



# Assessment Handbook

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## Introduction:

### Purpose of the Assessment Handbook

This booklet will assist you to keep track of when your **major assessments and examinations** are due for all your courses. Completing assessments and examinations is a compulsory part of your studies in High School.

This handbook is issued to all students in Year 11 to:

- ensure all students and their parents are fully informed about assessment requirements at Glenmore Park High School, particularly about the school assessment components for each of their courses.
- ensure students have advance warning concerning the timing of assessment tasks and their relative weighting towards the final school assessment mark in each course.
- enable students to plan their time wisely and organise an appropriate study program, assessment schedule and/or major work.
- help students understand the importance of the work they will be doing as they work towards their HSC award.
- encourage students to maintain a high standard of work in each of their courses. Most aspects of their work will ultimately contribute in some way to their success this year.

## Course Completion Requirements (ACE8019)

To be determined to have met the requirements for completion of HSC Courses, students must be able to provide evidence to the Principal that they have:

<b>NESA Terminology from Assessment, Certification and Examination (ACE) Manual:</b>	<b>For Glenmore Park High School students this means:</b>
1. "Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)"	<ul style="list-style-type: none"><li>● Follow the NESA syllabus</li><li>● Participate in all learning activities set by the teacher</li></ul>
2. "Applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none"><li>● Attend all timetabled classes</li><li>● Make a genuine attempt to complete the tasks set in class to the best of your ability</li><li>● Actively participating in the learning experiences provided</li><li>● Completing all mandatory practical activities.</li></ul>
3. "Achieved some or all of the course outcomes"	<ul style="list-style-type: none"><li>● Demonstrate in class that you have learnt concepts (as determined by your teacher in assessment tasks and other activities in the course)</li></ul>

## Preliminary school-based assessment requirements (ACE8072, ACE8073)

NESA's syllabus packages, including assessment and reporting documents, indicate the mandatory components for Preliminary assessment and the weightings to be attached to those components.

Each school will determine:

- a. the practical and written tasks, such as tests, assignments, or projects, on which their assessments are to be based; and
- b. the weightings to be allocated to each task, except when these are specified in the syllabus package.

Schools are required to develop an assessment program for each of their courses.

For all Board Developed courses (except VET courses and Life Skills courses), NESA requires all students to follow the assessment program developed by the school and have a school-based assessment mark submitted.

A student who does not comply with the assessment requirements and receives an **N-Determination (non-completion)** in a course will not have an assessment grade awarded for that course.

Please note: if the student receives an N-Determination in the Preliminary course, they will not be able to study the HSC course. Students must successfully complete 12 units of Preliminary to qualify for the Year 11 RoSA.

### Issuing Assessment Tasks to students

You will be given a **written assessment task notification, usually via Google Classroom** outlining the details of the task and the due date for all components of the task. This will be received at least **two weeks** before the due date listed in the assessment schedule.

You will be required to **sign a register** to indicate you received the task.

A hard copy of the written notification may also be provided by your teacher for some of your courses.

### Warning of non-completion of Preliminary course (ACE8022)

NESA has delegated to principals the authority to determine if students seeking the award of the HSC at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA. Principals will determine if there is sufficient evidence that each student has applied himself or herself with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school.

If at any time it appears that a student is at risk of being given an **N-Determination (non-completion)** in any course, including VET courses, the principal will warn the student as soon as possible and advise the parent or guardian in writing.

This warning will be given in time for the problem to be corrected and should provide advice about the possible consequences on Preliminary eligibility of an N-Determination in a course.

**Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.** The principal will then issue an N-Determination and advise NESA. Students who have not met the requirements of the Preliminary course cannot progress to the HSC course.

*Please see the N Award Flow Chart on page 10 for the full procedure.*

Students may also be placed on the Loss of Privilege list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.

## Attendance (ACE8021)

The Principal may determine that, because of absence, the course completion criteria has not been met. Unjustified absences are regarded seriously by the school. You will be given early warning of the consequences of such absence, including the effect of your absence on your completion of course requirements.

## Assistance with Assessment Tasks

If you need support with your assessment tasks, please speak to your class teacher for the course in the first instance. The staff operating the Senior Study are also able to assist you. You may also seek assistance from the Head Teacher of the subject, a member of the Learning and Support Team, your Mentor or another teacher you feel comfortable talking to, or the Librarian.

## Completing and backing up copies of Assessment Tasks

Students should only use the free Office 365 or the apps in G-Suite located on their portal to ensure the teacher can access the documents for marking.

Students should keep a copy of all tasks on their desktop or in hard copy in case there is an issue later.

## Disability provisions

Students with additional needs or temporary disabilities like an injury, may require support with their assessment tasks. Suitable modifications may be made prior to tasks being issued to support the student to ensure the student has equitable access to the assessment task.

At times, students may need to apply for Disability Provisions to be eligible to receive additional support during examinations and in-class assessments. The Disability Provisions Policy and application are located on the school website.

Students need to complete the current Disability Provisions application at least **three Weeks** prior to the assessment due date. Approval is granted by the principal in consultation with the Head Teacher Learning and Support. Approval must be in place before student's access provisions.

