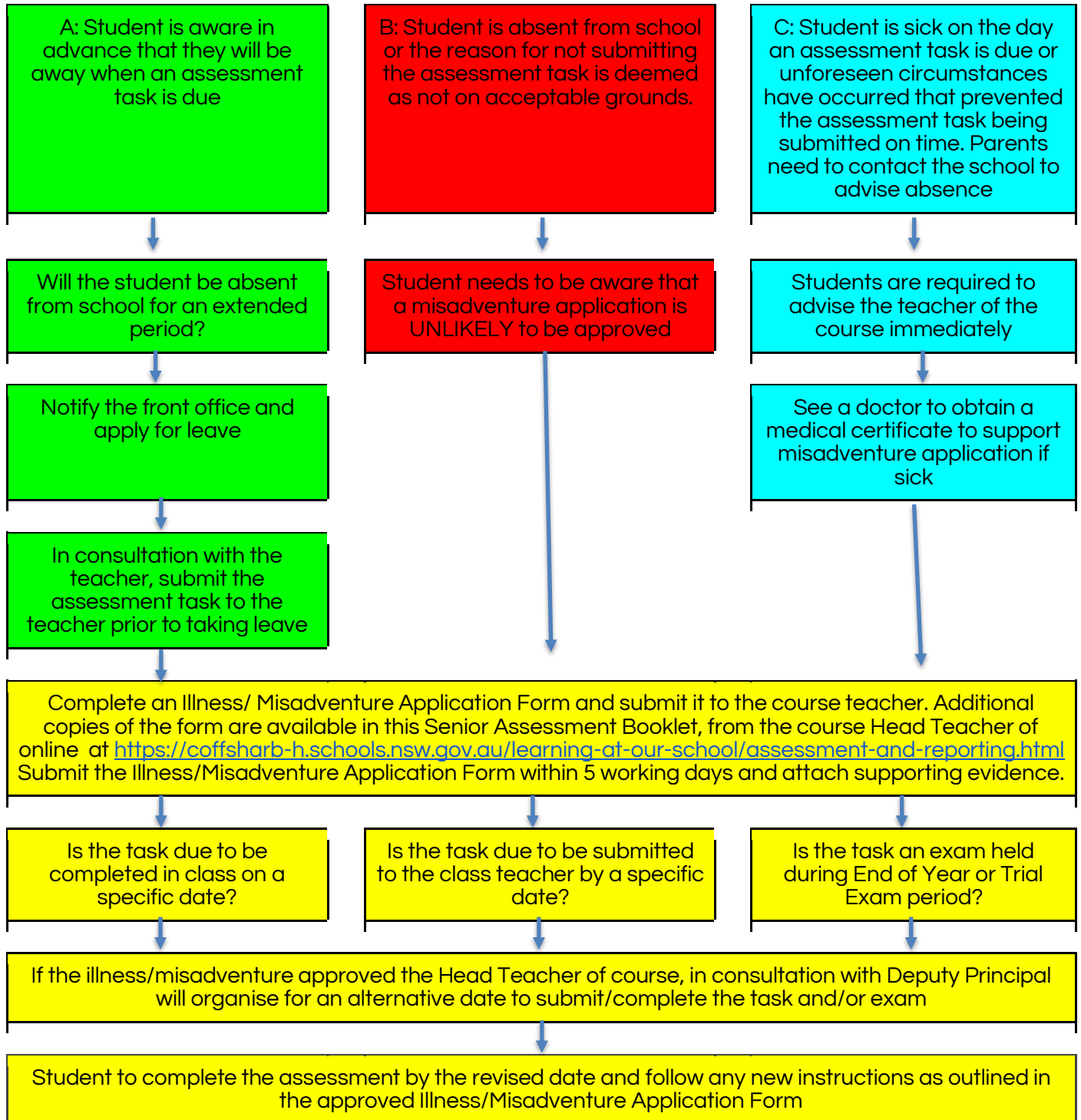
Final copy to be placed in student file.



