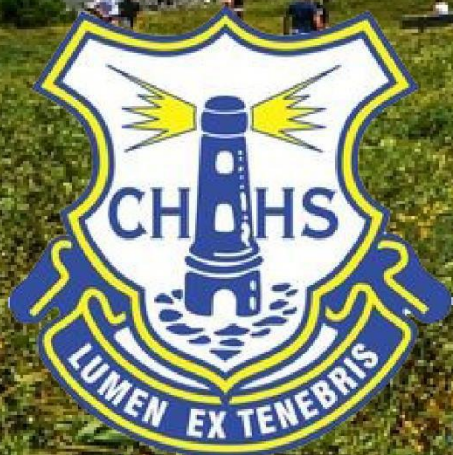




# Coffs Harbour High School 2025

## Year 11 Assessment Procedures and Schedules



Coffs Harbour High School  
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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 2024 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 week 3, term 1, 2025. Some courses are delivered on a Wednesday, whilst others are delivered on a Friday.

All students in Year 11 will be required to complete the new NESA 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 NESA Life Ready program can be found at <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhp/life-ready>

All students in Year 11 will also be required to show completion of the NESA 'All My Own Work' mandatory program. This program will be delivered to students on their first day of Term One. <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 Year Adviser, Ms Amy Kay 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, and 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.

**All students and their parents must complete and return the Senior Schooling Expectations and Guidelines for Year 11 and 12 students permission note at the commencement of the new school year.**

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 driver's 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.
  - 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.

**Ms Angela Kellahan**

**Deputy Principal – 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 is 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 will adjust the marking scheme to allow for differentiation between students.
6. In the case of yearly 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 yearly 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. Assessment task notifications will indicate the degree to which AI can be used in the assessment task as per the table below.

<b>0</b> No AI use	AI must not be used at any point during the assessment Requires signature acknowledging assessment policy and plagiarism
<b>1</b> AI-assisted idea generation and structuring	No AI content is allowed in the final submission AI can be used in the assessment for brainstorming, creating structures and generating ideas for improving work AI disclosure statement must be included disclosing how AI was used Link(s) to AI chat(s) must be submitted with final submission
<b>2</b> AI-assisted editing	No new content can be created using AI AI can be used to make improvements to the clarity and quantity of student created work to improve final output AI disclosure statement must be included disclosing how AI was used Link(s) to AI chat(s) must be submitted with final submission
<b>3</b> AI for specific task completion	AI is used to complete certain elements of the task, as specified by assignment directions and/or teacher All AI-created content must be acknowledged and/or cited using proper citation Link(s) to AI chat(s) must be submitted with final submission

<p><b>4</b></p> <p>Full AI use with student oversight</p>	<p>AI use is allowed throughout the entire assessment to support your own work</p> <p>You are responsible for providing student oversight and evaluation of all AI generated content</p> <p>All AI-created content must be acknowledged and/or cited using proper citation</p> <p>Link(s) to AI chat(s) must be submitted with final submission</p>
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## 11. 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
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

<b>E</b>	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.
<b>N Determination</b>	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.

## 12. 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, upon return to school the student must discuss with the classroom teacher and faculty Head Teacher to arrange a revised date to submit or sit the assessment.



### 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 NESA 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) NESA 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. NESA 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	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" Determination, 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:

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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:

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 the Deputy. A copy of the completed form is to be provided to the student. A Sentral entry will be recorded.**

**Office Use only:**

- ☐ Copy provided to student
- ☐ Illness / Misadventure entered into Sentral
- ☐ Copy provided to course teacher to be placed in monitoring folder.