These provisions may include but are not limited to assistive technology (not including computers or laptops unless under exceptional circumstances), reader or writer, additional time, coloured paper and different sized font.

Unsuccessful applicants may speak to their Learning and Support Teacher to lodge an appeal.

## Extensions for Assessment Tasks (ACE8078)

To seek an extension of your due date, your parents need to complete an Extension Request form and submit it to the faculty Head Teacher for consideration at least **one week** in advance of the due date of the task.

Each extension request is judged on an individual basis and approval is at the Head Teacher's discretion.

Extension applications are available from the Front Office or located on the school's website under the Assessment and Reporting Tab. A sample is located at the end of the assessment handbook.

Students completing a VET subject have a mandatory 35-hour Work Placement. Whilst students have the responsibility of maintaining their coursework in their absence, they are entitled to receive an extension of **one week** for assessments that are issued during a Work Placement to ensure they have enough time to complete the task.

## Submitting Assessment Tasks (ACE8072, ACE8073)

Students **must submit tasks on the due date** established for each task. Please talk to your teacher early if you are having problems with the task so they can assist you.

**Hard copies** of assessments are to be handed to your teacher **during class time** on the day it is due to support the teachers marking the task. Printing facilities are available in the library at recess and lunch.

If the task states you can submit a soft copy, this is to be completed via your Google Classroom page only. USBs will not be accepted by your teacher.

**Technology issues including printing, file corruption or empty document files, email issues do not constitute a reason for an Extension or Illness/Misadventure request.**

Students who cannot submit their task during class time, need to discuss this with their teacher to negotiate a time for when this is to be submitted without penalty.

You will be required to sign a register to indicate you have submitted the task on the due date.

## Managing Major Works

Students are required to actively demonstrate that they have been working on their major work for over 120 hours of the HSC course.

NESA and Vocational Education Training rules stipulate that most of your work needs to be conducted in the presence of your teacher so they can attest that the work presented is completely your own work.

Teachers will need to cite ongoing entries in Process Diaries, Design Portfolios, essay and story drafts and any work submitted to NESA for marking in the HSC.

An N Award Warning Letter will be sent home for all students who are unable to demonstrate adequate progress on their major works and projects to alert parents of under-performance.

## Late policy (ACE8072, ACE 8073)

Year 10-12 students will receive a zero for failing to submit an assessment task on the due date unless they have an approved Illness/Misadventure application, including a Doctor's Certificate, or an approved Extension application.

If you are absent on the due date, you must submit the assessment task with a completed Illness Misadventure Form and a doctor's certificate on the first day that you return to school, whether you have the class or not. Failure to supply a doctor's certificate may result in a zero being awarded for the task.

An N Award Notification letter will be sent home for every missed assessment task to indicate the penalty incurred by missing the due date and the new due date. Students will still be required to submit a satisfactory attempt at the task, even if they are given a zero.

Students may also be placed on a Program of Improvement and the Loss of Privilege list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.

## Illness/Misadventure Applications

It is important you attempt to meet your deadlines. If you know you are going to be away, submit your task the day before it is due or negotiate with your teacher to have it submitted online by the due date.

If you are absent on the due date, you must complete an Illness/Misadventure application and submit it with the completed task on the first day you return to school to your teacher, even if you do not have their class that day.

The consequences of not following these procedures may result in the application for illness/misadventure being rejected and a **zero mark** being awarded.

Illness/Misadventure applications are available from the Front Office (Light Pink in colour) or located on the school's website under the Assessment and Reporting Tab. A sample is located at the end of the assessment handbook.



## Receiving an estimate for an assessment task

Due to extenuating circumstances listed in an Illness/Misadventure application, Head Teachers, in consultation with the Senior Executive, may deem it appropriate to issue an estimate for a missed assessment task.

In exceptional circumstances (e.g., where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the **use of an estimate** based on other appropriate evidence.

## Non-serious or unsatisfactory attempts at assessment tasks (ACE8022)

All assessment tasks are designed so that all students should be able to achieve at least 50% of the marks assigned in the assessment task.

Modifications are also made for students with additional needs to ensure they can complete the assessment.

If a submission is deemed to be a non-serious or unsatisfactory attempt, the teacher will issue you with a penalty which may include receiving a zero. ***You will be expected to make a satisfactory re-attempt at the assessment.***

## Malpractice in Assessment Tasks (ACE9023)

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their HSC results.

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

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

The above are examples of malpractice and are not conclusive. The principal or principal's delegate may determine if an act performed by the student is deemed as malpractice. Use of any type of software assistance, for example AI software, is considered malpractice. NESA has implemented the **Register of Malpractice in HSC Assessment Tasks**, where schools will collect and document the detailed information in an N Award Warning Letter sent home indicating where malpractice has occurred, the type of offence and the penalties applied. This record is then kept and maintained by NESA.

***Students who have completely plagiarised their assessment may receive a zero.***

## Non-completion of a mandatory VET Work Placement

Each Vocational and Education and Training (VET) course requires students to complete a mandatory 35 hours of work placement in Year 11 and in Year 12 to be eligible for the A.

Students need to complete their Work Placement Booklet and have it signed by their supervisor each day they attend the work site to document the skills and experiences completed whilst on work placement.

