

# KINGSCLIFF HIGH SCHOOL



**ACHIEVEMENT THROUGH ENDEAVOUR**

**Year 11 2022**

## **HANDBOOK AND ASSESSMENT POLICY**

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Principal**

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Information is current at time of printing. Refer to Kingscliff High School website for updated information  
<https://kingscliff-h.schools.nsw.gov.au/>

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## SCHOOL PHILOSOPHY

Kingscliff High School has established a reputation for outstanding achievement in all areas of school life. The school enjoys an enviable reputation in the local and wider community. The school's motto, **"Achievement through Endeavour"** provides the philosophy upon which all areas of our school life are based.

The School endeavours to set the highest standards for our students in all areas. This is reflected in the policies under which we operate.

- Academic quality and achievement are corner-stones of the School's philosophy, along with strong programs in sport, the creative and performing arts and community service.
- All students are assisted and encouraged to acquire skills, knowledge and positive attitudes, enabling each individual to achieve to his/her own highest potential.
- Kingscliff High School is a "uniform" school with a strong commitment to dress code.
- The School is proud of our extensive program of student care and welfare. Kingscliff High School boasts a Head Teacher Welfare, an active Welfare Team, Year Advisers, School Counsellor and a range of programs for students with specific needs.
- We have a commitment to physical fitness. Sport is compulsory in Years 7-10. All students are encouraged to take part in regular physical activity.
- The Arts are seen as a valuable and rewarding part of the curriculum. Music, Drama, Dance and Art have valued roles in the life of the School.
- The School provides excellent facilities and opportunities for all practical subjects along with innovative programs in information technology and communication.
- The school offers many co-curricular activities and programs aimed at developing high levels of maturity and leadership amongst all students.

All students are assisted and encouraged to acquire competencies, knowledge and positive attitudes, enabling each individual to achieve to their own highest potential.

Your decision to come back to Years 11 and 12 and complete your HSC indicates a commitment to seek further education. **In making such a decision, you agree to accept the responsibilities of a senior student committed to achieving the best of which you are capable, and therefore agree to abide by the policies by which Kingscliff High School operates.**

**You are expected to be cooperative and display good behaviour at all times.**

**As the school motto states  
"Achievement through Endeavour"**

## GENERAL INFORMATION FOR YEAR 11

It is your responsibility to carefully read and understand the information in this booklet. If you require further explanation, the Year 11 Adviser and Deputy Principal are available to explain any aspects of this policy.

- Each subject you are studying has two parts: the Year 11 course and the Higher School Certificate Course (Year 12).
- You must satisfactorily complete the Year 11 course in a subject before you can go on to the HSC Course in that subject.
- Satisfactory completion of Year 11 course in any subject will be determined by the school. This will be done by looking at your results on Assessment Tasks and Coursework requirements.
- You will need to attend each lesson and complete all class work. The School may refuse to grant a Record of School Achievement (RoSA) to a student whose attendance or application at school has been unsatisfactory.
- If you miss lessons it is your responsibility to find out if any information about assessment tasks was given out during the period of absence in addition to catching up any missed work. In cases of prolonged absence you should request that school work be sent home for you to complete.
- One assessment task may be used to measure a variety of outcomes.
- If you do not understand what is required of you in any assessment task or tasks it is your responsibility to seek help from your class teacher, the Head Teacher, the Year Adviser or the Deputy Principal.
- You must pass 12 Units of Year 11 courses to meet NSW Standards Education Authority (NESA) requirements for a HSC. You cannot continue into Year 12 in any course for which you have received an "N" determination. If you receive an "N" determination in one or more subjects you will most likely need to do those courses or alternative PHSC courses in the following year. It may cause you to spread your HSC studies over 3 or more years.

### Change of Address or Circumstances

Please notify the school **immediately** of your new circumstances and/or address, phone number and emergency contact. The **front office** must be notified in writing. If you fail to do this parents cannot be contacted when students become ill or have an accident and certificates such as the HSC may be sent to an incorrect address. It is also important to notify the school if you change your name or use a different name on official documents.

### Attendance

Attendance at school has a significant effect on your overall results. Attempt to be at all classes, prepared for the lesson and ready to fully participate.

Students must attend all timetabled lessons. Regular checks are made each period and the class roll is marked in every period. All students are to be punctual to all lessons to make full use of the time available. Lateness will not be tolerated.

- School commences 8:45am Monday, Wednesday, Friday and 9:15am Tuesday, Thursday/
- Students may arrive after 8:45am if they have no Period 0 class but must sign in at the office prior to the first lesson of the day.
- Students are not to leave school until after their last scheduled period for the day.
- All study periods are to be gainfully used for their intended purpose, either in the Library, in the Senior (Russell Evans Building) area or on tables provided in playground area 5.
- Students may not leave the school during study periods unless:
  - They bring a signed request from their parent/guardian and have it endorsed by the Principal or Deputy Principal. This is only available for emergency or other unexpected circumstances.
- Students who truant for any period of time may have to make up lost time at after school detention.

### Changing your Curriculum Pattern

Students will be required to complete a form during weeks 2, 3, 4. Time will be set aside allowing students to meet with the Stage 6 Coordinator and the Careers Adviser to discuss changes and check your HSC pattern of study meets the NESA requirements and your career path options.

The form may require a parent's signature if there is a major change to your study pattern.

When completed, electronic rolls will be updated the following day.

### REMEMBER

To be **eligible for the HSC** you must have:

- At least 12 Units of study in Year 11 and 10 Units in Year 12
- At least 6 units of NESA Developed Courses
- At least 2 Units of English
- At least 3 courses of 2 Unit value
- At least 4 subjects
- No more than six units of science

To be eligible **for an ATAR** you must meet the requirements for the HSC as well as:

- At least 10 NESA Developed units
- Only 1 Category B subject in those 10 NESA Developed units  
(Category B subjects at Kingscliff High School include, VET Information Technology, VET Entertainment)
- You are likely to require an ATAR if you intend applying to:
  1. University
  2. QLD TAFE
  3. The Australian Defence Force Academy
  4. The NSW or QLD Police Service

If you are unsure whether you require an ATAR you **MUST** check with the Careers Adviser.

### Study Timetable

It is also recommended that all senior students have a study/revision/homework/assessment task timetable and use it to organise their time efficiently.