Coffs Harbour High School

Assessment Task Illness/Misadventure

FLOW CHART illustrating the management of Assessment Task Illness/Misadventure





Year 11 Courses included in this Assessment Guide

Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Computer Applications
Design & Technology
Engineering Studies
English Advanced
English EAL/D
English Standard
English Studies
English Extension 1
Food Technology
Industrial Technology
Legal Studies
Marine Studies
Mathematics Standard
Mathematics Advanced
Mathematics Extension 1
Modern History
Music 1
Photography
Physics
Spanish Beginners
Sport, Leisure and Recreation
VET Hospitality – Kitchen Operations
Visual Art
Visual Design
Work Studies

Other courses not assessed by Coffs Harbour High School

Languages via Distance Education
TAFE delivered VET courses (TVET)
School Based Apprenticeships and Traineeships

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 7	
	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 9	Due Term 2, Week 7	Due Term 3, Week 7	
	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 BIO11-10 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 Stimulus Analysis Nature of Business	Business Report Business Management	Yearly Examination All topics: Nature of Business Business Planning Business Management	
	Due Term 1, Week 10	Due Term 2, Week 9	Due Term 3, Week 7	
	Outcomes assessed P1, P2, P3, P7, P9	Outcomes assessed P4, P6, P7, P8	Outcomes assessed P1, P2, P5, P9, P10	
Knowledge and Understanding of course content	10	10	20	40
Stimulus-based skills	10	-	10	20
Inquiry and research	5	15	-	20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	35	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 %
	Topic Test Module 1 Properties and Structure of Matter	Depth Study Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination	
	Due Term 1, Week 9	Due Term 2, Week 7	Due Term 3, Week 7	
	Outcomes assessed CH11/12-4 CH11/12-7 CH11-8 CH 11/12-6	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 %
	Scenario Response	Observation case Study	Yearly Examination	
	Due Term 1, Week 8	Due Term 2, Week 6	Due Term 3, Week 7	
	Outcomes assessed P1.1, P1.2, P4.2, P5.1, P6.1	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,	
Knowledge and understanding of groups, families and communities	5	10	25	40
Skills in researching, critical thinking, analysing and communicating	15	30	15	60
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	Software / Hardware Presentation	Digital Folio	Yearly Examination	
Timing	Due Term 1, Week 9	Due Term 3, Week 2	Due Term 3, Week 7	
Outcomes assessed	1.2, 2.1, 2.2, 2.3, 3.3, 4.2, 5.1	1.1, 1.2, 1.3, 3.1, 3.2,	1.1, 1.2, 1.3, 3.3, 4.1, 4.2	
Components				
Knowledge and understanding of course content	30	20	15	65
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	35
Total %	40	30	30	100

A student:

- 1.1 describes the function and application of a variety of computer software
- 1.2 applies computing terminology appropriately in practical situations
- 1.3 uses appropriate computer software in a given context
- 1.1 describes aspects of human activity which have developed into computer applications
- 1.2 explains the principles and functions of specific hardware components
- 1.3 evaluates the suitability of hardware in a particular context
- 1.1 applies a range of project management techniques in the development of a solution
- 1.2 analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions
- 1.3 implements, tests, debugs and evaluates solutions using current common application packages
- 4.1 identifies and reflects on the social and technological implications when making decisions about the use of computer software
- 4.2 evaluates the use of a computer-based solution compared to non-computer solutions
- 4.3 identifies social and ethical issues related to the use of computer software
- 1.1 evaluates the suitability of software applications in a particular context

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Research and Development	Innovation Case Study	Yearly Examination	
	Due Term 2, Week 3	Due Term 3, Week 4	Due Term 3, Week 7	
	Outcomes Assessed 2.2,4.1,5.1,5.2,5.3,6.2	Outcomes assessed 1.1,2.1,2.2,3.1,4.2,4.3, 5.1,5.2,5.3,6.1	Outcomes assessed 1.1,2.1,2.2,3.1,4.2,4.3, 5.1,5.2,5.3,6.1	
Knowledge and skills in designing and producing	20	20		40
Presentation of Research	15	10		25
Tests			35	35
Total %	35	30	35	100