Students who do not comply with this mandatory requirement may be automatically given an N Determination Warning letter for either the Preliminary or HSC Courses.

Students in Year 11 who have not met this requirement, will be required to do so, before they can be deemed to have satisfactorily completed their Preliminary ROSA requirements.

An N Determination Warning letter will be sent home to indicate the penalty incurred by failing to complete the mandatory workplace.

Students may also be placed on a Program of Improvement and the Loss of Privileges list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.

# GLENMORE PARK HIGH SCHOOL: N-AWARDS FLOWCHART

<p style="text-align: center;"><b>REASON A</b></p> <p>NOT followed the course developed or endorsed by NESA</p> <p><b>INCLUDES:</b> Extensive unexplained absences - below 85%, non-completion of Classwork, Non-completion of mandatory VET work placement requirements</p>	<p style="text-align: center;"><b>REASON B</b></p> <p>NOT applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course</p> <p><b>INCLUDES:</b> Malpractice, plagiarism, non-serious attempts of assessment, or continued/deliberate avoidance of exams, not completion of classwork, non-completion of assessment.</p>	<p style="text-align: center;"><b>REASON C</b></p> <p>NOT achieved some or all the outcomes</p> <p><b>INCLUDES:</b> Missed examinations and assessment</p>
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TEACHER TO ISSUE:	N-AWARD NON-COMPLETION ROSA/PRELIMINARY/HSC WARNING LETTER FOR YEARS 10-12		
<ul style="list-style-type: none"> <li><input type="checkbox"/> CREATE a Sentral entry under Wellbeing: N Award: WARNING tab</li> <li><input type="checkbox"/> COMPLETE all boxes. Include task number, title, and weighting</li> <li><input type="checkbox"/> MARK entry as 'Further Action Required'.</li> <li><input type="checkbox"/> ATTACH/OUTLINE work to be completed AND/OR assessment task AND/OR notification of exam catch-up</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SET date for work/task to be completed to <u>at least 2 weeks later</u> (based on outcomes) OR set exam catch-up for nearest available opportunity.</li> <li><input type="checkbox"/> RECORD zero in Sentral mark book</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SELECT and EDIT the N Award- Non-Completion ROSA, PRELIMINARY or HSC Letter.</li> <li><input type="checkbox"/> PRINT three copies of letter:</li> <li><input type="checkbox"/> GIVE copy 1 to student.</li> <li><input type="checkbox"/> MAIL copy 2 to parent/carer.</li> <li><input type="checkbox"/> FILE copy 3 in office for school records.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> TELEPHONE parent/carer to discuss</li> <li><input type="checkbox"/> MEETING with student to discuss</li> <li><input type="checkbox"/> ANNOTATE Sentral entry with conversation details</li> </ul>

<b>NON-ATTEMPT</b> WORK/TASK <u>NOT</u> COMPLETED (Within 2 weeks)	<b>2 WEEKS LATER</b> DETERMINE IF WORK/TASK HAS BEEN COMPLETED	<b>COMPLETED</b> WORK/TASK COMPLETED (Within 2 weeks)
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<p style="text-align: center;"><b>TEACHER TO REPEAT CONTACT PHASE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> USE a <b>COURSE COUNT</b> for numbering letters. <b>DO NOT</b> use a task count.</li> <li><input type="checkbox"/> REFER to Head Teacher if assessment remains outstanding</li> </ul>	<p style="text-align: center;"><b>TEACHER:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CHANGE status of Sentral record for N-Award Warning to 'Completed' and 'Resolved'.</li> </ul>
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HEAD TEACHERS REVIEW SENTRAL N-AWARD WARNINGS:	HEAD TEACHER SS PROGRAM OF IMPROVEMENT	DEPUTY PRINCIPAL	PRINCIPAL
<ul style="list-style-type: none"> <li><input type="checkbox"/> CHECK N-Award Warnings for faculty each term, Weeks 5 and 10.</li> <li><input type="checkbox"/> CHECK that teachers in faculty have redeemed / referred on N-Award Warnings for students.</li> <li><input type="checkbox"/> CONSULT with Deputy Principal once a student has failed to redeem OVER 50% of assessment marks,</li> <li><input type="checkbox"/> REFER student to HT T&amp;L for PROGRAM OF IMPROVEMENT</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SET meeting with Faculty HT, teacher, parents/carers, and student to discuss Program of Improvement and next stages of the N Determination process</li> <li><input type="checkbox"/> ESTABLISH requirements for student to redeem N-Award Warnings.</li> <li><input type="checkbox"/> MONITOR and REVIEW progress</li> <li><input type="checkbox"/> REFER to DEPUTY if not complying with Program of Improvement</li> <li><input type="checkbox"/> GENERATE a N-Determination Warning Letter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> MEETING with student and parents/carers to discuss N Determination Warning Letter</li> <li><input type="checkbox"/> REFERS Non-compliant students referred to Principal</li> <li><input type="checkbox"/> GENERATE a FINAL N Determination Warning Letter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> MEETING with student and parents/carer to discuss the FINAL N Determination process and expectations for student</li> <li><input type="checkbox"/> ISSUE Final N Determination Letter</li> <li><input type="checkbox"/> REVIEW appeal application</li> <li><input type="checkbox"/> NOTIFIES NESA of final decision</li> <li><input type="checkbox"/> DETERMINES additional consequences to be issued</li> </ul>

## Electronic devices during examinations and in class assessment tasks

Students are not to bring or access electronic devices during examinations and in-class assessment tasks, unless with prior approval from the class teacher, or the Learning and Support Team or prescribed in the assessment. At times, this may include calculators.

