



R E S P E C T . R E S P O N S I B I L I T Y . P A R T I C I P A T I O N

# ASSESSMENT POLICY & PROCEDURES

## YEAR 11 – 2022

(V.1.8)

NEWCASTLE HIGH SCHOOL

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## KEY TERMS USED IN THIS BOOKLET

AMOW	<p><b>HSC: All My Own Work</b></p> <p><i>HSC: All My Own Work</i> is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.</p>
NESA	<p><b>NSW Education and Standards Authority</b></p> <p>NESA organises and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate credential.</p>
RoSA	<p><b>Record of School Achievement</b></p> <p>The Certification students receive from NESA if they leave school prior to completing the HSC.</p>
HSC	<p><b>Higher School Certificate</b></p> <p>Highest level of certification in NSW high schools; usually completed in Year 12 of high school</p>
Preliminary HSC	<p>First stage of the HSC; usually completed in Year 11 of high school</p>
Stage	<p>A period of learning, typically of two years duration.</p> <p>Stage 5 refers to Years 9 &amp; 10 and Stage 6 refers to Years 11 &amp; 12</p>
Unit	<p>The amount of time involved in a course</p>
BDC	<p><b>Board Developed Course</b></p> <p>Courses developed by NESA that can be used in the calculation of an ATAR</p>
BEC	<p><b>Board Endorsed Course</b></p> <p>Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR</p>
Category A/B	<p>Classification of Board Developed Courses.</p> <p>Only one Category B course can be counted in the calculation on an ATAR</p>
TAFE	<p><b>Technical and Further Education</b></p>
VET	<p><b>Vocational Education &amp; Training</b></p>
TVET	<p>TAFE delivered Vocational Education &amp; Training courses</p>
UAC	<p><b>University Admissions Centre</b></p>
ATAR	<p><b>Australian Tertiary Admission Rank</b></p> <p>A rank calculated by UAC as a way of determining entry to University courses</p>
<p>Useful websites:</p> <p><a href="https://www.educationstandards.nsw.edu.au/">https://www.educationstandards.nsw.edu.au/</a></p> <p><a href="http://www.uac.edu.au">www.uac.edu.au</a></p>	

## COVID-19 PROCEDURES

The global pandemic of COVID-19 has impacted school operations and the Higher School Certificate since 2020, with periods of Learning from Home being experienced for senior students.

Senior students at Newcastle High School will be supported through Learning from Home, should this occur in the following manner:

- (a)** Any student without a device will be loaned a laptop computer if Learning from Home occurs.
- (b)** All students will be notified of the illness, misadventure and special consideration processes, to ensure no student is disadvantaged due to COVID-19 impact.
- (c)** All efforts will be made by the school to maintain continuity of learning by delivering curriculum and assessment remotely online.
- (d)** The curriculum and assessment will continue online via Canvas.
- (e)** Any modifications made to the curriculum, assessment or reporting will be determined as deemed necessary by the Principal, if the authority is given by NESAs and the Department of Education.
- (f)** Any modification required to assessment will be notified to students through Canvas.
- (g)** N Determination processes will continue unaltered, while the HSC is deemed to be proceeding by authority of NESAs.
- (h)** All forms of data will be used to monitor and report on student engagement during Learning from Home, including Canvas online activity reports, teacher professional judgement and Department of Education student engagement software.

## HSC PATHWAYS

While most students complete their HSC over two years during Years 11 and 12, there are other pathways that may suit a student's particular needs better. A student requires the Principal's approval to undergo either of these pathways.

**Accumulating** - You can take up to five consecutive years to finish your studies, starting from the first year you complete an HSC course. After five years, you must have met all HSC requirements.

**Repeating** - You can repeat one or more courses within the five years without penalty. Your Record of Achievement will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate your ATAR from the results of your most recent attempt.

### Types of Courses

**Board Developed courses** are the courses set and examined by NESA that also contribute to the calculation of the ATAR.

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

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

**Vocational Education and Training (VET)** VET courses can be studied either at school or through TAFE NSW and other training providers. All VET courses involve a minimum number of hours in the workplace.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

### Students Online

It is essential that all students activate a Students Online account with NESA. Students will gain access to their HSC results and HSC Examination timetable via this account. Students can also update their personal details through this account. See the Transition Advisor if you require assistance with this process.

### Confirming Your Entry for the HSC

You will receive a printed Confirmation of Entry showing your personal details, courses entered and whether or not you are eligible for the HSC. You must check that all details are correct. If these details are not, you must notify the school immediately. You must then sign the declaration printed on the Confirmation of Entry and return it to the school. If you change your personal details during the year, you must notify the school immediately.

The school will support students complete this requirement.

### School-based Disability Provisions

Some students have diagnosed conditions that result in challenges to their learning. These students need an equitable opportunity to demonstrate what they know and can do. As a result, students can apply for disability provisions to support their learning and assessments.

School based disability provisions for assessments may include:

- Extra time
- Separate supervision
- Rest Breaks
- Reader
- Writer/Scribe
- Use of assistive technology

If you believe you should be considered for disability provisions, please contact the Head Teacher Wellbeing. Students can also apply to NESA for the implementation of disability provisions for the HSC examinations.

## THE HIGHER SCHOOL CERTIFICATE ASSESSMENT OVERVIEW

School-based assessment tasks will contribute to 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each subject.

The Higher School Certificate is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded an HSC.

On the satisfactory completion of the HSC, students will receive a portfolio containing:

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC) Record of Achievement (RoSA) including Year 11 grades, and if applicable, Year 10 (Stage 5) grades.



### Additional Information:

The NESAS publication, Rules and Procedures for Higher School Certificate Candidates, contains all the HSC rules and requirements you will need to know. This document is available at [Rules and Procedures for Higher School Certificate Candidates](#)

### The Higher School Certificate Record of Achievement

This provides formal recognition of a student's senior secondary school achievements. Stage 6 HSC results, Stage 6 Year 11 results and, if applicable, Stage 5 results will appear on separate pages.



