

**ASSESSMENT BOOKLET**  
**YEAR 11**



**COLYTON HIGH SCHOOL**

**2023**

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# Senior Assessment Policy

## NSW Education Standards Authority Requirements

In order to qualify for the Higher School Certificate, the Principal must certify to NESA that you have satisfactorily completed a pattern of courses which meets NESA's requirements.

### Pattern of Study

To be eligible for the award of the HSC a student must have satisfied the requirements in at least twelve

Preliminary level units, and at least ten HSC level units, with the additional requirements that:

- at least two units must be English units;
- at least six units must be Board-developed courses;
- at least three courses are of two unit or greater value;
- at most 7 units of Science can count towards the HSC;
- at least four subjects (including English) have been completed.

Further restrictions may apply in certain subject areas.

### Satisfactory Course Completion

To complete a course satisfactorily you must fulfil all requirements of the syllabus, e.g. assignments, practical work and participation in class. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for that course (i.e. 51% or more).

You will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that you have:

- a) followed the course developed or endorsed by NESA; and
- b) applied yourself 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.

If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for that course. You have the right to appeal to the school and then to NESA against the Principal's determination. The Principal will advise you of this right and explain the appeal process.

Where it is determined that you have not satisfactorily completed a course, you will receive no results from NESA in that course. Until you receive results in twelve Year 11 units and 10 HSC units, you will not be eligible for the award of a Higher School Certificate. Where a student has not been enrolled at Colyton High School for 4 terms, the Principal will determine whether the student has made sufficient progress towards achieving the outcomes of the course and completing course requirements, including assessment.

# School Assessment Procedures

## Rights and Responsibilities

The school has the responsibility for providing:

- Guidelines for assessment in each course.
- An assessment schedule and course requirements for each course.
- At least two weeks written notification that an assessment task will take place or be due on a particular date. Where appropriate this will include details of the specific nature of the task e.g. an essay question for a hand-in task.
- At least two weeks notice of a change to a previously notified assessment task.
- Prompt feedback on each assessment task. If students have concerns about a mark or rank on a particular task, they should speak to their teacher as soon as possible after the issue of results.
- Advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination.
- Advice on the procedures and consequences which flow from failure to maintain satisfactory progress in coursework or assessment.

As a student, you are responsible for:

- Meeting all course requirements.
- Applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course.
- Making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you will receive an N-Determination for that course.
- Your personal honesty - work submitted must be your own work and sources consulted or quoted must be acknowledged. You must also have completed the online HSC All My Own Work.
- Submitting all tasks on or before the due date.
- In the case of VET students and practical subjects, ensure you are properly equipped and dressed and complete the Mandatory Work Placement.

Failure to complete all course and assessment requirements could result in an N-determination in that course and possibly, the failure to receive the HSC in that course.

## Submitted Assessment Task

There are many types of assessment tasks. Some tasks will be completed in class; others will need to be completed during study periods and at home, while other tasks will need to be completed both in class and at home, or be an examination.

You cannot take time off any class to complete an assessment task.

- On the due date, tasks must be submitted as per submission instructions.
- Students who do not submit their own work can expect to receive zero marks for the task. The task will be recorded as a non-attempt and an N-Determination warning letter will be issued.
- Assessment tasks must be submitted in the format specified on the assessment notification and/or approved by the course teacher. Digital submissions must be able to be viewed by teachers for marking on a standard DoE device.

## Absence from or Non-Completion of Assessment Tasks

- d) If the student is on work placement, other VET requirements or representing the school at an approved function, the task must be submitted on the first day of expected return. Students should give the class teachers prior notice of this absence.
- e) Other leave is applied for prior to the assessment due date through written application on an exemption form. Leave cannot be taken without the approval of the Principal. An extended period of leave may prevent the student from meeting NESAs course requirements and this may result in the student having to repeat the year.
- f) The absence was genuinely unforeseeable (e.g. illness) and immediate contact is made by the parent on the day of the task, confirmed subsequently in writing, between parent and the teacher or Deputy Principal. A doctor's certificate must be supplied to the Deputy Principal immediately on return to school as part of a Misadventure Appeal. If required, an alternative task can be set that will not be the subject of appeal on the grounds of fairness by other students.

### Note:

- i. Students who are continually absent on the days of scheduled assessment tasks may fail to meet NESAs requirements for the completion of tasks.
- ii. An assessment task mark of zero will be recorded following verbal contact from parents for formal examinations if documentation (see point 3(c) above) is not provided to the teacher and Deputy Principal immediately on return to school.

In the case of approved absence, the school will expect the student to sit for the task or an equivalent prior to or on the day of return. If the absence is a prolonged one, students may receive an estimate that will be determined at the end of the assessment process and following receipt of a doctor's certificate as part of a misadventure appeal.

Failure to complete any assessment task will automatically result in the task being recorded as a non-attempt and an N-Determination warning letter will be issued.

## **Serious Attempts**

Students will be considered as having made a serious attempt at a task if there is evidence that the student has made reasonable efforts (includes making serious attempt of all sections of the Assessment and/or Examination) and/or has tried to use the available resources to complete the requirements of the task. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.

## **Illness / Misadventure Appeals**

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. Students who believe that special circumstances adversely affected their performance may submit an Illness / Misadventure Appeal Form (These forms are available from the Deputy Principals).

It is the student's responsibility to:

- submit the misadventure form to your relevant DP or the school office immediately upon return to school; and
- provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the 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 at the time in question. Certificates obtained after the event will not be accepted.

If you are absent due to illness or misadventure on the day a task is due to be handed in, you should immediately contact your teacher and make all reasonable efforts to have the work delivered as negotiated by your teacher.

If your appeal is upheld, you will receive either the mark you actually gained on the task or a predicted mark, whichever is the higher. Since students frequently perform better in stressful circumstances than they expect, it is important to complete the task if possible rather than rely on predictions or estimations.

## Malpractice in Examinations and Assessment Tasks

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned).