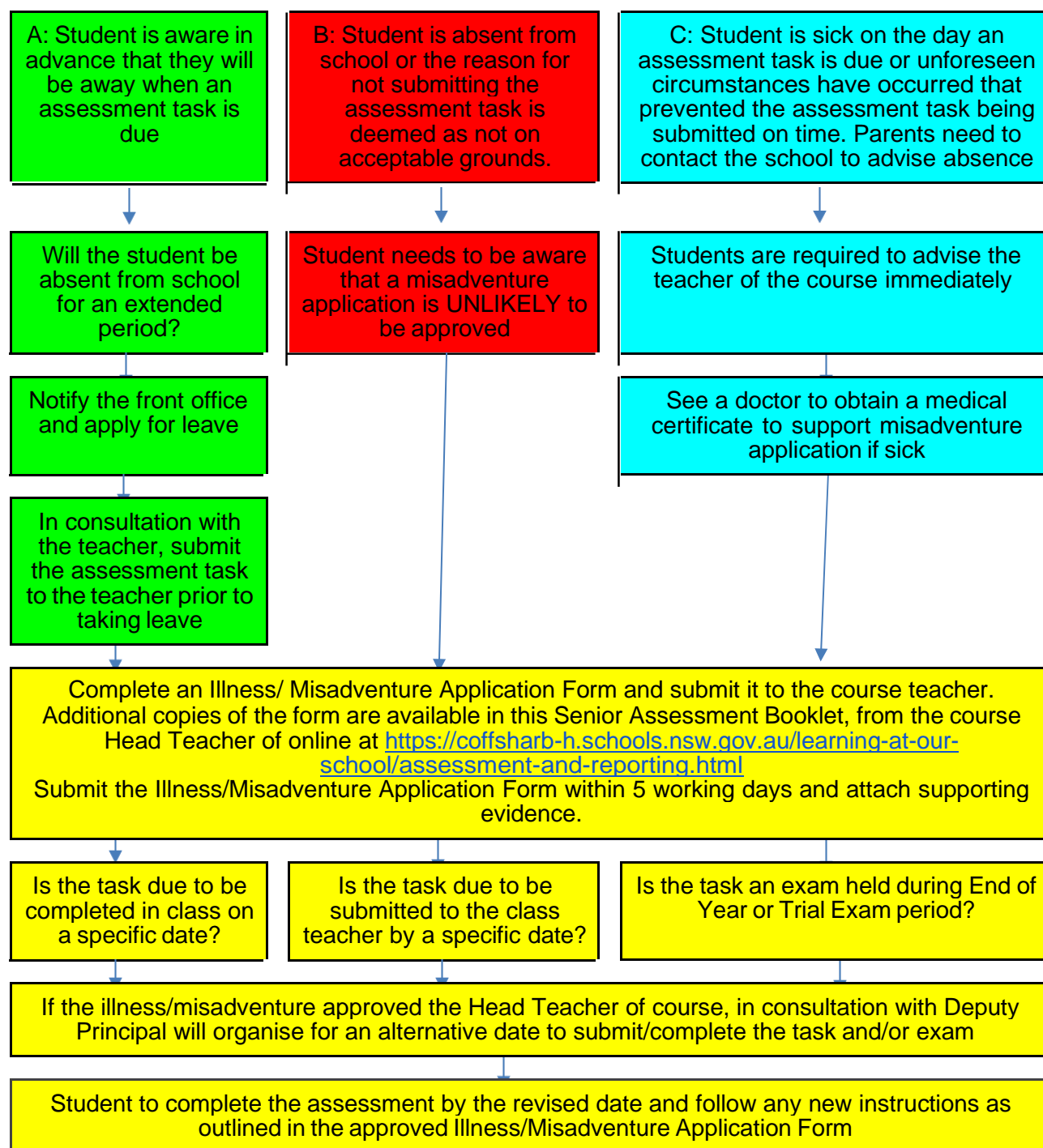
**Final copy to be placed in student file.**



# 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**

Aboriginal Studies  
Ancient History  
Biology  
Business Studies  
Chemistry  
Community and Family Studies  
Earth and Environmental Science  
English Advanced  
English Standard  
English Studies  
English Extension 1  
Health and Movement Science  
Industrial Technology  
Legal Studies  
Marine Studies  
Mathematics Standard  
Mathematics Advanced  
Mathematics Extension 1  
Modern History  
Music  
Physics  
Spanish Beginners  
Sport, Leisure and Recreation  
VET Construction Pathways  
VET Hospitality – Kitchen Operations  
Visual Art  
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

