



YEAR 11 ASSESSMENT STUDENT HANDBOOK 2020



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 2020 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 Leader of Pedagogy 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 Leader of Pedagogy 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 Leader of Pedagogy, 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.
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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 assessment 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 2020

| School Executive | | |
|--|---|---|
| Principal | Mr Robert Holstein (robert.holstein@mn.catholic.edu.au) | |
| Assistant Principal Curriculum & Welfare | Mrs Veronica Rolfe (veronica.rolfe@mn.catholic.edu.au) | |
| Assistant Principal – Administration & Welfare | Mr Joel Bristow (joel.bristow@mn.catholic.edu.au) | |
| Ministry Coordinator | Mr Vince Cooper (vince.cooper@mn.catholic.edu.au) | |
| Leader of Pedagogy | | |
| Religion | Mrs Meagan Edwards (meagan.obrien@mn.catholic.edu.au) | Studies in Catholic Thought (SCT) Studies of Religion 1 Unit (SOR) Studies of Religion 2 Unit (SRE) |
| English | Mrs Nicole Taylor (nicole.taylor@mn.catholic.edu.au) | English Studies (EST) English Standard (ENS) English Advanced (ENA) |
| Mathematics | Mrs Melanie Ritter (melanie.carrigan@mn.catholic.edu.au) | Mathematics Standard (MSS) Mathematics Advanced (MAD) Mathematics Extension 1 (XMA) |
| Science | Ms Lisa Bright (lisa.bright@mn.catholic.edu.au) | Agriculture (AGR) Biology (BIO) Chemistry (CHE) Earth & Environmental Science (EES) Physics (PHY) |
| HSIE | Ms Emma Scott (emma.scott@mn.catholic.edu.au) | Ancient History (AHI) Business Studies (BUS) Legal Studies (LEG) Modern History (MHI) Aboriginal Studies (ABS) |
| PDHPE | Mr Stefan Sokulsky (steven.sokulsky@mn.catholic.edu.au) | Community & Family Studies (CFS) PDHPE (PDH) Sport, Lifestyle and Recreation (SLR) |
| TAS & VET | Mr Garry Scruton (garry.scruton@mn.catholic.edu.au) | 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 | Mrs Claire Dent (claire.dent@mn.catholic.edu.au) | Drama (DRA) Music 1 (MUI) Visual Arts (VIS) Japanese Beginners (JNB) Japanese Continuers (JNC) |
| Distance Education | Mrs Veronica Rolfe (veronica.rolfe@mn.catholic.edu.au) | Dance (DAN) |
| Support Staff | | |
| Leader of Wellbeing | Mrs Kelly Pearson (kelly.pearson@mn.catholic.edu.au) | |
| Career's Advisor | Ms Kylie Watkins (kylie.watkins@mn.catholic.edu.au) | |
| Learning Support | Mrs Maree Beer (maree.beer@mn.catholic.edu.au) | |
| Indigenous Support | Mr Vince Cooper (vince.cooper@mn.catholic.edu.au) | |
| School Counsellor | Mr Kaine Griffith (kaine.griffith@mn.catholic.edu.au) Ms Melissa Brown (melissak.brown@mn.catholic.edu.au) | |

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 Assistant Principal 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 Leader of Pedagogy responsible for their subject or the Curriculum Assistant Principal **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 Leader of Pedagogy.

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 but 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 Leader of Pedagogy. **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 may consist of the relevant Leader of Pedagogy, Curriculum Assistant Principal, Wellbeing 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 Leader of Pedagogy to make arrangements for the task to be submitted by fax or email on that day.
- to inform the Leader of Pedagogy 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 relevant Subject Teacher or Leader of Pedagogy 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 relevant subject Teacher or Leader of Pedagogy 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 Leader of Pedagogy or Curriculum Coordinator with the required independent evidence, with-in an agreed timeframe.

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 Leader of Pedagogy.

(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 Leader of Pedagogy will notify the Assessment Committee.

