



YEAR 11 ASSESSMENT STUDENT HANDBOOK 2019



Name:

Admin:

Student Agreement (copy only)

As a senior student of St Joseph's High School Aberdeen receiving this Year 11 Assessment Student Handbook I am undertaking the responsibility to follow the procedures outlined in this handbook.

- I have read and understood the Year 11 Assessment Student Handbook 2019 on the Student/Parent Portal
- I understand that regular attendance is a requirement of NESA (NSW Educational Standards Authority) to be eligible for a ROSA (Record of School Achievement) certificate.
- I understand that I must make a serious and diligent attempt at all Assessment Tasks
- I am to complete and present all Assessment Tasks by the due date and time; and to be present for those Assessment Tasks held at school.
- I understand that Hand-in tasks are to be submitted to the Resource Centre between 8:30 and 8:45am on the due date. Tasks submitted after 9:00am will be considered **LATE**.
- If I am unable to attend school on the day of an Assessment Task I will ensure my parents/guardians phone the school **by 8:45am** and explain my absence.
- If I am unable to attend or complete an assessment for reasons of ill-health, injury or misadventure, I will obtain relevant supporting documentary proof (medical certificate/police report etc.) and complete and **Extension/Illness/Misadventure Form** (available in this handbook).
- If I am absent for an assessment task **immediately** upon my return to school, I will report to the relevant Studies Coordinator and submit all supporting documents.
- In the event of a known absence from school on the due date of an assessment task, which prevents submission, I understand that it is **my responsibility** to inform the relevant Studies Coordinator at least 3 days prior to the due date of my absence and submit and Extension/Illness/Misadventure form.
- I understand that sporting, cultural events or family vacations should **not** prevent the submission of tasks on time. Generally, on such occasions hand in tasks will be submitted before the event.
- I understand all applications for Extension/Illness/Misadventure are subject to the approval of the Studies Coordinator, and that submitting an application is no guarantee of it being endorsed or accepted. The Assessment Committee will review any applications not accepted, considering what is right and just for all students in the course.
- I understand that technical issues are not an excuse for failure to submit a task. It is my responsibility to back-up all tasks.
- I understand that malpractice will not be tolerated, and I will only submit **ALL MY OWN WORK**.
- If I fail to hand in an Assessment Task by the due date, without reasonable explanation and supporting documentary evidence, I will be penalised by a **ZERO** mark. However, I understand that the task will still need to be completed to fulfil the requirements of the course and my eligibility for a ROSA grade for that subject.

CONTENTS

CONTENTS	3
Section 1 – General Information.....	6
1.1 Welcome and Introduction	6
1.2 Contact Staff 2019	7
Section 2 – Assessment Policy	8
Section 3 – Assessment Requirements and Guidelines	10
3.1 The Year 11 Course.....	10
3.2 Satisfactory Completion	10
3.3 Performance Descriptors	11
3.4 Scaling for the ATAR.....	12
Section 4 – Assessment Procedure.....	13
4.1 Rights and Responsibilities	13
4.2 Notification of Assessment Tasks	14
4.3 Absence for Notification.....	15
4.4 Submission of Hand-in Tasks	15
4.5 Oral Tasks	15
4.6 Excursions.....	15
4.8 Examinations.....	15
4.9 Absent for an Assessment.....	16
4.10 Extension/Illness/Misadventure Procedure	18
4.11 Late Submission.....	20
4.12 Technology and Assessment Tasks	20
4.13 Non-Serious or Non-Attempt.....	20
4.14 Malpractice.....	21
4.13 Plagiarism	22
4.14 'N' Determination	22
4.15 Assessment Appeals.....	23
4.16 Disability Provisions	23
4.17 Aboriginal Student Support.....	24
4.18 Course Changes, Dropping Subjects & Pathways Students	24
4.19 VET Courses and Assessment.....	24
4.20 TAFE students.....	25
4.21 Distance Education students.....	25
Section 5 – Assessment Documentation.....	26
5.1 Referencing Guide.....	26
5.2 Extension/Illness/Misadventure form.....	27
5.3 Appeals Application form.....	29
Section 6 – Assessment Schedules	31
6.1 My Assessment Planner – this page is for your own personal use.	32
6.2 Religious Education Key Learning Area.....	34

Studies of Religion 2 – Year 11 Course Structure.....	34
Studies of Religion 2 – Assessment Program.....	34
Studies of Religion 1 – Year 11 Course Structure.....	35
Studies of Religion 1 – Assessment Program.....	35
Studies in Catholic Thought – Year 11 Course Structure.....	36
Studies in Catholic Thought – Assessment Program.....	36
6.3 English Key Learning Area.....	37
English Advanced – Year 11 Course Structure.....	37
Advanced English – Assessment Program.....	37
English Standard – Year 11 Course Structure.....	38
Standard English – Assessment Program.....	38
English Studies – Year 11 Course Structure.....	39
English Studies – Assessment Program.....	39
6.4 Mathematics Key Learning Area.....	40
Mathematics Standard – Year 11 Course Structure.....	40
Mathematics Standard – Assessment Program.....	40
Mathematics Advanced – Year 11 Course Structure.....	41
Mathematics (Advanced) – Assessment Program.....	41
Mathematics Extension 1 – Year 11 Course Structure.....	42
Mathematics Extension 1 – Assessment Program.....	42
6.5 Science Key Learning Area.....	43
Chemistry – Year 11 Course Structure.....	43
Chemistry – Assessment Program.....	43
Physics – Year 11 Course Structure.....	44
Physics – Assessment Program.....	44
Biology – Year 11 Course Structure.....	45
Biology – Assessment Program.....	45
Earth and Environmental Science– Year 11 Course Structure.....	46
Earth and Environmental Science – Assessment Program.....	46
Agriculture – Year 11 Course Structure.....	47
Agriculture – Assessment Program.....	47
6.6 Human Society and Its Environment Key Learning Area.....	48
Ancient History – Year 11 Course Structure.....	48
Ancient History – Assessment Program.....	48
Modern History – Year 11 Course Structure.....	49
Modern History – Assessment Program.....	49
Business Studies – Year 11 Course Structure.....	50
Business Studies – Assessment Program.....	50
Legal Studies – Year 11 Course Structure.....	51
Legal Studies – Assessment Program.....	51
Aboriginal Studies – Year 11 Course Structure.....	52
Aboriginal Studies – Assessment Program.....	52
6.7 Technology and Applied Studies Key Learning Area.....	53
Information Processes & Technology – Year 11 Course Structure.....	53

Information Processes & Technology – Assessment Program	53
Industrial Technology - Year 11 Course structure.....	54
Industrial Technology – Assessment program	54
6.8 Creative Arts Key Learning Area	55
Visual Art – Year 11 Course Structure	55
Visual Art – Assessment Program	55
Drama – Year 11 Course Structure	56
Drama – Assessment Program	56
Music – Year 11 Course Structure.....	57
Music – Assessment Program.....	57
Japanese Continuers – Year 11 Course Structure	58
Japanese Continuers – Assessment Program	58
Japanese Beginners – Year 11 Course Structure	59
Japanese Beginners – Assessment Program	59
6.9 Personal Development/Health/Physical Education Key Learning Area	60
PDHPE – Year 11 Course Structure	60
PDHPE – Assessment Program	60
Community and Family Studies – Year 11 Course Structure	61
Community and Family Studies – Assessment Program	61
Sport, Lifestyle and Recreation – Year 11 Course Structure.....	62
Sport, Lifestyle and Recreation – Assessment Program.....	62
6.10 VET Assessment	63
Metals and Engineering – Year 11 Course Structure	64
Construction (240hr) – Year 11 Course Structure.....	66
Hospitality – Year 11 Course Structure.....	68
Retail Services – Year 11 Course Structure.....	70
Primary Industries – Year 11 Course Structure	72
6.11 Distance Education Assessment.....	74
Engineering Studies – Year 11 Course Structure.....	74
Engineering Studies – Assessment Program.....	74
Photography, Video & Digital Imaging – Year 11 Course Structure	75
Photography, Video & Digital Imaging – Assessment Program	75
Dance – Year 11 Course Structure.....	76
Dance – Assessment Program.....	76

Section 1 – General Information

1.1 Welcome and Introduction

Congratulations on the electing to participate in the Year 11 Course. To complete the Year 11 Course, you must successfully complete at least 12 units of Year 11 subjects. This will require a diligent approach to your studies and the conscious completion of all relevant assessments tasks outlined in this handbook.

The key to academic success over the next year is a positive attitude and a committed approach. Constant reference should be made to this document as it contains the information you need for your approaching assessment tasks for each of your courses; the number, type, outcomes and weightings of each task. All of which should be references from this handbook in preparation for each task.

This handbook also contains an outline of your rights and responsibilities as set out by NESA, what to do if something goes wrong and what will happen if you fail to follow the guidelines set out. Also, there are some useful documents that may assist you during the Year 11 Course.

It is important that you read this handbook and ensure you are understanding the information it contains. Seek clarification on anything contained that you do not fully understand.

The staff at St Joseph's wish you the very best for the Year 11 year, and hope that your hard work enables you to achieve your potential.