- Cheating in any task will result in an award of zero marks. Parents will be notified.
- Plagiarism is a serious offence. Students who submit the work of others without recognition may be given a mark of zero. The term "work of others" applies to all forms of information sources, whether it is copied, for example, from another student, a textbook, or from the internet.

Plagiarism is the use of somebody else's ideas or words as if they are your own. Any of the following, without fully acknowledging the original source, counts as plagiarism or academic dishonesty:

- Direct duplication in any assessment task or assignment, by using another's work or allowing it to be copied, whether from a book, article, website, another student's assignment or any other work.
- Paraphrasing of another's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained.
- Piecing together sections of the work of others as if it was all your own original work.
- Handing in your own work to a teacher which you have already handed in for assessment purposes in another subject.
- Producing assignments with the help of other people (e.g. another student or a tutor when independent work is required.)

In extended response answers and assignments it is appropriate to reference or footnote the following:

- The source of all quotations, statistics, etc.
- All material put in your own words or summarised from other sources such as books, articles and websites.
- Factual information not commonly known and accepted in the subject you are studying.
- A line of thinking borrowed from someone else.
- Tables, diagrams, maps and illustrations that are taken from other sources

If you are unsure of how to correctly reference or footnote an extended response or assignment in a given subject, you should consult your teacher before the assessment task is due. The school reserves the right for all assessment tasks submitted by students to be subject to tests for plagiarism.



Where a teacher suspects a student of plagiarism or other academic dishonesty, the following procedures will apply:

- a) The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
- b) The Head Teacher and the teacher together will, if necessary, further interview the student in order to establish the student's response to the alleged plagiarism.
- c) Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal.

Should a case of plagiarism or other academic dishonesty be established, the class teacher on advice given from the Deputy Principal, may do one or more of the following:

- i. require the student to undertake additional assessment in that subject.
- ii. return a mark of zero for the assessment.
- iii. record the task as a non-attempt.
- iv. issue an N-Determination warning letter.
- v. Register the plagiarism with NESAs Online.

Examinations will be conducted as far as possible in accordance with NESAs procedures for the particular subject. These procedures cover such things as materials and equipment that may be taken into and used during examination.

In particular, it is an offence to take into or out of the examination room any material, including paper, blank or otherwise, that is not specifically authorised.

## **Timing of HSC Assessment**

HSC Assessment may commence at the start of Week 4 Term 4, although coursework requirements must be met from the start of Term 4. Every effort will be made to minimise the coincidence of assessment tasks across subjects, however some may be inevitable and students should allow for this in their planning and management.

No class-based assessment tasks will be held in the week before major examinations.

## **Appealing Marks**

Any complaint relating to the marking of a task can only be considered at the time the task result is given back. The process to follow is:

- discuss first with teacher - request a review of the mark;
- if not satisfied, see Head Teacher;
- if still not satisfied, see Deputy Principal of your year group;
- if still not satisfied, see Principal.

## **N – Determination**

An N-Determination is a decision by the Principal that you have not met the requirements of a particular course and do not merit accreditation of the subject in your HSC results. If you receive an N-Determination in an HSC Course and this course is part of your required pattern of study, you may have your HSC withheld until you satisfy requirements. If you are at risk of not meeting course requirements, teachers must send you written notification. This will explain the nature of the problem and the consequences of an N-Determination.

If at any time it appears that a student is at risk of receiving an 'N' (Non-completion of course requirements) Determination in any course, the principal must:

- a) advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' Determination;
- b) advise the parent or guardian in writing (if the student is under the age of 18);
- c) request from the student/parent/guardian a written acknowledgement of the warning;
- d) issue at least one follow-up warning letter if the first letter is not effective; and
- e) retain copies of all relevant documents.

It is strongly recommended that written warnings are issued as soon as possible and regularly where required.

## **N – Determination Warnings**

The school is required to warn students in sufficient time to allow them to correct the problem which has placed them at risk. In general, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The warnings should not be a surprise to students since they will usually follow from in-class indications by the teacher that the student is at risk of failing to meet course requirements.

- If a student is at risk of not meeting course requirements, the teacher will send an N-Determination Warning letter.
- This letter will explain the nature of the problem, the consequences of an N-Determination and a re-scheduled date for the submission of the work that is incomplete or not attempted.
- The task must be completed and submitted by the re-scheduled date.
- Should the student not submit the task by the re-scheduled date, a second N-Determination Warning letter will be sent.
- Failure to complete and submit tasks after the second warning can result in the student not satisfying course requirements and having to repeat the course, if available, in the following year. If the course is not available then the student will need to accumulate their HSC over a period not exceeding 5 years from the commencement date.

# School Examination rules

## Work placement

The courses in the Vocational Education and Training (VET) Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours are required in the workplace to enable students to progress towards the achievement of industry competencies and to practice skills acquired in the classroom or workshop. If you fail to undertake any mandatory work placement component of a VET course, it may be determined that you have not made a genuine attempt to complete course requirements.

## Special examination provisions for students with special needs

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. Special examination provisions may be approved if you have an approved special need that would, in a normal examination situation, prevent you from:

- reading the examination questions and/or
- communicating responses, in the standard amount of time

Students may be eligible for adjusted exam conditions or modified equipment e.g. extra time, separate space, modified seating or desk, computer.

Additionally, emergency provisions can be arranged if you have an accident / illness or misadventure just before the examination. You should immediately notify your Deputy Principal or Head Teacher Learning Support, in such a case.

Special examination provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination
- for lack of familiarity with the English language.

Certain special examination provisions may not be available for oral/speaking examinations, performances and projects.

Generally the school will provide conditions close to those that NESAs would approve for external exams such as the HSC.

Please discuss your special needs with the Deputy Principal or Head Teacher Learning Support as early as possible to allow for time to discuss your request and follow an approval process, which will allow sufficient time for the school to implement plans for successful applicants.

## Examination attendance rules

If illness or misadventure occurs before the examination and you are still able to attend, notify the Deputy Principal before entering the examination. If a problem occurs during an examination, you should notify the Presiding Officer at once.