## Misbehaviour during in-class assessment tasks

All students have the right to a quiet classroom during in-class assessments to allow them to do their best.

Students need to learn to manage their behaviour for the duration of the task. Spending time reviewing and editing responses will assist students to do this. Ask for some scrap paper as a distraction or bring something to read you are interested in. Students disrupting assessment will receive appropriate consequences.

Misbehaving students may be ejected from the classroom and not given an opportunity to finish their task.

## Examination or in-class assessment rules

Examination may occur in the classroom, computer labs or the hall. Students must ensure they follow the rules set out for examinations or in-class assessment tasks. See the Misbehaviour during an assessment task section.

For formal examinations and in-class assessments:

- Students must be in complete school uniform – dress appropriately for the weather and the space your examination will be held in.
- Be on time for the examination or assessment– go to the toilet before the examination commences.
- Inform the Head Teacher of the subject if you will be absent by submitting an **extension request at least one week in advance** to arrange an alternative time to complete the task.
- Inform the Head Teacher of the subject if you are away on the morning of an examination. Submit an Illness/Misadventure form to justify all absences from scheduled examinations on the first day you return to school to avoid a possible penalty.
- For examinations in the hall or PAC, assemble ten minutes before the commencement of the examination.
- Follow all instructions both inside and outside the examination area.
- Leave bags and personal belongings in the allocated space for the examination.
- Turn off and put away all study notes and unapproved electronic devices inc apple watch.
- Do not talk once you enter the examination space.
- Have approved materials including your writing equipment visible on your desk for the examiners to review. This includes approved ALARM scaffolds and a clear unlabelled bottle of water.
- At all times, respect the rights of others by behaving appropriately.
- You will be expected to stay in the examination room until the end of the scheduled period for your assessment.

## Invalidating Assessment Tasks

An assessment task may be declared invalid if it can be clearly demonstrated that either one or more students were given an unfair advantage; a task was disrupted due to an unforeseen circumstance with an emergency evacuation or network malfunction, or the task produced results that are significantly different to those to be expected to be produced by the cohort.

Students or parents who feel that an assessment task meets one or more of these criteria to be considered an invalid assessment need to raise the issue with the class teacher and the faculty Head Teacher.

The faculty Head Teacher will investigate the claim and in consultation with the Senior Executive will make a final determination on the validity of the claim.

In the event the assessment task is deemed invalid, all students affected will be issued with a suitable replacement assessment task with a minimum of **two weeks'** notice for the new due date.

## Misplaced or corrupted assessment tasks and files

Very rarely, issues arise where a student's assessment task or digital copy has been lost or corrupted. Students will be asked to submit another copy of their assessment task in the appropriate format.

If a copy cannot be provided and there is clear evidence on the assessment register that the student submitted the assessment task on time, the student will receive an estimate for the task based on their average performance on the rest of their assessment tasks.

Students are reminded to keep a copy of the assessment task.

## All My Own Work and Life Ready Mandatory Course Completion requirements

Students must have satisfactorily completed the All My Own Work and Life Ready course to be eligible for the HSC.

## HSC Minimum Standards (ACE4060)

From 2020, students in NSW need to demonstrate a minimum standard of literacy and numeracy to receive their HSC. The HSC Minimum Standard is a way of supporting and ensuring students have a functional level of literacy and numeracy.

To achieve an HSC in 2020 and beyond, students must sit the HSC minimum standards online tests in reading, writing and numeracy. Each of the three tests are of 45 minutes duration.

Students must achieve a level 3 in each online test to meet the HSC Minimum standard. This aligns with level 3 of the Australian Core Skills Framework (ACSF) which is the level required to function in everyday life, for work and further study beyond school.

Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC. Students in Years 10 and 11 get up to 4 times per year to sit for each test. At least 30 calendar days are required before re-attempting a test in the same domain. Students can take the tests from Year 10 until up to 5 years after starting their first HSC course.. Most of our HSC students successfully meet this requirement in either Year 10 or Year 11.

Link to NESA: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

## School based appeal requests

Appeal requests may be submitted when you have sought and been denied an illness/Misadventure Request, an Extension Request, a Disability Provisions application, issued a Letter of Concern, or N Award Warning, N Determination Warning or N Determination Notification or failed to complete a Program of Improvement.

Appeal request forms are found on the school website and must be submitted to the Principal within 48 hours of receiving a rejection, letter, or notification. You must include a copy of your completed Illness/Misadventure or Extension Request form, your Disability Provisions application, or relevant notification documentation.

Appeal requests should only be made in circumstances where you truly believe the Head Teacher, Deputy Principal or Principal has not considered all the facts in your case. The Principal reserves the right to uphold or reject your appeal after careful consideration of all the circumstances of your situation.