Upon **return to school**, the student must see the relevant Subject Teacher or Leader of Pedagogy 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

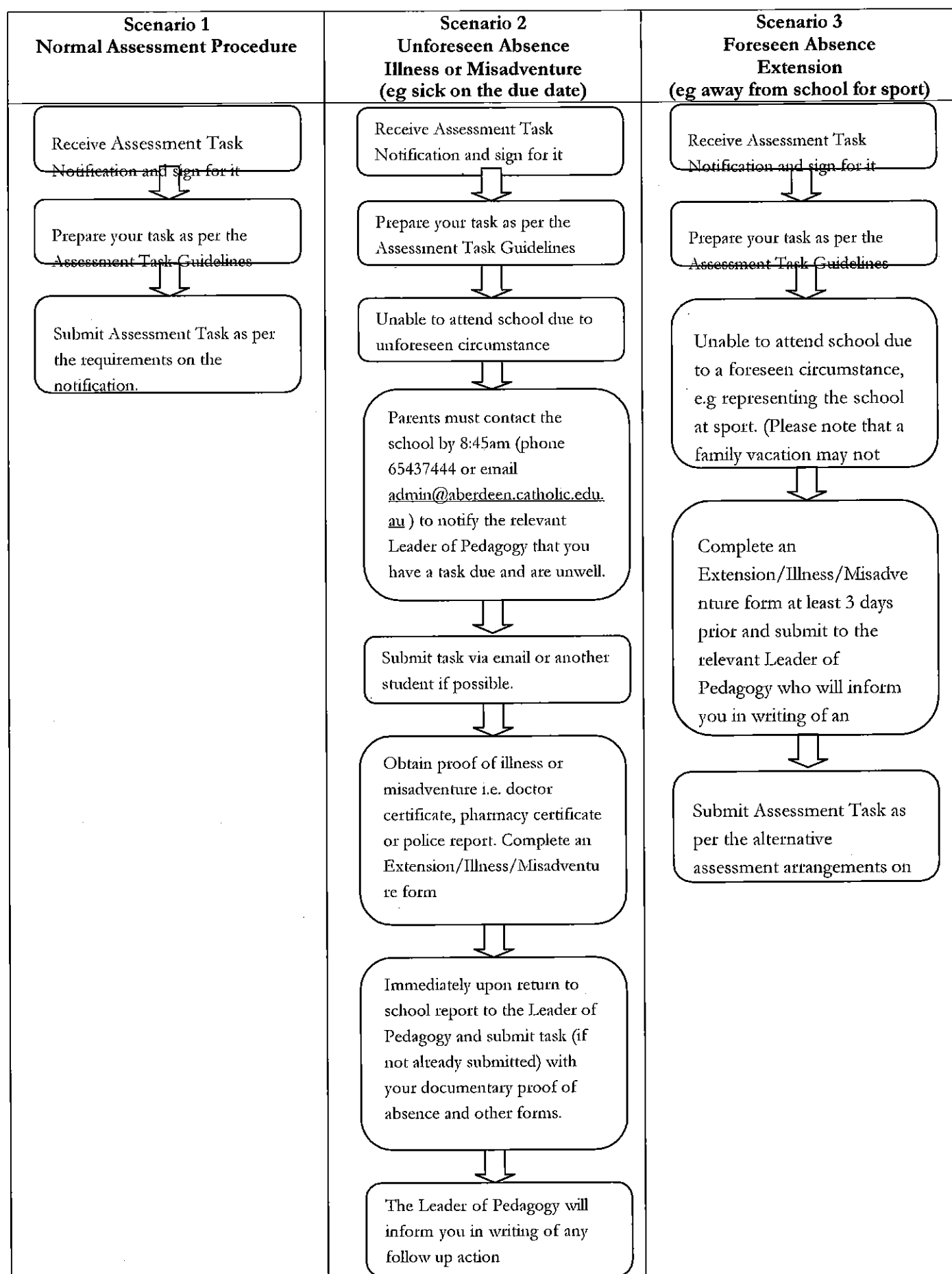
prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment 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 Leader of Pedagogy 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 Leader of Pedagogy 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 Leader of Pedagogy 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 NESAs 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 NESAs.