<b>ASSESSMENT SCHEDULE</b>				
<b>Component (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Seen Source Analysis</b> Aboriginality and the Land	<b>Interest Project</b> Heritage and Identity Research & Inquiry methods	<b>Exam</b> International Indigenous Community Comparative Study Research and Inquiry Methods	
	<b>Due</b> Term 1, Week 8	<b>Due</b> Term 2, Week 9	<b>Due</b> Term 3, Week 7	
	<b>Outcomes Assessed</b> P1.1, P1.2, P2.1, P2.2, P3.2	<b>Outcomes assessed</b> P1.2, P3.2, P3.3, P4.3	<b>Outcomes assessed</b> P4.1, P4.2	
Knowledge and understanding of course content	20	10	10	<b>50</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	<b>15</b>
Research and inquiry methods, including aspects of the local community case study	5	5	10	<b>20</b>
Communication of information, ideas and issues in appropriate forms	10	10	5	<b>25</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Outcomes

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

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	Source Analysis Investigating Ancient History	Research and Essay Historical Investigation	Yearly Examination	
	Due Term 1, Week 9	Due Term 3, Week 4	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	0	20
Communication of historical understanding in appropriate forms	5	5	10	20
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

## 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

<b>ASSESSMENT SCHEDULE</b>				
<b>Component (syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Practical Investigation</b>	<b>Depth Study Presentation</b>	<b>Yearly Examination</b>	
	<b>Due</b> Term 1, Week 9	<b>Due</b> Term 2, Week 7	<b>Due</b> Term 3, Week 7	
	<b>Outcomes assessed</b> BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7	<b>Outcomes assessed</b> 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	<b>Outcomes assessed</b> 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	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Outcomes**

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

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	<b>Business Stimulus Analysis</b> Nature of Business	<b>Market Day Business Plan</b> Business Planning	<b>Yearly Examination</b> All Topics: Nature of Business Business Planning Business Management	
	<b>Due</b> Term 1, Week 9	<b>Due</b> Term 2, Week 8	<b>Due</b> Term 3, Week 7	
	<b>Outcomes Assessed</b> P1-2, 8, 9	<b>Outcomes assessed</b> P4,7-10	<b>Outcomes assessed</b> P1-2,5, 9-10	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	10	0	5	<b>15</b>
Inquiry and research	5	15	0	<b>25</b>
Communication of business information, ideas and issues in appropriate forms	5	15	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### 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.

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

### 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



<b>ASSESSMENT SCHEDULE</b>				
<b>COMPONENT</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>WEIGHTING %</b>
	<b>Communication Research</b>	<b>Case Study</b>	<b>Yearly Examination</b>	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 7–8	
	<b>OUTCOMES:</b> P4.1, P4.2, P7.1	<b>OUTCOMES:</b> P2.1, P2.3, P3.2, P4.1, P4.2	<b>OUTCOMES:</b> P1.1 – P6.2 & P7.4	
Knowledge and understanding of groups, families and communities	10	5	5	<b>20</b>
Skills in: applying management processes and planning to take responsible action(s)	0	30	10	<b>40</b>
Skills in researching, critical thinking, analysing and communicating	10	5	25	<b>40</b>
<b>TOTAL %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## 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

<b>ASSESSMENT SCHEDULE</b>				
<b>Component (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Prac Task</b>	<b>Model/Presentation</b>	<b>Yearly Examination</b>	
	Earth's Materials	Plate Tectonics, Depth Study		
	<b>Due</b> Term 1, Week 8	<b>Due</b> Term 2, Week 8	<b>Due</b> Term 3, Week 9/10	
	<b>Outcomes Assessed</b> EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-7 EES11-11	<b>Outcomes assessed</b> EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-9	<b>Outcomes assessed</b> EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11-8, EES11-9 EES11-10 EES11-11	
Skills in Working Scientifically	25	20	15	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Outcomes

- EES11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5** analyses and evaluates primary and secondary data and information
- EES11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES11-8** describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9** describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10** describes the factors that influence how energy is transferred and transformed in the Earth's systems
- EES11-11** describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