You must notify the Deputy Principal at every examination session in which you consider your performances may have been affected by illness or misadventure.

If you are absent from an examination and lodge an illness/misadventure appeal that is declined by the school, you will not receive an examination result in that course. This could mean that you may receive an N-Award Warning Letter for this course

## Equipment for the examinations

The examination timetable contains a list of:

- a) equipment that you are expected to provide,
- b) optional items that you may bring if you wish.

It is your responsibility to make sure you obtain this list:

- Before the examination begins, the Examination Coordinator and examination supervisors will inspect any equipment brought into the examination room.
- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an illness/misadventure appeal on the grounds that your examination equipment did not work correctly.
- For the examinations in which scientific calculators are permitted, you may only use those calculators that appear on NESAs list of approved scientific calculators. Well before the examination, you should check that your calculator is approved.
- The list of approved scientific calculators, as well as the separate criteria for calculators in the Mathematics examination, can be found on NESAs website at:
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- Where students are permitted to take dictionaries into a Language examination, they must be monolingual and/or bilingual print dictionaries. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.
- You are not permitted to borrow equipment during examinations.
- Teachers and supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile telephones or other electronic devices.

## Examination room procedures

You must sit at the desk with the place card or examination paper showing your name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.

You must remove your watch and place it in clear view on the examination desk. It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check examination papers to make sure that there are no pages missing.

Reading time for examination papers is as follows:

- 10 minutes of reading and familiarisation time for Paper 1 of the examination in all 2 Unit English Courses
- 10 minutes reading time for all written language examinations for Beginners, Background Speakers and Extension courses, and for Continuers courses in modern languages
- 5 minutes reading time for all other written examinations.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations where dictionaries are permitted, you may consult your dictionary during reading time.

During written examinations, you must:

- read the instructions on the examination paper carefully as well as all questions. The Examination Coordinator and supervisors are not permitted to interpret examination questions or instructions relating to questions.
- write your name on all writing booklets, special answer books and answer sheets, unless that information is pre-printed.
- write preferably with black pen but blue pen is also acceptable. Pencils may be used only where instructed.
- make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets that an answer has been written in the wrong booklet. Do not rewrite your answers.
- stop writing immediately when told to do so by the supervisor.
- arrange completed papers according to the supervisor's instructions and wait for them to be collected.

You must not:

- begin writing until instructed to do so by the Examination Coordinator or supervisor;
- leave the examination room (except in an emergency) until one hour after the start of the examination. If you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room;
- leave the examination room during the last 15 minutes of the examination.
- Disturb the examination, you must remain seated and quiet;
- remove an examination paper from the examination room.

## Conduct during the examinations

You must follow the day to day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course.

The Examination Coordinator and examination supervisors are in charge of students:

- when assembling before an examination;
- during the examination; and
- after the examination until all students have left.

You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.

You must not:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device including a digital media player into the examination room, unless approved by NESA
- speak to any person other than a supervisor during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- attend an examination while under the influence of alcohol or illegal drugs
- take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- smoke in the examination room
- eat in the examination room except as approved by the Examination Coordinator, e.g. for diabetic students
- take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.
- dictionaries (except in language exams, if allowed)
- have correction fluid or correction tape in the examination room.

If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to the Deputy Principal. The penalty may be cancellation of the course concerned, or of all courses.

If you do not make a serious attempt at an examination, you may not receive a result in that course. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Teachers will bring to the Deputy Principal's attention examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

Actions that breach the examination rules and may also be illegal will be reported to the police

## Illness/misadventure appeals for HSC Examinations

If you believe that your performance in the examination was diminished because of circumstances beyond your control, you can lodge an illness/misadventure appeal.

If you were prevented from attending an examination, or you consider that your performance was affected by illness or misadventure immediately before or during the examination, it is your right and responsibility to lodge an appeal.

Appeal forms and the Illness/Misadventure Information Guide for Students are available from your Class Teacher/Head Teacher/Deputy Principal. These documents provide further details of appeal procedures, and it is important that you follow the instructions provided.

The illness/misadventure appeals process does not cover:

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in teaching;
- loss of study time or facilities prior to the formal study vacation;
- misreading of the timetable;
- misreading of examination instructions;
- failure to enter for the examination in the correct course;
- long-term illness such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination; and
- courses that are undertaken as a self-tuition student

If you have been granted special examination provisions such as extra time, you are generally not eligible for an illness/misadventure appeal unless you experience additional difficulties during the examinations.

It is important that you attend the examinations where possible, even in the case of illness/misadventure. The school will not uphold an illness/misadventure appeal if the reason for your absence is not considered to be sufficiently serious. You should consult the Deputy Principal before deciding not to attend an examination. Advice from a relevant independent expert, such as a **doctor or a police officer, must** also be provided with your appeal, indicating why you were unable to attend the examination.

If your appeal is upheld, you will be given:

- an opportunity to catch up the examination, or
- an estimate based on your assessment and in-class results.

You must lodge any illness/misadventure appeals for HSC written examinations with your Deputy Principal shortly after the examination in question. Appeals must be lodged within one week of the date of the examination, performance or submission. Late appeals will be considered only in exceptional circumstances. You will be notified of the results of your appeal on the same day as the release of your examination results.

Please be aware that if you miss an HSC examination it will not be rescheduled, you are relying on your misadventure being upheld to receive a mark for that course. If your misadventure is declined you will not qualify for the award of an HSC.

## Glossary of Key Terms

The following terms are used by NESA in the syllabus documents for your courses. They are also used in the HSC examinations. It is important that you develop an understanding of the meaning of these terms. You should talk to your teachers about them.