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 Leader of Pedagogy 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 Leader of Pedagogy, an alternate Leader of Pedagogy 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 NESAs.

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

NOTE: This form should be handed to your Subject Teacher or relevant Leader of Pedagogy (LOP).
 If the illness/Misadventure is for an entire Examination Block, please submit to an Assistant Principal.

DO NOT LEAVE THIS FORM AT STUDENT SERVICES

Forms not fully completed may not be considered.

| | | | |
|----------|--------------|-----------------|-----------|
| Name: | | Pastoral Class: | |
| Subject: | Teacher: | LOP: | |
| Task No. | Weighting: % | Task Type: | Due Date: |

| Reason for Application – to be completed by the student | |
|---|---|
| <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: Leader of Pedagogy's recommendation | |
|--|---|
| <input type="checkbox"/> Application Accepted | <input type="checkbox"/> Application Rejected |
| Comment: | |
| Leader of Pedagogy'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 Compass School Documentation 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 your subject teacher or the relevant Leader of Pedagogy.

STEP 4: Applications will be considered by the Leader of Pedagogy.

STEP 5: The decision 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 Compass School Documentation 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 Subject Teacher or Leader of Pedagogy at least three days prior to the due date.

STEP 3: Applications will be considered by the Leader of Pedagogy.

STEP 4: The decision 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 Compass School Documentation 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 Subject Teacher or Leader of Pedagogy.

STEP 3: Applications will be considered by the Leader of Pedagogy.

STEP 4: The decision 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

NOTE: This form should be handed to your Subject Teacher or relevant Leader of Pedagogy (LOP).

DO NOT LEAVE THIS FORM AT STUDENT SERVICES

Forms not fully completed may not be considered.

| | | | |
|----------|------------|------------|-----------|
| Name: | | Admin: | |
| Subject: | Teacher: | LOP: | |
| Task No. | Weighting: | 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: Leader of Pedagogy's recommendation | |
|--|-------|
| Action Taken: | |
| Comment: | |
| Leader of Pedagogy'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 Compass School Documentation a copy of the Appeals Application form, complete the relevant sections, attaching all supporting evidence.

STEP 3: Submit the completed form to the relevant Teacher or Leader of Pedagogy.

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.

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

Biology – Year 11 Course Structure

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

Business Studies – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsc/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% |

Camden Haven Distance Education Preliminary Assessment Schedule 2020 – Business Studies

| COMPONENTS | WEIGHTING (SYLLABUS) % | Task 1 | Task 2 | Task 3 | Total |
|---------------------------------------|------------------------------|--------------------|-------------------------|--------------|-------|
| | | Term: 1 | Term: 3 | Term: 3 | |
| | | Week: 10 | Week: 6 | Week: 10 | |
| | | Type of Task | Type of Task | Type of Task | |
| | | Topic Test | Research Task | Yearly Exam | |
| Knowledge and Understanding | 40% | 10 | 10 | 20 | 40% |
| Stimulus based skills | 20% | 15 | | 5 | 20% |
| Inquiry and Research | 20% | 5 | 15 | | 20% |
| Communication of business information | 20% | | 5 | 15 | 20% |
| Marks | 100% | 30% | 30% | 40% | 100% |
| Syllabus outcomes to be assessed | | P1, P2, P3, P4, P5 | P1, P2, P5, P8, P9, P10 | All Outcomes | |

Chemistry – Year 11 Course Structure

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

Community and Family Studies – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhppe/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% |