## Senior Assembly

These are conducted regularly throughout the Term. These assemblies are **compulsory** for all senior students to attend. Important information is given at these meetings.

## Daily Notices

These contain vital information about day-to-day organisation, coming events, scholarships and traineeship opportunities. All students should be in Roll Call each day to hear the daily notices.

## YEAR 11 ASSESSMENT POLICY

Updated information for Stage 6 (Years 11-12), can be found on the NESA website at the following link:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/curriculum-development/st6-assessment>

**The RoSA is a credential that must be earned. Students earn this credential by displaying diligence and sustained effort. Attendance without effort will not see the student recommended for the award of a RoSA.**

Assessments are intended to measure each student's overall achievement in a course. Assessments measure student performance against course objectives and student achievement relative to others at the completion of the course in Term 3, Year 11. Our School Assessment Policy emphasises that assessment is a continual process and stresses the importance of all aspects of each course.

**Satisfactory completion of Year 11 courses is a mandatory prerequisite for enrolment in the subsequent HSC course.** Year 11 courses provide fundamental skills, knowledge and experiences essential to the successful completion of HSC courses.

### 1. Formal Assessment for the RoSA

Formal assessment commences at the beginning of **Term, 1 Year 11**. In the case of a student repeating Year 11, an assessment will be made based on their work in Year 11 of the repeated year only.

### 2. Formal Assessment for the RoSA

Assessment policies and schedules for Year 11 will be made available to students via the **Kingscliff High School website** at the start of the course <https://kingscliff-h.schools.nsw.gov.au/assessment/year-11.html>  
Paper copies of the Assessment booklets and schedules are also available on request from the Deputy Principal. This will ensure students are aware of their assessment requirements in each course.

### 3. Assessment Sessions

All courses of study will have two (2) Assessment Sessions.

Assessment Session 1: Starting at the beginning of Term 1 in Year 11 up to the end of Term 2.

Assessment Session 2: Starting from the end of Term 2, up to the time of the completion of the courses in Term 3, and the Year 11 Yearly examinations

#### 4. Assessment Instruments

Students will be informed that a certain task has been nominated as an **Assessment Instrument** - once this has been nominated it cannot be discarded nor can others be added.

#### 5. Marking Criteria

Marking Criteria for all assessable tasks will be provided to students. Course work and Assessment Tasks will be graded against syllabus outcomes, norm referenced or on a standards reference basis. Using such assessment strategies removes the concept of pass and fail.

A variety of teaching modes and assessment strategies will be used depending upon specific faculty requirements. Team teaching across a course is common to some subjects.

#### 6. Submission of Tasks

Assessment tasks must be submitted on the day noted on the Assessment Schedule. Tasks are most often scheduled for submission on the day the course has a period one lesson.

Non practical Assessment Tasks must be submitted at the start of the lesson on the day noted on the Assessment Schedule. **If the task is submitted after the start of the lesson, but before the end of the lesson, without a verifiable reason the task will be discounted by 20% of the total available marks. Tasks that are handed in later in the day will be considered late and a mark of zero will be applied.** Tasks of practical nature will be conducted and submitted during Period 1.

If the due date is not one that has a Period 1 class, your teacher will inform you of submission requirements.

#### 7. Non Completion and Non Submission of Assessment Tasks

In all cases where a candidate fails to complete or submit an Assessment Task or submits an Assessment Task after the due date, **ZERO MARKS** will be recorded for that task. Where an incomplete Task is submitted, marks will only be awarded for the work or parts submitted or presented by the due date or dates.

If a student has not submitted a Task by the due date because of illness, a medical certificate for the absence is required. **The medical certificate and the Task must be presented on the student's next day of attendance.** The medical certificate must be presented to the Deputy Principal and the task to your teacher. Otherwise, **ZERO MARKS** will be recorded for that Task.

If a student is unable to submit a Task on the due date as a result of school sporting, cultural or other school related commitments, the student must notify the relevant Head Teacher as early as possible **BEFORE** the due date. An alternate date or arrangement will be negotiated between the Deputy Principal, the Head Teacher and student so as not to disadvantage either the student or other candidates in the course. Otherwise, **ZERO MARKS** will be recorded for that Task.

#### 8. Attendance

Students are required to attend all timetabled classes and they cannot excuse themselves to go elsewhere to meet other requirements in other subjects without the approval of the timetabled teacher.

## 9. Attendance and Assessment Tasks

**Students must attend the day prior to, all classes prior to, including period 0, on the day of any Assessment Task.** This will ensure students have similar preparation times prior to tasks and are attending classes.

Students who do not meet the preceding requirements must supply either a **medical certificate** or another independently **verifiable, genuine and acceptable reason** for the absence, supported by a letter from a parent. **If there is no acceptable reason provided to the school, the task will be discounted by 20% of the total available marks.** Appeals to the Principal are available to students.

Students who truant class, for any reason, prior to the submission of any assessment task, will be regarded as gaining an unfair advantage in preparation time. Consequently, **the task will be discounted by 20% of the total available marks.** Appeals to the Principal are available to students.

## 10. Examination Attendance

Yearly Examinations are a compulsory assessment task. Year 11 students must seriously attempt the Yearly Examinations at the times nominated in the Assessment Schedule and school Examination Timetables.

Formal examinations for individual students or classes will not be rescheduled unless the Deputy Principal has granted special permission. This permission in nearly every case will need to be sought prior to the exam. This will be based upon documentation supplied to the Deputy Principal at least one week before the examination. Please note that a student's part-time or casual employment, vacation or participation in non-school activities will not warrant rescheduling of an examination.

**If students are not feeling well they should do the examination and report the illness to the exam supervisor.** They must also then report their illness to the appropriate deputy. **A medical certificate should also be supplied as soon as possible after the exam and attached to an Illness/Misadventure form.**

"Soft" excuses such as misreading of the exam timetable, attending family holidays or non-school events will result in **ZERO** being awarded for the examination missed. No rescheduling of an examination or an estimate will be given for such excuses. An estimate will only be given in cases of extreme or genuine misadventure that prevents examination attendance. Applications will be viewed on a case by case basis. Wherever possible the student will complete the examination or similar at a later date.

