



**LEETON HIGH SCHOOL  
ASSESSMENT POLICY AND PROCEDURES**

**YEAR 11  
2023**





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## Welcome to your senior studies

*“When we strive to become better than we are, everything around us becomes better too.” — Paulo Coelho*

This booklet will have some information about the Higher School Certificate (HSC), as Year 11 is the foundation for Year 12.

This is one of the most important documents for your HSC. It contains the following information:

- School and NSW Education Standards Authority (NESA) rules for your assessment
- Subject assessment schedules
- Requirements for University entrance

While reminders for tasks will be provided at least two weeks before the due date of an assessment task, this booklet is to be signed for and serves as official notification for your Preliminary assessment.

In order to succeed in your HSC studies, you must complete all work in Year 11, including classwork, homework, and assessments, to the best of your ability.

While teachers are responsible for informing students of the requirements for their course, students should become familiar with the NESA documents in relation to syllabuses for their courses (documents are available in the Library and on the NESA website, [www.nesa.nsw.edu.au](http://www.nesa.nsw.edu.au)).

Planning and organisation are important steps toward gaining a successful Preliminary and Higher School Certificate. Read this document carefully and ask for advice and assistance from your teachers, Year Adviser or Deputy Principal.

Attendance at school is key. The School’s Attendance Policy can be found on Page 10 of this booklet. Long term absences (ie those exceeding 5 days) could impact on satisfactory progression and should be discussed with the Principal.

## Meeting HSC eligibility requirements

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college
- complete [HSC: All My Own Work](#) (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting your HSC course (this does not apply to students taking the HSC in 2018 or 2019).

## Certain patterns of study and course requirements apply

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination.

There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about [eligibility, rules and prerequisites](#) on the NESA website.

## Types of HSC courses

**Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. View a list of all [Board Developed Courses broken down by subject](#).

**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Special education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

## What is the HSC All My Own Work program?

*HSC: All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

## Year 11 Assessment Policy and Procedures

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.


The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

Sample Preliminary RoSA Credential


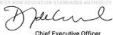
**HIGHER SCHOOL CERTIFICATE**  
Record of Achievement

 Education Standards Authority

This is to certify that  
Sample Student  
of  
Sample High School  
has met the requirements of the Higher School Certificate and has  
received the results shown below.

**STAGE 6 PRELIMINARY COURSES**

Year	Course	Result
<b>Board Developed Courses</b>		
2017	Business Studies (2 unit)	A
	Design and Technology (2 unit)	B
	English Advanced (2 unit)	C
	Mathematics (2 unit)	D
	Mathematics Extension (1 unit)	C
	Physics (2 unit)	C
	Studies of Religion (1 unit)	C
	Visual Arts (2 unit)	B

 Student Number:   
Issued by NESAC without alteration or erasure on 18 February 2019 at Sydney, NSW, Australia. Chief Executive Officer  
NSW Education Standards Authority



**More information on the RoSA can be found at**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>.

The Higher School Certificate will indicate a scaled examination mark and a moderated assessment mark for each Year 12 course of study. The assessment mark before moderation will be determined by your class teacher based on components prescribed by NESA.

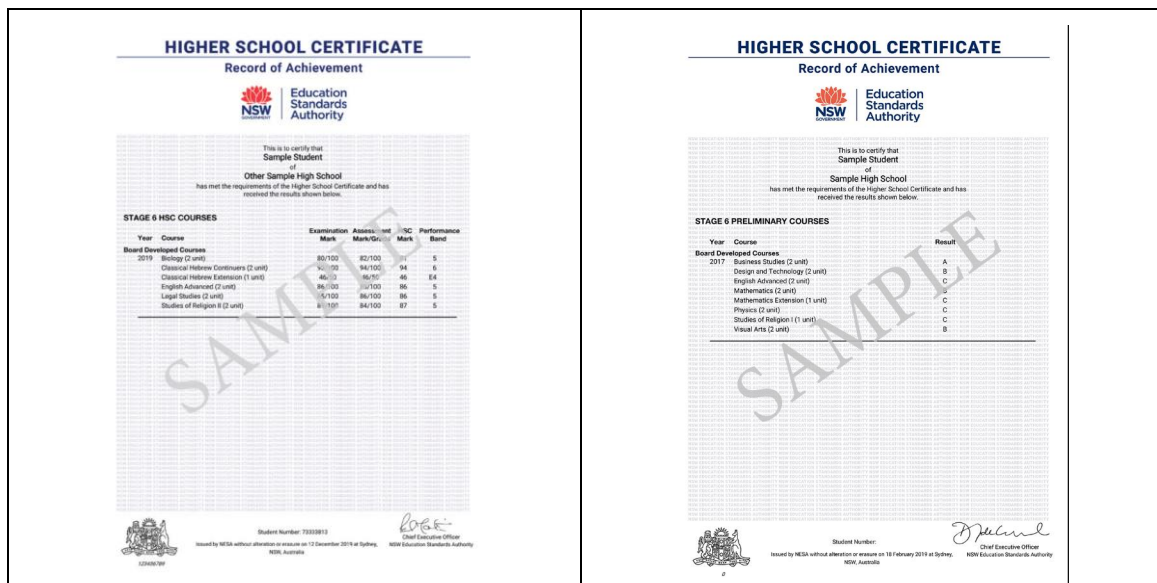
The inclusion of the assessment mark on the Higher School Certificate can be very much to your advantage, as it is not based on the mark obtained in a single test or task. The assessment allows your performance in a wide range of activities to be judged. Often these activities cannot be assessed by testing. Tasks will vary according to the subject but may include oral work, assignments, field work, practical work, and essays.