Key Word	Definition
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 judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results of 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 (analysis/evaluation)
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 judgment 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 a 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



# English Advanced – Year 11

Component	Task 1	Task 2	Task 3	Weighting %	
	Common Module: Reading to Write - Learning Journal	Module A: Narratives That Shape Our World – Multimodal Presentation	Module B: Critical Study of Literature - Essay		
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7		
	Outcomes assessed EA11-1, EA11-3, EA11-4, EA11-5, EA11-6	Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-6	Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-8		
Knowledge and understanding of course content	20	15	15	50	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50	
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>	

## Course Outcomes:

<p><b>Communicate through speaking, listening, reading, writing, viewing and representing</b></p> <p>EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p>	<p><b>Use language to shape and make meaning according to purpose, audience and context</b></p> <p>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</p> <p>EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p>
<p><b>Think in ways that are imaginative, creative, interpretive and critical</b></p> <p>EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA11-6 investigates and evaluates the relationships between texts</p>	<p><b>Express themselves and their relationships with others and their world</b></p> <p>EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning</p>
<p>Learn and reflect on their learning through their study of English</p> <p>EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner</p>	

# English Standard – Year 11

Component	Task 1	Task 2	Task 3	Weighting %	
	Common Module: Reading to Write – Learning Journal	Module A: Contemporary Possibilities – Multimodal Presentation and Reflection	Module B: Close Study of Literature - Essay		
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7		
	Outcomes assessed EN11-1, EN11-3, EN11-4, EN11-5, EN11-6	Outcomes assessed EN11-1, EN11-4, EN11-7, EN11-9	Outcomes assessed EN11-1, EN11-3, EN11-5, 11EN-8		
Knowledge and understanding of course content	20	15	15	50	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50	
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>	

## Course Outcomes:

<p><b>Communicate through listening, reading, writing, viewing and representing</b></p> <p>EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</p> <p>EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p>	<p><b>Use language to shape and make meaning according to purpose, audience and context</b></p> <p>EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p>
<p><b>Think in ways that are imaginative, creative, interpretive and critical</b></p> <p>EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN11-6 investigates and explains the relationships between texts</p>	<p><b>Express themselves and their relationships with others and their world</b></p> <p>EN11-7 understands and explains the diverse ways texts can represent personal and public worlds</p> <p>EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning</p>
<p><b>Learn and reflect on their learning through their study of English</b></p> <p>EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>	

# English Studies – Year 11

Component	Task 1	Task 2	Task 3	Weighting %	
	Mandatory Module: Achieving Through English – Resume and Job Poster	Module E: Playing the Game – Transcript and Podcast	Module B: Telling Us About It – Portfolio (Cover Letter, Motivational Speech, and News Report)		
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7		
	Outcomes assessed ES11-3, ES11-4, ES11-5, ES11-6	Outcomes assessed ES11-1, ES11-2, ES11-3, ES11-5	Outcomes assessed ES11-4, ES11-6, ES11-7, ES11-9		
Knowledge and understanding of course content	20	15	15	<b>50</b>	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	<b>50</b>	
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>	

## Course Outcomes:

<p><b>Communicate through listening, reading, writing, viewing and representing</b>            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 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts            ES11-4 composes a range of texts with increasing accuracy and clarity in different form</p>	<p><b>Use language to shape and make meaning according to purpose, audience and context</b>            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</p>
<p><b>Think in ways that are imaginative, creative, interpretive and critical</b>            ES11-7 represents own ideas in critical, interpretive and imaginative texts            ES11-8 identifies and describes relationships between texts</p>	<p><b>Express themselves and their relationships with others and their world</b>            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</p>
<p><b>Learn and reflect on their learning through their study of English</b>            ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning</p>	

# Mathematics Advanced – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Assignment	Half Yearly Open Book Test	Yearly Examination	
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 9-10	
	Outcomes assessed MA11-1, MA11-2, MA11-8, MA11-9	Outcomes assessed MA11-1, MA11-3, MA11-5, MA11-8, MA11-9	Outcomes assessed MA11-1, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding, Fluency and Communication	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Course Outcomes:

<p><b>Develop knowledge, understanding and skills about efficient strategies for pattern recognition, generalisation and modelling techniques</b></p> <p>MA11-1; uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems</p>	<p><b>Develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability</b></p> <p>MA11-2: uses the concepts of functions and relations to model, analyse and solve practical problems</p> <p>MA11-3: uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes</p> <p>MA11-4: uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities</p> <p>MA11-5: interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems</p> <p>MA11-6: manipulates and solves expressions using the logarithmic and indicial laws, and uses logarithms and exponential functions to solve practical problems</p> <p>MA11-7: uses concepts and techniques from statistics and probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions</p>
<p><b>Develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms</b></p> <p>MA11-9: provides reasoning to support conclusions which are appropriate to the context</p>	
<p><b>Develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations</b></p> <p>MA11-8: uses appropriate technology to investigate, organise, model and interpret information in a range of contexts</p>	

# Mathematics Standard – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Assignment	Half Yearly Open Book Test	Yearly Examination	
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 9-10	
	Outcomes assessed MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Outcomes assessed MS11-3, MS11-4, MS11-8, MS11-9, MS11-10	Outcomes assessed MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	
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>

## Course Outcomes:

<p><b>Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts</b></p> <p>MS11-1; uses algebraic and graphical techniques to compare alternative solutions to contextual problems MS11-2; represents information in symbolic, graphical and tabular form</p>	<p><b>Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks</b></p> <p>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</p>
<p><b>Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations</b></p> <p>MS11-9; uses appropriate technology to investigate, organise and interpret information in a range of contexts</p>	<p><b>Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs</b></p> <p>MS11-10; justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>

# Numeracy CEC – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Assignment	Assignment	Assignment	
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 7	
	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	
Understanding, Fluency and Communication	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Course Outcomes:

<p><b>Develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language</b></p> <p>N6-1.1: recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</p> <p>N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</p> <p>N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</p>	<p><b>Develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts</b></p> <p>N6-2.1: chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems</p> <p>N6-2.2: chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature</p> <p>N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability</p> <p>N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance</p> <p>N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design</p>
<p><b>Develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations</b></p> <p>N6-3.1: chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts</p> <p>N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</p>	