**NOTE:** This policy is in line with **NESA Policy** for the conduct of Higher School Certificate examinations.

## 11. Appealing an assessment grade/mark

Students wishing to appeal a grade/mark for any assessment may do so by submitting, in writing, a request for a review of that mark stating the reasons for the appeal. This must be completed and lodged with the Head Teacher of the appropriate faculty within two school days of the tasks return. Head Teachers will appoint an impartial person to review the mark. **It is important to note that the review process can affirm the original mark, award a higher mark or award a lower mark.** Any subsequent appeals must be lodged, in writing, with the Principal within two school days of the completion of the initial appeal process.

## 12. Estimates

Only in exceptional circumstances will estimates be awarded. For example, where the completion of a substitute task is not feasible, is unreasonable or where the missed task is difficult to duplicate, the Deputy Principal, in consultation with the Principal may authorise the use of an estimate based on other appropriate evidence. Estimates

will be finalised at the completion of the course and based upon the student's performance in either similar activities during the course or performance in the entire course.

Please note that a student's part-time or casual employment or vacation will not warrant the issuing of an estimate. The Principal's determination in any such case will be final.

### 13. Malpractice

Students caught engaging in malpractice or making a non serious attempt in an Examination or Assessment Task of any sort will be awarded **ZERO MARKS** for that Examination or Task. Engaging in a malpractice constitutes unsatisfactory completion of the task. This is consistent with NESAs practice.

**Definition of Malpractice:** Malpractice is defined as presenting work as entirely your own when it is not or gaining support from outside sources when inappropriate. Activities such as copying information from past or present students, taking notes or diagrams etc. into examinations, having a mobile phone or media device on your person or using a mobile phone during examinations are only some examples of malpractice. Note this is not a definitive list of examples. The Principal will determine whether a student has engaged in malpractice based upon supporting evidence.

**Non Serious Attempts:** Non serious attempts for an assessment task refers to the work students attempt and present. The HSC Rules and Procedures require student to attempt a range of questions throughout the examination paper. Attempting multiple-choice questions is not sufficient. In addition, frivolous or objectionable material is unacceptable and will be considered a non serious attempt.

### 14. Satisfactory Completion of a Course

Where a candidate has been given zero marks because of failure to satisfactorily complete Assessment Tasks totalling 50% or more of the final course Assessment Mark, **the Principal must certify that the course has not been studied satisfactorily.**

Candidates are expected to satisfactorily complete all course-work. Where a candidate fails to satisfactorily complete at least **85%** of course-work **the Principal may certify that the course has not been studied satisfactorily.** This has strong implications for attendance, homework and working with diligence and sustained effort in class.

### 15. Warnings of Not Satisfying Requirements

Where it is likely that a candidate may not be certified due to not satisfying course requirements, early warning, in writing, must be given so that the candidate and parents are aware of the potential consequences. In the event of a student not satisfying course requirements a warning letter will be issued by the Teacher/HT of the appropriate subject. **Students must satisfactorily complete all course work and assessment tasks to satisfy the requirements of any course.** Warning letters may be redeemed within the period of time specified on the warning letter; however the student will still receive zero marks. If the warning is **not** redeemed, parents will be formally notified.

Should a second warning occur for a second task or course work, a second warning letter will be issued.

**Please note: Students who have two unredeemed warnings will be deemed to have failed to satisfactorily complete the course.**

In this case an 'N' Determination will be posted to NESAs. This will most likely mean the student will not receive a RoSA, pending any appeal. As satisfactory completion of a Year 11 course is a mandatory prerequisite for entry into a HSC course, students who fail a course in Year 11 may not be able to progress to Year 12 the next year.

## 16. Satisfactory Completion for the Award of a Year 11 School Certificate

Candidates must satisfy requirements in 12 or more units to be eligible for the award of a RoSA. Students who do not study a course satisfactorily, will not have an Assessment Mark or an Examination Mark reported for the course in which assessment requirements have not been met. If the student has not met the requirements in 12 units then the student will not be eligible for the award of a RoSA, unless he or she is pursuing a "Pathways" option where satisfactory completion of 12 units may be accumulated over a number of years. The Stage 6 Course Selection Guide details all the requirements for the presentation of courses and units of study.

In circumstances where the candidate has failed to study a course/s satisfactorily under this provision, the Principal must:

- a) *submit an Assessment mark incorporating the marks for those tasks completed and a zero for each task not completed.*
- b) *complete a Withholding of Certification for Unsatisfactory Completion of Year 11 form, and forward it at the time of submission of Assessments (See the Stage 6 Course Selection Guide) and,*
- c) *advise the candidate of the submission and of the candidate's right to appeal to NESA.*

## 17. Conduct for assessment purposes

Conduct will not be taken into account as part of the school assessment, nor will such measures as interest and attitude; however students are expected to comply with the school's rules regarding conduct and behaviour. Students will not be allowed to behave in a manner that impedes the learning of others. Poor attendance may become a factor, where it can be shown that progress towards achieving course outcomes has been significantly affected.

## 18. Reviews / Appeals

- a) Students may apply for a review at the school of the school's determinations in any course.
- b) The School Review Committee will consist of the Principal/Deputy Principal and the Head Teacher or Subject Coordinator of the subject in which the review is being made.
- c) The Committee will meet after the last examination (second half of October) to examine all relevant material and check for clerical or computational errors; also to check that the assessments were made according to the stated school schedules and NESA's requirements.
- d) Full and detailed reasons must be given by all students seeking a review.
- e) The privacy of other students must be respected.
- f) A record of reviews must be kept and forwarded to NESA
- g) There will be provision for a student to seek a further appeal to NESA if the conduct of the earlier school review did not comply with NESA's requirements.

## 19. Determination of the "Top Ten"

Student's final school PHSC assessment marks and ranks for each course will be used to determine the top ten each year. This data will be entered into an ATAR estimator to generate the final list of students.

## 20. Summary

- Students need a minimum of 12 Units of satisfactory study to gain a RoSA.
  - Students must have good attendance and participate in all classes and complete all course work and assignments.
  - ***If you do not attempt all class work and homework you may not gain a PHSC.***
  - ***If you do not attempt all Assessment Tasks you may not gain a PHSC.***
  - Any written warnings sent by the school are done so on behalf of NESA.
- Appeals to the Deputy Principal are available to students. A register of defaulters will be kept.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

To qualify for the award of a RoSA, a student must have:

- Attended a government school, or a recognised non-government school
- Undertaken and completed courses of study that satisfy NESAs curriculum on assessment requirements for the RoSA.
- Complied with any other regulations or requirements (such as attendance) imposed by the Department of Education and Communities or NESAs.
- Completed Year 10.