1.2 Contact Staff 2019

School Executive		
Principal		Mr Robert Holstein
Assistant Principal Curriculum & Welfare		Mrs Veronica Rolfe
Assistant Principal – Administration & Welfare		Mr Joel Bristow
Ministry Coordinator		Mr Leo Walsh
Studies Coordinator		
Religion	Mrs Meagan Edwards	Catholic Studies (CAH) Studies of Religion 1 Unit (SOR) Studies of Religion 2 Unit (SRE)
English	Mrs Nicole Taylor	English Studies (EST) English Standard (ENS) English Advanced (ENA)
Mathematics	Mr Dallas Collins	Mathematics Standard (MSS) Mathematics Advanced (MAD) Mathematics Extension 1 (XMA)
Science	Ms Lisa Bright	Agriculture (AGR) Biology (BIO) Chemistry (CHE) Earth & Environmental Science (EES) Physics (PHY)
HSIE	Mrs Ellen Fitzgerald	Ancient History (AHI) Business Studies (BUS) Legal Studies (LEG) Modern History (MHI) Aboriginal Studies (ABS)
PDHPE	Mr Steve Sokulsky	Community & Family Studies (CFS) PDHPE (PDH) Sport, Lifestyle and Recreation (SLR)
TAS & VET	Mr Garry Scruton	Hospitality (HOS) Information Processes & Technology (IPT) Industrial Technology Graphics (ITG) Industrial Technology Timber (ITT) Primary Industries (PRI) Retail (RET) Metals & Engineering (MET) Construction (CON)
CAPA & LOTE	Miss Morag Aitchison	Drama (DRA) Music 1 (MUI) Visual Arts (VIS) Japanese Beginners (JNB) Japanese Continuers (JNC)
Distance Education	Mrs Veronica Rolfe	Dance (DAN) Photography, Video, Digital Imagery (PVD) Engineering Studies (EGS)
Support Staff		
Student Coordinator		Mrs Lesley Shipman
Career’s Advisor		Ms Kristy Pascoe
Learning Support		Mrs Maree Beer
Indigenous Support		Mr Vince Cooper
School Counsellor		Mr Kaine Griffith & Ms Melissa Brown

Section 2 – Assessment Policy

Rationale

St Joseph's Aberdeen seek to recognise the individuality and dignity of young people and foster the development of each one's unique potential and spirituality. Subsequently, St Joseph's is committed to providing high quality teaching and learning programmes that enable all students to maximize their individual talents and capabilities for lifelong learning.

Within this context, St Joseph's acknowledges that assessing student knowledge, skills and understanding and providing high quality feedback are critical in assisting students and parents to participate fully in the learning process. It also fosters responsibility for learning by ensuring that teachers provide students, within the context of everyday classroom activities, as well as planned assessment events, with varied opportunities to demonstrate their learning.

Aims

The aim of this document is to inform students of the processes and organisation of the internal assessment components of the Year 11 Course which are conducted at St Joseph's Aberdeen.

Students will have to complete a number of assessment tasks as a compulsory part of their Year 11 studies. Assessment in the Year 11 year will be both formal and informal. Formal assessment is summative in nature and it measures student achievement of course outcomes. Informal assessment items are diagnostic in nature, providing information to students about their mastery of course outcomes and feedback on how they might improve their level of understanding.

Implementation

All faculties at St Joseph's are required to ensure that assessment:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- is inclusive of all students
- is varied and meaningful for students
- is appropriate and manageable in relation to the outcomes being addressed
- provides the opportunity to monitor, evaluate and inform the teaching and learning process.
- provides feedback for students as to their learning
- as a process, assists teachers to identify and monitor students' achievements and the extent of their progress in relation to the outcomes
- enables faculties to plan for improvement in learning and set realistic priorities.
- provides the basis for reporting to parents, caregivers, government authorities and others where appropriate.

Teachers will be responsible for:

- ensuring that their assessment practices and processes meet the requirements of this policy,
- ensuring that students clearly know the ‘what, when and why’ relating to assessment and assessment tasks
- ensuring that students develop the necessary skills to participate in self and peer assessment
- planning tasks and activities which provide evidence that particular learning outcomes have been achieved
- using assessment information to inform their teaching and learning
- providing feedback to enable students to improve learning
- regular review of and reflection on assessment purposes, tasks, strategies and practices
- engaging in dialogue and collegiality in regard to standards and consistency
- systematically analysing student work samples to moderate and develop ‘on-balance’ judgements within the standards framework
- maintaining accurate and easily understood records in relation to student performance and progress
- using assessment information to inform teaching and learning
- using their professional judgement, together with reliable data to build an image of what each student knows and can do
- engaging in professional development to enhance their understanding of assessment practices and standards.

The School will be responsible for:

- ensuring that staff are kept up to date with NESA requirements
- ensuring that assessment policies and procedures are enacted by all teachers in the school
- committing appropriate resources to the ongoing development of assessment practices
- participating in the analysis and discussion of assessment data both internal and external
- providing ongoing opportunities for collaboration between teachers to ensure consistency of judgement
- managing and maintaining accurate records of assessment practices and student assessments
- providing regular opportunities for parents and carers to be informed about student progress
- informing parents and the wider community of assessment policies and practices
- reporting student achievement as required by government authorities.

Students will be responsible for:

- studying a permitted combination of courses
- completing the requirements for each course, including any necessary oral, practical or project work.
- completing tasks required for the assessment program in each Year 11 course.
- Sitting for, and making a genuine attempt at examinations.
- Giving a consistent and diligent effort with class work and assessment tasks.

A student will be considered to have 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; and
- Applied oneself with **diligence** and sustained effort to the set tasks provided in the course by the school; and
- Achieved some or all of the course outcomes.

Evaluation: This Policy will be evaluated annually or as NESA requirements dictate.

Section 3 – Assessment Requirements and Guidelines

3.1 The Year 11 Course

Performance in Year 11 Assessments is important as your preparation for the HSC Examination. The NSW Educational Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on NESA website: educationstandards.nsw.edu.au) Students must ensure they are aware of these requirements.

To be eligible for the award of the Higher School Certificate, students must:

- have gained the Record of School Achievement or such other qualifications as NESA considers satisfactory
- have completed HSC: All My Own Work (or its equivalent)
- have satisfactorily completed the Year 11 course that comprise the pattern of study required by NESA for the award of a ROSA.
- sit for and make a serious attempt at the requisite examinations.

Candidates for the Higher School Certificate must undertake a program of study consisting of

at least 12 units of Year 11 Courses, and at least 10 units of HSC Courses.

Both the Year 11 and HSC patterns of study **MUST** include:

- at least six units of Board Developed courses,
- at least two units of a Board Developed course in English,
- at least three courses which are of two unit value (or greater), and
- at least four subjects.
-

Note: To satisfy pattern of study requirements for the Higher School Certificate, a maximum of six Year 11 units and six HSC units can be counted from Science courses.

3.2 Satisfactory Completion

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a **serious attempt** at assessment tasks **in excess of 50%** of the available marks for a course.

3.3 Performance Descriptors

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement. The grade awarded is reported on the student's Record of School Achievement.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

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

3.4 Scaling for the ATAR

Calculation of the Australian Tertiary Admission Rank (ATAR) is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee. NESA provides the HSC data (consisting of both the scaled Examination Marks and moderated Assessment Marks) from which the ATARs are calculated, and the Universities Admissions Centre (UAC) then advises individual students of their ATARs.

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

The marks awarded to each student in each course are re-adjusted taking into account the general ability level of the group of students doing each course. This general ability level of each group is calculated by considering their performance in all the courses taken by the group.

Only after this scaling process is it valid to add up the marks awarded to a student and use this total to calculate the ATAR. It is not possible to obtain the ATAR by a combination of the marks or percentile bands which appear on the Record of Achievement.

A candidate's ATAR is based upon the scaled aggregate of the marks in the best ten units of Board-Developed course, subject to the following conditions:

- the best two units of English must be included in the ATAR
- the best eight units from the remaining Board-Developed Courses are included
- no more than two units of Category B courses may be included.

The ATAR is a rank, not a mark. The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose. Further information is available on the UAC website: **www.uac.edu.au**

Section 4 – Assessment Procedure

4.1 Rights and Responsibilities

The school is responsible for:

- setting assessment tasks which will be used to measure student performance in each component of a course
- specifying a mark/weighting for each assessment task
- informing students of the requirements of each assessment task at least 3 weeks before the due date
- keeping records of each student's performance on each assessment task
- providing students with information on their progress.

Students are responsible for:

- meeting all course requirements, including attendance at classes
- applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- being aware of assessment requirements and procedures
- making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course
- their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- submitting all tasks on or before the due date
- being present for all 'in-class' tasks and examinations.

4.2 Notification of Assessment Tasks

The due date and details of an assessment task will be notified to students in writing, wherever possible, at least **THREE WEEKS** before the submission date (NESA requirements are a minimum of TWO WEEKS).

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for three weeks' notice provided the task is not being brought forward. ***Any changes of date will be notified in writing.***

Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Principal responsible for the School Calendar. The Curriculum Coordinator will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Studies Coordinator responsible for their subject or the Curriculum Coordinator **at least 3 days before the date.**

4.3 Absence for Notification

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an ***Extension/Illness/Misadventure Form*** to the relevant Studies Coordinator.

4.4 Submission of Hand-in Tasks

For assessment tasks which are completed outside the classroom:

- tasks are to be submitted on the due date between 8:30 and 8:45am to the Resource Centre, unless otherwise instructed on the assessment notification.
- tasks must contain a **cover sheet** (see section 5)
- tasks submitted after 9:00am will be deemed to be **LATE**.
- **LATE** tasks will receive **ZERO** marks (see 4.9 below)

4.5 Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive ZERO for the written submission component of the task and may receive ZERO for the oral component.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive ZERO for the oral presentation component of the task.

NB: In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive ZERO for the task, unless there are exceptional circumstances.

4.6 Excursions

Students must attend excursions and field trips, which are part of the Year 11 course assessment and complete the set work.

4.8 Examinations

The major examinations in the Year 11 Course are the Year 11 Half Yearly Examinations and the Year 11 Year 11 Examinations.

4.9 Absent for an Assessment

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved the late submission or completion of a task will result in **ZERO** marks being awarded for that task.

It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who is absent the day before an assessment task or arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and receive a zero mark. If this is proven, penalties may be applied.