### Assessment Mark:

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course.

NESAS puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

For Board Endorsed Courses the HSC will record a single mark provided by the school at the conclusion of the course. This mark is not moderated. These marks will be determined in a similar way to BDC's and are not included in the ATAR.



## Examination Mark:

The examination mark for each course shows the student's performance in the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

## HSC Mark:

The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

## Performance Bands:

Student performance in the Higher School Certificate examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses students receive a mark out of 50 and a place within one of four performance bands.

HSC marks for non-Extension courses are divided into 6 bands:

- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each Extension course is divided into 4 bands:

- Band E4 = 45 - 50 marks
- Band E3 = 35 - 44 marks
- Band E2 = 25 - 34 marks
- Band E1 = 0 - 24 marks

Further information relating to standards-referenced assessment can be found at:

<https://arc2.nesa.nsw.edu.au/page/faq/course>

## Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR students must satisfactorily complete at least 10 units of NESA developed courses. These courses must include at least:

- 8 units from Board Developed courses
- 2 units of English
- no more than 2 units of Category B courses
- three (3) Board Developed courses of 2 units or greater
- four subjects.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

English Studies is a Category B course. Students who take English Studies and wish to qualify for an ATAR should note that only 2 units of Category B courses can be included in the ATAR calculation. At least 2 units of English must be included, therefore, English Studies students who wish to receive an ATAR are not able to include any other Category B units and will need at least 8 units of Category A courses.

NESA endorsed courses and Content Endorsed Courses, including Vocational Content Endorsed Courses do not satisfy requirements for the ATAR.

## RIGHTS AND RESPONSIBILITIES REGARDING ASSESSMENT

In Higher School Certificate Assessment, Students Have the Following Rights:

- to be informed of the assessment policies of the school and the NSW Education and Standards Authority (NESA).
- to receive clear guidelines relating to the requirements of each assessment task.
- to be told in advance of the due date for each assessment task.
- to receive timely and appropriate feedback that assists them to review their work.
- to query the mark for an individual task at the time it is returned to them.
- to request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.

### Student Responsibilities

Students will:

- be familiar with and fulfil the requirements of the Newcastle HS School Assessment Procedures as set out in this handbook.
- be familiar with the [\*Rules and Procedures for Higher School Certificate Candidates\*](#) guide.
- understand NESA course requirements and procedures for each course of study.
- apply themselves with diligence and sustained effort to the set work and experiences provided in each course.
- attend all scheduled lessons unless there is a valid reason they cannot.
- complete and submit all set tasks on the due date.
- make a serious attempt at each task and act on constructive feedback.
- follow up any concerns with tasks at the time they are marked and returned.
- provide written evidence to explain absence from, or late submission of, formal assessment tasks.
- not engage in behaviour which could be considered malpractice or cheating.
- submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted.
- register with Students Online and ensure their personal details are correctly recorded with NESA.
- confirm their pattern of study by signing the Confirmation of Entry form; and
- communicate to their teacher any changes in their circumstances that may impact on their HSC performance.

### Staff Responsibilities

Staff will:

- provide quality teaching and learning experiences for all students enrolled in Years 11 and 12, establishing a culture of high expectations.
- ensure that teaching and learning programs address NESA syllabus requirements and the needs of individual students.
- make fair and reasonable adjustments to accommodate the needs of students of varying levels of ability.
- demonstrate knowledge and understanding of course content, objectives and outcomes.
- publish scope, sequence and timing details of all assessment tasks at the beginning of the assessment year.
- implement formal assessment procedures in accordance with school and NESA requirements.
- ensure that students are provided with copies of all relevant course documents.
- maintain comprehensive records of student achievement.
- provide parents/carers and students with information that provides a true indication of student achievement and progress.
- use assessment data and feedback to inform practice; and
- identify students causing concern and employ strategies to support them and communicate with parents.

# GUIDELINES FOR HSC ASSESSMENT AT NEWCASTLE HIGH SCHOOL

## Meeting HSC Eligibility Requirements

To be eligible for the HSC, you must have:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA.
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college.
- complete HSC: All My Own Work before you submit any work for Year 11 or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses.
- satisfactorily complete courses in the pattern of study detailed below.
- sit for, and make a serious attempt at, the required HSC examinations.
- met the HSC Minimum Standards in Literacy and Numeracy.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

## Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising of at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six (6) units from Board Developed Courses.
- at least two (2) units of a Board Developed Course in English.
- at least three (3) courses of two (2) units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four (4) subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six (6) Year 11 units and seven (7) Year 12 units.

Students enrolled in Life Skills may study up to six units of Life Skills courses in Year 11 and Year 12. As with the study of all Board Developed Courses, exclusions apply to the study of Life Skills courses. Students may not study more than one 240-hour course in the same subject. For example, a student cannot include both Investigating Science and Investigating Science Life Skills in the pattern of study for the award of the Higher School Certificate.

Students are required to confirm their pattern of study and sign their *HSC Confirmation of Entry* form.

## HSC Minimum Standard

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

Students will have five years after starting their first HSC course to meet the literacy and numeracy standard and receive an HSC.

Students will not be excluded from sitting for their HSC examinations if they have not met the standard. Students who sit for the HSC examinations without meeting the standard will have their results recorded on the Record of School Achievement (RoSA).

## NESA Course Completion Criteria

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that you have met the following Course Completion Criteria:

- Followed the course developed or endorsed by NESA
- Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes

Students must make a genuine attempt at tasks that total more than 50% of the available school assessment marks for that course. The completion of tasks worth exactly 50% is not sufficient. While a task submitted after the due date may not receive its full value in marks, the student may be required to submit the task in order to avoid falling below the level required by this regulation.