Until a student has qualified for the RoSA, that is, they have successfully met all four (4) criteria outlined above, they will not move into Stage 6 courses. Students may be required to repeat Year 10 to complete the criteria.

### Key Facts About the RoSA

- **Who will get it?**  
Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA.
- **When will they get it?**  
A RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.
- **What will it show?**  
A RoSA will show grades for all the courses a student has completed up until the point they leave school- including those completed in Year 10, Year 11 or even Year 12.
- **Why give grades?**  
Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students.  
  
Giving grades in courses completed after Year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.
- **How will students get grades?**  
A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result).  
  
Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to NESAs for inclusion on the RoSA if required.
- **How can we be sure that grades are awarded consistently?**  
It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and NESAs will support that further by providing workshops and online resources, including student work samples.

- **Why offer literacy/numeracy tests?**

When the RoSA is fully implemented, students will be offered the opportunity to complete on-line literacy and numeracy tests, with particular emphasis on work readiness.

Parents and employers in particular are increasingly interested in having a clear affirmation of a student's fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC.

The literacy/numeracy tests will also help students, parents and teachers determine if a student need particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

- **How will literacy/numeracy tests be developed and delivered?**

NESA will offer optional literacy/numeracy tests. The tests will be delivered online and information will be provided to schools about supervision of the tests.

Schools will be asked to provide two 'windows' each school year in which students could sit the tests. Students will only be able to sit the test one time in each window, however they can sit the test again in a new window should they decide to remain at school. If a student does sit the test more than once, it will be the results from their most recent test that will be applicable when they leave school.

- **Why record extra-curricular activities?**

Increasingly, parents, students, employers and providers of further education are looking at more than a student's level of academic attainment. This information can help form a more comprehensive picture of a student's interests, commitments and achievements in areas other than school.

- **How will extra-curricular activities be recorded?**

NESA will develop a tool that will allow a student to capture and consolidate evidence of extra-curricular activities. It is intended that certainly in the early stages, the tool will focus on activities that already have an authentication framework. This will make it easier for employers and others to be sure that the achievements recorded are correct. Activities widely available that already have authentication include: life-saving and first aid qualification, VET courses AMEB certification and the Duke of Edinburgh Awards.

## **SATISFACTORY COURSE COMPLETION REQUIREMENTS:**

### **1. How do I satisfactorily complete a course?**

You will satisfactorily complete a course if there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes

#### ***This means that it is your responsibility to:***

- attend lessons in that course for the required number of hours, bringing the correct equipment and books;
- make a genuine effort in all class activities including assignments and homework;
- make a serious attempt at all your assessment tasks.

If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

## **2. Attendance Requirements**

You must have an approved pattern of attendance. Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. Any extensive period of unapproved absence may result in unsatisfactory completion of a course(s) and may impact on your eligibility for the award of the School Certificate.

## **3. The 'N' Determination**

If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed'. An 'N' Award in one of the elective subjects means that the elective subject will not appear on your RoSA. An 'N' Award in any of your "core" subjects means that you will NOT qualify for a RoSA in that year.

You have the right to appeal against an 'N' determination. The appropriate form can be obtained from your Principal. Appeals against 'N' determinations should be lodged with your Principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the Principal that you wish the appeal to be referred to NESAs.

## EXAMINATION RULES

<b>ENTRY INTO EXAM VENUE</b>	<ul style="list-style-type: none"> <li>Should be in class groups as instructed by teachers</li> </ul>
<b>LATE ARRIVAL</b>	<ul style="list-style-type: none"> <li>Students should be on time for all exams</li> <li>No entry to the exam will be allowed 30 minutes or more after exam start time</li> <li>No extra time will be granted for students who arrive late</li> </ul>
<b>NO TALKING OR NOISE</b>	<ul style="list-style-type: none"> <li>No talking upon entering the exam venue</li> <li>No talking during the exam</li> <li>No talking at the completion of the exam</li> </ul>
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>It is the student's responsibility to bring all necessary equipment needed for each exam</li> <li>No borrowing is permitted in the exam venue</li> </ul>
<b>REMAIN SEATED</b>	<ul style="list-style-type: none"> <li>Students should be seated and facing the front whilst in the exam venue</li> </ul>
<b>LEAVING EARLY</b>	<ul style="list-style-type: none"> <li>No students are allowed to leave the examination room early. All available time should be used to complete and review answers.</li> </ul>
<b>TOILETS</b>	<ul style="list-style-type: none"> <li>Students should visit the toilet before each exam</li> <li>Toilet breaks will not be granted during an exam unless a doctor's certificate has been supplied to the Deputy Principal prior to the exam</li> </ul>
<b>CHEATING</b>	<ul style="list-style-type: none"> <li>Any form of cheating or "non-serious attempt" will result in a student receiving a zero mark for that exam</li> </ul>
<b>MOBILE PHONES, SMART WATCH, OR DATA STORAGE DEVICES</b>	<ul style="list-style-type: none"> <li>Any student who is caught in the possession of a mobile phone, Smart Watch or data storage device in the exam venue will receive a ZERO mark for that exam</li> </ul>

### CONSEQUENCES FOR BREACHING EXAM RULES:

- General warning is the final warning
- First personal warning will result in the loss of 20% of exam marks and will be noted on the exam paper (unless the infraction was cheating or using a mobile phone in which case a zero mark for that exam will be recorded)
- Second personal warning will result in receiving a zero mark for that exam and will be noted on the exam paper