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 1	Due Term 2, Week 10	Due Term 3, Weeks 6/7	
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 6/7	
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

<b>ASSESSMENT SCHEDULE</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Nature of task</b>	<b>Multimodal Presentation</b> Mandatory Module: Achieving through English	<b>Writing Portfolio - Collection of classwork</b> All modules including Elective Module F – On the Road	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Due</b> Term 1, Week 8	<b>Due</b> Term 3, Week 9	<b>Due</b> Term 3, Weeks 6/7	
<b>Outcomes assessed</b>	ES11-1, ES11-2 ES11-4, ES11-5 ES11-6, ES11-10	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9	ES11-1, ES11-3, ES11-5, ES11-6, ES11-8	
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Outcomes

<b>ES11-1</b>	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
<b>ES11-2</b>	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
<b>ES11-3</b>	gains skills in accessing, comprehending and using information to communicate in a variety of ways
<b>ES11-4</b>	composes a range of texts with increasing accuracy and clarity in different forms
<b>ES11-5</b>	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
<b>ES11-6</b>	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>ES11-7</b>	represents own ideas in critical, interpretive and imaginative texts
<b>ES11-8</b>	identifies and describes relationships between texts
<b>ES11-9</b>	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
<b>ES11-10</b>	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	In class task	Collaborative Investigation	Yearly Examination	
	Due Term 1, Week 9	Due Term 2, Week 8	Due Term 3, Week 7-8	
	Outcomes Assessed HM 11-01 HM 11-02 HM 11-06 HM11-10	Outcomes Assessed HM 11-05 HM 11-07 HM 11-08 HM11-10 HM 11-XX	Outcomes Assessed HM 11-01 HM 11-02 HM 11-03 HM11-04 HM 11-06 HM 11-09	
Knowledge & Understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	30	30	40	<b>100</b>

### Outcomes

**HM-11-01** interprets meanings, measures and patterns of health experienced by Australians.

**HM-11-02** analyses methods and resources to improve and advocate for the health of young Australians

**HM-11-03** analyses the systems of the body in relation to movement

**HM-11-04** investigates movement skills and psychology to improve participation and performance

**HM-11-05** Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts.

**HM-11-06** Analysis: analyses the relationships and implications of health and movement concepts

**HM-11-07** Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes

**HM-11-08** Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts

**HM-11-09** Problem-solving: proposes and evaluates solutions to health and movement issues

**HM-11-10** Research: analyses a range of sources to make conclusions about health and movement concepts

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	<b>40</b>
Production Knowledge and skills in the management, communication and production of projects	30	30	0	<b>60</b>
<b>Total %</b>	35	35	30	<b>100</b>

### 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



<b>ASSESSMENT SCHEDULE</b>				
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Source Analysis</b>	<b>Media File and Legal Essay</b>	<b>Yearly Examination</b>	
	Term 1, Week 8	Term 2, Week 7	Term 3, Week 7	
	<b>Outcomes assessed</b> P1, P4 P6	<b>Outcomes assessed</b> P1, P2 P3, P4, P5 P6, P8	<b>Outcomes assessed</b> P1, P2 P3, P4, P5 P6, P7 P9, P10	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Inquiry and Research	0	10	10	<b>20</b>
Communication of legal information issues and ideas	10	0	10	<b>20</b>
Analysis and Evaluation	10	10	0	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### 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

<b>ASSESSMENT SCHEDULE</b>				
<b>Component (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Scuba Theory</b>	<b>First Aid Certificate</b>	<b>Final exam</b>	
	<b>Due</b> Term 1, Week 9	<b>Due</b> Term 2, Week 4	<b>Due</b> Term 3, Week 7	
	<b>Outcomes assessed</b> P1.1-P1.5 P2.1-P2.3 P4.1-P4.2 P5.1-P5.4	<b>Outcomes assessed</b> P2.1 P2.2 P2.3	<b>Outcomes assessed</b> P1.1-P1.5 P3.1-P3.4	
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 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