While NESA does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria are not being met.

Students undertaking VET courses may be deemed to have either completed, or not completed, requirements. The course completion criteria listed above form the basis for this decision. If a student fails to undertake any mandatory work placement component, it may be determined that the student has not made a genuine attempt to complete the course requirements and a Non-completion determination may be made.

## Non-completion Warning

If the Principal determines that you are in danger of not meeting the course completion criteria, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements (see page 18 for sample letter).

If you complete the “Action Required by Student” detailed in the Course Warning Letter, then the issue is deemed to have been resolved once your teacher can verify you have addressed the requirements to a satisfactory level.

If you ignore the warning and do nothing, then this will be recorded as an unresolved warning.

## Non-completion Determination

If the Principal determines that you have not met the criteria for satisfactory completion of a course, the school will inform you in writing. A student must have at least two unresolved N-warnings, and/or have failed to complete over 50% of the assessment tasks, before the Principal may issue this determination.

You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESA. Your Principal will advise you of this right and explain the appeal process.

If you do not satisfactorily complete a course, you will receive no results in that course, the course will not appear on your Record of Achievement, and the course will not count towards your pattern of study for the award of a Higher School Certificate, placing the award of the HSC credential at risk.

## Subject Assessment Schedules

Each faculty has prepared an assessment schedule for the courses it offers. These schedules are included in this handbook and indicate:

- the components which will be assessed
- the weightings of the components
- the specific tasks which make up the assessment schedule
- the number of tasks for each subject
- the approximate time when the tasks will be administered
- the relative values of each task

Any change to an assessment schedule must be approved by the Principal and given to the students in writing.

## Notification of Assessment Tasks

In addition to the information in this Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two weeks prior to the task that contains:

- The date and time of the task
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable
- Feedback procedures

### Additional information:

- The format of the notification must be on the agreed school proforma.
- Students are to sign that they have received the assessment task notification.
- The Head Teacher will sign the notification sheet to indicate the task assesses the outcomes of the syllabus and that it meets NESA requirements. This is counter signed by the Deputy Principal.
- A copy of the task notification is filed with the Deputy Principal.
- If a student is absent on the day that a notification for an assessment task is given to students, it is the responsibility of the student to speak to the teacher or Head Teacher to obtain a copy. Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.

## Submission of Tasks

In class assessment tasks must be handed in at the conclusion of the time allowed for the task.

Assessment tasks required to be submitted via Canvas, must be uploaded before **9:00am** on that day. Any task submitted after 9:00am will be deemed to be late and receive a ZERO MARK.

Assessment tasks required to be physically submitted on a specific date must be handed in at the location indicated on the Assessment Notification before **9:00am** on that day. Any task submitted after 9:00am will be deemed to be late and receive a ZERO MARK. If a student is unable to attend school on the day a task is due, *they must arrange for someone else to submit the task on their behalf*. If this is not possible, they should contact the school and an Appeal form (page 16) will need to be submitted explaining the reason for non-submission. Failure to do so will result in a ZERO MARK being issued for that task.

## Feedback

Feedback should be received within two weeks of submitting the task. This feedback will include the assessment mark recorded, the course average, the student rank and any recommendations for student improvement.

If a student disputes the assessment mark provided, they should approach the class teacher in the first instance. This should be done immediately after the return of the task.

Where a student is dissatisfied with any aspect of the assessment process, or the response of the class teacher, they should appeal to the Principal who will convene a meeting of the School Appeals Panel.

## Maintaining Honesty and Integrity

All HSC candidates, their teachers and others who guide them must comply with NESA's Honesty in Assessment Standard to maintain the integrity of the HSC.

You must be entirely honest when completing all your assessment tasks, exams and submitted works. You will be marked only on the quality and originality of the work you have produced.

You must acknowledge any part of your work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet. You don't need to formally acknowledge material that you learned from your teacher in class.

## Understanding Malpractice

Behaving dishonestly to gain unfair advantage in assessments is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable, and NESA treats these allegations very seriously as any activity that allows you to gain an unfair advantage over other students.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated, to show your knowledge, understanding and skills.

Students who are found to have conducted malpractice, will receive a zero mark on the relevant sections of the task, or the whole task if appropriate. This information will also be entered into a formal malpractice register with NESA.

## Invalid or Unreliable Assessment Tasks

Where the Principal determines that an assessment task produces an invalid or unreliable result, the marks from that task will be discarded.

An alternative task will be set for all students in that subject to sit or submit at a mutually agreed date and time.

## Courses Conducted by TAFE or Other Schools

Students are responsible for obtaining the assessment policy booklet from the delivering school for the subject in which they are enrolled. It is the student's responsibility to follow the policy procedures of the particular school and the tasks pertaining to the subject being studied.

Where tasks are not completed, the delivering school will send out warning letters to students. Copies of these warning letters will also be sent to the home school.

## Student Attendance Prior to Assessment Tasks

Students must not seek to gain an unfair advantage on an assessment task by choosing not to attend school in order to prepare for that task.

If a student is absent, without valid explanation, for any lessons on the day of an in class task, a zero mark will be issued for that task.

If a student is absent, without valid explanation, on the day immediately prior to the due date of an assessment task they are at risk of receiving a zero mark for that task if it is deemed that they sought to achieve an unfair advantage.

## Non-serious Attempt on a Task

Students are required to make a serious attempt on all assessment tasks. This includes attempting a range of questions throughout an examination paper.

Attempting multiple-choice questions only is not sufficient.

Frivolous or offensive responses are also considered a non-serious attempt.

If it is deemed that a student submitted a non-serious attempt on an assessment task, they will be issued with a ZERO MARK.