### APPEALS:

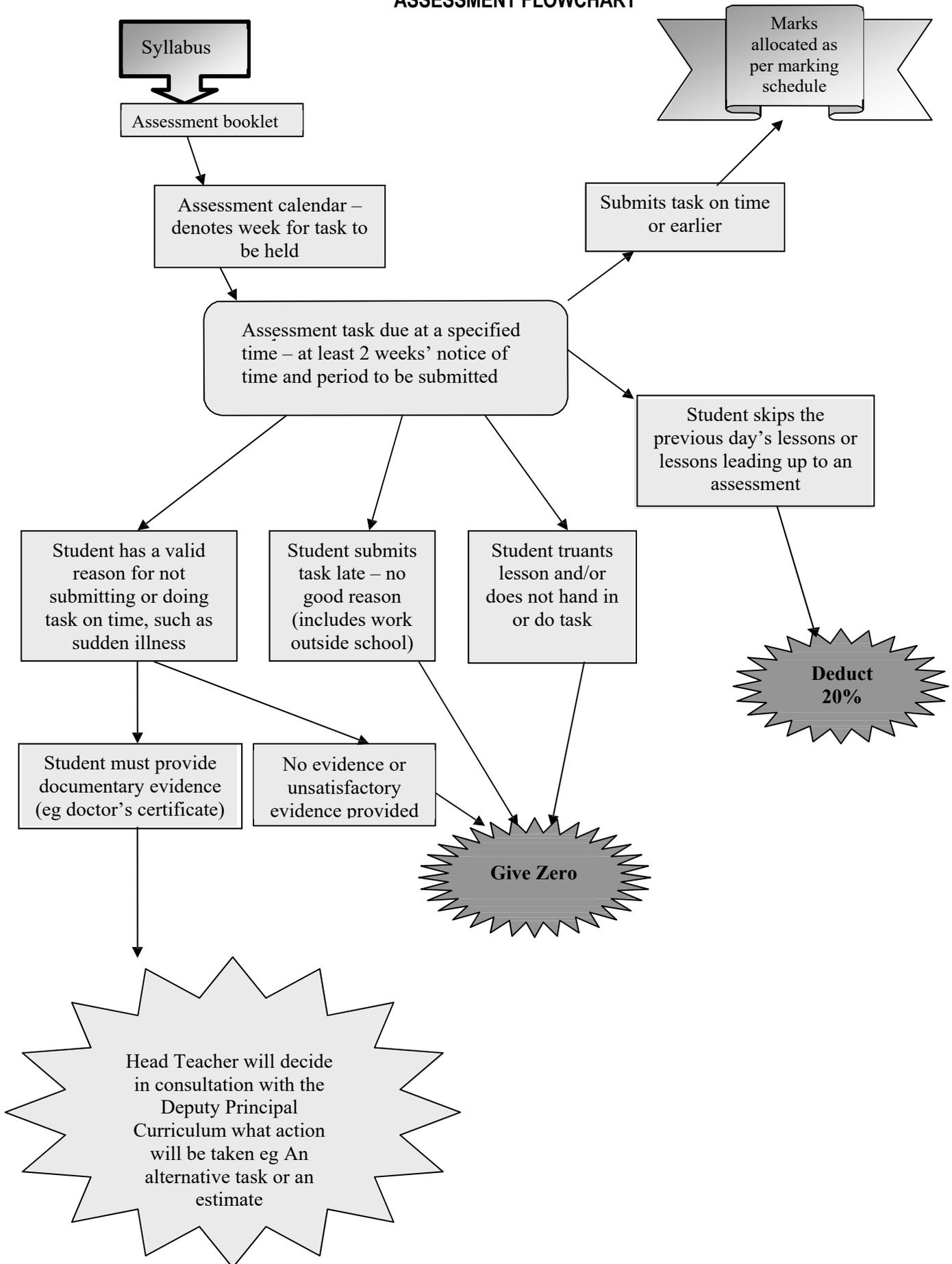
Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the Principal within five school days. Appeal Forms are available from the Deputy Principal.

**ILLNESS AND MISADVENTURE:**

Students unable to attend exam/s due to illness or misadventure should:

1. Inform the school as soon as possible (ASAP), preferably prior to the exam
2. Collect and complete an "Illness and/or Misadventure" form available from the Deputy Principal
3. Complete form and return to the Principal within two school days along with documentary evidence (such as a doctor's Certificate)

## ASSESSMENT FLOWCHART



## **YEAR 11 COURSE ASSESSMENT OUTLINES**

All Year 11 NESA Developed, NESA Endorsed and Content Endorsed Courses will use a variety of Assessment Instruments to measure and report on student achievement against course outcomes as specified by NESA. The outline of outcome statements was made available to you in the course selection booklet that you received earlier. If you need more detail on a course the syllabus documents are available on NESA's website: <http://educationstandards.nsw.edu.au>

Outlines of assessment tasks for specific courses are provided on the following pages.

## English Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Achieving Through English CV, Resume and Interview	Digital Worlds Multimodal	Class Work Portfolio	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3 Week 9/10 (during the yearly examination period)	
<b>Outcomes assessed</b>	ES11-2, ES11-9	ES11-3, ES11-5, ES11-8	ES11-1, ES11-4, ES11-6, ES11-7, ES11-10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## English Standard

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Reading to Write Portfolio	Module A: Contemporary Possibilities Multimodal	Module B: Critical Study of Literature Analytical Response	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3 Week 9/10 (during the yearly examination period)	
<b>Outcomes assessed</b>	EN11-1, EN11-4, EN11-9	EN11-2, EN11-3, EN11-6, EN11-7	EN11-5, EN11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	20	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Advanced

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	: Reading to Write Portfolio	Module A: Narratives that shape our World  Multimodal	Module B: Critical Study of Literature  Analytical Response	Folio: Annotated related, scaffold and analytical response ONLY
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3 Week 9/10 (during the yearly examination period)	
<b>Outcomes assessed</b>	EN11-1, EN11-4, EN11-9	EN11-2, EN11-6, EN11-8	EN11-3, EN11-5, EN11-7	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	20	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Mathematics - Standard

<b>Components</b>	Task 1	Task 2	Task 3	<b>Weighting %</b>
	<b>Test</b> Algebra/Measurement	<b>Assignment/ investigation</b> Statistics	<b>Yearly Examination</b> All Topics	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9	
	<b>Outcomes assessed</b> MS11-1 MS11-3 MS11-6 MS11-10	<b>Outcomes assessed</b> MS11-2 MS11-7 MS11-9 MS11-10	<b>Outcomes assessed</b> MS11-1 to MS11-10	
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics - Advanced

Components	Task 1	Task 2	Task 3	Weighting %
	Assignment / Investigation Functions	Test Trigonometry/Linear Functions	Yearly Examination All topics	
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9	
	Outcome(s) assessed MA11-1 MA11-2 MA11-8 MA11-9	Outcome(s) assessed MA11-1 MA11-4 MA11-8 MA11-9	Outcome(s) assessed MA11-1 to MA11-9	
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics – Extension 1