<b>ASSESSMENT SCHEDULE</b>				
<b>Components (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Research Project</b>	<b>Class Test</b>	<b>Year 11 Examination</b>	
	<b>Due</b> Term 1, Week 10	<b>Due</b> Term 2, Week 9	<b>Due</b> Term 3, Week 7	
	<b>Outcomes assessed:</b> MS11-1, MS11-2 MS11-5, MS11-6 MS11-9 MS11-10	<b>Outcomes assessed:</b> MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-9, MS11-10	<b>Outcomes assessed:</b> 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	<b>50</b>
Reasoning and Communication	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### 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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### 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

<b>ASSESSMENT SCHEDULE</b>				
<b>Components (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Project</b>	<b>Class test with Summary Sheet</b>	<b>Year 11 Examination</b>	
	<b>Due</b> Term 1, Week 10	<b>Due</b> Term 2, Week 10	<b>Due</b> Term 3, Week 7	
	<b>Outcomes:</b> ME11-1, ME11-2, MEM11- 6, ME11-7	<b>Outcomes:</b> ME11-1, ME11-2, ME11-5, ME11-7	<b>Outcomes:</b> ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7.	
Knowledge, Understanding and Skills	10	15	20	<b>45</b>
Reasoning, Interpretative, Explanatory and Communicative Abilities	20	15	20	<b>55</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### **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				
Component	Task 1	Task 2	Task 3	%
	<b>Research Essay</b> Historical Investigation: JFK Assassination	<b>Source Analysis</b> Investigating Modern History: American Civil War & Decolonization & Indochina	<b>Yearly Examination</b>	
	<b>Due</b> Term 1, Week 8	<b>Due</b> Term 2, Week 8	<b>Due</b> Term 3, Week 7	
	<b>Outcomes assessed</b> MH11-2, MH11-4 MH11-6, MH11-7, MH11-8, MH11-10	<b>Outcomes assessed</b> MH11-1, MH11-3, MH11-5, MH11-6 MH11-7, MH11-9,	<b>Outcomes assessed</b> MH11-1, MH11-2 MH11-3, MH11-4 MH11-5, MH11-6 MH11-9	
Knowledge and understanding of course content	10	15	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	10	10	0	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

**Outcomes**

<b>MH11-1</b>	describes the nature of continuity and change in the modern world
<b>MH11-2</b>	proposes ideas about the varying causes and effects of events and developments
<b>MH11-3</b>	analyses the role of historical features, individuals, groups and ideas in shaping the past
<b>MH11-4</b>	accounts for the different perspectives of individuals and groups
<b>MH11-5</b>	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
<b>MH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>MH11-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>MH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>MH11-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>MH11-10</b>	discusses contemporary methods and issues involved in the investigation of modern history

ASSESSMENT SCHEDULE				
Component (Syllabus)	Task 1	Task 2	Task 3	Weighting %
	<b>Composition</b> Topic 1: Technology and it's Influence on Music	<b>Musicology/ Performance</b> Topic 2: Music for large Ensembles	<b>Yearly Examination –</b> Aural & Performance of two pieces	
	<b>Due</b> Term 1, Week 8	<b>Due</b> Term 2, Week 8	<b>Due</b> Term 3, Week 7	
	<b>Outcomes Assessed</b> P1, P3, P7, P8, P9, P10, P11	<b>Outcomes assessed</b> P2, P4, P6, P10, P11	<b>Outcomes assessed</b> P1, P4, P5, P6, P8, P10	
Performance	0	10	15	<b>25</b>
Composition	25	0	0	<b>25</b>
Musicology	0	25	0	<b>25</b>
Aural	0	0	25	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### 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 %
	<b>Practical Skills and Problem Solving Task</b>  Module: Kinematics and Dynamics	<b>Depth Study: Ray Model of Light Research and Validation Task</b>  Module: Waves & Thermodynamics	<b>Yearly Examination</b>  All Modules	
	<b>Due</b> Term 1, Week 9	<b>Due</b> Term 2, Week 9	<b>Due</b> Term 3, Week 9/10	
	<b>Outcomes Assessed:</b> PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8	<b>Outcomes Assessed:</b> PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-10	<b>Outcomes Assessed:</b> 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	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### 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