## Failure to Submit/Complete a Task on the Due Date

Failure to submit or complete an assessment task on the due date will automatically result in a ZERO MARK being issued for that task.

## Appealing a Zero Mark

If a student has a valid reason for failing to submit/complete a task on the due date they can submit an Appeal Form (see page 16).

When a student knows in advance that they will be absent on the due date of a task, e.g. work placement or sporting event, they must submit the Appeal Form to the Deputy Principal PRIOR to the event.

When a student is unable to complete a task on the due date because of illness or misadventure, they must complete the following process:

- Contact the school on that morning to explain the absence.
- On the first day of return to school, see the Deputy Principal who will issue and date an Appeal Form.
- Complete Section A and return to the Deputy within two days of issue, along with any supporting documentation.

Failure to complete any part of this process will result in the Appeal being denied and the zero mark upheld.

## Performance on Task Affected by Illness/Misadventure

If a student submitted/completed an assessment task on the due date but experienced illness or misadventure immediately before or during the task, and they believe this impacted on their performance on the task, they can submit an Appeal Form for consideration. This category of appeal will only be considered if the Appeal Form is submitted on, or before, the task due date.

If the appeal is successful, and the student's resulting rank on the task is significantly different to their established rank, then a rank order mark adjustment will be considered.

## Grounds for Appeal

Grounds for an appeal must be serious and substantiated – students must be able to prove the reason for absence or late submission.

### Serious

The reason for absence/lateness was of a serious nature and was significant enough to prevent the student from submitting/completing the task appropriately.

- Illness – short term sickness or physical injuries suffered directly by the student.
- Misadventure – an event beyond the student’s control.

### Substantiated

Independent documentation supporting the reason for absence/lateness must be provided with the Appeal Form e.g. medical certificate for illness or accident; a statutory declaration verifying the misadventure.

## Limitations for Appeal

Students can only apply in relation to circumstances that occur immediately before or during an assessment task.

You cannot submit an application on the basis of:

- Technology malfunction, e.g. printer not working; no internet access
- Misreading the assessment notification
- The same grounds for which you receive disability provisions, unless your condition was exacerbated at the time of the task
- Long term illness, such as asthma or epilepsy, unless you experienced a significant flare up of your condition at the time of the task
- Alleged deficiencies in teaching
- Difficulties in preparation or loss of preparation time
- Absence due to suspension

## Processing an Appeal Form

The School Assessment Panel will consider the application and documentation provided. The panel will notify the student of the outcome of the appeal within two days of receiving the form.

## Appealing the Decision of the School Assessment Panel

Where students are dissatisfied with the decision reached by the School Assessment Panel, they may appeal to the Principal, who will convene a meeting of the School Appeals Panel.



## Assessment Rank Appeals

After the final HSC examination, you can obtain your rank order for assessment in each course via your Students Online account. If you feel that your placement in any course is not correct, you should talk to your teacher immediately. If you are still not satisfied that the ranking is correct, you may apply to your Principal for a review.

You cannot appeal against the marks awarded for individual assessment tasks.

Reviews are limited to the assessment process.

The only matters that the school will consider are whether or not:

- the weightings specified by the school in its assessment program conform with the NESA requirements, as detailed in the relevant syllabus
- the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- computational or other clerical errors have been made in the determination of the assessment mark.

If you wish to apply for a review, you must do so by the date specified by NESA. The school will advise you of the outcome of its review and will advise NESA of any changes to assessment marks.

If you are dissatisfied with the outcome of the school review, you may advise your Principal that you wish an appeal to be sent to NESA.

NESA will consider only whether:

- the school review process was adequate for determining the items listed above
- the conduct of the review was proper in all aspects/areas.

NESA will not revise the assessment marks or rank order. If the appeal is upheld, NESA will direct the school to carry out a further review.

Further details about reviews and appeals are on the assessment appeal form, which can be obtained from your school. Appeals to NESA must be lodged at the school by the date on the form. No extension will be considered.

## NEWCASTLE HIGH SCHOOL - STAGE 6 APPEAL FORM

**PART A – to be completed by STUDENT, then given to the DEPUTY**

STUDENT NAME		LEVEL (circle one)	YEAR 11	HSC
SUBJECT		TEACHER		
TASK DETAILS	(title)	(due date)		

Did you contact the school on/before the due date notifying of your inability to submit/complete?      YES      NO

Explain why you can't submit/didn't complete this task on the due date and time:

.....

.....

What form of documentation are you providing to substantiate your appeal?

.....

Is there anything else we should take into consideration regarding this Appeal?

.....

.....

Student signature: .....      Parent/carer signature: .....

Date .....      Date .....

If you have already submitted/completed this task, list the date and time this occurred:

Date: .....      Time: .....      Teacher confirmation: .....

**PART B – to be completed by TEACHER/HEAD TEACHER, then returned to DEPUTY within 2 days of receipt**

<p>Comment:</p>   	<p>Recommendation:</p> <p><input type="checkbox"/> Task rescheduled to: .....</p> <p><input type="checkbox"/> Late task accepted without penalty</p> <p><input type="checkbox"/> ZERO Mark to be upheld</p> <p><input type="checkbox"/> other</p>
-----------------------------	---

CRT signature: .....      Date

HT signature: .....      Date

**PART C – to be completed by member of SCHOOL ASSESSMENT PANEL**

Student contacted school on/before due date?	YES	NO	NA
Student submitted form within documented timeframe?	YES	NO	NA
Independent evidence provided?	YES	NO	NA
Student would gain an unfair advantage?	YES	NO	NA
<b>DECISION OF SCHOOL ASSESSMENT PANEL</b>			
<input type="checkbox"/> Task rescheduled (without penalty) to:	.....		
<input type="checkbox"/> Late task accepted without penalty			
<input type="checkbox"/> ZERO Mark to be upheld			
<input type="checkbox"/> other	.....		
Authorised by	.....	Signature	.....
		Date	.....
Copy provided to Student	<input type="checkbox"/>		
Copy provided to Teacher	<input type="checkbox"/>		

**PART D – to be completed only if student wants to Appeal the decision of the School Assessment Panel**

I wish to appeal the decision of the School Assessment Panel for the following reasons:

.....