Camden Haven Distance Education Preliminary Assessment Schedule 2020 – CAFS

| COMPONENTS | WEIGHTING (SYLLABUS) % | Task 1 | Task 2 | Task3 | Total |
|---|------------------------------|--------------------------------------|--|--------------------|-------|
| | | Term:1 | Term: 2 | Term: 3 | |
| | | Week 6 | Week 4 | Week 9 | |
| | | Type of Task | Type of Task | Type of Task | |
| | | Research Task Resource Management | Research Task Individuals and Groups | Yearly Examination | |
| Knowledge and Understanding of how the following impact on wellbeing <ul style="list-style-type: none"> resource management positive relationships range of societal factors nature of groups, families and communities | 40 | 15 | 15 | 10 | 40 |
| Skills in: <ul style="list-style-type: none"> applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing | 25 | 5 | 5 | 15 | 25 |
| Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communication | 35 | 10 | 10 | 15 | 35 |
| Marks | 100 | 30 | 30 | 40 | 100 |
| Syllabus outcomes to be assessed | | P1.1,P1.2,P4.2 P5.1, P6.1 | P1.2, P2.3, P4.1, P4.2. | | |

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 CPC2021 (R4) 240 Hour Cert II Construction Pathways | | NESEA 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 | | | | | | |

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% |

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 |

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% |

ASSESSMENT PROGRAM

Lismore Distance Education Online Economics Preliminary Assessment Program 2020

| | Task 1 | Assessment for Learning Task | Task 2 | Task 3 |
|--|--|--|--|--|
| Approximate Date of Task | Week 9, Term 1 | Week 5, Term 2 | Week 9, Term 2 | End of Term 3 Course Examination |
| Outcomes by Task Assessed | P3, P8, P11 | P1, P3, P4, P8, P10, P11 | P3, P8, P9, P10, P12 | P1, P2, P3, P5 P6, P7, P8, P9, P10, P11 |
| Topic Focus | Preliminary Topic 1, includes Country Case study, completed in class to use as research resource in the online test that includes "The Economic Problem", "The Operation of an Economy" and "Economics Systems" Website "open book" test | Preliminary Topic 1– Introduction to Economics Preliminary Topic 2– Consumers and Business Preliminary Topic 3– Markets Preliminary Topic 4– Labour Markets | Preliminary Topic 4– Labour Markets Investigation. (Demand and Supply of Labour) Includes web based communication | ALL TOPICS 1–6, with emphasis on Topics 5 and 6 |
| Syllabus Component and Weighting in Task | Knowledge and understanding: 10% Stimulus-based skills: 20 % | Sample H/Y Examination: to complete and upload. This will be marked and feedback given in comments in the mid-term report. Questions will be included in Yearly Examination. (multiple-choice and short answers.) | Communication: 10 % Research, investigation and communication: 20 % | Tests and Examinations: (multiple-choice, short answer, extended response) knowledge and understanding: 30% Communication: 10% 40% |
| Weighting | 30 % | | 30 % | 40 % |

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, EN11-4, 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/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 | Weighting % |
|---|---|---|--|-------------|
| 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, 11EN-3, EN11-5, EN11-6, EN11-7 | |
| Components | | | | |
| 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% |

Geography – Year 11 Course Structure

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

Year 11 Course Outcomes

A student:

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

Geography – Assessment Program

| Task number | Task 1 | Task 2 | Task 3 | |
|---|----------------------------------|------------------------------------|-------------------------|------------|
| Nature of task | Research / Multi Modal (hand-in) | Senior Geography Project (hand-in) | Examination | |
| Outcomes assessed | P1, P2, P3, P8, P12 | P7, P8, P9, P10, P11, P12 | P1, P3, P4, P5, P6, P12 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Geographic tools and skills | 5 | 10 | 5 | 20 |
| Geographic inquiry and research including fieldwork | 5 | 10 | 5 | 20 |
| Communication of Geographic information, ideas and issues in appropriate forms. | 5 | 10 | 5 | 20 |
| Total % | 25 | 40 | 35 | 100 |