# Preliminary Checklist

## Term 1

- Read and understand the Assessment Handbook
- Check I am eligible for entry into the HSC by completing All My Own Work and Life Ready courses
- Review and sign the Student Declaration on the Confirmation of Entry form and ensure it correctly lists my personal contact details and courses
- Write down my Student Number and Schools Online PIN number. Store it in a safe place.
- Ensure any optional examinations in English Studies, Mathematics Standard and VET courses are listed on the Confirmation of Entry
- Check I have received my syllabus outline including core and elective topics for all courses.
- Check I have been provided with the scope and sequence for each course I am studying
- Go to Students Online to update my PIN and check my postal address, personal email address and mobile number
- Read and become familiar with course and assessment requirements
- Create my own assessment calendar

## Term 2-3

- Confirm dates for any project submissions, performance, and oral examinations
- Submit all projects on due dates
- Attend any performance and oral examinations

## Glossary of Key Terms

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Term	Definition
Account	Account for: state reasons for, report on. Give an account of, narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion

Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts, or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



## Year 11 2024 Assessment Calendar

Term 1	<b>Semester One</b>
Week 1 - 6	
Week 7	
Week 8	Physics Task 1, S&C Task 1, Chemistry Task 1, Music Task 1
Week 9	English Stud. Task 1, Inv. Science Task 1, Photography Task 1,
Week 10	CAFS Task 1, Economics Task 1, English Adv. Task 1, English Ext Task 1, English Stand. Task 1, EEC Task 1, Food Tech Task 1, V.A Task 1,
Week 11	Legal Stud. Task 1,
Term 2	
Week 1	
Week 2	Business Stud. Task 1, Biology Task 1
Week 3	Timber Task 1, Modern History Task 1, PDHPE Task 1, Hospitality Task 1
Week 4	
Week 5	Maths Adv. Task 1, Maths Ext. Task 1, Maths Stand. Task 1, V.A Task 2
Week 6	Ancient History Task 1, Dance Task 1, S&C Task 2, SLR Task 1
Week 7	Music Task 2
Week 8	English Adv. Task 2, English Stand. Task 2
Week 9	Economics Task 2, English Stud. Task 2, Food Tech Task 2, Legal Stud. Task 2, Photography Task 2
Week 10	Chemistry Task 2, Dance Task 2, EEC Task 2, Inv. Science Task 2, Physics Task 2
Term 3	<b>Semester Two</b>
Week 1	Ancient History Task 2, Modern History Task 2
Week 2	Biology Task 2
Week 3	Timber Task 2, Maths Stand. Task 2
Week 4	Maths Adv. Task 2, PDHPE Task 2
Week 5	Maths Ext. Task 2, Business Stud. Task 2, CAFS Task 2, English Ext Task 2
Week 6	EEC Task 3, SLR Task 2, Photography Task 3
Week 7	
Week 8 -9	Ancient History Task 3, Biology Task 3, Business Stud. Task 3, Chemistry Task 3, CAFS Task 3, Dance Task 3, Economics Task 3, English Adv. Task 3, English Ext Task 3, English Stand. Task 3, English Stud. Task 3, Food Tech Task 3, Timber Task 3, Inv. Science Task 3, Legal Stud. Task 3, Maths Adv. Task 3, Maths Ext. Task 3, Maths Stand. Task 3, Modern History Task 3, Music Task 3, PDHPE Task 3, Physics Task 3, S&C Task 3, SLR Task 3, V.A Task 3, Hospitality Task 3 <b>ALL N DETERMINATIONS WARNINGS TO BE ISSUED BY THIS WEEK</b>
Week 10	Hospitality Task 2 <b>VET WORK PLACEMENT RECORD DUE 25.10.2024</b>
Term 4	
Week 1	
Week 2	<b>N DETERMINATION FINAL NOTIFICATION SUBMITTED TO NESA TBA</b>

## My 2024 Assessment Calendar

Term 1	<b>Semester One</b>
Week 1 -5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Term 2	<b>Tasks Due</b>
Week 1	
Week 2	
Week 3	
Week 4	Assessment Free Week
Week 5	Half Yearly Examinations
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 3	<b>Semester Two</b>
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Assessment Free Week
Week 8	Yearly Examination block
Week 9	Yearly Examination block

	ALL N DETERMINATIONS WARNINGS TO BE ISSUED THIS WEEK
Week 10	VET WORK PLACEMENT RECORD DUE 25.10.2024
Term 4	
Week 1	
Week 2	N DETERMINATION FINAL NOTIFICATION SUBMITTED TO NESA TBA

## Year 11 Ancient History

Head Teacher: Mr Lester

OBJECTIVES	OUTCOMES
A student develops knowledge and understanding about: develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context develop an understanding of continuity and change over time.	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
Skills undertake the process of historical inquiry use historical concepts and skills to examine the ancient past communicate an understanding of history, sources and evidence, and historical interpretations.	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

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 2 Week 6	Term 3 Week 1	Term 3 Week 8-9
OUTCOMES		11.1, 11.2, 11.3, 11.4	11.5, 11.7, 11.6, 11.8, 11.9	11.4, 11.5, 11.9, 11.10
Syllabus Components	Component Weighting	In-class source analysis	Historical Investigation	Yearly Examination
Knowledge and Understanding	40%	15%		25%
Source Based Skills	20%	10%	5%	5%
Historical Inquiry	20%		20%	
Communication of Historical Information	20%	10%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