# Biology – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study	Practical Investigation	Yearly Exam	
	Term 1, Week 9	Term 2, Week 5-6	Term 3, Week 9-10	
	Outcomes assessed BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO11-8, BIO11-9	Outcomes assessed BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	Outcomes assessed BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Knowledge and Understanding	10	10	20	<b>40</b>
Skills in working Scientifically	30	20	10	<b>60</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Course Outcomes:

Knowledge and Understanding	Skills in working Scientifically
<p>BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</p> <p>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</p> <p>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</p> <p>BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</p>	<p>BIO11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11/12-4 Processing data and information-selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information</p> <p>BIO11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>

# Chemistry – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Data Analysis	Depth Study	Yearly exam	
	Term 1, Week 10	Term 2, Week 9-10	Term 3, Week 9-10	
	Outcomes assessed CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8	Outcomes assessed CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-9, CH11-10	Outcomes assessed CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11- 10, CH11-11	
Knowledge and understanding	10	10	20	<b>40</b>
Skills in working scientifically	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Course Outcomes:

<p><b>Knowledge and Understanding</b>            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</p>	<p><b>Skills in working scientifically</b>            CH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation            CH11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information            CH11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information            CH11/12-4 Processing data and information-selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media            CH11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information            CH11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes            CH11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
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# Ancient History – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Historical Concepts and Skills task	Research and Essay	Yearly Examination	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
	Outcomes assessed AH11-1, AH11-9	Outcomes assessed AH11-6, AH11-8, AH11-9	Outcomes assessed AH11-2, AH11-4, AH11-10	
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations		10	10	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

Course Outcomes:

Knowledge and Understanding	Skills
<p>AH11-1 describes the nature of continuity and change in the ancient world</p> <p>AH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>AH11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>AH11-4 accounts for the different perspectives of individuals and groups</p> <p>AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p>	<p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history</p>

# Business Studies – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	In-Class Nature of Business Essay	Business Report	Yearly Examination	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9-10	
	Outcomes assessed P2, P6	Outcomes assessed P1, P4, P7, P9	Outcomes assessed P3, P5, P8, P10	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	10		10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Outcomes:

Knowledge and Understanding	Skills
<p>P1 discusses the nature of business, its role in society and types of business structure</p> <p>P2 explains the internal and external influences on businesses</p> <p>P3 describes the factors contributing to the success or failure of small to medium enterprises</p> <p>P4 assesses the processes and interdependence of key business functions</p> <p>P5 examines the application of management theories and strategies</p> <p>P6 analyses the responsibilities of business to internal and external stakeholders</p>	<p>P7 plans and conducts investigations into contemporary business issues</p> <p>P8 evaluates information for actual and hypothetical business situations</p> <p>P9 communicates business information and issues in appropriate formats</p> <p>P10 applies mathematical concepts appropriately in business situations</p>

# Modern History – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	US Civil War Extended Response	Historical Investigation	Yearly Examination	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9-10	
	Outcomes assessed MH11-3, MH11-7, MH11-10	Outcomes assessed MH11-2, MH11-6, MH11-8, MH11-9	Outcomes assessed MH11-1, MH11-4, MH11-5, MH11-6	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Historical Skills in the analysis and evaluation of sources and interpretations		10	10	<b>20</b>
Historical Inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

Course Outcomes:

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

# Legal Studies – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Research Task	Case Study	Yearly Examination	
	Term 1, Week 7	Term 2, Week 6	Term 3, Week 9-10	
	Outcomes assessed H5, H6, H7, H8	Outcomes assessed H1, H3, H4, H6	Outcomes assessed H4, H8, H9, H10	
Knowledge and understanding of course content	10	10	10	<b>30</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	20			<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	10	10	10	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

Course Outcomes:

Knowledge and Understanding	Skills
<p>H1. identifies and applies legal concepts and terminology</p> <p>H2. describes and explains key features of and the relationship between Australian and international law</p> <p>H3. analyses the operation of domestic and international legal systems</p> <p>H4. evaluates the effectiveness of the legal system in addressing issues</p> <p>H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>H6. assesses the nature of the interrelationship between the legal system and society</p> <p>H7. evaluates the effectiveness of the law in achieving justice</p>	<p>H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9. communicates legal information using well-structured and logical arguments</p> <p>H10. analyses differing perspectives and interpretations of legal information and issues</p>

# Society and Culture – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Technology Research Task	Research Essay	Yearly Examination	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9-10	
	Outcomes assessed P1, P9, P10	Outcomes assessed P5, P8, P10	Outcomes assessed P1, P3, P6	
Knowledge and understanding of course content.	20	20	10	<b>50</b>
Application and evaluation of social and cultural research methods.	5	10	15	<b>30</b>
Communication of information, ideas and issues in appropriate forms.	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

Course Outcomes:

Knowledge and Understanding	Skills
<p>P1 - identifies and applies social and cultural concepts</p> <p>P2 - describes personal, social and cultural identity</p> <p>P3 - identifies and describes relationships and interactions within and between social and cultural groups</p> <p>P4 - identifies the features of social and cultural literacy and how it develops</p> <p>P5 - explains continuity and change and their implications for societies and cultures</p> <p>P6 - differentiates between social and cultural research methods</p>	<p>P7 - selects, organises and considers information from a variety of sources for usefulness, validity and bias</p> <p>P8 - plans and conducts ethical social and cultural research</p> <p>P9 - uses appropriate course language and concepts suitable for different audiences and contexts</p> <p>P10 - communicates information, ideas and issues using appropriate written, oral and graphic forms</p>

# Ceramics – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Slenderman	Construct Your Community	Yearly Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9-10	
	Outcomes assessed M2, M3, M4	Outcomes assessed M1, M5, M6	Outcomes assessed CH1, CH2, CH3	
Art Making	40	30		<b>70</b>
Critical and Historical Study		10	20	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

Course Outcomes:

<b>Art Making</b>	<b>Critical and Historical Study</b>
<p>M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice</p> <p>M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works</p> <p>M3: investigates different points of view in the making of ceramic works</p> <p>M4: explores ways of generating ideas as representations in the making of ceramic works</p> <p>M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works</p> <p>M6: takes into account issues of Work Health and Safety in their practice</p>	<p>CH1: generates in their critical and historical investigations ways to interpret and explain ceramic works and practices</p> <p>CH2: investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations</p> <p>CH3: distinguishes between different points of view in their critical and historical studies</p> <p>CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics</p> <p>CH5: recognises how ceramic works are used in various fields of cultural production</p>

# Photography and Digital Media – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Digital Imaging Portfolio	Digital Imaging Portfolio	Yearly Examination	
	Term 1, Week 10	Term 3, Week 7	Term 3, Week 9-10	
	Outcomes assessed M1, M3, M5	Outcomes assessed M2, M6, CH4, CH5	Outcomes assessed CH1, CH2, CH3	
Making	40	30		<b>70</b>
Critical and historical studies		10	20	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## Course Outcomes:

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

# Visual Arts – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Developing a Contemporary Practice	Exploring Representation	Yearly Examination	
	Term 1, Week 10	Term 3, Week 7	Term 3, Week 9-10	
	Outcomes assessed P1, P5, P6	Outcomes assessed P4, P7, P10	Outcomes assessed P8, P9, P10	
Making	20	30		<b>50</b>
Critical and historical studies		10	40	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Course Outcomes:

<p><b>Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.</b></p> <p>P1: explores the conventions of practice in artmaking</p> <p>P2: explores the roles and relationships between the concepts of artist, artwork, world and audience</p> <p>P3: identifies the frames as the basis of understanding expressive representation through the making of art</p> <p>P4: investigates subject matter and forms as representations in artmaking</p> <p>P5: investigates ways of developing coherence and layers of meaning in the making of art</p> <p>P6: explores a range of material techniques in ways that support artistic intentions</p>	<p><b>Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.</b></p> <p>P7: explores the conventions of practice in art criticism and art history</p> <p>P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art</p> <p>P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art</p> <p>P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed</p>
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# Visual Design – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Art Making	Art Making	Yearly Examination	
	Term 1, Week 10	Term 3, Week 7	Term 3, Week 9-10	
	Outcomes assessed DM1, DM2, DM3	Outcomes assessed DM4, DM5, DM6	Outcomes assessed CH1, CH2, CH3, CH4	
Designing and Making	40	30		<b>70</b>
Critical and Historical Study			30	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Course Outcomes:

### Knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment

DM - Designing and Making:  
 DM1 generates a characteristic style that is increasingly self-reflective in their design practice  
 DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works  
 DM3 investigates different points of view in the making of designed works  
 DM4 generates images and ideas as representations/simulations  
 DM5 develops different techniques suited to artistic and design intentions in the making of a range of works  
 DM6 takes into account issues of Work Health and Safety in the making of a range of works

### Knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design

CH - Critical and Historical Studies  
 CH1 generates in their critical and historical practice ways to interpret and explain design  
 CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations  
 CH3 distinguishes between different points of view, using the frames in their critical and historical investigations  
 CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

# Music – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Aural and Musicology	Composition	Performance and Aural	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
	Outcomes assessed P4, P6, P7, P8	Outcomes assessed P3, P5, P7, P8	Outcomes assessed P1, P6, P9, P11	
Performance			25	<b>25</b>
Composition		25		<b>25</b>
Musicology	25			<b>25</b>
Aural	10		15	<b>25</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

## Course Outcomes:

<p><b>To develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.</b></p> <p>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</p>	<p><b>To develop the skills to evaluate music critically</b></p> <p>P5 - comments on and constructively discusses performances and compositions            P6 - observes and discusses concepts of music in works representative of the topics studied</p>
<p><b>To develop an understanding of the impact of technology on music.</b></p> <p>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</p>	<p><b>To develop personal values about music</b></p> <p>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</p>

# Community and Family Studies – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Resource Management Written Report	Case StudyLeadership	Yearly Examination	
	Term 1, Week 8	Term 2, Week 4	Term 3, Week 9-10	
	Outcomes assessed P4.2, P4.2, P5.1, P6.1	Outcomes assessed P2.1, P2.3, P4.2	Outcomes assessed P1.2, P2.3, P2.4, P3.1, P3.2	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Outcomes:

Knowledge and Understanding	Skills
<p>P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</p> <p>P1.2 proposes effective solutions to resource problems</p> <p>P2.1 accounts for the roles and relationships that individuals adopt within groups</p> <p>P2.2 describes the role of the family and other groups in the socialization of individuals</p> <p>P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning</p> <p>P3.1 explains the changing nature of families and communities in contemporary society</p> <p>P3.2 analyses the significance of gender in defining roles and relationships</p> <p>P4.1 utilises research methodology appropriate to the study of social issuesP4.2 presents information in written, oral and graphic form</p>	<p>P5.1 applies management processes to maximize the efficient use of resources</p> <p>P6.1 distinguishes those actions that enhance wellbeing</p> <p>P6.2 uses critical thinking skills to enhance decision making appreciation</p> <p>7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society</p> <p>7.2 develops a sense of responsibility for the wellbeing of themselves and others</p> <p>7.3 appreciates the value of resource management in response to change</p> <p>7.4 values the place of management in coping with a variety of role expectations</p>

# Exploring Early Childhood – Year 11

Component	Task 1	Task 2	Task 3	Weighting %	
	Pregnancy and childbirth. Research Task	Food and nutrition. Written and Practical	Play and the developing child. Research Task		
	Term 1, Week 6	Term 2, Week 8	Term 3, Week 7		
	Outcomes assessed 1.1, 1.2, 1.4, 5.1, 6.1, 6.2	Outcomes assessed 1.3, 3.1, 4.1, 6.1	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 4.2, 4.3		
Knowledge and understanding of course content	20	20	10	<b>50</b>	
Knowledge and skills in the design and development of information systems	10	20	20	<b>50</b>	
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>	

Course Outcomes:

Knowledge and Understanding	Skills
1.1 analyses prenatal issues that have an impact on development 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years 1.4 analyses the ways in which family, community and culture influence the growth and development of young children 1.5 examines the implications for growth and development when a child has special needs 2.1 analyses issues relating to the appropriateness of a range of services for different families 2.2 critically examines factors that influence the social world of young children 2.3 explains the importance of diversity as a positive issue for children and their families 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children 2.5 examines strategies that promote safe environments 3.1 evaluates strategies that encourage positive behaviour in young children	4.1 demonstrates appropriate communication skills with children and/or adults 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds 4.3 demonstrates appropriate strategies to resolve group conflict 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development 6.1 demonstrates an understanding of decision-making processes 6.2 critically examines all issues including beliefs and values that may influence interactions with others

# Food Technology – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Food Availability and Selection	Food Quality	Yearly Examination	
	Term 1- Week 9	Term 2 – week 6	Term 3, Week 9-10,	
	Outcomes assessed P1.2, P2.1, P3.1, P4.2, P4.3, P5.1	Outcomes assessed P2.1, P3.1, P3.2, P4.3, P5.1	Outcomes assessed P2.1, P3.1, P3.2, P4.2, P4.3, P5.1	
Knowledge and understanding of course content	10		30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Outcomes:

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

# Industrial Technology Multimedia – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Folio and Practical Project 1	Industry Study	Yearly Examination	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10	
	Outcomes assessed P2.1, P3.1, P4.1, P4.3	Outcomes assessed P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	Outcomes assessed P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	30	20	<b>60</b>
Knowledge and skills in the design and development of information systems	15	10	15	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

Course Outcomes:

<p><b>1. Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry.</b> P1.1 describes the organisation and management of an individual business within the focus area industry P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</p> <p><b>2 Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment.</b> P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques P2.2 works effectively in team situations</p> <p><b>3. Competence in designing, managing and communicating within a relevant industry context.</b> 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</p>	<p><b>4. Knowledge and skills in producing quality products.</b> P4.1 demonstrates a range of practical skills in the production of projects P4.2 demonstrates competency in using relevant equipment, machinery and processes P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects</p> <p><b>5. Knowledge and skills in communication and information processing related to the industry focus area.</b> P5.1 uses communication and information processing skills P5.2 uses appropriate documentation techniques related to the management of projects</p> <p><b>6. An appreciation of quality products and the principles of quality control.</b> P6.1 identifies the characteristics of quality manufactured products P6.2 identifies and explains the principles of quality and quality control</p>
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# PDHPE – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Research Task Better Health for Individuals	Video Analysis The Body in Motion	Yearly Examination	
	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9-10	
	Outcomes assessed P1, P2, P3, P4, P5	Outcomes assessed P7, P8, P9, P10, P11	Outcomes assessed P6 P12, P15, P16, P17	
Knowledge & Understanding of course content.	20	20		<b>40</b>
Skills	10	10	40	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Course Outcomes:

<p><b>Knowledge and Understanding</b></p> <p>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            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</p>	<p><b>Skills</b></p> <p>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            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</p>
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# Sport, Lifestyle and Recreation – Year 11

Component	Task 1	Task 2	Task 3	Weighting %
	Semester 1 Practical Assessment	Semester 2 Practical Assessment	Yearly Examination	
	Ongoing during Semester 1	Ongoing during Semester 2	Term 3, Weeks 9-10	
	Outcomes assessed 1.1, 3.1, 4.1	Outcomes assessed 1.3, 4.2, 4.4	Outcomes assessed 1.2, 2.2, 3.6, 1.5	
Knowledge and Understanding	10	10	30	50
Skills	25	25		50
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Course Outcomes:

<p><b>Knowledge and Understanding</b></p> <p>1.1 Applies the rules and conventions that relate to participation in a range of physical activities.</p> <p>1.2 Explains the relationship between physical activity, fitness and healthy lifestyle.</p> <p>1.3 Demonstrates ways to enhance safety in physical activity.</p> <p>1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia.</p> <p>1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status.</p> <p>2.2 Analyses the fitness requirements of specific activities.</p> <p>2.3 Selects and participates in physical activities that meet individual needs, interests and abilities.</p> <p>2.5 Describes the relationship between anatomy, physiology and performance. The ability to analyse and implement strategies that promote health, physical activity and enhanced performance</p> <p>3.1 Selects appropriate strategies and tactics for success in a range of movement contexts.</p> <p>3.3 Measures and evaluates physical performance capacity.</p> <p>3.4 Composes, performs and appraises movement.</p> <p>3.6 Assesses and responds appropriately to emergency care situations.</p>	<p><b>Skills</b></p> <p>4.1 Plans strategies to achieve performance goal.</p> <p>4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context.</p> <p>4.4 Demonstrates competence and confidence in movement contexts.</p> <p>4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.</p> <p>5.2 Willingly participates in regular physical activity.</p> <p>5.3 Values the importance of an active lifestyle</p>
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**Course: Construction - Preliminary**

Assessment Tasks for Certificate II Construction Pathways CPC20220		Cluster 1	Cluster 2	Cluster 3	Cluster 4	Yearly Examination (Optional)
		White Card	Work Safe, Stay Safe	Work it out	Project Planning	
Assessment due		Week: 8 Term: 1	Week: 8 Term: 2	Week: 8 Term: 3	Week: 8 Term: 4	Week: Term:
Code	Unit of Competency					HSC Examinable Units of Competency
CPCCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry		X			
CPCCOM1015	Carry out measurements and calculations			X		
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

Depending on the achievement of units of competency, the possible outcome is **CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction** or a **Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction**.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Assessment Tasks for Certificate III in Live Production and Technical Services CUA30420		Cluster 1	Cluster 2	Cluster 3	Yearly Examination (Optional)	
		White Card	Safe and Sound	Bump in the Light		
Due		Week: 10 Term: 1	Week: 5 Term: 2	Week: 10 Term: 3		Week: Term:
<b>Code</b>	<b>Unit of Competency</b>					HSC Examinable Units of Competency
CPCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				
CUASOU331	Undertake live audio operations		X			
CUAWHS312	Apply work health and safety practices		X			
CUALGT311	Operate basic lighting			X		
CUASTA212	Assist with bump in and bump out of shows			X		

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Live Production and Services CUA30420** or a **Statement of Attainment towards Certificate III in Live Production and Services CUA30420**.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.



Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Yearly Exam (Optional)
		Safety	Customer Service: You in Retail	Are You Being Served?	
Assessment Due:		Week: 7 Term: 1	Week: 7 Term: 2	Week: 7 Term: 3	Week: Term:
Code	Unit of Competency				HSC Examinable Units of Competency
SIRXWHS002	Contribute to workplace health and safety	X			
SIRXCEG001	Engage the customer		X		
SIRXCOM002	Work effectively in a team		X		
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Retail SIR30216** or a **Statement of Attainment towards a Certificate III in Retail SIR30216**.

**Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

School Name: Colyton High School

Student Competency Assessment Schedule 2023

Course: Preliminary Hospitality - Food and Beverage Stream

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination (Optional)
		Getting ready for work	Practical Café Skills	Working relationships	
		Week: 9 Term: 1	Week: 7 Term: 2	Week: 9-10 Term: 3	
Assessment Due:					Week: Term:
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Hospitality SIT20316** or a **Statement of Attainment towards Certificate II in Hospitality SIT20316**.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

# Notification, Submission and Variation Request of an Assessment Task

## Notification:

Students MUST be provided with two weeks written notice prior to an Assessment Task.

This booklet gives the mandatory two weeks notice as required by the NESA unless a variation to the due date is arranged and notified by the teacher. This notification is generally provided through the use of the Notification of Assessment Task (Figure 1) shown below.

Figure 1

**Colyton High School**  
*A Community Building Pathways to Success*

**Assessment Task Notice for Examination**

Subject:	Year Group:
Assessment Task No:	Weighting:
Date of Notification:	Date of Task:
Teacher:	Student:

**Assessment Outcomes**


**Task Outline and Topics assessed**

SAMPLE

## Variation of Due Date:

If you need to vary the due date for the task you will need to complete the Variation Form (Figure 2) below. You will need to provide any relevant evidence with the application. This is submitted to your Deputy Principal.

Figure 2

**Colyton High School – Year 11 Assessment Variation Form**

Student name: \_\_\_\_\_  
 Course: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Assessment task number: \_\_\_\_\_ Date due: \_\_\_\_\_

**Variation (circle)**

- Late
- Non-Submission
- Inadequately completed

**Reason for Variation**

- Illness
- Approved Leave
- School commitment (eg. School activity or excursion)
- Misadventure
- Other: \_\_\_\_\_

Explanation: \_\_\_\_\_

Supporting documentation (this needs to be attached)

• Medical Certificate	Yes / No
• Letter from parent/guardian	Yes / No
• Other (Eg Funeral)	Yes / No

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

To be handed into the Deputy Principal (of the year involved) the first day of you returning to school.

Deputy Principal to complete

Decision: \_\_\_\_\_

Signature of Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Award letter sent: Yes  No

Referred to review panel Yes / No

Once completed student to be informed of decision. Original to be placed into the students file at the front office and a copy in library file.

# Notification of a Non Completed Task (N Award Warning)

Students who fail to submit a Task prior to or on the due date will receive a Notification of a Non-Completed Task or N Award warning letter. This does not necessarily mean that the student will be N Awarded in the subject. The task **must** be completed otherwise a further Notification of a Non-Completed Task letter will be sent.

In Year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks.

**Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.**

The letter below is a sample warning letter that would be sent in the event that a student fails to submit a Task prior to or on the due date.



**Colyton High School**  
 37-53 Carpenter St  
 Colyton NSW 2780  
 Ph: 02 9623-2789  
 Fax: 02 9833-1165  
 Email: colyton-h.school@det.nsw.edu.au

Dear Parent,

**OFFICIAL WARNING - Non-completion of a Preliminary Course**

I am writing to advise that your son/daughter **student name** of **Year 11** is in danger of not meeting the Course Completion Criteria for Preliminary course **subject name**.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion) determination being made for a course. This is official warning no: **number** that we have issued notifying you that **student name** is at risk of not completing this course.

The total number of unresolved warnings in this course at the date of this letter is:

**number**

**Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA; and
- 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.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if she has not satisfactorily completed the Preliminary Course.

To date, Gaille is:  
 • a) and/or b) and/or c)

Specifically **student name**:

- Incident/event description.

**Opportunity to correct the problem**

The tables below list those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for **student name** to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed below need to be satisfactorily completed and/or achieved.

This is the number warning for this task:

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Task number and name	%	initial due date	Description of action required	completion due date

\* In VET courses 'Percentage Weighting' refers to the percentage that the cluster assessment contributes to the course.

Please discuss this matter with **student name** and contact the school if further information or clarification is needed. You may wish to use the Telephone Interpreter Service to contact the school. This service will be free of charge. The telephone number is 131 450.

Yours sincerely,

Principal \_\_\_\_\_ Class Teacher \_\_\_\_\_ Head Teacher \_\_\_\_\_

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 Please detach this section and return to the school

**Requirements for the Satisfactory Completion of a Higher School Certificate Course**

I have received the letter dated **date** indicating that **student name** is in danger of not having satisfactorily completed **subject name**.

I am aware that this course may not appear on her Record of Achievement.

I am aware that the determination of non-completion of course requirements may make her ineligible to proceed to the Higher School Certificate course.

I am also aware that the determination of non-completion of course requirements may make her ineligible for the award of the Higher School Certificate.

Parent/Caregiver's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# MY ASSESSMENT SCHEDULE

Week	Term 1	Term 2	Term 3	Term 4
1				Year 12 Course Begins
2				
3				
4				
5				

6				
7				
8				
9			Yearly Examinations	
10			Yearly Examinations	
11	No Week 11	No Week 11	No Week 11	