Extensions for assessment tasks completed outside the classroom must be approved at least 3 days before **due date**. If a student is unable to complete a task at the specified time they must seek an extension. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness. Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an extension.

If your extension is not granted, you must submit the task on the designated date.

An extension of time for the submission or completion of tasks may only be granted after consultation with the Studies Coordinator. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

Students **MUST** either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Assessment Committee).

Note: The Assessment Committee will consist of the relevant Studies Coordinator, Curriculum Coordinator, Assistant Principal.

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

1) A student who is absent from school for a valid reason on the day an assessment task is due to be handed in has the responsibility to ensure that the entire work is submitted to the Resource Centre **before 8:45 am** on the due date, **or to ensure a parent notifies the school by telephone by 8:45 am** on the day the assessment task is due:

- to speak to the relevant Studies Coordinator to make arrangements for the task to be submitted by fax or email on that day.
- to inform the Studies Coordinator that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted

2) **On the day of their return to school**, the student must see the Studies Coordinator or Curriculum Coordinator to submit an ***Extension/Illness/Misadventure Form*** and to provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate ***for the relevant time period***. **Medical certificates obtained after the event will not be accepted.**

3) If a student completes an assessment task but believes that **exceptional circumstances** adversely affected their performance, the student **MUST, on the day of the task**, see the Studies Coordinator or Curriculum Coordinator to obtain an ***Assessment Task Appeal Form*** and to provide an explanation as to why they feel their performance in the assessment task had been adversely affected. The student must return the completed ***Assessment Task Appeal Form*** to the Studies Coordinator or Curriculum Coordinator with the required independent evidence, with-in an agreed time-frame.

If the Assessment Task Appeal is not approved by the Assessment Committee, then the student will receive the mark they gained on the task. If the Assessment Task Appeal is approved, the Assessment Committee will advise the student of the course of action to be taken.

4) Steps to be taken if a student is sick DURING the completion of an assessment task at school:

(i) The student **MUST** notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Studies Coordinator.

(ii) If the student chooses they can continue with the completion of the task. **NO EXTRA TIME WILL BE GIVEN AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED.**

(iii) If the student is unwell and unable to proceed with the completion of the assessment task, they will be signed out via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately. The relevant Studies Coordinator will notify the Assessment Committee.

Upon **return to school**, the student must see the Studies Coordinator or Curriculum Coordinator to submit an ***Extension/Illness/Misadventure Form*** and must be prepared to sit for a substitute task. A medical certificate verifying the illness on the day of the assessment task **MUST** be provided. **Medical certificates obtained after the event will not be accepted.**

Note: Appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.

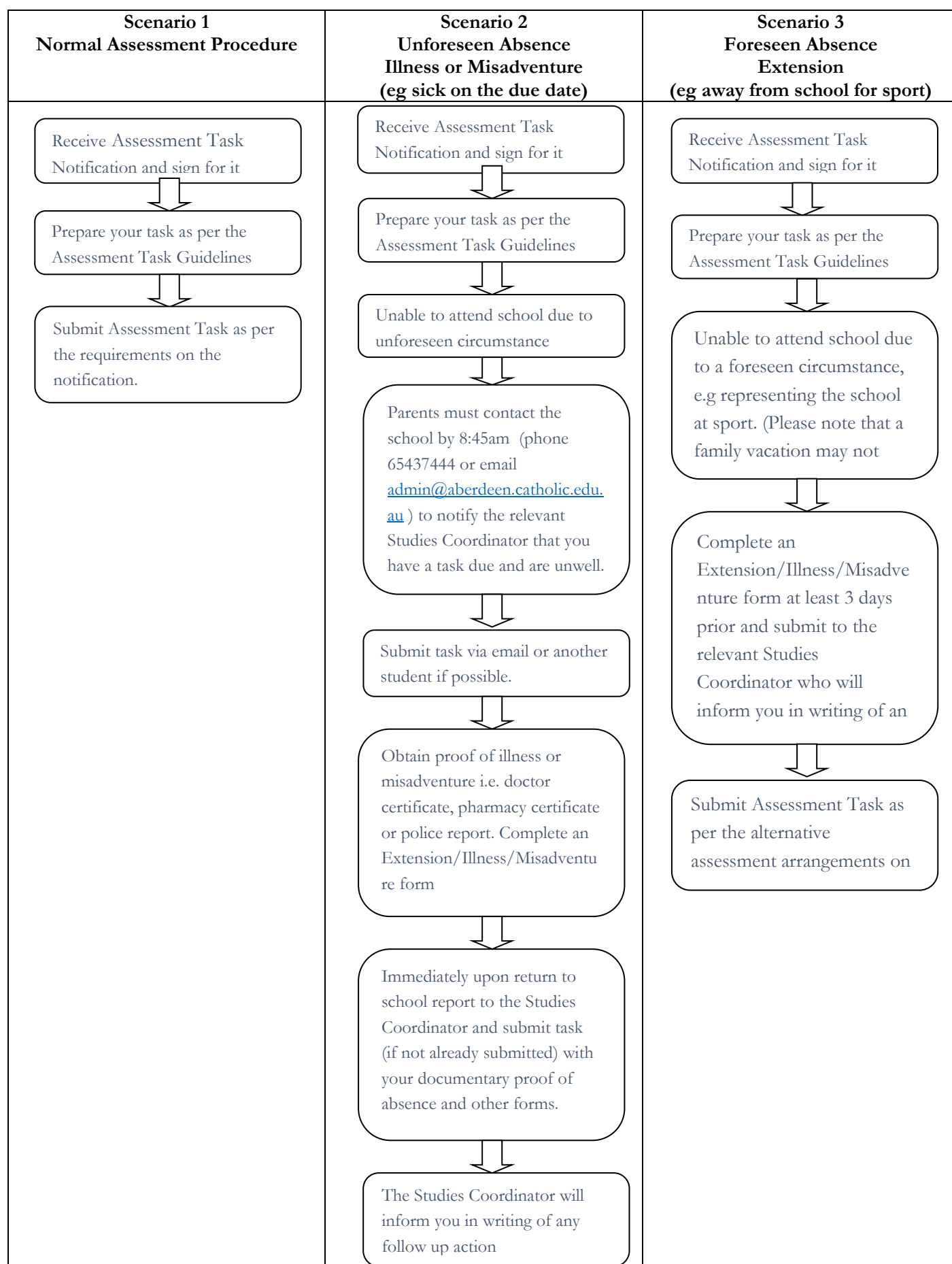
5) Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the day prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***. **Medical certificates obtained after the event will not be accepted**

4.10 Extension/Illness/Misadventure Procedure

If an *Extension/Illness/Misadventure Form* has been approved, then the Studies Coordinator will either:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- authorise for an estimate to be given
- grant an extension of time
- determine an alternative procedure.

Important Note: Your application for an *Extension/Illness/Misadventure* is no guarantee that it will be approved.



NB: Failure to follow the above may result in a ZERO mark for your Assessment Task

4.11 Late Submission

All tasks are to be submitted/completed by/on the designated time on the specified date. All tasks submitted/completed after this time will be deemed to be LATE unless there are exceptional circumstances.

Unless the Studies Coordinator receives a completed ***Extension/Illness/Misadventure Form*** that provides an acceptable explanation for the late submission/completion of a task, the student will receive **ZERO** marks for that task.

4.12 Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in extreme circumstances.

To minimise problems in relation to technology, students should adhere to the following protocols:

- continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive).
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data is not corrupted.
- save a copy of the final version of your task to an email address that can be accessed at school (such as yourname@mnstu.catholic.edu.au email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home. During busy times, you may have trouble accessing the school printers. If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. ***Note: printing at school must be completed well before the due hand in time.***

4.13 Non-Serious or Non-Attempt

Students will make a serious attempt at all assessment tasks. When a student does not attempt an assessment task, a mark of ZERO will be awarded.

Where the Assessment Committee deem a student to have made a non-serious attempt, a mark of ZERO will be awarded.

A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability

Students **MUST** satisfactorily complete more than 50% of all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course.

4.14 Malpractice

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable.

A student must be able to certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet or any other source
- they have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

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

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source
- building on the ideas of another person without appropriate acknowledgement to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.

4.13 Plagiarism

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Studies Coordinator of the course involved, and notified immediately to the Principal.

The Principal will ask the Assessment Committee to review any cases of suspected malpractice and recommend the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded.

4.14 'N' Determination

Students undertaking the Year 11 Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in a Year 11 Course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 Courses and 10 units of HSC Courses which fulfil the NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who do not meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

The final decision regarding any 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Assessment Committee. The outcome of the appeal will be notified to the student, the parents and the NESA.

4.15 Assessment Appeals

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Studies Coordinator of the subject involved should be consulted.

Disputes over an individual task must be resolved as soon as possible by the Assessment Committee.

The Assessment Committee's decision is final. Where the class teacher is the Studies Coordinator, an alternate Studies Coordinator will take their place on the Assessment Committee.

Note: **The Assessment Committee will make recommendations to the Principal who is the final arbiter.**

Where circumstances arise in the administration of the assessment of Year 11 courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

4.16 Disability Provisions

Disability provisions are arrangements designed to help students who could not otherwise make a fair attempt to demonstrate their knowledge in an examination room. The disability provisions are intended to reduce disadvantage in an examination situation. The provisions granted are determined by how the student's examination performance is affected.

Any students with a disability recognised in the Disability Standards can apply for disability provisions. These provisions apply to student, who qualify on the grounds of a diagnosis of a recognised disability or learning difficulty, medical condition or injury. Students may be given Disability Provisions for assessment tasks, based on evidence supplied to the Learning Support Coordinator, however, this is not automatically granted in the HSC examinations as the final decision for the granting of Disability Provisions can only be determined by NESA.