OBJECTIVES	OUTCOMES
Skills: develop skills in applying the processes of Working Scientifically.	BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation: (Questioning and predicting) BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information (Planning Investigations) BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information (Conducting Investigations) BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media (Processing Data and Information) BIO11/12-5 analyses and evaluates primary and secondary data and information (Analysing data and information) BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes (Problem Solving) BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose (Communicating)
Knowledge and Understanding: develop knowledge and understanding of the structure and function of organisms develop knowledge and understanding of the Earth's biodiversity and the effect of evolution.	BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms. BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 2 Week 2	Term 3 Week 2	Term 3 Week 8-9
OUTCOMES		BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO11-11	BIO11/12-1 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8	BIO11/12-5 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11
Syllabus Components	Component Weighting	Depth Study	Practical Task	Yearly Examination
Skills in working scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

OBJECTIVES	OUTCOMES
A student develops knowledge and understanding about: The nature, role and structure of business	A student: P1 discusses the nature of business, its role in society and types of business structure
Internal and external influences on business	P2 explains the internal and external influences on businesses P3 describes the factors contributing to the success and failure of small to medium enterprises
The functions and processes of business	P4 assesses the processes and interdependence of key business functions
Management strategies and their effectiveness	P5 Examines the application of management theories and strategies P6 analyses the responsibilities of business to internal and external stakeholders
Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations
Communication business information and issues using appropriate formats	P9 communicates business information and issues in appropriate formats
Apply mathematical concepts appropriate to business situations	P10 applies mathematical concepts appropriately in business situations

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 2 Week 1	Term 3 Week 5	Term 3 Week 8-9
OUTCOMES		P1, P2, P6, P7	P3, P4, P6, P7, P9, P10	P1, P2, P3, P5, P6, P8, P9, P10
Syllabus Components	Component Weighting	Class Test	Business Report	Yearly Examination
Knowledge and Understanding	40%	10%	5%	25%
Stimulus Based Skills	20%	15%		5%
Inquiry and Research	20%		20%	
Communication	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

OBJECTIVES	OUTCOMES
Skills: develop skills in applying the processes of Working Scientifically.	CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation (Questioning and Predicting) CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information (Planning Investigations) CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information (Conducting Investigations) CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media (Processing data and information) CH11/12-5 analyses and evaluates primary and secondary data and information (Analysing data and information) CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes (Problem Solving) CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose (Communicating)
Knowledge and Understanding: develop knowledge and understanding of the fundamentals of chemistry develop knowledge and understanding of the trends and driving forces in chemical interactions.	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

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 8	Term 2 Week 10	Term 3 Week 8-9
OUTCOMES		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11-8	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-9	CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11
Syllabus Components	Component Weighting	Practical Task and Investigation	Depth Study	Yearly Examination
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Year 11 Community and Family Studies Head Teacher: Mr Panaioli

OBJECTIVES	OUTCOMES
<p>Students will develop:</p> <p>Knowledge &amp; understanding about resource management and its role in ensuring individual, group, family and community wellbeing</p> <p>Knowledge &amp; understanding about the contribution positive relationships make to individual, group, family and community wellbeing</p> <p>Knowledge &amp; Understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities</p> <p>Knowledge &amp; Understanding about research methodology and skills in researching, analysing and communicating</p> <p>skills in the application of management processes to meet the needs of individuals, groups, families and communities</p> <p>skills in critical thinking and the ability to take responsible action to promote wellbeing</p> <p>an appreciation of the diversity and interdependence of individuals, families, groups and communities</p>	<p>P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</p> <p>P1.2 proposes effective solutions to resource problems</p> <p>P2.1 accounts for the roles and relationships that individuals adopt within groups</p> <p>P2.2 describes the role of the family and other groups in the socialisation of individuals</p> <p>P2.3 Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning</p> <p>P3.1 explains the changing nature of families and communities in contemporary society</p> <p>P3.2 analyses the significance of gender in defining roles and relationships</p> <p>P4.1 utilises research methodology appropriate to the study of social issues</p> <p>P4.2 presents information in written, oral and graphic form</p> <p>P5.1 applies management processes to maximise the efficient use of resources</p> <p>P6.1 distinguishes those actions that enhance wellbeing</p> <p>P6.2 uses critical thinking skills to enhance decision-making</p> <p>P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society</p> <p>P7.2 develops a sense of responsibility for the wellbeing of themselves and others</p> <p>P7.3 appreciates the value of resource management in response to change</p> <p>P7.4 values the place of management in coping with a variety of role expectations</p>

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 10	Term 3 Week 5	Term 3 Week 8-9
OUTCOMES		P1.1, P1.2, P3.2, P4.1, P5.1, P6.1	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P6.2, P7.1	P1.1-P7.4
Syllabus Components	Component Weighting	Core 1: Resource Management: 30%	Core 2: Individuals and Groups: 15% Core 3: Families and Communities: 15%	Yearly Examination Core 1: 5% Core 2: 17.5% Core 3: 17.5 %
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