Outcomes

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

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Report Braking Systems	Report Biomedical Engineering	Yearly Examination	
	Due Term 2, Week 5	Due Term 3, Week5	Due Term 3, Week 7	
	Outcomes Assessed 1.1, 1.2, 5.1, 5.2, 5.3, 6.2	Outcomes assessed 2.1, 2.2, 3.1, 4.2, 4.3, 5.1, 5.3	Outcomes assessed 1.1, 2.1, 2.2, 3.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1	
Knowledge and understanding of course content	20	20	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	15	10	40
Total %	35	35	30	100

- P1.1** identifies the scope of engineering and recognises current innovations
- P1.2** explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1** describes the types of materials, components and processes and explains their implications for engineering development
- P2.2** describes the nature of engineering in specific fields and its importance to society
- P3.1** uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2** develops written, oral and presentation skills and applies these to engineering reports
- P3.3** applies graphics as a communication tool
- P4.1** describes developments in technology and their impact on engineering products
- P4.2** describes the influence of technological change on engineering and its effect on people
- P4.3** identifies the social, environmental and cultural implications of technological change in engineering
- P5.1** demonstrates the ability to work both individually and in teams
- P5.2** applies management and planning skills related to engineering
- P6.1** applies knowledge and skills in research and problem-solving related to engineering
- P6.2** applies skills in analysis, synthesis and experimentation related to engineering

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 2, Week 10	Due Term 3, Weeks 7	
Outcomes assessed	EN11-1, EN11-5, EN11-9	EN11-2, EN11-3, EN11-4, EN11-8,	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 1	Due Term 2, Week 10	Due Term 3, Weeks 7	
Outcomes assessed	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-4, 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	
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas <ul style="list-style-type: none"> • 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 2, Week 1	Due Term 3, Week 6	Due Term 3, Week 7	
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				
Task number	Task 1	Task 2	Task 3	Weightings %
Nature of task	Multimodal Presentation Language, Texts and Context	Extended Response Close Study of Text	Yearly Examination	
Timing	Due Term 1, Week 10	Due Term 2, Week 9	Due Term 3, Week 7	
Outcomes assessed	EAL11-1B EAL11-2, EAL11-5	EAL11-1A, EAL11-4, EAL11-7, EAL11-8	EAL11-3 EAL11-6 EAL11-9	
Components				
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

- EAL11-1A** responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL11-1B** communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL11-2** uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide variety of texts in different media and technologies
- EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EAL11-4** applies knowledge, skills and understanding of literacy devises, language concepts and mechanics into new and different contexts
- EAL11-5** thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL11-6** investigates and explains the relationships between texts
- EAL11-7** understands and assesses the diverse ways texts can represent personal and public worlds
- EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- EAL11-9** 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	Weightings %
Nature of task	Research	Experimental Cooking	Yearly Examination	
Timing	Due Term 2, Week 3	Due Term 3, Week 4	Due Term 3, Week 7	
Outcomes assessed	Outcomes Assessed 1.1,1.2, 4.2, 5.1	Outcomes assessed 2.2, 3.2, 4.1, 4.4	Outcomes assessed 1.1, 1.2, 2.1, 2.2, 3.1	
Components				
Knowledge and understanding of course content	5		35	40
Knowledge and skills in designing, researching, analysing and evaluating	10	20		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Total %	25	40	35	100

Outcomes

A student:

- P 1.1** identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2** accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1** explains the role of food nutrients in human nutrition
- P 2.2** identifies and explains the sensory characteristics and functional properties of food
- P 3.1** assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2** presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1** selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2** plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3** selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1** generates ideas and develops solutions to a range of food situations

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 7	
	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 7	
	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