Students eligible to apply for Disability Provisions need to see the Learning Support Coordinator to ensure the completion and submission of the relevant forms by the due date.

4.17 Aboriginal Student Support

St Joseph's High School Aberdeen would like to respectfully acknowledge the Wonnarua and Gamilaraay people who are the Traditional Custodians and First People of the land on which our school is built on. We pay our respects to the Elders past and present and we would like to extend our respect to the Aboriginal people, staff and students past and present of St Joseph's Aberdeen.

St Joseph's High School Aberdeen has a vibrant Aboriginal student population who are supported and encouraged in their endeavours and studies by the High School. All students of the High School are educated in Aboriginal culture, spirituality and traditions.

St Joseph's High School, through funding provided by the Catholic Schools Office employs an Aboriginal Educational Teacher who works with students through an individual mentoring program and/or through provision of tutoring.

The Aboriginal Educational Teacher supports the senior students with Year 11 subject choices so as to find the right balance in their journey through their school life and to support the student through their various pathways after school such as:

- Career notifications-information and traineeships.
- University information camps and open days and alternative pathway entry.
- Scholarships and
- Post school support.

Aboriginal Student leaders are involved in a range of activities under the guidance of the Aboriginal Teacher in relation to the celebration of days of significance for example Reconciliation Week. Care is taken to encourage students, families and staff to immerse themselves in, an appreciation and understanding of our shared Aboriginal heritage.

Our School welcomes active participation by members of our Aboriginal community in the education of our students.

4.18 Course Changes, Dropping Subjects & Pathways Students

For students changing courses, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the Year 11 course. NESA entrance and completion dates for courses must be adhered to. Students wishing to change courses or drop a subject must make an appointment to see the Principal to discuss the matter.

4.19 VET Courses and Assessment

Vocational Education & Training (VET) courses are competency based and no internal assessment mark is required. Competencies are recorded and can be accessed using the Unique Student Identifier (USI).

There is no pass or fail in the VET system; students are either deemed competent or not yet competent for each unit. Hence assessment in VET is ongoing throughout the course and may consist of a combination of written, practical tasks or demonstrations. All units of competency will count towards the student's achievement of the AQF (Australian Qualification Framework) Certificate, which may be awarded at the end of the year provided all units of competency are achieved.

Whenever students are being formally assessed they need to follow the same guidelines set out in this handbook ie absence, illness, misadventure etc.

Assessments may be conducted for individuals or groups. Assessment tasks (written or practical) are required to be completed or demonstrated to a particular standard specified in the training package for that qualification to be deemed 'Competent'. If a student is assessed as being 'Not Yet Competent' in a particular unit of competency, they will be required to be reassessed. Students have 3 attempts to show they are competent in a Unit of Competency, up until a date determined by the teacher. A unit of work will not be reassessed after it has been delivered and THREE assessment opportunities provided.

Work Placement – as a part of the formal assessment for VET courses there is a compulsory work placement of 35 hours per year (70 hours in total). The rules for absence or misadventure as set out in this handbook apply as well.

Note: HSC examinations for VET students – students wishing to use their VET course towards their ATAR (where the subject is deemed eligible) can choose to undertake the written NESA examination and will nominate this option during the HSC year. The written examination is independent of the competency based assessment undertaken during the course. The marks achieved by students in the examination are used for the ATAR calculation only.

4.20 TAFE students

Students enrolling in TAFE will need to liaise with the TAFE college they attend regarding assessment requirements for the course. It is the student's responsibility to be aware of the specific requirements for their course.

4.21 Distance Education students

Students enrolling in Distance Education Courses will need to liaise with the Distance Education School regarding assessment requirements for the course. It is the student's responsibility to be aware of the specific requirements for their course. Generally, students have a phone lesson weekly and report to the library for study lessons at which time they will work on their Distance Education Course work. The school will support the Distance Education students as best we can within the resources we have available.

Section 5 – Assessment Documentation

5.1 Referencing Guide

The **Harvard Reference Generator** tool is designed to create references for your bibliography in the correct form. The SJA Librarian recommends Neil's Tool Box: <http://www.neilstoolbox.com/> and for a Plagiarism Checker: <http://www.neilstoolbox.com/plagiarism-tester/index.htm>

HSC Key Terms

Account - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse - Identify components and the relationship between them; draw out and relate implications

Apply - Use, utilise, employ in a particular situation

Appreciate - Make a judgement about the value of

Assess - Make a judgement of value, quality, outcomes, results or size

Calculate - Ascertain/determine from given facts, figures or information

Clarify - Make clear or plain

Classify - Arrange or include in classes/categories

Compare - Show how things are similar or different

Construct - Make; build; put together items or arguments

Contrast - Show how things are different or opposite

Critically (analyse/evaluate) - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce - Draw conclusions

Define - State meaning and identify essential qualities

Demonstrate - Show by example

Describe - Provide characteristics and features

Discuss - Identify issues and provide points for and/or against

Distinguish - Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate - Make a judgement based on criteria; determine the value of

Examine - Inquire into

Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract - Choose relevant and/or appropriate details

Extrapolate - Infer from what is known

Identify - Recognise and name

Interpret - Draw meaning from

Investigate - Plan, inquire into and draw conclusions about

Justify - Support an argument or conclusion

Outline - Sketch in general terms; indicate the main features of

Predict - Suggest what may happen based on available information

Propose - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall - Present remembered ideas, facts or experiences

Recommend - Provide reasons in favour

Recount - Retell a series of events

Summarise - Express, concisely, the relevant details

Synthesise - Putting together various elements to make a whole

5.2 Extension/Illness/Misadventure form



St Joseph's High School Aberdeen

Segenhoe Street Aberdeen NSW 2336
 Phone (02) 65437444 Fax (02) 65437924
 Email: admin@aberdeen.catholic.edu.au
www.aberdeen.catholic.edu.au

Extension/Illness/Misadventure Form

Name:		Admin:
Subject:	Teacher:	Coordinator:
Task No.	Task Type:	Due Date:

Reason for Application	
<input type="checkbox"/>	Extension to submit / complete an Assessment Task
<input type="checkbox"/>	Absent from school for the submission date of a Hand in Assessment Task
<input type="checkbox"/>	Absent from school for an in class Assessment Task
<input type="checkbox"/>	Exceptional Circumstances adversely affecting your ability to complete an Assessment task
<input type="checkbox"/>	Sick during an Assessment Task at school
<input type="checkbox"/>	Misadventure/Undue hardship
<input type="checkbox"/>	Other (explain):

Supporting Evidence – to be completed by the student	
Suggested Alternate Date for task submission:	
I have attached relevant supporting evidence:	
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Legal Documents
<input type="checkbox"/> Letter from Guardian	
Student Signature:	Guardian Signature:
Date:	Date:

Office Use Only: Studies Coordinator's recommendation	
<input type="checkbox"/> Application Accepted	<input type="checkbox"/> Application Rejected
Comment:	
Studies Coordinator's signature:	Date:

Alternate Arrangements to be logged on Sentral Copies to: Student File, Student/Guardian
--

Office Use Only: Assessment Committee's recommendation if application is rejected.	
Comment:	
Signature:	Date:
Signature:	Date:
Signature:	Date:

Procedure for Requesting an Extension/Illness/Misadventure Consideration

Illness

STEP 1: Parent/Guardian to telephone the school by 8:45am explaining the inability of the student to meet the requirements of the Assessment Task. Obtain a medical certificate to verify student's illness.

STEP 2: Download from the Sentral Student Portal a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting medical evidence.

STEP 3: On the student's return to school submit the completed form to the relevant Studies Coordinator.

STEP 4: Applications will be considered by the Assessment Committee.

STEP 5: The decision of the Assessment Committee to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

Extension

STEP 1: Download from the Sentral Student Portal a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

STEP 2: Submit the completed form to the relevant Studies Coordinator at least **three days** prior to the due date.

STEP 3: Applications will be considered by the Assessment Committee.

STEP 4: The decision of the Assessment Committee to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

Misadventure

STEP 1: After an assessment task has been completed in which the student believes they have experienced undue hardship and were disadvantaged, download from the Sentral Student Portal a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

STEP 2: Submit the completed form to the relevant Studies Coordinator.

STEP 3: Applications will be considered by the Assessment Committee.

STEP 4: The decision of the Assessment Committee to accept or reject the application will be communicated to the student in writing.

5.3 Appeals Application form



St Joseph's High School Aberdeen

Segenhoe Street Aberdeen NSW 2336
 Phone (02) 65437444 Fax (02) 65437924
 Email: admin@aberdeen.catholic.edu.au
www.aberdeen.catholic.edu.au

Appeals Application Form

Name:		Admin:
Subject:	Teacher:	Coordinator:
Task No.	Task Type:	Due Date:

Task Description	
<input type="checkbox"/>	Test/Examination
<input type="checkbox"/>	Oral
<input type="checkbox"/>	Hand in task
<input type="checkbox"/>	Performance
<input type="checkbox"/>	Major Project
<input type="checkbox"/>	Video
<input type="checkbox"/>	Field work
<input type="checkbox"/>	Other:

Reason for Appeal – to be completed by the student	
I have attached relevant supporting evidence:	
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Legal Documents
<input type="checkbox"/> Letter from Guardian	<input type="checkbox"/> Other
Student Signature:	Guardian Signature:
Date:	Date:

Office Use Only: Studies Coordinator's recommendation	
Action Taken:	
Comment:	
Studies Coordinator's signature:	Date:

Note: Actions and recommendations should be logged on Sentral for record keeping purposes

Office Use Only: Assessment Committee's recommendation	
Comment:	
Signature:	Date:
Signature:	Date:
Signature:	Date:

Procedure for Requesting an Appeal

Students may appeal against decisions concerning aspects of an assessment on a number of bases. These may be summarised as follows:

1. Student appeals against an assessment ranking due to exceptional circumstances
2. Student appeals against a zero mark awarded for late or non-submission
3. Student appeals against 'N' determinations for non-completion of particular courses

Procedure:

STEP 1: After the submission or completion of an assessment task in which the student feels an appeal is warranted.