Components	Task 1	Task 2	Task 3	Weighting %
	Test Further functions	Assignment Polynomial functions	Yearly Examination All Topics	
	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9	
	Outcomes assessed ME11-1 ME11-2 ME11-6	Outcomes assessed ME11-1 ME11-2 ME11-7	Outcomes assessed ME11-1 to ME11-7	
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Biology

Assessment Components	Weightings
Depth Study (or aspect of)	30
Practical Task	30
Yearly Examination	40

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		Practical	Depth Study	Yearly Examination
Timing		Term 1, Week 10	Term 2, Weeks 6, 7	Term 3, Week 9/10
Syllabus Document Outcomes		BIO11/-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	BIO11/-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-9	BIO11/-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Knowledge and Understanding	40	5	5	30
Skills in Working Scientifically	60	25	25	10
TOTAL	100	30	30	40

## Chemistry

Assessment Components	Weightings
Depth Study (or aspect of)	30
Practical Task	30
Yearly Examination	40

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		Depth Study	Practical Task	Yearly Examination
Timing		Term 3, Week 6	Term 3, Week 9/10	Term 3, Week 9/10
Syllabus Document Outcomes		CH11-1, CH11.7, CH11.2, CH11.3, CH11.4, CH11.5, CH11.6, CH11.10	CH11-1, CH11.7, CH11.2, CH11.3, CH11.4, CH11.5, CH11.6	CH11-1, CH11.7, CH11.4, CH11.5, CH11.6, CH11.8, CH11.9, CH11.10, CH11.11
Knowledge and Understanding	40	5	5	30
Skills in Working Scientifically	60	25	25	10
TOTAL	100	30	30	40

## Earth and Environmental Science

Assessment Components	Weightings
Depth Study (or aspect of)	30
Practical Task	30
Yearly Examination	40

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		Practical Task	Depth Study	Yearly Examination
Timing		Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10
Syllabus Document Outcomes		EES11-1, EES11-2 EES11-3, EES11-5 EES11-6, EES11-7 EES11-9	EES11-1, EES11-3, EES11-4, EES11-5, EES11-7, EES11-8	EES11-1, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11
Knowledge and Understanding	40	5	5	30
Skills in Working Scientifically	60	25	25	10
TOTAL	100	30	30	40

## Physics

Assessment Components	Weightings
Depth Study (or aspect of)	30
Practical Task	30
Yearly Examination	40

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		Depth Study	Practical Task	Yearly Examination
Timing		Term 1, Week 10	Term 3, Week 9/10	Term 3, Week 9/10
Syllabus Document Outcomes		PH11-1, PH11-2, PH11-3 PH11-5, PH11-7, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7	PH11-1, PH11-4, PH11-5 PH11-6, PH11-7, PH11-8 PH11-9, PH11-10, PH11-11
Knowledge and Understanding	40	5	5	30
Skills in Working Scientifically	60	25	25	10
TOTAL	100	30	30	40

## Aboriginal Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research Task</b> Aboriginality and the Land	<b>Comparative Study</b> International Indigenous Community	<b>Local Community Case Study</b> Research and Inquiry Methods	
<b>Timing</b>	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.1, P2.2, P3.2	P1.2, P3.2, P3.3, P4.3	P4.1, P4.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	20	10	10	<b>40</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>

## Ancient History

Component	Task 1	Task 2	Task 3	
	<b>Source analysis</b> Investigating Ancient History	<b>Research written essay</b> Historical Investigation	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9/10	
<b>Outcomes assessed</b>	AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms		5		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Business Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Case Study</b> Nature of Business	<b>Small Business Plan</b> Business Planning	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 3, Week 2	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
Stimulus-based skills	10	5	5	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Economics

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Group Presentation</b> Consumers and Business	<b>Research Task</b> Labour Markets	<b>Yearly Examination</b>	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P1, P2, P7, P10, P12	<b>Outcomes assessed</b> P8, P9, P10, P11	<b>Outcomes assessed</b> P3, P4, P5, P6, P7, P11	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Geography

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research Task</b> Biophysical Interactions	<b>Senior Geography Project</b> Global Challenges	<b>Yearly Exam</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P2, P3, P6, P7, P8	P7, P8, P9, P10, P11, P12	P3, P4, P5, P10, P12	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	5	20	<b>40</b>
Geographical tools and skills	5	10	5	<b>20</b>
Geographical inquiry and research, including fieldwork	10	10		<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Legal Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research Task</b> The Legal System	<b>Case Study</b> The Individual and the Law	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 3, Week 2	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Modern History

Date	Topic
Term 1 Weeks 1-8	<ul style="list-style-type: none"> <li>Contestability of the Past – Pearl Harbour</li> <li>Investigating Modern History – Case Studies B: School Developed – The Bombing of Hiroshima and Nagasaki</li> </ul>
Term 1 Week 8 Term 2 Week 3	<ul style="list-style-type: none"> <li>Historical Investigation – JFK</li> </ul>
Term 2 Weeks 4 – 10	<ul style="list-style-type: none"> <li>Investigating Modern History – Case studies A4 Decline and fall of the Romanov dynasty</li> </ul>
Terms 3 Weeks 1-8	<ul style="list-style-type: none"> <li>The Shaping of the Modern World – Topic 5: World War One</li> </ul>

	Tasks			
	Task 1	Task 2	Task 3	
	Hiroshima and Nagasaki	JFK	WW1 and The Romanovs	
	In Class Assessment	Historical Investigation	Formal Examination	
	Term 1, Week 9	Term 2, Week 4	Term 3 (Exam Period)	
Outcomes and Components	MH11-2, MH 11-3, MH11-4 MH11-5 MH11-6, MH11-7	MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH 11-2, MH11-3, MH11-4, MH11.6, MH11-9	%
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10		10	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## Society and Culture

Components	Task 1	Task 2	Task 3	Weighting %
	Personal and Social Identity	Intercultural Communication	Yearly Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P1, P3, P6, P9, P10	<b>Outcomes assessed</b> P1, P2, P3, P5, P8, P10	<b>Outcomes assessed</b> P3, P4, P7, P8, P9	
Knowledge and understanding of course content	10	30	10	<b>50</b>
Application and evaluation of social and cultural research methods	10		20	<b>30</b>
Communication of information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Dance