# Personal Development, Health and Physical Education

Board Developed Course

Mr. M Valentine

ASSESSMENT SCHEDULE				
COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING %
	Research task Better Health for Individuals	Critical Thinking, Analysis Task Body In Motion	Yearly Examination	
	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 7–8	
	OUTCOMES: P1-6, P15, P16	OUTCOMES: P7-11, P16, P17	OUTCOMES: P1-11, P1 –17	
Knowledge and understanding of the course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Outcomes

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

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

<b>ASSESSMENT SCHEDULE</b>				
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Oral presentation/ Q &amp; A with teacher</b>	<b>Response to written text/ interview</b>	<b>Yearly Examination</b>	
	Family Life	People, places and communities		
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 7	
	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<b>Outcomes assessed</b> 1.1, 1.2, 2.1, 2.2, 2.6	<b>Outcomes assessed</b> 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	0	10	<b>30</b>
Reading	0	20	10	<b>30</b>
Speaking	10	10	0	<b>20</b>
Writing	0	0	20	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 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	TASK 1	TASK 2	TASK 3	WEIGHTING %
	Module 1 Sports Injuries	Module 2 Games and Sports Applications I & II	Module 3 Individual and Team Games	
	Term 1 Week 10	Ongoing throughout Course	Term 2 Weeks 10	
	OUTCOMES: P1.2, P4.2, P6.1	OUTCOMES: P2.1, P2.3, P4.2	OUTCOMES: P1.1 – P6.2	
Knowledge and understanding	20	10	20	50
Skills	5	40	5	50
<b>TOTAL %</b>	<b>25</b>	<b>50</b>	<b>25</b>	<b>100</b>

### Outcomes

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

Assessment Events for			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Yr 11 1/2 Year Exam**	Work Placement 1*	Yr 11 Exam**
			Week 10	Week 10	Week 10	Week 10	Week 9	Week TBA	Week 9
			Term 1	Term 1	Term 2	Term 3	Term 4	Term TBA	Term 4
Cluster	Code	Unit of Competency							
Cluster 1	CPCCW HS1001	Prepare to work safely in the construction industry	x						
Cluster 2	CPCCWHS2 001	Apply WHS requirements, policies, and procedures in the construction industry		X					
Cluster 3	CPCCC M1011 CPCCO M1015	Undertake basic estimation and costing Carry out			X				
Cluster 4	CPCCOM20 01 CPCCO M1013	Read and interpret plans and specifications Plan and organise				X			

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

**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.

# VET Certificate II Hospitality – Cookery SIT20421

Board Developed Course

Mr S Hardy

<b>Assessment Tasks for SIT20421 Certificate II in Cookery</b> <b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>		<b>Task 1 Safety in the kitchen</b>	<b>Task 2 Service please</b>
		Week 5 Term 1	Week 10 Term 2
<b>Code</b>	<b>Unit of Competency</b>		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity		X
SITXCCS011	Interact with customers		X

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

\* Examinable units to be confirmed by teacher.

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

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

<b>ASSESSMENT SCHEDULE</b>				
<b>Component (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Artmaking</b> Creating a Body of Work exploring 2D artforms <b>Short Answer Written Response</b> Interpreting artworks to compose short answer responses informed by the Frames, Conceptual Framework and Practice.	<b>Artmaking</b> Creating a Body of Work exploring 3D artforms <b>Extended Written Response</b> Using research on selected artists as the basis for an extended response	<b>Yearly Examination</b> Art Criticism and Art History Written Exam	
	<b>Due</b> Term 2, Week 3	<b>Due</b> Term 3, Week 4	<b>Due</b> Term 3, Week 7	
	<b>Outcomes Assessed</b> P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	<b>Outcomes assessed</b> P1, P4, P5, P6 P7, P8, P10	<b>Outcomes assessed</b> P7, P8, P9, P10	
Artmaking	25	25	0	<b>50</b>
Art Criticism and Art History	10	20	20	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>45</b>	<b>20</b>	<b>100</b>

### 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

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

### Outcomes

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

## 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

**Ms S Ellis**

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

**Ms S Ellis**

(SbAT)

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