STEP 2: Download from the Sentral Student Portal a copy of the Appeals Application form, complete the relevant sections, attaching all supporting evidence.

STEP 3: Submit the completed form to the relevant Studies Coordinator.

STEP 4: Applications will be considered by the Assessment Committee.

STEP 5: The decision of the Assessment Committee to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

Section 6 – Assessment Schedules



Year 11 ASSESSMENT Schedules STUDENT HANDBOOK 2019

Students should use the following pages as a guide to the number and type of tasks for each of their courses. Please use page 25 as an overview of your own personal assessment planner.

Each term the Assessment Calendar will be updated. The Year Calendar should be used as a guide only. Students should use the assessment notifications for the due date of submission of tasks.

6.1 My Assessment Planner – this page is for your own personal use.

Term 1 2019			Term 2 2019		
Week	Task Due	Task Type	Week	Task Due	Task Type
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
8			8		
9			9		
10			10		
11					

Term 3 2019

Week	Task Due	Task Type
1		
2		
3		
4		
5		
6		
7		
8		
9	ASSESSMENT BLOCK	
10	ASSESSMENT BLOCK	

For further information on each assessment task please refer to the student handbook on the portal.

You must also refer to your assessment notification handed out by your teacher.

6.2 Religious Education Key Learning Area

Studies of Religion 2 – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-2>

Year 11 Course Outcomes

A student:

- P1 describes the characteristics of religion and belief systems
- P2 identifies the influence of religion and belief systems on individuals and society
- P3 investigates religious traditions and belief systems
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects and uses relevant information about religion from a variety of sources
- P7 undertakes effective research about religion, making appropriate use of time and resources
- P8 uses appropriate terminology related to religion and belief systems
- P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Studies of Religion 2 – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis	Research	Examination	
Outcomes assessed	P1, P2, P6, P8	P4, P5, P6, P7, P8, P9	P1, P2, P5, P8, P9	
Components	Weighting %			
Knowledge and understanding of course content	10%		30%	40%
Source-based skills	20%			20%
Investigation and research		20%		20%
Communication of information, ideas and issues in appropriate forms		10%	10%	20%
Total %	30%	30%	40%	100%

Studies of Religion 1 – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1>

Year 11 Course Outcomes

A student:

- P1 describes the characteristics of religion and belief systems
- P2 identifies the influence of religion and belief systems on individuals and society
- P3 investigates religious traditions and belief systems
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects and uses relevant information about religion from a variety of sources
- P7 undertakes effective research about religion, making appropriate use of time and resources
- P8 uses appropriate terminology related to religion and belief systems
- P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Studies of Religion 1 – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis	Research	Examination	
Outcomes assessed	P1, P2, P6, P8	P4, P5, P6, P7, P8, P9	P1, P2, P5, P8, P9	
Components	Weighting %			
Knowledge and understanding of course content	10%		30%	40%
Source-based skills	20%			20%
Investigation and research		20%		20%
Communication of information, ideas and issues in appropriate forms		10%	10%	20%
Total %	30%	30%	40%	100%

Studies in Catholic Thought – Year 11 Course Structure

Syllabus:

Year 11 Course Outcomes

A student:

SCT1 1.1	Explains the place of Scripture and other relevant Church documents in the Catholic tradition
SCT1 1.2	Describes the theology of the principal teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church
SCT1 1.3	Describes the historical features and developments of the Catholic Church
SCT1 1.4	Explores what is good, true and beautiful in the Catholic tradition
SCT1 1.5	Proposes ways the Catholic Church guides believers in facing the challenges of society
SCT1 1.6	Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic Theology
SCT1 1.7	Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding
SCT1 1.8	Identifies and describes the human expression of Catholic faith
SCT1 1.9	Plans and conducts investigations into a range of religious issues and presents Catholic thinking using relevant evidence and sources
SCT1 1.10	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

Studies in Catholic Thought – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Research	Presentation	Class Test	
Outcomes assessed	SCT 11.1, 11.2, 11.3, 11.6, 11.7	SCT 11.2, 11.3, 11.8, 11.9, 11.10	SCT 11.4, 11.5, 11.6, 11.7, 11.10	
Components	Weighting %			
Knowledge and understanding of course content	5%		15%	20%
Religious skills <ul style="list-style-type: none"> Using scripture and Catholic Church Documents Analysis, synthesis and evaluation based on evidence from scripture, theology, philosophy and other relevant sources 	5%	5%		10%
Inquiry and research	5%	5%		10%
Communication of religious ideas and understanding in appropriate forms		5%	5%	10%
Total %	15%	15%	20%	50%

6.3 English Key Learning Area

English Advanced – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

Year 11 Course Outcomes

A student:

- 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

Advanced English – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	<i>Reading to Write</i> Imaginative text with reflection	<i>Critical Study</i> Critical response	<i>Narratives that Shape our World</i> Multimodal presentation	
Outcomes assessed	EA11-2, EA11-3, EA11-4, EA11-5, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	EA11-1, EA11-2, EA11-3, EA11-5, EA11-6, EA11-7	
Components	Weighting %			
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15%	15%	20%	50%
Total %	30%	30%	40%	100%

English Standard – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

Year 11 Course Outcomes

A student:

- 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

Standard English – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	<i>Reading to Write</i> Imaginative text with reflection	<i>Close Study</i> Analytical Response	<i>Contemporary Possibilities</i> Multimodal Presentation	
Outcomes assessed	EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-3, EN11-5, EN11-8	EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7	
Components	Weighting %			
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15%	15%	20%	50%
Total %	30%	30%	40%	100%

English Studies – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

Year 11 Course Outcomes

A student:

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

English Studies – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	<i>Achieving through English</i> Multi-modal	<i>On the Road</i> PBL (Group & Ind. Component)	<i>Portfolio</i> All modules	
Outcomes assessed	ES11-1, ES11-3, ES11-4, ES11-5, 11ES-6	ES11-2, ES11-3, 11ES-4, ES11-5, ES11-7, 11ES-9, 11ES-10	ES11-1, ES11-4, ES11-5, EES11-6, ES11-7, ES11-9	
Components	Weighting %			
Knowledge and understanding of course content.	15%	15%	20%	50%
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	15%	15%	20%	50%
Total %	30%	30%	40%	100%

6.4 Mathematics Key Learning Area

Mathematics Standard – Year 11 Course Structure

Syllabus: v <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

Year 11 Course Outcomes

A student:

- 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

Mathematics Standard – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	Reference Aided Task (RAT)	Examination	
Outcomes assessed	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components	Weighting %			
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning, justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

Mathematics Advanced – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

Year 11 Course Outcomes

A student:

- 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

Mathematics (Advanced) – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	Reference Aided Task (RAT)	Examination	
Outcomes assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-3, MA11-4, MA11-5	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Components	Weighting %			
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning, justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

Mathematics Extension 1 – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

Year 11 Course Outcomes

A student:

- 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

Mathematics Extension 1 – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	Reference Aided Task (RAT)	Examination	
Outcomes assessed	ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components	Weighting %			
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning, justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

6.5 Science Key Learning Area

Chemistry – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

Year 11 Course Outcomes

A student:

- 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

Chemistry – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical	Depth Study	Examination	
Outcomes assessed	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11/12-8	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11/12-10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components	Weighting %			
Skills working scientifically	25%	25%	10%	60%
Knowledge and Understanding		10%	30%	40%
Total %	25%	35%	40%	100%

Physics – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

Year 11 Course Outcomes

A student:

- 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

Physics – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Task	Depth Study	Examination	
Outcomes assessed	PH11/12-5, PH11/12-6	PH11/12-1, PH11/12-4, PH11/12-7, PH11-9	PH11/12-4, PH11/12-5, PH11-8, PH11-9, PH11-10, PH11-11	
Components	Weighting %			
Skills working scientifically	25%	25%	10%	60%
Knowledge and Understanding		10%	30%	40%
Total %	25%	35%	40%	100%

Biology – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

Year 11 Course Outcomes

A student:

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

Biology – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Task	Depth Study	Examination	
Outcomes assessed	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-8	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-11	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components	Weighting %			
Skills working scientifically	25%	25%	10%	60%
Knowledge and Understanding		10%	30%	40%
Total %	25%	35%	40%	100%

Earth and Environmental Science– Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017>

Year 11 Course Outcomes

A student:

- 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

Earth and Environmental Science – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Task	Depth Study	Examination	
Outcomes assessed	EES11/12-3, EES11/12-5	EES11/12-1, EES11/12-7, EES11-11	EES11/12-6, EES11-8, EES11-9, EES11-10, EES11-11	
Components	Weighting %			
Skills working scientifically	25%	25%	10%	60%
Knowledge and Understanding		10%	30%	40%
Total %	25%	35%	40%	100%

Agriculture – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/agriculture-syllabus>

Year 11 Course Outcomes

A student:

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit of production
- P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1 applies the principles and procedures of experimental design and agricultural research
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Agriculture – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical report/experimental design	Farm Case Study	Examination	
Outcomes assessed	P2.1, P3.1, P5.1	P1.1, P2.1, P2.3, P3.1, P5.1	P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and understanding of skills required to manage agriculture production systems	10%	15%	15%	40%
Skills in effective research	10%	5%	5%	20%
Total %	30%	30%	40%	100%

6.6 Human Society and Its Environment Key Learning Area

Ancient History – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>

Year 11 Course Outcomes

A student:

- 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

Ancient History – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Investigating Ancient History (Source Analysis)	Historical Investigation (Research and Presentation)	Examination	
Outcomes assessed	AH11-4, AH11-6, AH11-9, AH11-10	AH11-2, AH11-6, AH11-7, AH11-8, AH11-9	AH11-1, AH11-3, AH11-5, AH11-7, AH11-9	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	10%	5%	5%	20%
Historical inquiry and research	5%	10%	5%	20%
Communication of historical understanding in appropriate forms	5%	5%	10%	20%
Total %	30%	30%	40%	100%

Modern History – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

Year 11 Course Outcomes

A student:

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

Modern History – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis Case Study 1 and Case Study 2	Research Essay and Oral Presentation Historical Investigation	Examination Nature of Modern History and Shaping of the Modern World	
Outcomes assessed	Outcomes assessed MHI11-1, MHI11-2, MHI11-3, MHI11-5, MHI11-6, MHI11-7	Outcomes assessed 11MHI-5, MHI11-8, MHI11-9	Outcomes assessed MHI11-3, MHI11-4, MHI11-6, MHI11-7, MHI11-9, MHI11-10	
Components	Weighting %			
Knowledge and understanding of the course content	15%	5%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research	10%	10%		20%
Communication of historical understanding in appropriate forms	5%	5%	10%	20%
Total %	35%	25%	40%	100%

Business Studies – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

Year 11 Course Outcomes

A student:

- 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

Business Studies – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Small Business Plan	Business Management Task	Examination	
Outcomes assessed	P1, P3, P6, P7, P9	P4, P5, P8, P9, P10	P3, P4, P5, P8, P9, P10	
Components	Weighting %			
Knowledge and Understanding of Course Content	15%	15%	10%	40%
Stimulus – Based Skills	5%	5%	10%	20%
Inquiry and Research	10%	10%		20%
Communication of business information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total %	35%	35%	30%	100%

Legal Studies – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

Year 11 Course Outcomes

A student:

- 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

Legal Studies – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task The Legal System	In-Class Essay Task The Individual and the Law	Examination	
Outcomes assessed	P1, P2, P3	P7, P8, P9, P10	P4, P5, P6	
Components	Weighting %			
Knowledge and understanding of course content	10%	20%	10%	40%
Analysis and evaluation		10%	10%	20%
Inquiry and research	10%	10%		20%
Communication of legal information, ideas and issues in appropriate forms	10%		10%	20%
Total %	30%	40%	30%	100%

Aboriginal Studies – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies>

Year 11 Course Outcomes

A student:

- 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

Aboriginal Studies – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Report – Heritage and Identity	Local Community Case Study	Examination	
Outcomes assessed	P1.2, P1.3, P2.1, P3.1, P3.2, P3.3	P2.2, P3.2, P3.3, P4.1, P4.2, P4.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3	
Components	Weighting %			
Knowledge and understanding of content	10%	10%	20%	40%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5%	5%	5%	15%
Research and inquiry methods		10%	10%	20%
Communication of information, ideas and issues in appropriate forms	10%	10%	5%	25%
Total %	25%	35%	40%	100%

6.7 Technology and Applied Studies Key Learning Area

Information Processes & Technology – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/information-processes-technology-syllabus>

Year 11 Course Outcomes

A student:

- P1.1 describes the nature of information processes and information technology
- P1.2 classifies the functions and operations of information processes and information technology
- P2.1 identifies and describes the information processes within an information system
- P2.2 recognises and explains the interdependence between each of the information processes
- P3.1 identifies and describes social and ethical issues
- P4.1 describes the historical development of information systems and relates these to current and emerging technologies
- P5.1 selects and ethically uses computer based and non-computer based resources and tools to process information
- P6.1 analyses and describes an identified need
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work
- P7.2 uses and justifies technology to support individuals and teams

Information Processes & Technology – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Website Project	Podcast Project	Examination	
Outcomes assessed	P1.1, P2.1, P3.1, P4.1, P5.1, P6.1, P7.1, P7.2	P1.1, P1.2, P2.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P6.1, P7.1	
Components	Weighting %			
Knowledge and understanding of course content	15%	15%	30%	60%
Knowledge and skills in the design and development of information systems	15%	15%	10%	40%
Total %	30%	30%	40%	100%

Industrial Technology - Year 11 Course structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>

Year 11 Course Outcomes

A student:

- 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 projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Industrial Technology – Assessment program

Task number	Task 1	Task 2	Task 3	
Nature of task	Research document	Practical project/ Folio	Practical project/ Folio	
Outcomes assessed	P1.1, P1.2, P5.1, P5.2, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P6.1	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P6.1	
Components				Weighting %
Industry Study	15%			15%
Design-Management & Communication		15%	15%	30%
Production		20%	20%	40%
Industry Related Technology	5%	5%	5%	15%
Total %	20%	40%	40%	100%

6.8 Creative Arts Key Learning Area

Visual Art – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

Year 11 Course Outcomes

A student:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Visual Art – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Mini Bow	COW	Examination	
Outcomes assessed	P3, P4, P6	P1, P2, P5, P8	P7, P8, P9, P10	
Components	Weighting %			
Artmaking	30%	20%		50%
Art Critical Historical		10%	40%	50%
Total %	30%	30%	40%	100%

Drama – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

Year 11 Course Outcomes

A student:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Drama – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Group Performance	Options Project and Logbook	Performance and Response	
Outcomes assessed	P1.1 P1.3 P1.4, P1.5 P2.1 P2.5	P2.2 P3.1 P3.2 P3.3 P3.4	P1.2 P1.4 P1.6 P2.2 P2.3 P2.4 P2.6, P3.3	
Components	Weighting %			
Making	20%		10%	40%
Performing	10%	10%	20%	30%
Critically Studying		20%	10%	30%
Total %	30%	30%	40%	100

Music – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

Year 11 Course Outcomes

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 an

Music – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Composition Portfolio and Musicological Research	Performance and Viva Voce	Aural Skills	
Outcomes assessed	P2, P3, P6, P7, P8	P1, P4, P5, P6	P4, P5, P7, P8	
Components				
Performance		25%		25%
Composition	25%			25%
Musicology	10%	15%		25%
Aural	5%		20%	25%
Total %	40%	40%	20%	100%

Japanese Continuers – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus>

Year 11 Course Outcomes

A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

Japanese Continuers – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Speaking and Listening	Reading and Writing	Examination	
Outcomes assessed	1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5. 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Components	Weighting %			
Listening	20%		10%	30%
Reading		20%	10%	30%
Speaking	10%		10%	20%
Writing		10%	10%	20%
Total %	30%	30%	40%	100%

Japanese Beginners – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/japanese-beginners-syllabus>

Year 11 Course Outcomes

A student:

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of 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 Japanese-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 Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

Japanese Beginners – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Listening and Speaking	Reading and Writing	Examination	
Outcomes assessed	2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	
Components	Weighting %			
Listening	20%		10%	30%
Reading		20%	10%	30%
Speaking	10%		10%	20%
Writing		10%	10%	20%
Total %	30%	30%	40%	100%

6.9 Personal Development/Health/Physical Education Key Learning Area

PDHPE – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

Year 11 Course Outcomes

A student:

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

PDHPE – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Better Health for Individuals Questionnaire/research /in class	The Body in Motion/ First Aid Research/ practical application (in class)	Examination	
Outcomes assessed	P1 P2 P3 P4 P16	P6 P7 P12 P15 P16	P1-P12	
Components	Weighting %			
Knowledge and understanding of course content	10%	15%	15%	40
Skills in critical thinking, research, analyzing and communicating.	20%	20%	20%	60
Total %	30%	35%	35%	100

Community and Family Studies – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

Year 11 Course Outcomes

A student:

- 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

Community and Family Studies – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	In-Class and Hand-in Film Study	Research, Presentation and in class	Examination	
Outcomes assessed	1.1, 1.2, 2.2, 2.4, 4.2, 5.1, 6.1, 6.2, 7.3	2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.1, 4.2, 6.2, 7.1, 7.2, 7.4	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.2, 5.1	
Components	Weighting %			
Research Methodology	14%		6%	20%
Individuals and Groups	8%	20%	12%	40%
Families and Communities	8%	20%	12%	40%
Total %	30%	40%	30%	100%

Sport, Lifestyle and Recreation – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies>

Year 11 Course Outcomes

A student:

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

Sport, Lifestyle and Recreation – Assessment Program

Task number	Task 1	Task 2	
Content Area	Aquatics & Games and Sporting Applications	Fitness and Healthy Lifestyle	
Nature of task	Research Task and Lifesaving Practical Assessment	Logbook and Practical Application	
Outcomes assessed	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5, 2.1, 3.2, 4.1	1.2, 1.3, 2.2, 3.2, 3.3, 4.1, 1.1, 2.1, 3.1, 4.4, 1.5, 2.3, 3.5, 4.3, 5.2	
Components	Weighting %		
Knowledge and Understanding	25%	25%	50%
Skills	25%	25%	50%
Total %	50%	50%	100%

6.10 VET Assessment

Metals & Engineering, Hospitality, Construction, Primary Industries, Sports Coaching, Retail

Competency

The abovementioned Vocational Education courses are competency based. NESQA and ASQA require that a competency Based approach to assessment be used and that a record be held by the RTO of the competencies achieved.

The participant's performance is judged against a prescribed standard - not against the performance of other participants.

HSC Examination

Optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination. The examination is independent of the competency-based assessment and has no impact on the eligibility of a student to receive AQF qualifications.

Course Structure

For a student to be considered to have satisfactorily completed a course there must be sufficient evidence that the student has:

- Followed the course as specified
- Demonstrated application to the set tasks and experiences with diligence and sustained effort
- Undertaken the mandatory work placement.