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 elective | | 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 | | | | | |
| SITHCCCC001 | Use food preparation equipment | Elective | Elective | 20 | SITXFSA10 1 | 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 | | | | | |
| SITHCCCC003 | Prepare and present sandwiches | Elective 2/7 | Elective | 10 | SITXFSA00 1 | | | X | | | | |
| SITHCCCC002 | Prepare and present simple dishes | Elective 1/7 | Elective | 20 | SITXFSA00 1 | | | 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 | SITXFSA00 1 | | | | X | X | | |
| SITHFAB204 | Prepare and serve espresso coffee | Elective 5/7 | Stream | 15 | SITXFSA00 1 | | | X | X | X | X | |
| SITXCCS003 | Interact with customers | Core 4/7 | Stream | 15 | Nil | | | | | | X | |
| BSBWCR203 | Work effectively with others | Core 1/7 | Mand | 15 | Nil | | | | | | X | X |
| SITHFAB007 | Serve food and beverage | Elective 2/5 | Stream | 40 | SITXFSA10 1 | | | | | | 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 | SITXFSA00 1 | | | | | | X | X |
| Core / Mandatory HSC hours 145 Elective Unit hours 90 Total hours 235 | | | | | | Work Placement (70 hours) | | | | | | |

Dubbo Distance Education Preliminary Assessment Task Schedule

Graphics, Timber Technologies

| Task number | Task 1 | Task 2 | Task 3 | Weighing % |
|---|---|--|---|------------|
| Nature of task | Industry study Management Communications | Design Management Production Graphics Manufacturing Technology | Exit Exam | |
| Timing | Term 2, Week 2 | Term 3, Week 5 | Term 3, Week 9 | |
| Outcomes assessed | 1.1, 1.2, 3.2 6.1, 6.2, 7.1 7.2, 2.1, 5.1 | 1.2, 2.1, 6.1, 6.2 7.2, 3.1, 3.2, 3.3 4.1, 4.3, 4.2, 5.1 5.2 | 6.1, 6.2, 7.1, 7.2 1.2, 2.1, 3.1, 3.2 3.1, 3.2, 3.3, 4.1 4.2, 4.3, 5.1, 5.2 6.2 | |
| Components | | | | Weighing % |
| Knowledge & understanding of course content | 16 | 20 | 4 | 40 |
| Knowledge & skills in the management, communication & production of projects. | 4 | 20 | 36 | 60 |
| Marks | 20% | 40% | 40% | 100% |

Sothern Cross Distance Education Industrial Technology – Multimedia

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|--|---------------------------------------|--|---------------------------------------|-----------|
| Description | Industry Case Study | Year 11 Project | Year 11 Exam | |
| Timing | Week 10 Term 1 | Week 6 Term 3 | Weeks 9 -10 Term 3 | |
| Outcomes | P1.1, P1.2, P5.1, P6.2, P7.1, P7.2 | P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2 | P1.1, P1.2, P2.1, P6.1, P6.1, P7.1 | |
| Knowledge and understanding of the course content | 10 | 10 | 20 | 40 |
| Knowledge and skills in the management, communication and production of projects | 10 | 30 | 20 | 60 |
| Marks | 20 | 40 | 40 | 100 |

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% |

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 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6 | 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 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% |

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 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, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1 | 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3 | 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% |

Legal Studies – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsc/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% |

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 (RAIT) | 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 | Weighting % |
|---|--------------------------------|----------------------------|--|-------------|
| 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 | | | | |
| Understanding, fluency and communication | 15% | 15% | 20% | 50% |
| Problem solving, reasoning, justification | 15% | 15% | 20% | 50% |
| Total % | 30% | 30% | 40% | 100% |

Mathematics Standard – Year 11 Course Structure

Syllabus: <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, MS11-9, 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% |