.....

.....

Student signature	.....	Parent/carer signature	.....
Date	.....	Date	.....

**PART E – to be completed by PRINCIPAL if student is appealing decision of the School Assessment Panel**

Decision of School Assessment Panel       UPHELD       OVERTURNED

Principal's Decision:

.....

.....

Principal's signature ..... Date .....

Copy provided to Student

Copy provided to Teacher



## OFFICIAL WARNING NON-COMPLETION OF A HSC COURSE

I am writing to advise that your son/daughter \_\_\_\_\_  
Is in danger of not meeting the course completion criteria for the Higher School Certificate course:

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the \_\_\_\_\_ (*specify no.*) official warning issued concerning

---

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

### 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/or
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school; and/or
- (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 an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement.

In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ (*a/b/c*)  
of the course completion criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for \_\_\_\_\_ to satisfy the course completion criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is required.

Yours sincerely,

Class Teacher

Head Teacher

Principal

To satisfy course completion criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by \_\_\_\_\_

Task Name/Course requirements	Date Task(s) Course requirements initially due	Action Required by student	Date to be completed (if applicable)



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 \_\_\_\_\_ indicating that my child \_\_\_\_\_ is in danger of not having satisfactorily completed the Higher School Certificate course: \_\_\_\_\_

I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

STUDENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT/CARER'S SIGNATURE \_\_\_\_\_ DATE: \_\_\_\_\_

## GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate (HSC) documents. Using the Glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

ACCOUNT	Account for; state reasons for, report on. Give an account of. narrate a series of events or transactions
ANALYSE	Identify components and the relationship between them; draw out and relate implications
APPLY	Use, utilise, employ in a particular situation
APPRECIATE	Make a judgement about the value of
ACCESS	Make a judgment of value, quality, outcomes, results or size
CALCULATE	Ascertain /determine from given facts, figures or information
CLARIFY	Make clear or plain
CLASSIFY	Arrange or include in classes/ categories
COMPARE	Show how things are similar or different
CONSTRUCT	Make; build; put together items or arguments
CONTRAST	Show how things are different or opposite
CRITICALLY	Add a degree or level of accuracy depth, knowledge and understanding, logic, (analyse/evaluate) 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/note/indicate as being distinct or different from; note differences between
EVALUATE	Make a judgement based on criteria; determine the value of
EXAMINE	Inquire into
EXPLAIN	Relate cause and effect; make the relationships between things evident, reasons why
EXTRACT	Choose relevant and/or appropriate details
IDENTIFY	Recognise and name
INTERPRET	Draw meaning from
INVESTIGATE	Plan, inquire into and draw conclusions about
JUSTIFY	Support an argument or conclusion
OUTLINE	Sketch in general terms; indicate the main features of
PREDICT	Suggest what may happen based on available information
PROPOSE	Put forward (point of view, idea, argument) 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

## TIMETABLED YEAR 11 LINES – 2022

LINE 1		LINE 2	
11ISCEC22.1	Investigating Science EC	11BIO22.3	Biology
11HOSPEC22.1	Hospital VET EC	11GEO22.1	Geography
11BUSEC22.1	Business Studies EC	11AES22.1	Engineering Studies
11PDHEC22.1	PDHPE EC	11ITT22.1	Industrial Technology
11EES22.1	Earth & Enviro Science	11LEG22.1	Legal Studies
11PDH22.1	PDHPE	11SDD22.1	Software Design & Dev
11SLR22.2	Sport Leisure Rec	11SLR22.1	Sport Leisure Rec
11VAR22.1	Visual Arts	11TXD22.1	Textiles & Design
LINE 3		LINE 4	
11ENADV22.1	English Advanced	11MADV22.1	Maths Advanced
11ENADV22.2	English Advanced	11MADV22.2	Maths Advanced
11ENSTA22.1	English Standard	11MNUM22.1	Numeracy
11ENSTA22.2	English Standard	11MSTA22.1	Maths Standard
11ENSTA22.3	English Standard	11MSTA22.2	Maths Standard
11ENSTA22.4	English Standard	11MSTA22.3	Maths Standard
11ENSTU22.1	English Studies	11MSTA22.4	Maths Standard
11ENSTU22.2	English Studies	11MSTA22.5	Maths Standard
LINE 5		LINE 6	
11BIO22.2	Biology	11AH22.1	Ancient History
11CH22.1	Chemistry	11BIO22.1	Biology
11FT22.1	Food Technology	11BUS22.1	Business Studies
11FT22.2	Food Technology	11CFS22.1	Community & Family Studies
11HOSP22.1	Hospitality	11CON22.1	Construction
11SAC22.1	Society & Culture	11MOD22.1	Modern History
11IAME2.1	Manufact & Engineering VET	11MUS22.1	Music
11PDH22.2	PDHPE	11PHY22.1	Physics
11BIO22.2	Biology		
OFF-LINE	English Extension 1 Mathematics Extension		