## Year 11 Dance

Head Teacher: Mr Namdar

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

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 2 Week 6	Term 2 Week 10	Term 3 Week 8-9
OUTCOMES		P1.2, P2.1, P2.3-P2.4	P1.1, P3.1, P3.4, P3.5 P4.2, P4.5	P1.3, P2.2, P2.5, P2.6, P3.2, P3.3, P3.7, P4.3, P4.5
Syllabus Components	Component Weighting	Performance Composition	Composition and Appreciation Components	Yearly Examination
Performance	40%	25%		15%
Composition	30%	5%	10%	15%
Appreciation	30%		20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Year 11 Economics

Head Teacher: Mr Lester

OBJECTIVES	OUTCOMES
<p>A student will develop knowledge &amp; understanding about:</p> <ul style="list-style-type: none"> <li>the economic behaviour of individuals, firms, institutions and governments</li> <li>the function and operation of markets</li> <li>the operation and management of economies</li> <li>Contemporary economic problems and issues facing individuals, firms and governments</li> </ul>	<p>A student:</p> <ul style="list-style-type: none"> <li>P1 demonstrates understanding of economic terms, concepts and relationships</li> <li>P2 explains the economic role of individuals, firms and government in an economy</li> <li>P3 describes, explains and evaluates the role and operation of markets</li> <li>P4 compares and contrasts aspects of different economies</li> <li>P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy</li> <li>P6 explains the role of government in the Australian economy</li> <li>P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments</li> <li>P8 applies appropriate terminology, concepts and theories in economic contexts</li> </ul>
<p>A student develops skills to:</p> <ul style="list-style-type: none"> <li>Investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources.</li> <li>Communicate economic information, ideas and issues in appropriate forms</li> </ul>	<ul style="list-style-type: none"> <li>P9 selects and organises information from a variety of sources for relevance and reliability</li> <li>P10 communicates economic information, ideas and issues in appropriate forms</li> <li>P11 applies mathematical concepts in economic contexts</li> <li>P12 works independently and in groups to achieve appropriate goals in set timelines</li> </ul>

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 10	Term 2 Week 8/9	Term 3 Week 8/9
OUTCOMES		P1, P2, P4, P6,	P2, P3 P10, P11	P1, P5, P7, P8, P11
Syllabus Component	Component Weighting	In Class Test	Research	Yearly Examination
Knowledge and understanding of course concepts	40%	10%	5%	25%
Stimulus Based Skills	20%	10%	5%	5%
Inquiry and Research	20%		20%	
Communication of economic information, ideas and issues in appropriate forms	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>

OBJECTIVES	OUTCOMES
<p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing use language to shape and make meaning according to purpose, audience and context think in ways that are imaginative, creative, interpretive and critical express themselves and their relationships with others and their world learn and reflect on their learning through their study of English</p>	<p>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</p>

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8-9
OUTCOMES		EA11-3, EA11-5, EA11-9	EA11-1, EA11- 2. EA11-7	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
Syllabus Component	Component Weighting	Reading to Write (Imaginative Text and Reflection)	Narratives that Shape Our World (Multimodal Presentation)	Critical Response Yearly Examination
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>

OBJECTIVES	OUTCOMES
<p>Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:</p> <p>articulate understanding through speaking, listening, reading, writing, viewing and representing</p> <p>craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts</p> <p>express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values</p> <p>express understanding of how cultural, historical and social contexts are represented in critical and creative texts</p> <p>reflect on and evaluate their own processes of learning and creativity</p>	<p>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</p> <p>EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts</p> <p>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</p> <p>EE11-4 develops skills in research methodology to undertake effective independent investigation</p> <p>EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts</p> <p>EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity</p>

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 4
DATE DUE		Term 1 Week 10	Term 3 Week 5	Term 3 Week 8-9
OUTCOMES		EE11-1, EE11-2 EE11-3, EE11-6	EE11-1, EE11-3 EE11-4, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5
Syllabus Component	Component Weighting	Critical Assessment Task	Multimodal Project	Yearly Examination
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

OBJECTIVES	OUTCOMES
<p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing use language to shape and make meaning according to purpose, audience and context think in ways that are imaginative, creative, interpretive and critical express themselves and their relationships with others and their world learn and reflect on their learning through their study of English</p>	<p>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</p>

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8-9
OUTCOMES		EN11-3, EN11-5, EN11-9	EN11-1, EN11- 2, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
Syllabus Component	Component Weighting	Reading to Write (Imaginative Text and Reflection)	Contemporary Possibilities (Interactive ICT Presentation)	Yearly Examination
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>

OBJECTIVES	OUTCOMES
<p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing use language to shape and make meaning according to purpose, audience and context think in ways that are imaginative, creative, interpretive and critical express themselves and their relationships with others and their world learn and reflect on their learning through their study of English</p>	<p>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</p>

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-9
OUTCOMES		ES11-1 ES11-6 ES11-7	ES11-3 ES11-4 ES11-10	ES11-2 ES11-5 ES11-8 ES11-9
Syllabus Component	Component Weighting	Portfolio Task. Resume	In Class Writing Task	Yearly Examination
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>