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 | | | MEMA COURSE NUMBER | | Training Package rules | | Preliminary Year | | | HSC Year | | | DELIVERY & ASSESSMENT | | |
|--|-----------|--|--------------------|-----------|---|------------------|--|--|---|----------|---|---|-----------------------|---|---|
| 240 Hour course MEM10119 Certificate in Engineering Statement of Attainment towards MEM20413 Certificate II Engineering Pathway | | | 59732 | | MEM10119 1 x Core Unit + Electives to the value of 14 points = 16 points total | | 2020 | | | 2021 | | | | | |
| | UNIT CODE | UNIT TITLE | Points | MEM 10119 | MEM 20413 | Indicative Hours | Prerequisites | | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| INTRODUCTI ON PROJECT | MEM13015 | WORK SAFELY AND EFFECTIVELY IN MANUFACTURING | 2 | C | | 40 | NIL | | X | X | | | | | |
| | MEM13014A | APPLY PRINCIPLES OF OHS IN THE WORK ENVIRONMENT | NA | | C | 15 | NIL | | X | X | | | | | |
| | MEM16006 | ORGANISE AND COMMUNICATE INFORMATION | 2 | EA | | 15 | MEM13015 | | X | X | | | | | |
| | MEM11011 | UNDERTAKE MANUAL HANDLING | 2 | EA | | 5 | MEM13015, MEM16006 | | X | X | | | | | |
| ON THE TOOLS | MEM18001 | USE HAND TOOLS | 2 | EA | EA | 20 | MEM13015, MEM16006 MEM11011 | | | | X | | | | |
| | MEM18002 | USE POWER TOOLS/HAND HELD OPERATIONS | 2 | EA | EA | 20 | MEM13015, MEM16006 MEM11011 | | | | X | | | | |
| FABRICATION PROJECT | MEMPE006A | UNDERTAKE A BASIC ENGINEERING PROJECT | NA | | C | 30 | NIL | | | | | X | X | | |
| | MEMPE004A | USE FABRICATION EQUIPMENT | NA | | EA | 20 | NIL | | | | | X | X | | |
| | MEMPE002A | USE ELECTRIC WELDING MACHINES | NA | | EA | 20 | NIL | | | | | X | X | | |
| | MEM05004 | PERFORM ROUTINE OXY FUEL GAS WELDING | 2 | EA | | 20 | MEM13015, MEM16006 MEM11011 | | | | | X | X | | |
| MACHINING | MEM07032 | USE WORKSHOP MACHINES FOR BASIC OPERATIONS | 2 | EA | | 20 | MEM13015, MEM16006 MEM11011, MEM18001 | | | | | | X | | |
| | MEM12001 | USE COMPARISON AND BASIC MEASURING DEVICES | 2 | EA | | 10 | MEM13015, MEM16006 MEM11011 | | | | | | X | | |
| TRANSITION | MEMPE005A | DEVELOP A CAREER PLAN FOR THE ENGINEERING AND MANUFACTURING INDUSTRY | NA | | C | 5 | NIL | | | | | | | X | |

Modern History – Year 11 Course Structure

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsc/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 and Research Task | Historical Investigation and Oral Presentation Historical Investigation | Examination Nature of Modern History and Shaping of the Modern World | |
| Outcomes assessed | MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-7 | Outcomes assessed 11MH11-5, MH11-8, MH11-9 | Outcomes assessed MH11-3, MH11-4, MH11-6, MH11-7, MH11-9, MH11-10 | |
| 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% |

Music 1 – 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 | Performance and Viva Voce | Composition and Aural Analysis (Portfolio) | Viva Voce and Aural Skills | |
| Outcomes assessed | P1, P2, P3, P4, P5, P6, P7, P8, P9 | P2, P3, P4, P5, P6, P7, P8 | P2, P4, P5, P6, P7, P8 | |
| Components | | | | |
| Performance | 25% | | | 25% |
| Composition | | 25% | | 25% |
| Musicology | 5% | | 20% | 25% |
| Aural | | 5% | 20% | 25% |
| Total % | 30% | 30% | 40% | 100% |