## YEAR 11 ASSESSMENT CALENDAR – 2022

WEEK	TERM 1	TERM 2	TERM 3
1		MODERN HISTORY	BUSINESS CHEMISTRY
2		ANCIENT HISTORY MATHEMATICS EXTENSION VISUAL ARTS	ANCIENT HISTORY TEXTILES
3		ENGLISH EXTENSION	MATHEMATICS EXTENSION
4			SOFTWARE DESIGN
5			VISUAL ARTS
6	PHYSICS	MATHEMATICS STANDARD	ENGLISH EXTENSION INDUSTRIAL TECHNOLOGY – TIMBER NUMERACY SLR
7	EARTH & ENVIRONMENTAL SCIENCE	EARTH & ENVIRONMENTAL SCIENCE ENGINEERING MATHEMATICS ADVANCED	Assessment Block out
8	BIOLOGY BUSINESS STUDIES COMMUNITY & FAMILY STUDIES ENGINEERING FOOD TECHNOLOGY PDHPE	COMMUNITY AND FAMILY STUDIES FOOD TECHNOLOGY MUSIC PDHPE PHYSICS	Assessment Block out
9	CHEMISTRY ENGLISH ADVANCED ENGLISH STANDARD ENGLISH STUDIES INDUSTRIAL TECHNOLOGY – TIMBER MATHEMATICS STANDARD MUSIC NUMERACY TEXTILES	BIOLOGY ENGLISH ADVANCED ENGLISH STANDARD LEGAL STUDIES NUMERACY SLR	YEARLY EXAMINATIONS
10	GEOGRAPHY LEGAL STUDIES MATHEMATICS ADVANCED SOFTWARE DESIGN SLR WORK STUDIES	ENGLISH STUDIES GEOGRAPHY MODERN HISTORY SOCIETY & CULTURE WORK STUDIES	YEARLY EXAMINATIONS
11	SOCIETY AND CULTURE		



## ASSESSMENT SCHEDULES

### Ancient History

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 2, 2022 Week 2	Term 3, 2022 Week 2	Yearly Examination
		Nature of Ancient History Case Studies	Historical Investigation Written Response	Yearly Examination
		In Class	Submit	At school
Knowledge and understanding of course content	40%	10%	5%	25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	10%	5%
Historical inquiry and research	20%	10%	10%	
Communicating of historical understanding in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		AH11-1, AH11-3, AH11-4, AH11-10	AH11-2, AH11-6, AH11-8, AH11-9	AH11-1, AH11-5, AH11-6, AH11-7, AH11-10

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

## Biology

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 8	Term 2, 2022 Week 9	Term 3, 2022 Week 9/10
		First Hand Investigation	Depth Study Field Report	Yearly Examination
		In Class	Submit	At school
Knowledge and understanding of course content	40%	5%	5%	30%
Skills in working scientifically	60%	25%	25%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		BIO11-3, BIO 11-4, BIO 11-5, BIO 11-8	BIO 11-1, BIO 11-4, BIO 11-5, BIO 11-6, BIO 11-7, BIO 11-11	BIO 11-2, BIO 11-4, BIO 11-5, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11

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

## Business Studies

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 8	Term 3, 2022 Week 1	Term 3, 2022 Week 9/10
		The Nature of Business Stimulus Task	Business Planning SME Business Plan	Yearly Examination
		In Class	Submit	At school
Knowledge and understanding of course content	40%	5%	15%	20%
Stimulus-based skills	20%	5%		15%
Inquiry and research	20%	5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
OUTCOMES		P1, P2, P7, P8	P4, P7, P8, P9, P10	P1, P3, P5, P6, P9, P10

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

## Chemistry

COMPONENTS	WEIGHTING	TASK 1 Term 1, 2022 Week 9	TASK 2 Term 3, 2022 Week 1	TASK 3 Term 3, 2022 Week 9/10
		Practical Investigation Structural modelling	Depth Study	Yearly Examination
		In Class	Submit	At school
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in working scientifically	60%	20%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		CH11-5, CH11-6, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9, CH11-10	CH11-1, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11

Course Outcomes	
A student:	
CH11-1	develops and evaluates questions and hypotheses for scientific investigation
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	analyses and evaluates primary and secondary data and information
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

## Community and Family Studies

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Week 9/10
		Research Methodology and Analysis	Research and Communication	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	25%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
OUTCOMES		P1.1, P1.2, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1	P1.1, P1.2, P2.1, P2.3, P3.2, P4.2,	P1.1 – P6.2

Course Outcomes	
<b>A student:</b>	
P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the inter-relationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision-making
P7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.3	appreciates the value of resource management in response to change
P7.4	values the place of management in coping with a variety of role expectations

## Earth and Environmental Science

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 7	Term 2, 2022 Week 7	Term 3, 2022 Week 9/10
		Practical Investigation	Depth Study	Yearly Examination
		In Class	Submit	At school
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in working scientifically	60%	20%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		EES11/12-1, EES11/12-3, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9	EES11/12-5, EES11/12-6, EES11-8, EES11-9, EES11-10, EES11-11

Course Outcomes	
A student:	
EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

## Engineering Studies

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 8	Term 2, 2022 Week 7	Term 3, 2022 Week 9/10
		Biomedical Engineering Report (mandatory task)	Braking Systems Investigation and Presentation	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of course content	60%		20%	40%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	20%	20%	
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
OUTCOMES		P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P6.1	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1

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

## English Advanced

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 9	Term 2, 2022 Week 9	Term 3, 2022 Week 9/10
		Reading to Write Writing Portfolio	Narratives that Shape our World Multi-modal presentation	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		EA11-1, EA11-4, EA11-5, EA11-7, EA11-9	EA11-2, EA11-3, EA11-6, EA11-8, EA11-9	ALL

Course Outcomes	
A student:	
EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



## English Extension

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 2, 2022 Week 3	Term 3, 2022 Week 6	Term 3, 2022 Week 9/10
		Texts, Culture and Value Creative Response	Independent Research Task Research Project	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	20%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		EE11-1, EE11-2, EE11-3, EE11-6	EE11-5, EE11-4, EE11-6	EE11-1, EE11-3, EE11-5