Assessment Components	Weightings
Core Performance	40%
Core Composition	30%
Core Appreciation	30%
<b>Total</b>	<b>100%</b>

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Presentation of Core Performance</b>  Prepare a report on a given anatomical site followed by an oral presentation outlining site specific injury, Safe Dance Practice and technique class for injury prevention	<b>Research- Core Performance, Core Composition, Core Appreciation</b>  Research: 1. Performance quality and critical analysis of use in Core Performance 2. Core Composition, Elements of Dance. Process Diary with formal rationale, critical analysis. 3. Core Appreciation, overview of prescribed choreographer	<b>Yearly Examination</b>  Presentation of Core Performance Dance with formal interview.  Presentation of Core Composition with formal interview.  Core Appreciation with two extended response questions, prescribed artists and their works	
<b>Timing</b>	Term 1, 2022 Week 7	Term 2, 2022 Week 9	Term 3 Examination Period	
<b>Outcomes assessed</b>	H1.1, H2.1, H2.2, H4.4	P2.6, P3.1, P3.2, P4.1	P2.4, P3.3, P4.2	
<b>Components – Weightings %</b>				
Performance	15	10	15	<b>40</b>
Composition		15	15	<b>30</b>
Appreciation		15	15	<b>30</b>
<b>Total %</b>	<b>15</b>	<b>40</b>	<b>45</b>	<b>100</b>

## Drama

Assessment Components	Weightings
Making	40%
Performing	30%
Critically Studying	30%
<b>Total</b>	<b>100%</b>

Syllabus Components	Task 1	Task 2	Task 3	
<b>Syllabus Outcomes</b>	<b>Theatrical traditions and performance styles: Performance</b> Presentation on specific theatrical style and performance of duologue, log book with analysis of characterisation	<b>Performance: Improvisation, Playbuilding and Acting</b>  Presentation of group performance based on Theatrical Traditions workshops, log book analysis of improvisation process including evaluations of ideas development, decisions regarding the manipulation of theatrical elements and student contribution to collaboration	<b>Presentation of Individual Projects Monologue or Design (Set, Costume, Promotion)</b>  Presentation of performance or project including log book detailing research and evaluation of the student's project	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Practical Examination	
<b>Outcomes Assessed</b>	P1.6, P2.2, P2.3, P3.2, P3.3	P1.1, P1.3, P1.4, P1.5, P3.1	P1.2, P2.1, P2.3, P2.4	
<b>Components: Weighting %</b>				
<b>Making</b>		20	20	<b>40</b>
<b>Performing</b>	10	10	10	<b>30</b>
<b>Critically Studying</b>	20	10		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Music

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Methods of Notation</b> Composition Task and Composition Diary	<b>Technology and Its Influence on Music</b> Presentation of one performances piece and Aural Analysis	<b>Yearly Examination</b> Presentation of three performance pieces and an Aural examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3 Examination Period	
<b>Outcomes assessed</b>	P1, P5, P6, P7, P8, P10, P11	P1, P2, P9, P10, P11	P1, P4, P6, P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Performance		10	15	<b>25</b>
Composition	25			<b>25</b>
Musicology		25		<b>25</b>
Aural			25	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Visual Arts

Syllabus Components	Task 1	Task 2	Task 3	
<b>Syllabus Outcomes</b>	<b>Documenting Practice</b> Documenting analysis of a selected artist's practice through the frames.  Submission of a series of experimental artworks demonstrating how this analysis has informed developments in the student's artmaking practice.  VAPD record of the development of a research based practice.	<b>Submitted Artwork with Essay Submission</b> Submission of completed artwork(s) and related Case Study.  VAPD record of the development of their works and research  Essay submission based on Case Study	<b>Yearly Examination</b> Art Criticism and Art History Written Examination	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3 Examination Period	
<b>Outcomes Assessed</b>	P1, P3, P4, P5, P6, P9, P10	P1, P2, P4, P5, P6	P8, P9, P10	
<b>Components: Weighting %</b>				
<b>Art Making</b>	20	30		<b>50</b>
<b>Art Criticism and Art History</b>	10	10	30	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Visual Design

Syllabus Components	Task 1	Task 2	Task 3	
<b>Syllabus Outcomes</b>	<b>Portfolio of Experimental Works</b>  Submission exploratory artworks Accompanying VAPD including evidence of material and conceptual experimentation with explanation of related designer's practice through the Frames	<b>Research Task:</b>  Research of the relationship between Designer's and Artworks generated through the Frames	<b>Submitted Portfolio</b>  Submission of completed design work(s) representation of the artist / audience relationship demonstrated in student's design making practice	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3 Examination Period	
<b>Outcomes Assessed</b>	DM1 DM2 DM3	CH1 CH2 CH3 CH4	DM4 DM5 DM6	
<b>Components:</b>				<b>Weighting %</b>
<b>Art Making</b>	20		50	70
<b>Art Criticism / Art History</b>		30		30
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

## Engineering Studies

Assessment Components	Weightings (%)
Engineered Product Analysis	30
Engineering Report *	30
Yearly Exam	40
*Mandatory Task	

## Assessment Grid

Syllabus Components	Weightings (%)	Task 1	Task 2	Task 3
		Engineered Product Analysis	Engineering Report Biomedical Engineering	Yearly Exam
Timing		Term 2, Week 3 Day 2	Term 3, Week 6 Day 2	Term 3 Weeks 9 and 10
<b>Syllabus Document Outcomes</b>		1.2, 2.1, 4.1, 4.2, 3.3, 5.1	1.1, 1.2, 3.2, 4.2, 5.2, 6.1	1.2, 2.1, 3.1, 3.3, 4.2, 4.3, 6.1, 6.2
Knowledge and understanding of course content	60	10	10	40
Knowledge and skills in research, problem solving and communication related to engineering practice	40	20	20	0
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Industrial Technology (Timber Products and Furniture Technologies)

Assessment Components	Weightings (%)
Industry Case Study	20
Preliminary Project and Folio	40
Yearly Exam	40