## The HSC Record of Achievement

This provides formal recognition of students' senior secondary school achievements.

- Moderated assessment mark (MA): This is the final assessment mark from school-based assessment task, after NESA has put it through a process of [moderation](#) to allow a fair comparison of marks in each course across different schools.
- Examination mark: The examination mark for each course shows the student's performance in NESA's HSC examination for that course.
- HSC mark: The HSC mark in courses with a compulsory external examination is a 50:50 combination of a student's external examination mark and their school-based assessment mark for the course. In courses with optional examinations, the HSC mark is drawn from the external examination only.
- Performance band: A student's HSC mark is reported against standards described in the performance bands. For each 2-unit course there are six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is Band 2 (50–60 marks). For 1-unit extension courses, four performance bands, E1–E4 are used to report student achievement.
- Year 11 (Stage 6 Preliminary) grades: Schools use the Common Grade Scale for Preliminary courses to award A–E grades for Year 11 courses (except Life Skills and Vocational Educational and Training (VET) courses).
- Year 10 (Stage 5) grades: Schools use the Common Grade Scale and course performance descriptors to award A–E grades for Year 10 courses, except for mathematics which is graded A10–E2 (Life Skills and Vocational Education and Training (VET) courses use a different structure).
- The HSC does not report a single, overall score.

## Sample Higher School Certificates:



## The Australian Tertiary Admission Rank (ATAR)

The ATAR is a rank, not a mark.

The ATAR is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (namely all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (such as a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

### How is the ATAR calculated?

Although eligibility for an ATAR requires completion of at least four subjects in your HSC year, the aggregate may be based on fewer subjects: for example, English Advanced, English Extension 1 and Extension 2, Mathematics Extension 1 and Extension 2, and one other 2-unit course. You must still satisfactorily complete at least four subjects to be eligible for an ATAR.

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than two units of Category B courses.

## NESA Course completion requirements

In accordance with the NESA Assessment Certification Examination (ACE), a student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board (NESA);
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

## Assessment and course requirements

Students are expected to undertake all assessment tasks and class activities to complete the course whether they are part of an assessment schedule or not. Students need to meet assessment requirements to be eligible to meet the minimum requirements for the course. Normal procedures for contacting parents will apply should a student fail to meet these requirements.

## Assessment and NESA requirements

Your moderated assessment mark carries equal weighting to the examination mark for all NESA Developed Courses in the Higher School Certificate. The assessment and exam marks are averaged, scaled, and the best ten units are used to determine the ATAR subject to the following restrictions:

- at least two units of English must be included
- at least three Board Developed courses of two units or greater must be included
- courses from at least four subjects must be included
- at most, two units of Category B courses may be included in the calculation of the ATAR

## School assessment

The Year 11 assessment period begins in Term 1 of Year 11 and continues until the last assessment task for Year 11 at the end of Term 3. HSC assessment begins in Term 4.

The assessment program for each course is determined by teachers at the School. This handbook includes the assessment schedules for all courses offered at LHS. The schedules show:

- The components and their weightings as specified in the NESA assessment requirements for the course
- An indication of when each assessment task will take place
- The nature of each assessment task (e.g., assignment, class essay, oral task, research project)
- The outcomes assessed in each task
- HSC Assessment will begin at the start of the HSC course, normally in Term 4 of Year 11.