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

## English Standard

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 9	Term 2, 2022 Week 9	Term 3, 2022 Week 9/10
		Reading to Write Writing Portfolio	Contemporary Possibilities Multi-modal presentation	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		EN11-1, EN11-4, EN11-5, EN11-7, EN11-9	EN11-2, EN11-6, EN11-7	ALL

Course Outcomes	
A student:	
EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## English Studies

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 9	Term 2, 2022 Week 10	Term 3, 2022 Week 9/10
		Achieving through English Text Portfolio	Elective 1 Collaborative Presentation	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: comprehending texts, communicating ideas and in using language accurately, appropriately and effectively	50%	20%	15%	15%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
OUTCOMES		ES11-7, ES11-9, ES11-10	ES11-2, ES11-3, ES11-4, ES11-6	ES11-1, ES11-5, ES11-8

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

## Food Technology

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Week 9/10
		Nutrition	Food Quality	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of course content	40%	10%		30%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%	10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	10%	20%	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		P2.1, P3.1, P3.2, P4.2, P4.3, P5.1	P2.2, P4.1, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1

Course Outcomes	
<b>A student:</b>	
P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	explains the role of food nutrients in human nutrition
P2.2	identifies and explains the sensory characteristics and functional properties of food
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups
P.32	presents ideas in written, graphic and oral form using computer software where appropriate
P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P5.1	generates ideas and develops solutions to a range of food situations

## Geography

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 10	Term 2, 2022 Week 10	Term 3, 2022 Week 9/10
		Biophysical Interactions Case study and fieldwork essay with scaffold	Senior Geography Project Fieldwork research mandatory task	Yearly Examination
		In Class	Submit	At school
Knowledge and understanding of course content	40%	15%	5%	20%
Geographical tools and skills	20%		10%	10%
Geographical inquiry and research, including fieldwork	20%	5%	10%	5%
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
OUTCOMES		P2, P3, P9, P12	P7, P8, P9, P10, P11, P12	P1, P2, P4, P5, P6, P10

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

## Industrial Technology, Timber Products & Furniture Technologies

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 9	Term 3, 2022 Week 6	Term 3, 2022 Week 9/10
		Industry Study	Project and Folio	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in the management, communication and production of projects	60%	10%	30%	20%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
OUTCOMES		P1.1, P1.2, P3.2, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2

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

## Legal Studies

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 10	Term 2, 2022 Week 9	Term 3, 2022 Week 9/10
		The Legal System Media file and response	The Individual and the Law Research and response	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of course content	40%	10%	5%	25%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, ideas and issues in appropriate forms	20%	10%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>
OUTCOMES		P1, P4, P8, P9	P5, P7, P8, P10	P2, P3, P6, P7, P9

Course Outcomes	
A student:	
P1.	identifies and applies legal concepts and terminology
P2.	describes the key features of Australian and international law
P3.	describes the operation of domestic and international legal systems
P4.	discusses the effectiveness of the legal system in addressing issues
P5.	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6.	explains the nature of the interrelationship between the legal system and society
P7.	evaluates the effectiveness of the law in achieving justice
P8.	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9.	communicates legal information using well-structured responses
P10.	accounts for differing perspectives and interpretations of legal information and issues

## Mathematics Advanced

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 10	Term 2, 2022 Week 7	Term 3, 2022 Week 9/10
		Investigation / Assignment	Topic Test	Yearly Examination
		Submit	In Class	At school
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9

Course Outcomes	
A student:	
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context



## Mathematics Extension 1

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 2, 2022 Week 2	Term 3, 2022 Week 3	Term 3, 2022 Week 9/10
		Test	Investigation/Assignment	Yearly Examination
		In Class	Submit	At school
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-3, ME11-6, M11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7

Course Outcomes	
A student:	
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

## Mathematics Standard

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 9	Term 2, 2022 Week 6	Term 3, 2022 Week 9/10
		Topic Test	Investigation/Assignment	Yearly Examination
		In Class	Submit	At school
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		MS11-1, MS11-2, MS11-5, MS11-6, MS11-8, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-7, MS11-6, MS11-8, MS11-10

Course Outcomes	
A student:	
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

## Modern History

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 2, 2022 Week 1	Term 2, 2022 Week 10	Term 3, 2022 Week 9/10
		Historical Investigation Research Essay	Nature of Modern History The fall of the Romanovs Source Analysis and Topic Test	Yearly Examination
		Submit	In Class	At school
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		MH11-2, MH11-4, MH11-8, MH11-9	MH11-3, MH11-6, MH11-9	MH11-1, MH11-5, MH11-6, MH11-7, MH11-9

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

## Music 1

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 9	Term 2, 2022 Week 8	Term 3, 2022 Week 9/10
		Viva Summary, Analysis, Performance, Composition & Portfolio	Viva Voce, Portfolio and Composition	Yearly Examination
		Submit and in Class	Submit and in Class	At school
Musicology	25%	10%	15%	
Aural	25%	5%		20%
Performance	25%	10%		15%
Composition	25%	10%	15%	
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
OUTCOMES		P1, P2, P3, P4, P5, P6, P9, P11	P2 ,P3, P4, P5, P6, P7	P1, P4, P6, P7, P9, P10

Course Outcomes	
A student:	
P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance,
P11	demonstrates a willingness to accept and use constructive criticism

## Numeracy

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 9	Term 2, 2022 Week 9	Term 3, 2022 Week 6
		Assignment / Investigation	Assignment / Investigation	Learning Portfolio
		Submit	Submit	At school
Knowledge and understanding	50%	15%	15%	20%
Skills	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1	N6-1.2, N6-2.3, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.6, N6-3.1

Course Outcomes	
A student:	
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
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
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
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
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
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

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

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Week 9/10
		Better Health for Individuals (Research)	The Body in Motion (Practical Analysis)	Yearly Examination Cores 1+2 & Options 1 + 4
		Submit	In Class	At school
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis & communicating	60%	20%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		P3, P5, P15	P7, P8, P11	P1-P17