The completion of mandatory work placement is required for satisfactory course completion. Non-completion of work placement is grounds for the withholding of the course. Students who undertake a 240 hour course and then decide to exit the course prior to its completion must have satisfied the 120 hour course requirements and completed a minimum of 35 hours of work placement to be credentialed for the Year 11 or HSC 120 hour industry curriculum framework course.

Metals and Engineering – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/metal-engineering-syllabus>

SCOPE AND SEQUENCE 240 Hour Certificate I in Engineering (MEM10105)							Preliminary Year				HSC Year		
UNIT CODE	UNIT TITLE	status	Points	Prereqs	HSC unit	hours	1	2	3	4	1	2	3
	Core / Mandatory units												
N/A	Manufacturing and related services induction	-	-	Nil	M	10	X						
MEM13014A	Apply principles of occupational health	Core	-	Nil	M	15	X						
MEM12023A	Perform engineering measurements	E	5	Nil	M	15	X	X					
MEM18001C	Use hand tools	E	2	Nil	M	20	X	X					
MEM15024A	Apply quality procedures	Core	-	Nil	M	5		X					
MEM15002A	Apply quality systems	E	2	Nil	M	10		X					
MEM18002B	Use power tools / hand held tools operations	E	2	Nil	M	20		X	X				
MEM16007A	Work with others in a manufacturing environment	Core	-	Nil	M	15			X				
MEM14004A	Plan to undertake a routine task	Core	-	Nil	M	10				X	X		
MEM07032B	Use workshop machines for basic operations	T3MPO	2	MEM 18001 C	M	25				X	X		
MEM12024A	Perform computations	E	3	Nil	M	20				X	X		
MEM05007C	Perform manual heating and thermal cutting	T3F	2	Nil	E	10					X		
MEM03003B	Perform sheet and plate assembly	E	4	MEM 12023 A MEM 18002 B	E	35						X	
MEM05012C	Perform routine manual metal arc welding	T3F	2	Nil	E	20						X	
MEM09002B	Interpret technical drawing	E	4	Nil	M	30							X
Elective Unit hours 90							Total Course Hours 260						
							Work Placement (76 hours)						

ASSESSMENT MAPPING – CII Metal & Engineering

Evidence Gathering Techniques: A variety of methods will be used to gather evidence of competence.

The table identifies the techniques to be used.

Written / oral questioning will test underpinning knowledge.

Key:	O	T	Q	Activity			D	Demonstration		
	Observation	Topic Test	Oral Questioning	W	Learner Workbook		Student	PF	Portfolio	
	P Project	WX Workplace Evidence								
S Scenario										
Assessment Method		O	T	Q	D	P	PF	W	WX	S
Units of Competency										
Code	Unit of Competency title									
N/A	Manufacturing, engineering and related services industries induction							✓		
MEM13014A	Apply principles of occupational health and safety in the work environment	✓					✓	✓		
MEM14004A	Plan to undertake a routine task			✓		✓		✓		
MEM15024A	Apply quality procedures	✓		✓		✓		✓		
MEM16007A	Work with others in a manufacturing, engineering or related environment							✓	✓	
MEM12023A	Perform engineering measurements	✓				✓				
MEM12024A	Perform computations	✓		✓		✓				
MEM15002A	Apply quality systems	✓		✓		✓				
MEM18001C	Use hand tools	✓		✓		✓		✓		
MEM18002B	Use power tools/hand held ops	✓		✓		✓		✓		
MEM03003B	Perform sheet and plate assembly	✓		✓		✓		✓		
MEM05007C	Perform manual heating and thermal cutting	✓		✓		✓				
MEM05012C	Perform routine manual metal arc welding	✓				✓		✓		
MEM07032B	Use workshop machines for basic operations	✓		✓		✓				

Construction (240hr) – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/construction-syllabus>

SCOPE AND SEQUENCE CPC20211(R4) 240 Hour Cert II Construction Pathways		NESA Course number: 26291		Packaging rules: 12 units: 6 Core, 6 elective			Preliminary Year			HSC Year			
UNIT CODE	UNIT TITLE	Event	Qualification status	Prerequisite units	HSC status	HSC hours	1	2	3	4	5	6	7
CPCCOHS2001A	Apply OHS requirements, policies & procedures in the construction industry	1	C	Nil	M	15							
CPCCCM1014A	Conduct workplace communications	2	C	Nil	M	10							
CPCCOHS1001A	Work safely in the construction industry	White card	Other package	Nil	M	10		Var					
CPCCCM2001A	Read and interpret plans and specifications	3	C	Nil	M	20							
CPCCCA2011A	Handle carpentry materials	4	B	CPCCOHS2001A	E	20							
CPCCCM1013A	Plan and organise work	5a	C	Nil	M	10							
CPCCCM2006B	Apply basic levelling procedures	5	H	CPCCOHS2001A	E	15							
CPCCCA2002B	Use carpentry tools & equipment	6	B	CPCCOHS2001A	M	20							
CPCCCM1015A	Carry out measurements and calculations		C	Nil	M	20							
CPCCCM1012A	Work effectively & sustainably in the industry	7	C	Nil	M	25						Var	
CPCCCO2013A	Carry out concreting to simple forms	8	F	CPCCOHS2001A	E	20							
CPCCCM2004A	Handle construction materials		H	CPCCOHS2001A	E	20							
CPCCBL2001A	Handle and prepare bricklaying & blocklaying materials	9	A	CPCCOHS2001A	E	20							
CPCCBL2002A	Use bricklaying & blocklaying tools and equipment		A	CPCCOHS2001A	E	10							
Elective Unit hours 95		Total Course Hours 235					Workplacement 70 Hours						

ASSESSMENT MAPPING- CII Construction Pathways

Evidence Gathering Techniques: A variety of methods will be used to gather evidence of competence.

The table identifies the techniques to be used.

Written / oral questioning will test underpinning knowledge.

Key:	O	P	S	T						
	WX		Q	W	Activity					
	D		PF							
Assessment Method and Units of Competency Code	O	T	Q	D	P	PF	W	WX	S	
CPCCCM1012A Work effectively and sustainably in the construction industry	✓			✓	✓		✓	✓		
CPCCCM1015A Conduct workplace communication	✓	✓	✓							
CPCCOHS1001A Work safely in the construction industry.	External Provider									
CPCCOHS2001A Apply OHS requirements policies and procedures in the construction industry	✓	✓	✓							
CPCCCM1003A Plan and Organise Work	✓		✓				✓			
CPCCCM2001A Read & interpret plans & specification	✓		✓		✓					
CPCCCM1005A Carry out measurements & calculations	✓			✓	✓					
CPCCCA2002A Use Carpentry Tools & Equipment.	✓		✓		✓					
CPCCCA2001A Handle carpentry materials	✓		✓		✓					
CPCCCM2004A Handle construction materials.	✓		✓		✓					
CPCCCM2006B Apply basic levelling procedures.	✓		✓	✓						
CPCCBL2001A Handle and Prepare bricklaying and block laying materials.	✓		✓		✓					
CPCCBL2002A Use bricklaying & block laying tools & equipment.	✓		✓		✓					
CPCCCO2013A Carry out concreting to simple forms	✓		✓		✓					

Hospitality – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/hospitality-syllabus>

SCOPE AND SEQUENCE 240 Hour Certificate II in Hospitality SIT20316			BOSTES 26501		Training Package rules 8 core 5 electives		Preliminary Year			HSC Year			
UNIT CODE	UNIT TITLE	Qualification Status	HSC Status	Indicative Hours	Prerequisites	1	2	3	4	1	2	3	
SITXFSA001	Use hygienic practices for food safety	Core 7/7	Mand	10	Nil	X	X						
SITHCCC001	Use food preparation equipment	Elective	Elective	20	SITXFSA101	X	X						
SITXWHS001	Participate in safe work practices	Core 6/7	Mand	15	Nil			X	X				
SITHKOP001	Clean kitchen premises and equipment	Elective 3/7	Elective	10	Nil	X	X						
SITHCCC003	Prepare and present sandwiches	Elective 2/7	Elective	10	SITXFSA001			X					
SITHCCC002	Prepare and present simple dishes	Elective 1/7	Elective	20	SITXFSA001			X					
SITHIND002	Source and use information in the hospitality industry	Core 2/7	Mand	20	Nil				X	X			
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective 4/7	Stream	15	SITXFSA001				X	X			
SITHFAB204	Prepare and serve espresso coffee	Elective 5/7	Stream	15	SITXFSA001			X	X	X	X		
SITXCCS003	Interact with customers	Core 4/7	Stream	15	Nil						X		
BSBWOR203	Work effectively with others	Core 1/7	Mand	15	Nil						X	X	
SITHFAB007	Serve food and beverage	Elective 2/5	Stream	40	SITXFSA101						X	X	
SITXCOM002	Show social and cultural sensitivity	Core 5/7	Elective	10	Nil						X	X	
SITHIND003	Use hospitality skills effectively*	Core 3/7	Elective	20	SITXFSA001						X	X	
Core / Mandatory HSC hours 145 Elective Unit hours 90 Total hours 235						Work Placement (70 hours)							

ASSESSMENT MAPPING – CII Hospitality

Evidence Gathering Techniques: A variety of methods will be used to gather evidence of competence.

The table identifies the techniques to be used.

Written / oral questioning will test underpinning knowledge.