## Notification of assessment tasks

Students are given prior notice of every assessment task. This handbook outlines your assessment tasks for the year, and serves as official notice. A minimum of two weeks' warning will be given prior to the due date of each assessment task. None the less, put the assessment dates for each of your subjects in your diary or use the Assessment Task Planner provided (Appendix V). There will be a moratorium of two weeks before your final Year 11 Examinations in Term 3. During this period, there will be no assessments tasks unless otherwise stated in this handbook.

There may be occasions when this assessment schedule is adjusted. This will be done by negotiation with the School Executive at least two weeks prior to the original set date. Students will receive written notification of changes. It is important to note that students will need to be aware of their schedules and the impact of any changes to them. Please note that a supervising teacher can withdraw an assessment task in special circumstances. This, of course, will require approval from the School Executive.

## Student responsibilities

- i. It is the responsibility of each student to know the assessment dates and to be in attendance.
- ii. Students returning to School after an absence must check with each of their subject teachers as to whether any additional information regarding assessment dates and tasks have been issued.
- iii. When the initial calendar is issued, any problems should be immediately notified in writing to the Head Teacher concerned.
- iv. When the precise details of the nature of the task are given, any concern related to these details must be brought to the attention of the Head Teacher.
- v. Any unexpected clashes that arise, e.g., due to an excursion or sporting fixture must be immediately communicated to the Head Teacher.
- vi. It is the responsibility of the student to be prompt and present for an assessment task, and to submit non-examination assessment tasks by the due date, according to instructions given about the method and timing of submission. Failure to do this may result in zero marks for that task.
- vii. In the case of illness, or any other reason for absence or non-submission of an assessment task, students must telephone the School on the due date of the assessment task, and submit a misadventure claim within 48 hours of the task. Penalty for failure to adhere to the above-mentioned procedures could result in the award of a zero mark for that task. The onus is on the student to contact the Head Teacher of the subject immediately on return to School.
- viii. Students should expect to sit/submit the task or a substitute task on the day of return to school.
- ix. All documentation used to support claims must be honestly obtained and used. Where there is no valid reason for non-completion of an assessment task, a zero mark will be recorded for that task. In the case of extension courses, students who fail to meet the assessment requirements for the common (2 unit) part of the course are not eligible to receive a result in the extension course.

If you have questions about any of your assessments, speak to your teachers. You can also find information about the [Rules and Procedures for the HSC on the NESA website](#).

## Assessment and course requirements

A student's work must be consistent and of as high a standard as possible throughout the entire Preliminary course in assessment and non-assessment tasks. Non-assessment tasks must be completed to meet course completion requirements as set out by the NESAs. Such tasks are also designed to prepare students for assessable tasks and examinations.

Where a student is in danger of not meeting the course requirements in one or more criteria, normal procedures for contacting parents will apply.

## Late submission of non-examination assessment tasks

If a student submits a non-examination assessment task late or fails to submit an assessment task without a legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued. (See student responsibilities).

## Examination tasks

If a student fails to sit for an examination without legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued. Students will not be permitted to leave during the examination. Failure to adhere to this rule will result in zero (0) marks being awarded. (See student responsibilities).

## Disruption

Any student found deliberately disrupting an assessment task or examination shall be warned once about the consequences of such behaviour. If this behaviour or similarly disruptive behaviour continues, the student shall be excluded from that task and be given a zero mark for that task. This will also result in receiving a N-Award Warning.

## Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own

- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially
- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Malpractice in school-based assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual, and disadvantaging other students. Malpractice may affect the order in which HSC students are ranked and distort the moderation process applied to internal assessment marks.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Schools are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

## Plagiarism

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own. Using another's work as your own is not only bad practice, but it also means that you have failed to complete the learning process. Intentional plagiarism is unethical and can have serious consequences, including receiving an n-award warning letter and a zero mark. Plagiarism includes, but is not limited to:

- Quoting word for word from another's work without clear acknowledgement
- Paraphrasing the work of others by altering a few words, changing their order or closely following their structure without acknowledgement
- Failing to acknowledge the sources you use to produce your work
- Inaccurate referencing/citation of another's work
- Unauthorised collaborating and colluding with other students
- Copying, buying, stealing or borrowing someone else's work in part or in whole
- Copying from the Internet, books, journals, and other types of printed and electronic media

- Submitting work that contains a large contribution from another person, such as, a parent, tutor or another student

Proven dishonesty in the completion of an assessment task will result in the award of a zero mark for that task. This would include such things as attempting to obtain unfair advantage in a test, submitting work which is not their own, plagiarism etc. All cases of academic dishonesty will be lodged with the NESAs.

As stated above, all students must complete a mandatory course 'HSC All My Own Work' prior to submitting their first task in Year 11. This course teaches students about plagiarism and referencing.