### Assessment Grid

Syllabus Components	Weightings (%)	Task 1	Task 2	Task 3
		Industry Case Study	Preliminary Project and Folio	Yearly Exam
Timing		Term 2, Week 2 Day 7	Term 3, Week 7 Day 7	Term 3, Week 9/10
Syllabus Document Outcomes		P1.1, 3.2, 6.2, 7.1	P2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	P1.1, 1.2, 2.1, 6.1, 7.1
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in the management, communication and production of projects	60	10	30	20
TOTAL	100	20	40	40

## Community and Family Studies (CAFS)

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Analysis Task</b>	<b>Interview and Oral Presentation</b> Design and conduct an interview. Present findings equally	<b>Yearly Exam</b> Formal Exam 2 hours	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
<b>Outcomes assessed</b> Match with marking criteria	P1.1, P7.2, P6.2	P2.1, P2.3, P4.2, P4.1		
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
Skills in Critical Thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Food Technology

Task number	Task 1 Food Availability and Selection	Task 2 Nutrition	Task 3 Exam	
<b>Nature of task</b>	Research Practical Application	Case Study Practical Application		
<b>Timing</b>	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 9/10	
<b>Components</b>	P4.1, P4.4, P2.2	P2.1, P3.1, P4.3	P1.1, P1.2	<b>Weighting %</b>
Knowledge and understanding of course content		10	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluation	10	20		<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Textiles and Design

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Elements and Principles Project and Folio	Fabric and Fibre Properties and Performance Project and Folio	Yearly Examination	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
<b>Outcomes assessed</b> Match with marking criteria	P1.1, P7.2, P6.2	P2.1, P2.3, P4.2, P4.1		
Components				Weighting %
Knowledge and understanding of course content	15	10	15	40
Skills in Critical Thinking, research methodology, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Personal Development, Health and Physical Education (PDHPE)

Assessment components	Weightings %
Knowledge and understanding of course content	40
Skills in critical thinking, research, analysis and communicating	60
	100

### Assessment Grid

Syllabus Components	Weightings %	Task 1	Task 2	Task 3
	<b>Task Type</b>	<b>Core 1 Research task</b>	<b>Core 2 Case Study</b>	<b>Yearly Exam</b>
	<b>Due</b>	Monday 2/5/2022 Week 2, Term 2	Friday 29/7/22 Week 2, Term 3	Week 9 and 10 Term 3
<b>Syllabus Document Outcomes</b>		P5, P6, P15, P16	P7, P8, P9, P11, P16	P1-P12, P15-P17
Knowledge and understanding of course content	40	<b>10</b>	<b>10</b>	<b>20</b>
Skills in critical thinking, research, analysis and communicating	60	<b>20</b>	<b>20</b>	<b>20</b>
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

**NB:** As part of the course, all students must complete a St John's Senior First Aid Certificate at a cost of @\$80-\$100.

### PDHPE Preliminary Scope and Sequence 2022

Weeks	Term 1	Term 2	Term 3
1	Core 1: Better Health for Individuals	Core 2: The Body in Motion	Core 2: The Body in Motion
2			Option 3: Fitness Choices Revision
3			
4			
5			
6			
7			
8			Revision
9		Option 1: First Aid	<b>Yearly Exams</b>
10			<b>Yearly Exams</b>

## NESA ENDORSED COURSES

<b>Entertainment Industry</b>	
<b>Assessment Components</b>	<b>Weightings</b>
Competency Based	Not Applicable

<b>Marine Studies</b>	
<b>Assessment Components</b>	<b>Weightings</b>
Practical Task – Safety and First Aid	30%
Depth Study	30%
Yearly Examination	40%

<b>Primary Industries</b>	
<b>Assessment Components</b>	<b>Weightings</b>
Competency Based	Not Applicable
Work Placement (Mandatory)	35 hours
Yearly Examination	100%

## Sport, Lifestyle and Recreation

		Task 1	Task 2	Task 3
		Swimming carnival (Term 1, Week 2) Friday 4/2/2022	In class athletics event/KHS Athletics Carnival (Term 2, Week 7) Friday 10/6/2022	Ongoing prac A: Friday 8/4/2022 (Term 1, Week 11)  Ongoing prac B: Friday 2/9/2022 (Term 3, Week 8)
Syllabus Components	Syllabus Weightings	KHS Swimming Carnival	Assessment Theory	Assessment Practical
		1.1, 1.3, 3.1, 4.4, 2.3	2.1, 1.2, 3.6	1.1, 1.3, 3.1, 4.4, 2.3
Games and Sports Applications 1	60%			60%
Aquatics	10%	10%		
Athletics	15%		15%	
Sports Administration	15%		15%	
Total	100%	10%	30%	60%

## GLOSSARY OF KEY WORDS

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

## Assessment Task Certification Form

### Assessment Task Certification Form

Name: \_\_\_\_\_

Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my Year 11 course and subsequent enrolment in HSC courses.

Signature of student: \_\_\_\_\_

### Assessment Task Certification Form

Name: \_\_\_\_\_

Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my Year 11 course and subsequent enrolment in HSC courses.

Signature of student: \_\_\_\_\_

### Assessment Task Certification Form

Name: \_\_\_\_\_

Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my Year 11 course and subsequent enrolment in HSC courses.

Signature of student: \_\_\_\_\_

### Assessment Task Certification Form

Name: \_\_\_\_\_

Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my Year 11 course and subsequent enrolment in HSC courses.

Signature of student: \_\_\_\_\_

## Assessment Task Alteration Request

Dear Head Teacher

In accordance with the school assessment Policy and supporting documentary evidence, the Deputy Principal has granted an assessment task alteration.

Student Name: \_\_\_\_\_ Year: 7 8 9 10 11 12

Course: \_\_\_\_\_

Task \_\_\_\_\_ Scheduled Due Date: / / 20

On grounds of:

- |                                                     |                                              |
|-----------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Medical circumstance       | <input type="checkbox"/> Family Circumstance |
| <input type="checkbox"/> School Sport Participation | <input type="checkbox"/> Other               |

Therefore:

- Please accept the submission of the task without penalty.
- Please reschedule the task for a mutually convenient time as soon as possible.
- Please reschedule the task for \_\_\_\_/\_\_\_\_/20\_\_\_\_
- Please assign an estimate based upon the student's previous performance. The estimate should not alter their overall class assessment ranking.
- Please determine your preference for either rescheduling the task or assigning an estimate and inform the student of your decision

If you need to discuss any aspects of this request, its impact or you require further explanation, please see me.

**Deputy Principal**