Key:	O Observation P Project S Scenario	T Topic Test WX Workplace Evidence	Q Oral Questioning W Learner Workbook Activity					D Student Demonstration PF Portfolio			
Assessment Method		O	T	Q	D	P	WX	PF	W	S	
Units of Competency											
Code	Unit of Competency title										
SITXFSA001	Use hygienic practices for food safety	✓	✓		✓						
SITHCCC001	Use food preparation equipment	✓	✓		✓						
SITXWHS001	Participate in safe work practices	✓	✓		✓						
SITHKOP001	Clean kitchen premises and equipment	✓	✓		✓						
SITHCCC003	Prepare and present sandwiches	✓			✓		✓				
SITHCCC002	Prepare and present simple dishes	✓			✓						
SITHIND002	Source and use information in the hospitality industry		✓			✓	✓				
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓		✓						
SITHFAB204	Prepare and serve espresso coffee	✓			✓	✓					
SITXCCS003	Interact with customers		✓				✓	✓	✓		
BSBWOR203	Work effectively with others		✓					✓		✓	
SITHFAB007	Serve food and beverage		✓					✓	✓		
SITXCOM002	Show social and cultural sensitivity			✓			✓		✓		
SITHIND003	Use Hospitality skills Effectively*						✓	✓			

Retail Services – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/retail-services>

	SCOPE AND SEQUENCE Certificate III Retail Services					Preliminary Year Term			HSC Year Term			
UNIT CODE	UNIT TITLE	Qualification status Core/elective	HSC unit status	Indicative hours	Prerequisite units	1	2	3	4	1	2	3
SIRXWHS002	Contribute to workplace health and safety – <i>Safety</i>	C	M	15	Nil	X						
SIRXCOM002	Work effectively in a team – <i>Work in Industry</i>	C	M	15	Nil	X						
SIRXIND001	Work effectively in a service environment – <i>Work in Industry</i>	C	M	20	Nil		X					
SIRXCEG001	Engage the customer – <i>Customer Service</i>	C	M	20	Nil		X					
SIRXCEG002	Assist with Customer Difficulties	C	E	20	Nil			X				
SIRCEG003	Build customer relationships and loyalty	C	E	20	Nil			X	X			
SIRXSL002	Follow point of sale procedures – <i>Sales & Security</i>	Imported E	M	20	Nil				X			
SIRXSL001	Sell to the retail customer – <i>Sales & Security</i>	C	M	15	Nil					X		
SIRXPDK001	Advise on products & services – <i>General sell stream</i>	Imported E	General selling	20	Nil					X		
SIRXRSK001	Identify & Respond to Security Risk – <i>Sales & Security</i>	C	M	15	Nil						X	
SIRRMER001	Produce Visual Merchandise Displays– <i>General sell stream, Merchandising</i>	E	General selling	20	Nil							X
SIRXIND002	Organise and maintain the store environment	E	E	10		X						
SIRRINV001	Receive & handle retail stock – <i>Inventory</i>	E	E	20							X	
SIRRRTF001	Balance and secure point of sale terminal	E	E	15					X			
Mandatory hours		200	Elective Unit hours			45						
						Work Placement (70 hours)						

ASSESSMENT MAPPING – CIII Retail Services

Evidence Gathering Techniques: A variety of methods will be used to gather evidence of competence.

The table identifies the techniques to be used.

Written / oral questioning will test underpinning knowledge.

Key:	O	T	Q	D	P	PF	W	WX	S	
	Observation	Topic Test	Oral Questioning	Student Demonstration						
	P Project	WX Workplace Evidence	W Learner Workbook Activity	PF Portfolio						
Assessment Method		O	T	Q	D	P	PF	W	WX	S
Units of Competency										
Code	Unit of Competency title									
SIRXCOM101	Communicate in the workplace	✓	✓	✓						✓
SIRXCLM101	Organise maintain work area	✓	✓	✓						✓
SIRXWHS101	Apply safe work practices	✓	✓	✓			✓			✓
SIRXICT001A	Operate retail equipment	✓	✓	✓			✓			
SIRXINV001A	Perform stock control procedures	✓	✓	✓			✓			✓
SIRXFIN002A	Perform financial duties		✓				✓			✓
SIRXMER202	Create a display	✓	✓				✓			

Primary Industries – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/primary-industries-syllabus>

SCOPE AND SEQUENCE 240 Hour Certificate II in Agriculture AHC20116		NESA Number 26801		Training Package Rules 5 mandatory units, 1 stream, 135 HSC hours from stream		Preliminary Year Terms 2019			HSC Year Terms 2019			
UNIT CODE	UNIT TITLE	Qualificati on status Core/elect ive	HSC unit status	Indicative hours	Prerequisit e units	1	2	3	4	5	6	7
AHC CHM 201A	Apply chemicals under supervision	A	M	20	Nil							
AHC OHS 201A	Participate in OHS processes	C	M	15	Nil							
AHC WRK 201A	Observe & report on weather	A	M	15	Nil							
AHC WRK 204A	Work effectively in industry	C	M	20	Nil							
AHC WRK 209A	Participate in environmentally sustainable work practices	C	M	20	Nil							
AHC LSK 202A	Care for health, welfare of livestock	Strm	M	20	Nil							
AHC WRK 205A	Participate in workplace communications	A	E	10	Nil							
AHC LSK 205A	Handle livestock using basic techniques	A	E	15	Nil							
AHC LSK 210A	Muster & move livestock	A	E	10	Nil							
AHC LSK 204A	Carry out regular livestock observation	A	E	10	Nil							
AHCLSK 316A	Prepare livestock for competition	A	E	15	NIL							
AHC LSK 211A	Provide Feed for Livestock	A	E	10	NIL							
AHCMOM 203A	Operate basic machinery & equipment	A	E	15	Nil							
AHCMOM 202A	Operate tractors	A	E	20	Nil							
AHC LSK 207A	Load and unload livestock	A	E	10	NIL							
AHC INF 202A	Install, maintain & repair fencing	A	E	15	Nil							
AHC PMG 201A	Treat weeds	A	E	10	Nil							
Elective Unit Hours 140				Mandatory Unit hours 110		Workplacement 70 Hours						

ASSESSMENT MAPPING – Primary Industries

Evidence Gathering Techniques: A variety of methods will be used to gather evidence of competence.
The table identifies the techniques to be used.

Key:	O Observation P Project S Scenario	T Topic Test WX Workplace Evidence	Q Oral Questioning W Learner Workbook				D Student Demonstration PF Portfolio			
Units of Competency	Assessment Method	O	T	Q	D	P	PF	W	WX	S
Code	Unit of Competency title									
AHCCHM201A	Apply chemicals under supervision				✓			✓		✓
AHCOHS201A	Participate in work health and safety processes	✓	✓							✓
AHCWRK201A	Observe and report on weather				✓			✓		✓
AHCWRK204A	Work effectively in the industry		✓					✓	✓	
AHCWRK209A	Participate in sustainable work practices	✓				✓		✓		
AHCLSK202A	Care for health and welfare of livestock	✓						✓		✓
AHCWRK205A	Participate in workplace communications	✓					✓	✓		
AHCLSK204A	Carry out regular livestock observations	✓						✓		✓
AHCLSK205A	Handle livestock using basic techniques	✓			✓			✓		
AHCLSK211A	Provide feed for livestock	✓						✓		✓
AHCLSK316A	Prepare livestock for competition	✓			✓			✓		
AHCLSK210A	Muster and move livestock	✓			✓			✓		
AHCINF201A	Install, maintain and repair fencing	✓				✓		✓		
AHCMOM202A	Operate tractors	✓	✓					✓		
AHCMOM203A	Operate basic machinery and equipment	✓	✓					✓		
AHCPMG201A	Treat weeds				✓			✓		✓
AHCLSK207A	Load and unload livestock	✓						✓		✓

6.11 Distance Education Assessment

Engineering Studies – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus>

Year 11 Course Outcomes

A student:

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

Engineering Studies – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Topic Test	Bio Eng Report	Final Exam	
Outcomes assessed	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	
Components	Weighting %			
Knowledge and Understanding of course content	20%		40%	60%
Skills working scientifically		40%		40%
Total %	20%	40%	40%	100%

Photography, Video & Digital Imaging – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/photography-video-and-digital-imaging>

Year 11 Course Outcomes

A student:

M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Photography, Video & Digital Imaging – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Task	Portfolio/Journal	Examination	
Outcomes assessed	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	
Components	Weighting %			
Making	35%	25%	10%	70%
Critical and Historical		10%	20%	30%
Total %	35%	35%	30%	100%

Dance – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus>

Year 11 Course Outcomes

A student:

P1.1	understands dance as the performance and communication of ideas through movement and in written and oral form	P3.1	identifies the elements of dance composition
P1.2	understands the use of dance terminology relevant to the study of dance as an artform	P3.2	understands the compositional process
P1.3	develops the skills of dance through performing, composing and appreciating dance	P3.3	understands the function of structure as it relates to dance composition
P1.4	values the diversity of dance as an artform and its inherent expressive qualities	P3.4	explores the elements of dance relating to dance composition
P2.1	identifies the physiology of the human body as it is relevant to the dancer	P3.5	devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P2.2	identifies the body's capabilities and limitations	P3.6	structures movement devised in response to specific concept/intent
P2.3	recognises the importance of the application of safe dance practice	P3.7	values their own and others' dance activities as worthwhile
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination	P4.1	understands the socio-historic context in which dance exists
P2.5	performs combinations, phrases and sequences with due consideration of safe dance practices	P4.2	develops knowledge to critically appraise and evaluate dance
P2.6	values self-discipline, commitment and consistency in technical skills and performance	P4.3	demonstrates the skills of gathering, classifying and recording information about dance
		P4.4	develops skills in critical appraisal and evaluation
		P4.5	values the diversity of dance from national and international perspectives

Dance – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Performance	Composition	Examination	
Outcomes assessed	P1.1, P1.2, P2.2, P2.4, P2.5, P2.6, P4.1, P4.3, P4.5	P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	P1.3, P1.4, P2.1, P2.3, P4.1, P4.2, P4.4	
Components	Weighting %			
Core Performance	20%		20%	40%
Core Composition		30%		30%
Core Appreciation	10%		20%	30%
Total %	30%	30%	40%	100%