You can refresh your understanding at this link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>.

## Special allowances

On some occasions, you may have a legitimate reason to be absent for a task, or you may experience difficulty in submitting a task. You are advised to lodge an application for Illness/Misadventure or Extension depending on your circumstances. There is a proforma for application for extension/special consideration that will be available at the front office (see APPENDIX I and APPENDIX II). Acceptable cases for special consideration for assessment tasks are as follows:

- Medical reasons - Should you be sick and not attend on the day of an assessment task or not be able to submit it you must provide a Medical Certificate as evidence of your illness. Submit these documents to your teacher for consideration. It is also advisable to notify the school by phone of your absence for an assessment task or examination due to illness.
- Misadventure - Should an accident, or a mishap occur, students are to submit a written statement and provide supporting evidence such as a Statutory Declaration. The statement and Illness/Misadventure Form should be submitted to the Principal.
- School Excursions/Sports Trips/VET Work Placement - The school encourages participation in these activities. Students should prioritise school-based assessment over non-essential excursions. However, it is vital that activities do not overwhelm students when studying for the Higher School Certificate. As a result, the following rules apply:
  - Notify your teacher if you have a school endorsed activity that clashes with an assessment task as soon as you become aware of it, to make alternative arrangements where possible. It is not appropriate to miss an in-class task or examination without previously notifying your teacher.
  - On the day you return to school, you must be prepared to sit/submit your assessment task.
  - Assignment tasks must be submitted prior to or on the due date to the teacher.



## Review of assessment

A review of the mark awarded in a particular task may be requested within two school days of the return of the task. The teacher and, if necessary, Head Teacher will review the marking of the task and associated recording. See Appendix III.

## The N-Warning process

If a student fails to meet course completion requirements listed on page 9, they may be at risk of not successfully completing their course. If you are having difficulties completing assessment tasks on time, discuss this with your teacher. You may also speak with the head teacher of the subject, or seek support from other staff members such as the School Counsellor, the Student Support Officer, a Student Learning Support Officer, your Year Adviser, the Head Teacher Welfare, the Head Teacher Teaching & Learning and/or members of the Senior School Executive. Students should also use their time in iStudy wisely to ensure tasks are completed, on time, and to a standard befitting ability.

A student who is N-Awarded for assessment tasks weighting 50% or more may be given an N-Determination. If this occurs, the student would be ineligible to receive the HSC credential.

An N-Award Warning letter will be issued for a range of reasons, including:

- Missing an assessment task, or failure to submit an assessment task as indicated on the assessment notification. Please note that failure of technology is not deemed a reasonable excuse for non-submission of a task.
- Making a non-serious attempt to complete a task
- Engaging in malpractice or failing to demonstrate sustained effort to complete coursework
- Significant absence which could show unsatisfactory completion of a course as required by NESA. (See page 9).

In the case of genuine illness or misadventure causing you to be absent from, or unable to submit a task, the same or a substitute task may be arranged. If this is not possible, the Principal may approve an estimate based on performance in previous assessment tasks or appropriate evidence. The student is required to apply for assessment task consideration – illness/misadventure (Appendix I) and a Medical Certificate or a Statutory Declaration is required as evidence of the student's inability to complete the assessment task. This documentation should be brought to the School Office to be delivered to the Head Teacher of that subject.

A non-serious attempt in an examination or assessment task includes:

- completing only the multiple-choice section of an examination,
- making minimal effort to complete an in-class or take-home assessment task,

- using inappropriate language (such as, obscene language, derogatory remarks, obscene diagrams etc.) or purposefully writing irrelevant information,
- re-writing questions rather than responding to them,

The Head Teacher, in consultation with the teacher/s involved, shall determine whether the attempt is non-serious. If the Head Teacher agrees that the attempt is non-serious, an N-Award Warning will be given, and the student will receive a mark of zero for the task.

#### First warning

The student warning will be conducted as follows:

- A first N-Award Warning Letter will be sent home. In this letter, the opportunity to fulfil the requirements of the tasks or missed work will be given.
- The student may be interviewed by the Class Teacher or Head Teacher. In this interview the student will be informed of the need to fulfil his/her responsibilities as a senior student.
- The N-Award Warning provides a minimum of two weeks for the student to submit/sit the missed task. If the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of appropriate standard then the N-Award will be cleared; however, the student will receive a zero mark, as a result of not sitting/submitting the task by the original due date.