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 |

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% |

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

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 AHCC20116 | | | NESA Number 26801 | Training Package Rules 5 mandatory units, 1 stream, 135HSC hours from stream | | | Preliminary Year Terms 2020 | | | | HSC Year Terms 2020 | |
|---|---|---------------------------------------|----------------------|---|--------------------|--------------------------|--------------------------------|---|---|---|------------------------|---|
| UNIT CODE | UNIT TITLE | Qualification status Core/elective | HSC unit status | Indicative hours | Prerequisite units | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| AHC CHM 201 | Apply chemicals under supervision | A | M | 20 | Nil | | | | | | | |
| AHC WHS 201 | Participate in WH&S processes | C | M | 15 | Nil | | | | | | | |
| AHC WRK 201 | Observe & report on weather | A | M | 15 | Nil | | | | | | | |
| AHC WRK 204 | Work effectively in the industry | C | M | 20 | Nil | | | | | | | |
| AHC WRK 209 | Participate in environmentally sustainable work practices | C | M | 20 | Nil | | | | | | | |
| AHC LSK 202 | Care for health and welfare of livestock | Strm | M | 20 | Nil | | | | | | | |
| AHC WRK 205 | Participate in workplace communications | A | E | 10 | Nil | | | | | | | |
| AHC LSK 205 | Handle livestock using basic techniques | A | E | 15 | Nil | | | | | | | |
| AHC LSK 210 | Muster & move livestock | A | E | 10 | Nil | | | | | | | |
| AHC LSK 204 | Carry out regular livestock observation | A | E | 10 | Nil | | | | | | | |
| AHCLSK209 | Monitor water supplies | A | E | 10 | NIL | | | | | | | |
| AHCLSK 316 | Prepare livestock for competition | A | E | 15 | NIL | | | | | | | |
| AHC LSK 211 | Provide Feed for Livestock | A | E | 10 | NIL | | | | | | | |
| AHCMOM 203 | Operate basic machinery & equipment | A | E | 15 | Nil | | | | | | | |
| AHCMOM 202 | Operate tractors | A | E | 20 | Nil | | | | | | | |
| AHC LSK 207 | Load and unload livestock | A | E | 10 | NIL | | | | | | | |
| AHC INF 202 | Install, maintain & repair farm fencing | A | E | 15 | Nil | | | | | | | |
| AHC PMG 201 | Treat weeds | A | E | 10 | Nil | | | | | | | |
| Elective Unit Hours 140 / | | | | | | Mandatory Unit hours 110 | | | | | | |
| | | | | | | Workplacement Hours - 70 | | | | | | |

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 | | | | |
| SIRXSLS002 | Follow point of sale procedures – <i>Sales & Security</i> | Imported E | M | 20 | Nil | | | | X | | | | |
| SIRXSLS001 | 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 | | | | | | | |
| SIRRLNV001 | 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 | | | | 200 | Elective Unit hours 45 | Work Placement (70 hours) | | | | | | | |

Society and Culture – Year 11 Course Structure

Syllabus: https://www.boardofstudies.nsw.edu.au/syllabus_hsc/society-culture.html

Year 11 Course Outcomes

A student:

- P1 describes the interaction between persons, societies, cultures and environments across time
- P2 identifies and describes relationships within and between social and cultural groups
- P3 describes cultural diversity and commonality within societies and cultures
- P4 explains continuity and change, and their implications for societies and cultures
- P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society
- P6 differentiates between, and applies, the methodologies of social and cultural research
- P7 applies appropriate language and concepts associated with society and culture
- P8 selects, organises and considers information and sources for usefulness, validity and bias
- P9 plans an investigation and analyses information from a variety of perspectives and sources
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- P11 works independently and in groups to achieve appropriate goals in set timelines

Society and Culture – Year 11 Course Structure

| Task number | Task1 | Task2 | Task3 | |
|--|------------------------------|-----------------------------------|-----------------------------|-------------|
| Nature of task | Research Task/Media Analysis | Research Project (including oral) | Examination | |
| Outcomes assessed | P1, P4, P6, P10, P11 | P3, P4, P7, P8, P9, P10, P11 | P1, P2, P3, P4, P5, P7, P10 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Application and evaluation of social and cultural research methods | 10 | 15 | 10 | 35 |
| Communication of information, ideas and issues in appropriate forms. | 5 | 15 | 5 | 25 |
| Total % | 25 | 40 | 35 | 100 |

Sport, Lifestyle and Recreation – Year 11 – 2020, Course Structure.