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 7	
	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 %
	Research Project	Class Test	Year 11 Examination	
	Due Term 1, Week 10	Due Term 2, Week 9	Due Term 3, Week 7	
	Outcomes assessed: MS11-1, MS11-2 MS11-5, MS11-6 MS11-9 MS11-10	Outcomes assessed: MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-9, MS11-10	Outcomes assessed: MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-8, MS11-9 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 %
	Class Test with Summary Sheet	Project	Year 11 Examination	
	Due Term 1, Week 10	Due Term 2, Week 8	Due Term 3, Week 7	
	Outcomes assessed: MA11- 1, MA11- 2, MA11- 9.	Outcomes assessed: MA11-1, MA11-3 MA11-5, MA11-8, 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 %
	Class test with Summary Sheet	Project	Year 11 Examination	
	Due Term 1, Week 9	Due Term 2, Week 10	Due Term 3, Week 7	
	Outcomes: ME11-1, ME11-2, ME11-7	Outcomes: ME11-1, ME11-2, ME11-5, ME11-6, 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 & Decolonization & Indochina	Yearly Examination	
	Due Term 1, Week 8	Due Term 2, Week 8	Due Term 3, Week 7	
	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	5	15	20	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 %	25	35	40	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 7		
	Outcomes Assessed P1, P3, P7, P8, P9, P10, P11	Outcomes assessed P2, P4, P6, P10, P11	Outcomes assessed P1, P4, P5, P6, P8, P10		
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

ASSESSMENT SCHEDULE				
Component	Task 1	Task 2	Task 3	Weighting %
	Practical Skills and Problem Solving Task Module: Kinematics and Dynamics	Depth Study: Ray Model of Light Research and Validation Task Module: Waves & Thermodynamics	Yearly Examination All Modules	
	Due Term 1, Week 9	Due Term 2, Week 9	Due Term 3, Week 7	
	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 (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 %
	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 7	
	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 1, Week 7	Due Term 2, Week 9	
	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

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: 7 Term: 3	Date: Week 4 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.

ASSESSMENT SCHEDULE					
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %	
	Artmaking Creating a Body of Work exploring 2D artforms Short Answer Written Response Interpreting artworks to compose short answer responses informed by the Frames, Conceptual Framework and Practice.	Artmaking Creating a Body of Work exploring 3D artforms Extended Written Response Using research on selected artists as the basis for an extended response	Yearly Examination Art Criticism and Art History Written Exam		
	Due Term 2, Week 3	Due Term 3, Week 4	Due Term 3, Week 7		
	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 %	35	45	20	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 Research Task 1	Project 2 Research Task 2	Project 3 Research Task 3	
	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

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Communication Portfolio	Career Plan	Job Interview	
	Due Term 1, Week 9	Due Term 2, Week 10	Due Term 3, Week 6	
	Outcomes assessed 4,5,6,7 & 8	Outcomes Assessed 2,3,4,& 9	Outcomes assessed 1,2,3,5,6, & 7	
Knowledge and understanding	10	10	10	30
Skills	20	25	25	70
Total %	30	35	35	100

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
2. assesses pathways for further education, training and life planning
3. communicates and uses technology effectively
4. applies self-management and teamwork skills
5. utilises strategies to plan, organise and solve problems
6. assesses influences on people's working lives
7. evaluates personal and social influences on individuals and groups

Courses delivered by external providers

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

LANGUAGES VIA DISTANCE EDUCATION

Ms Anika Montgomery

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 Ms Montgomery 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
- Connect with the TAFE Student Portal
- 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.

School Based Apprenticeships and Traineeships (SbAT) **Mrs D Court**

Board Developed Courses and Board Endorsed Courses

Some students will undertake their senior school whilst also undertaking an approved School based Apprenticeship or Traineeship (SbAT). These are qualifications that include a combination of paid employment, vocational training and school subjects. All SbAT's are required to have a specific Training Plan and be signed off by the Careers Adviser.

When a student is undertaking a SbAT, they may be required to attend the workplace up to one day per week. Should this occur, students are to consult with the Careers Adviser to have their attendance noted as being on School Business. Many students may also be required to attend TAFE as part of their training and this day would also appear as School Business.

Students undertaking a SbAT are still required to submit assessment tasks for all school-based courses. Should assessment tasks be due on days that the student is at the approved workplace or TAFE, they should seek approval from the Careers Adviser to negotiate an alternative submission date or time.

The Higher School Certificate – Glossary of Key Words

To help develop a consistent understanding of some key words in the 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