#### Second warning

- If the task is not completed by the date stated, second N-Award Warning Letter will be sent home. In this letter the opportunity to fulfil the requirements of the tasks or work missing will be given again.
- An interview with parents may be sought to additionally support students at risk of not satisfactorily completing a course as per school and NESAs requirements.
- If the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of appropriate standard then the N-Award will be cleared, however, as a result of not sitting/submitting the task by the original due date, the student will receive a zero mark.

If a student does not redeem two or more N-Award warnings for a subject, he/she can receive an N-Determination, as they have not met NESAs requirements. This may preclude the student from obtaining the HSC.

## Senior Review Panel

Students who appear to be in danger of not meeting course requirements, through lack of application and/or attendance, will be referred to the Senior Review Panel. This panel consists of the Year Adviser, Deputy Principal and Head Teacher – Teaching & Learning. The role of the panel is to provide guidance and support, with the aim to help students better their learning outcomes.

## Attendance Policy

The NSW Department of Education's attendance policy states:

*"All students who are enrolled at school, regardless of their age, are expected to attend that school. Regular attendance at school is essential to assist students to maximise their potential."*

Under legislation in NSW, students are required to remain at school until they turn 17.

Until the age of 17 students must be:

- in school or
- in approved education or training or
- in full time paid employment.

School attendance is monitored. When a student is identified as causing concern in this area a letter will be sent to students and parents/caregivers advising of failure to meet attendance requirements and the consequence of not doing so.

Enrolled students 17 years and over are required to attend school regularly to meet Higher School Certificate course requirements.

Where a student's poor attendance has become chronic and the student is failing to meet course outcomes and/or NESA requirements, the Principal may expel that student from the school. Procedures to be followed are detailed in the Department of Education policy "Procedures for the Suspension and Expulsion of School Students" (p16, Section 8.4) which can be viewed via the following link:

[https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)

A copy of this policy is available from the school on request.

Leave may be granted to cover periods of absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards the course outcomes will not be unduly affected.

If it appears that a student is at risk of receiving an "N" determination due to lack of attendance and/or application the Principal or nominee will:

- advise the student in time for the problem to be corrected. If the student has been classified as an 'independent student' this advice will be in writing.

- advise the parent or guardian in writing if the student is less than 18 years of age and is not an 'independent student'.
- request from the parent/guardian/student a written acknowledgment of the warning.
- develop a program of improvement in conjunction with the student.
- retain copies of relevant documentation.

The school is responsible for confirming that attendance requirements have been met for Commonwealth funded schemes, such as Ab Study and Youth Allowance. If a student is absent from school for unapproved reasons for more than 5 days in a term this may affect their allowance.

## Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESAs Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure

## Assessment Schedules

Assessment Schedules begin on the next page.

# Agriculture

## Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Agriculture in Australia	Animal Production	Examination	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9/10	
	Outcomes: P1.1, P1.2, P2.1, P2.3, P3.1, P5.1	Outcomes: P2.1, P3.1, P5.1	Outcomes: P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge, understanding and skills required to manage agricultural production systems	15	10	15	<b>40</b>
Skills in effective research, experimentation and communication	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus 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

# Biology

## Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Practical Skills Task	Depth Study Task	Examination	
	Term 1 Week 8	Term 2 Monday Week 10	Term 3 Week 9/10	
	Outcomes: BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	Outcomes: BIO11-1, BIO11-3, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	Outcomes: All outcomes may be assessed	
Skills in working scientifically	25	25	10	60
Knowledge and understanding of course content	10	10	20	40
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 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

## Business Studies

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Case Study	Research Task	Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10	
	Outcomes: P1, P2, P6, P7, P8	Outcomes: P2, P3, P4, P5, P8, P9	Outcomes: P1, P2, P3, P4, P5, P6, P8, P9, P10	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus based skills	5	5	10	<b>20</b>
Inquiry and research	10	10	0	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### Syllabus 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



**Chemistry**  
Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Modelling Task Module 1	Depth Study Module 2 & 3	Yearly Examination All Modules	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9/10	
	Outcomes: CH11-2, CH11-4, CH11-7, CH11-8	Outcomes: CH11-1, CH11-2, CH11-3, CH11-5, CH11-6, CH11-7, CH11-10	Outcomes: All outcomes may be assessed	
Skills in working scientifically	20	25	15	<b>60</b>
Knowledge and understanding	10	15	15	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

Syllabus Outcomes

Students:

CH11-1 develops and evaluates questions and hypotheses for scientific investigation

CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5 analyses and evaluates primary and secondary data and information

CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7 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

## Design and Technology

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Designer Case Study	Preliminary Project	Yearly Examination	
	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9-10	
	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Knowledge and Understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

#### Syllabus outcomes

A student:

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

# Drama

## Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Monologue and Group Improvisation	Elements of Production (individual project)	Theatrical Traditions and Performance Styles (Group performance and essay)	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10	
	Outcomes: P1.1, P1.2, P1.3, P1.5 P1.6, P1.7, P1.8, P2.1 P2.3, P2.4, P2.5, P2.6	Outcomes: P1.1, P1.2, P1.3, P1.4 P1.5, P1.6, P1.8, P2.1 P2.2, P2.4, P2.5, P2.6 P3.2, P3.3	Outcomes: P1.2, P1.3, P1.4, P1.5 P1.6, P2.1, P2.3, P2.4 P2.5, P2.6, P3.1, P3.2 P3.3, P3.4	
Making	20	20	0	40
Performing	20	0	10	30
Critically Studying	0	10	20	30
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

#### **Making**

- P1.1 develops 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 demonstrates directorial and acting skills to communicate meaning through dramatic Action

#### **Performing**

- P2.1 understands the dynamics of the 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

#### **Critically Studying**

- 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

## English Advanced

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative composition and reflection	Multimodal	Examination	
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9/10	
	Outcomes: EA11.1, EA11.5, EA11.9	Outcomes: EA11.1, EA11.2, EA11.3, EA11.5, EA11.7, EA11.9	Outcomes: EA11.1, EA11.3, EA11.5, EA11.6, EA11.8	
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

#### Syllabus 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

## English Extension

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Creative Composition	Multimodal	Examination	
	Term 1 Week 10	Term 3 Week 1	Term 3 Week 9/10	
	Outcomes: EE11-1, EE11-2, EE11-3	Outcomes: EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	Outcomes: EE11-1, EE11-2, EE11-3, EE11-5	
Knowledge and understanding of texts and why they are valued	15	15	20	<b>50</b>
Skills in complex analysis composition and investigation	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### Syllabus outcomes

A student:

- EE11-1** demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2** analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3** thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4** develops skills in research methodology to undertake effective independent investigation
- EE11-5** articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6** reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

## English Standard

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Creative Composition	Multimodal Presentation	Examination	
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9/10	
	Outcomes: EN11-1, EN11-3, EN11-4, EN11-5	Outcomes: EN11-2, EN11-5, EN11-9	Outcomes: EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

#### Syllabus outcomes

A student:

- N11-1** 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

## English Studies

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Multimodal	Research Task	Collection of Classwork	
	Term 1 Week 7	Term 2 Week 9	Term 3 Week 5	
	Outcomes: ES11-1, ES11-6, ES11-7, ES11-9	Outcomes: ES11-2, ES11-3, ES11-5, ES11-8	Outcomes: ES11-2, ES11-4, ES11-7, ES11-10	
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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### Syllabus 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, media, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

# Food Technology

## Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Nutrition Report and practical	Food Quality research task and practical	Yearly Examination	
	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9/10	
	Outcomes: P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1	Outcomes: P2.2, P3.1, P3.2, P4.1, P4.4	Outcomes: P1.1, P1.2, P2.1, P2.2, P3.1	
Knowledge and understanding of course content	20	0	20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	20	0	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	10	20	0	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

### Syllabus outcomes

#### A student:

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 generates ideas and develops solutions to a range of food situations



# Hospitality

## Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 (yr11) and Term 4 (Yr 12)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Weeks 4&5

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X X		X X	Y -
Cluster 2 – Safe and hygienic food preparation	SITXFSA001 SITHCCC001 SITXFSA002	Part A Use hygienic practices for food safety Part B Use food preparation equipment Participate in safe food handling practices	X X X	X X		X X X	Y - -
Cluster 3 – Café Skills	SITHFAB005 SITHFAB004	Part A Prepare and serve espresso coffee Part B Prepare and serve non-alcoholic beverages	X X	X X	X X	X X	Y Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	X X	X X		X X	Y -
Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	X X	X X		X X	Y -
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

\*\*Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details. You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

# Industrial Technology Metals and Engineering

## Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Industry Case Study	Preliminary Projects and Folio	Examination	
	Term 1 Week 10	Term 3 Week 5	Term 3 Weeks 9/10	
	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

#### A student:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production & manufacturing techniques, including new & developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies & explains the properties & characteristics of materials/components through production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new & emerging technologies of one related industry on society & the environment

## Investigating Science

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Practical Skills Task	Depth Study	Examination	
	Term 1 Week 9	Term 3 Week 1	Term 3 Week 9/10	
	Outcomes: INS11-2, INS11-3, INS11-4, INS11-5, INS11-8	Outcomes: INS11-1, INS11-2, INS11-6, INS11-7, INS11-10	Outcomes: All outcomes may be assessed	
Skills in working scientifically	25	25	10	<b>60</b>
Knowledge and understanding of course content	5	10	25	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