Syllabus: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhppe/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 | 2.1 explains the principles of skill development and training | 3.1 selects appropriate strategies and tactics for success in a range of movement contexts | 4.1 plans strategies to achieve performance goal | 5.1 accepts responsibility for personal and community health |
| 1.2 explains the relationship between physical activity, fitness and healthy lifestyle | 2.2 analyses the fitness requirements of specific activities | 3.2 designs programs that respond to performance needs | 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context | 5.2 willingly participates in regular physical activity |
| 1.3 demonstrates ways to enhance safety in physical activity | 2.3 selects and participates in physical activities that meet individual needs, interests and abilities | 3.3 measures and evaluates physical performance capacity | 4.3 makes strategic plans to overcome the barriers to personal and community health | 5.3 values the importance of an active lifestyle |
| 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia | 2.4 describes how societal influences impact on the nature of sport in Australia | 3.4 composes, performs and appraises movement | 4.4 demonstrates competence and confidence in movement contexts | 5.4 values the features of a quality performance |
| 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status | 2.5 describes the relationship between anatomy, physiology and performance | 3.5 analyses personal health practices | 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity | 5.5 strives to achieve quality in personal performance |
| 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 | | |

PDHPE – Assessment Program

| Task number | Task 1 | Task 2 | |
|-----------------------------|--|--|-------------|
| Nature of task | Aquatics Practical Component | Fitness Practical component Response to a stimulus | |
| Outcomes assessed | In class test Multi choice, Short and long response 1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5 | 1.2, 1.3, 2.2, 3.2, 3.3, 4.1 | |
| Components | | | Weighting % |
| Part A) Practical Component | 25% | 25% | 50 |
| Part B) Written response | 25% | 25% | 50 |

Studies in Catholic Thought – Year 11 Course Structure

Syllabus: <https://scsreonline.files.wordpress.com/2018/11/studies-in-catholic-thought-syllabus.pdf>

Year 11 Course Outcomes

A student:

| | |
|----------|--|
| SCT11.1 | Explains the place of Scripture and other relevant Church documents in the Catholic tradition |
| SCT11.2 | Describes the theology of the principal teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church |
| SCT11.3 | Describes the historical features and developments of the Catholic Church |
| SCT11.4 | Explores what is good, true and beautiful in the Catholic tradition |
| SCT11.5 | Proposes ways the Catholic Church guides believers in facing the challenges of society |
| SCT11.6 | Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic Theology |
| SCT11.7 | Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding |
| SCT11.8 | Identifies and describes the human expression of Catholic faith |
| SCT11.9 | Plans and conducts investigations into a range of religious issues and presents Catholic thinking using relevant evidence and sources |
| SCT11.10 | 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 | Examination | |
| 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 | 10% | | 30% | 40% |
| 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 | 10% | 10% | | 20% |
| Inquiry and research | 10% | 10% | | 20% |
| Communication of religious ideas and understanding 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 | Nature of Religion and Beliefs Source Analysis-Short Answer | Religious Tradition Study Research-Mult Modal | Religious Tradition Study Critical Response-Essay | |
| Outcomes assessed | P1, P2, P6, P8 | P3, 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% |



DIOCESE OF
LISMORE
CATHOLIC SCHOOLS OFFICE

Online Education Centre, Diocese of Lismore 2020 Preliminary Assessment Schedule Software Design & Development

| Board Suggested Requirements | | | | |
|---|--|--|--|--------|
| Approximate Task Date | Term 2, Week 5 | Term 3, Week 6 | Term 3, Week 10 | |
| | (Topic Test) | (Major Project) | (Examination Period) | |
| Content Area | Algorithm, Programming & Software development approaches | Developing software solutions | All modules | |
| Task Type | Theory Topic Test | Practical project | Examination | |
| Outcomes | P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P5.1, P5.2, P6.1, P6.2, P6.3 | P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.3 | P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.3 | |
| Assessment Components | Task 1 | Task 2 | Task 3 | Weight |
| Concepts and issues in the design and development of software | 15 | | 15 | 30 |
| Introduction to software development | 10 | 15 | 10 | 35 |
| Developing software solutions | | 10 | 5 | 15 |
| Projects | | 15 | 5 | 20 |
| Total Weighting | 25 | 40 | 35 | 100 |

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% |