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

## Physics

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 6	Term 2, 2022 Week 8	Term 3, 2022 Week 9/10
		Practical Investigation	Depth Study -Research and Presentation	Yearly Examination
		In Class	Submit	At school
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in working scientifically	60%	20%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		PH11-1, PH11-2, PH11-3, PH11-4, PH11-7, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-7, PH11-9	PH11-1, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11

Course Outcomes	
A student:	
PH11-1	develops and evaluates questions and hypotheses for scientific investigation
PH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5	analyses and evaluates primary and secondary data and information
PH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

## Society and Culture

SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 11	Term 2, 2022 Week 10	Term 3, 2022 Week 9/10
		Social and Cultural World Aussie Pride Research Methods	Personal and Social Identity Rites of Passage Cross Cultural Investigation	Yearly Examination
		Submit	Submit	At school
Knowledge and understanding of course content	50%	10%	10%	30%
Application and evaluation of social and cultural research methods	30%	15%	15%	
Communication of information ideas and issues in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		P1, P3, P7, P8, P10	P2, P3, P5, P8, P10	P1, P4, P5, P6, P7, P9

Course Outcomes	
A student:	
P1	Identifies and applies social and cultural concepts
P2	Describes personal, social and cultural identity
P3	Identifies and describes relationships and interactions within and between social and cultural groups
P4	Identifies the features of social and cultural literacy and how it develops
P5	Explains continuity and change and their implications for societies and cultures
P6	Differentiates between social and cultural research methods
P7	Selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	Plans and conducts ethical social and cultural research
P9	Uses appropriate course language and concepts suitable for different audiences and contexts
P10	Communicates information, ideas and issues using appropriate written, oral and graphic forms



## Software Design and Development

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 10	Term 3, 2022 Week 4	Term 3, 2022 Week 9/10
		Minor Programming Project	Major Programming Project	Yearly Examination
		Submit	Submit	In class
Knowledge and understanding of course content	50%	15%	15%	20%
Knowledge and skills in the design and development of software solutions	50%	15%	25%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		P1.1, P1.2, P2.1, P2.2, P3.1, P4.1	P1.2, P4.1, P4.2, P4.3, P5.2, P6.2, P6.3	P1.1, P1.2, P1.3, P3.1, P5.1, P5.2, P6.1

Course Outcomes	
A student:	
P1.1	describes the functions of hardware and software
P1.2	describes and uses appropriate data types
P1.3	describes the interactions between the elements of a computer system
P2.1	describes developments in the levels of programming languages
P2.2	describes the effects of program language developments on current practices
P3.1	identifies the issues relating to the use of software solutions
P4.1	analyses a given problem in order to generate a computer-based solution
P4.2	investigates a structured approach in the design and implementation of a software solution
P4.3	uses a variety of development approaches to generate software solutions and distinguishes between these approaches
P5.1	uses and justifies the need for appropriate project management techniques
P5.2	uses and develops documentation to communicate software solutions to others
P6.1	describes the skills involved in software development
P6.2	communicates with appropriate personnel throughout the software development process
P6.3	designs and constructs software solutions with appropriate interfaces

## Sport, Lifestyle & Recreation (SLR)

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 10	Term 2, 2022 Week 9	Term 3, 2022 Week 6
		Fitness Personal Program	Sports Coaching & Training Practical Presentation	Games and Sports Application I Practical Performance
		Submit	In Class	In Class
Knowledge and understanding	50%	20%	10%	20%
Skills	50%	10%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
OUTCOMES		2.2, 3.2, 3.3	2.1, 3.2, 4.2	1.1, 1.3, 3.1, 4.4

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

## Textiles and Design

SYLLABUS COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 9	Term 3, 2022 Week 2	Term 3, 2022 Weeks 9/10
		Elements and principles of design project	Textile Project	All areas Yearly Examination
		Submit	Submit	In class
Knowledge and understanding of course content	50%	10%	10%	30%
Skills and knowledge in the design, manufacture and management of textiles projects	50%	10%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
OUTCOMES		P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1, P6.1	P1.1-P6.1

Course Outcomes	
A student:	
P1.1	describes the elements and principles of design and uses them in a variety of applications
P1.2	identifies the functional and aesthetic requirements and features of a range of textile items
P2.1	demonstrates the use of a variety of communication skills, including computer-based technology
P2.2	develops competence in the selection and use of appropriate manufacturing techniques and equipment
P2.3	Manages the design and manufacture of textile projects
P3.1	Identifies properties of a variety of fabrics, yarns and fibres
P3.2	Justifies the selection of fabrics, yarns and fibres for end-uses
P4.1	Identifies and selects textiles for specific end-uses based on analysis of experimentation
P5.1	Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
P5.2	Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
P6.1	Identifies and appreciates the factors that contribute to the quality and value of textiles in society

## Visual Arts

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 2, 2022 Week 2	Term 3, 2022 Week 5	Term 3, 2022 Week 9/10
		Essay, VAPD and submitted artworks	Short response questions and submitted artworks	Yearly Examination
		Submit	Submit and in class	At school
Art Criticism and Art History	50%	15%	15%	20%
Artmaking	50%	25%	25%	
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>
OUTCOMES		P1, P2, P3, P4, P6,P7, P8, P10	P2, P3, P4, P5, P6, P7, P8, P9	P7, P8, P9, P10

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

## Work Studies

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1, 2022 Week 10	Term 2, 2022 Week 10	Term 3, 2022 Week 9/10
		Transition Portfolio	Leaving to Learn Journal	Yearly Examination
		Submit / In Class	Submit / In Class	In-class
Knowledge and Understanding	30%			30%
Skills	70%	35%	35%	
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
OUTCOMES		1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 6	2, 3, 5, 7, 8, 9

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