#### Syllabus outcomes

A student:

- INS11-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11-5 analyses and evaluates primary and secondary data and information
- INS11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9 examines the use of inferences and generalisations in scientific investigations
- INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11 describes and assesses how scientific explanations, laws and theories have developed

## Legal Studies

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task	Essay	Examination	
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9/10	
	Outcomes: P1, P2, P3, P4, P6, P9	Outcomes: P1, P4, P5, P7, P8, P9, P10	Outcomes: P1, P2, P3, P4, P5, P6, P7, P9, P10	
Knowledge and understanding of course content	10	5	25	<b>40</b>
Analysis and evaluation	5	5	10	<b>20</b>
Inquiry and research	10	10	0	<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### Syllabus 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

## Mathematics Advanced

Year 11 Course 2022

Components	Task 1	Task 2	Task 3	Weighting %
	Take home task and/or In-class Test Working with functions	Investigation Assignment Trigonometry	Examination	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9/10	
	Outcomes: MA11-1, MA11-2, MA11-8, MA11-9	Outcomes: MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus 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 Extension

Year 11 Course 2022

Components	Task 1	Task 2	Task 3	Weighting %
	Investigation Assignment Further work with functions	In-class Topic Test Trigonometry	Examination	
	Term 2 Week 1	Term 3 Week 1	Term 3 Week 9/10	
	Outcomes: ME11-1, ME11-2, ME11-6, ME11-7	Outcomes: ME11-1, ME11-3, ME11-6, ME11-7	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Syllabus 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 Standard

## Year 11 Course 2022

Components	Task 1	Task 2	Task 3	Weighting %
	Assignment/In-Class Test Practicalities of measurement, perimeter, area and volume	Financial Mathematics Investigation	Examination	
	Term 1 Week 10	Term 3 Week 2	Term 3 Week 9/10	
	Outcomes: MS11-3, MS11-4, MS11-9, MS11-10	Outcomes: MS11-5, MS11-6, MS11-9, MS11-10	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus 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 and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

## Modern History

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Source Analysis	Historical Investigation	Examination	
	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9/10	
	Outcomes: MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-10	Outcomes: MH11-2, MH11-3, MH11-6, MH11-8, MH11-9, MH11-10	Outcomes: MH11-1, MH11-2, MH11-3, MH11-5, MH11-9	
Knowledge and understanding of course content	10	5	25	<b>40</b>
Historical skills in the evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research	10	10	0	<b>20</b>
Communication of historical understanding in appropriate forms	0	10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### Syllabus 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



# Music 1

## Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Solo Performance Aural Analysis	Film Composition Film Music Analysis and Outline	Solo Performance Film Music Viva Aural Skills Exam	
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9/10	
	Outcomes: P1, P2, P4, P5, P7, P9, (P10, P11)	Outcomes: P2, P3, P4, P5, P6, P8, (P10, P11)	Outcomes: P1, P4, P5, P6, P7, P9, (P10, P11)	
Core Performance	15	0	10	25
Core Composition	0	25	0	25
Core Musicology	0	10	15	25
Core Aural	10	0	15	25
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

A student:

P1 performs music that is characteristic of topics studied

P2 observes, reads, interprets and discusses simple musical scores characteristic of the topics studied

P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 comments on and constructively discusses performances and compositions

P6 observes and discusses concepts of music in works representative of the topics studied

P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 identifies, recognises, experiments with, and discusses the use of technology in music

P9 performs as a means of self-expression and communication

P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11 demonstrates a willingness to accept and use constructive criticism

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

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Core 2 Body in Motion Video Analysis	Core 1 Better Health for Individuals Case Study	Examination	
	Term 1 Week 9	Term 3 Week 6	Term 3 Week 9/10	
	Outcomes: P7, P9, P16, P17	Outcomes: P2, P3, P4, P15	Outcomes: All outcomes may be assessed	
Knowledge and understanding of course content	15	15	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

#### Syllabus outcomes

##### A student:

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

## Sport, Lifestyle & Recreation (SLR)

Year 11 Course 2023

Component	Task 1	Task 2	Task 3	Weighting %
	Healthy Lifestyle Media Presentation (Theory)	First Aid Practical Application (Practical)	Outdoor Recreation Field Research and Analysis	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	
	Outcomes 1.5, 3.5, 4.3	Outcomes 1.3, 2.5, 3.6, 4.2, 4.4, 4.5	Outcomes 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	
Knowledge and Understanding	15	15	20	<b>50</b>
Skills	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Outcomes:

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

## Visual Arts

### Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Exploring Representation	Investigating Contemporary Artmaking Practice	Developing Practice and Submitted Art Work	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
	Outcomes: P1, P2, P4, P5, P6	Outcomes: P1, P3, P4, P5, P7, P9, P10	Outcomes: P1, P2, P3, P4, P5, P6, P7, P8	
Artmaking	20	10	20	50
Critical and Historical Study	-	30	20	50
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

#### Syllabus 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

## Work Studies

Year 11 Course 2023

Components	Task 1	Task 2	Task 3	Weighting %
	Research and Media presentation My Working Life	Research Task In the Workplace	Case Study Workplace Communication	
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	
	Outcomes: 2, 4, 5	Outcomes: 1, 2, 3, 4, 5, 6, 8	Outcomes: 1, 2, 5, 6, 7, 8, 9	
Knowledge and understanding of course content	10	10	10	30
Skills	30	20	20	70
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

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

# Appendix I: Application for Assessment Task Consideration— Illness/Misadventure

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No:</b>		<b>Due Date:</b>		<b>Task Weighting:</b>	
Task Description					

Reason for absence: (Attach evidence such as a medical certificate)

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In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation of Teacher/Head Teacher

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Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Adviser Signature		Date	

## Appendix II: Application for Assessment Task Consideration— Extension

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No:</b>		<b>Due Date:</b>		<b>Task Weighting:</b>	
Task Description					

I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached Evidence where possible).

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In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation of Teacher/Head Teacher

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Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Adviser Signature		Date	

# Appendix III: Application for Assessment Task Consideration— Appeal of the Assessment Procedure

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No:</b>		<b>Due Date:</b>		<b>Task Weighting:</b>	
<b>Task Description</b>					

**Details of appeal**

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In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Recommendation of Teacher/Head Teacher**

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<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	



## Appendix IV: Year 11 Assessment Task Planner

<b>Week</b>	<b>Term 1</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	<b>Task 1: English Studies, Food Technology, Music 1</b>
<b>8</b>	<b>Task 1: Agriculture, Biology, Design and Technology, Mathematics Advanced, Modern History, SLR,</b>
<b>9</b>	<b>Task 1: English Advanced, Chemistry, Drama, English Standard, Legal Studies, PDHPE</b>
<b>10</b>	<b>Task 1: Business Studies, English Extension, Visual Arts</b>
<b>11</b>	

<b>Week</b>	<b>Term 2</b>
<b>1</b>	<b>Task 1: Mathematics Extension</b>
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	<b>Task 1: Agriculture Task 2: English</b>
<b>6</b>	<b>Task 2: Agriculture, Chemistry,</b>
<b>7</b>	<b>Task 2: Food Technology, Mathematics Advanced</b>
<b>8</b>	<b>Task 2: Music 1, SLR Task 3: Agriculture (Ongoing Term 2 Week 8 – Term 4 Week 3)</b>
<b>9</b>	<b>Task 2: Business Studies, Drama, English Studies, Investigating Science, Modern History, Visual Arts</b>
<b>10</b>	<b>Task 2: Biology, Design and Technology, English Advanced, English Standard, Industrial Technology Metals and Engineering, Legal Studies</b>

<b>Week</b>	<b>Term 3</b>
<b>1</b>	<b>Task 2: English Extension, Investigating Science, Mathematics Extension</b>
<b>2</b>	
<b>3</b>	<b>Task 3: Agriculture (Ongoing Term 2 Week 8 – Term 4 Week 3)</b>
<b>4</b>	
<b>5</b>	<b>Task 3: English Studies, Industrial Technology Metals and Engineering</b>
<b>6</b>	<b>Task 2: PDHPE</b>
<b>7</b>	<b>Assessment Moratorium Period</b>
<b>8</b>	
<b>9</b>	<b>Task 3: Agriculture, Biology, Business Studies, Chemistry, Design and</b>
<b>10</b>	<b>Technology, Drama, English Advanced, English Extension, English Standard, Food Technology, Industrial Technology Metals and Engineering Investigating Science, Legal Studies, Mathematics Advanced, Mathematics Extension, Mathematics Standard, Modern History, Music 1, PDHPE</b>



Appendix V: Year 11 Assessment Task Blank Planner

<b>Week</b>	<b>Term 1</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	

<b>Week</b>	<b>Term 2</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

<b>Week</b>	<b>Term 3</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	<b>Assessment Moratorium Period</b>
<b>8</b>	
<b>9</b>	
<b>10</b>	