OBJECTIVES	OUTCOMES
Students will develop: 1. knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children	A student: 1.1 analyses prenatal issues that have an impact on development 1.2 Examines major physical, social-emotional, behavioural, cognitive and language development of young children 1.3 Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years 1.4 analyses the ways in which family, community and culture influence the growth and development of young children 1.5 Examines the implications for growth and development when a child has special needs
2. knowledge and understanding about the environmental factors that have an impact upon young children’s growth and development	2.1 analyses issues relating to the appropriateness of a range of services for different families 2.2 critically examines factors that influence the social world of young children 2.3 explains the importance of diversity as a positive issue for children and their families 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children 2.4 examines strategies that promote safe environments
3. knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children	3.1 evaluates strategies that encourage positive behaviour in young children
4. skills in communication and interaction	4.1 demonstrates appropriate communication skills with children and/or adults 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds 4.3 demonstrates appropriate strategies to resolve group conflict
5. skills in research and analysis	5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
6. skills in decision making, evaluation and reflective thinking	6.1 demonstrates an understanding of decision-making processes 6.2 critically examines all issues including beliefs and values that may influence interactions with others

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 10	Term 2 Week 10	Term 3 Week 6
OUTCOMES		1.1, 1.4, 2.1, 5.1, 6.1.	1.2, 1.3, 1.5, 2.2, 2.3, 2.4, 6.2	1.2, 3.1, 4.1, 4.2, 4.3, 6.2
<b>Syllabus Component</b>	<b>Component Weighting</b>	Core A: Pregnancy and Childbirth: 20% Module 12: Food and Nutrition: 15%	Module 2 Play and the Developing Child: 15% Core B Growth and Development: 20% (Topic Test)	Core C: Promoting Positive behaviour: 15% Module 11: Children Literature: 15%
<b>Knowledge &amp; Understanding</b>	<b>50%</b>	17.5%	17.5%	15%
<b>Skill</b>	<b>50%</b>	17.5%	17.5%	15%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

OBJECTIVES	OUTCOMES
<p><i>Students will develop:</i></p> <p>1. knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society</p>	<p><i>A student:</i></p> <p>P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods</p> <p>P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors</p>
<p>2. knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health</p>	<p>P2.1 explains the role of food nutrients in human nutrition</p> <p>P2.2 identifies and explains the sensory characteristics and functional properties of food</p>
<p>3. skills in researching, analysing and communicating food issues</p>	<p>P3.1 assesses the nutrient value of meals/diets for particular individuals and groups</p> <p>P3.2 presents ideas in written, graphic and oral form using computer software where appropriate.</p>
<p>4. skills in experimenting with and preparing food by applying theoretical concepts</p>	<p>P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food</p> <p>P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection</p> <p>P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups</p> <p>P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products</p>
<p>5. skills in designing implementing and evaluating solutions to food situations</p>	<p>P5.1 generates ideas and develops solutions to a range of food situations</p>

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-10
OUTCOMES		P1.1, P1.2, P3.2, P4.2	P2.2, P4.1, P4.4	P2.1, P3.1, P4.3, P5.1
Syllabus component	Component Weighting	Investigation – Food Availability & Selection	Experiments & Preparation – Food Quality	Yearly Examination
Knowledge and understanding of course content	40%	10%	10%	20%
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%	10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



OBJECTIVES	OUTCOMES
Students will develop: 1. knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	A student: P1.1 describes the organization 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
2. knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques P2.2 works effectively in team situations
3. competence in designing, managing and communicating within a relevant industry context	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
4. knowledge and skills in producing quality products	P4.1 demonstrates a range of practical skills in the production of projects P4.2 demonstrated 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
5. knowledge and skills in communication and information processing related to the industry focus area	P5.1 uses communication and information processing skills P5.2 uses appropriate documentation techniques related to the management of projects
6. an appreciation of quality products and the principles of quality control	P6.1 identifies the characteristics of quality manufactured products P6.2 identifies and explain the principles of quality control
7. an appreciation of the relationships between technology, the individual, society and the environment	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.

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 2 Week 3	Term 3 Week 3	Term 3 Week 8-9
OUTCOMES		P3.1-3, P5.1-2	P1.2, P2.1-2, P4.1-3, P5.1-2, P6.2	P1.1-2, P2.1, P6.1-2, P7.1-2
Syllabus component	Component Weighting	Design, Management and Communication	Production	Yearly Examination
Knowledge and understanding	40%	10%	10%	20%
Knowledge and skills in the management, communication and production of projects	60%	20%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

OBJECTIVES	OUTCOMES
Skills: develop skills in applying the processes of Working Scientifically.	INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation (Questioning and predicting) INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information (Planning Investigations) INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information (Conducting Investigations) INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media (Processing data and information) INS11/12-5 analyses and evaluates primary and secondary data and information (Analysing data and information) INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes (Problem solving) INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose communicating
Knowledge and Understanding: develop knowledge and understanding of cause and effect develop knowledge and understanding of models, theories and laws.	INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations INS11-9 Examines the use of inferences and generalisations in scientific investigations INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes INS11-11 describes and assesses how scientific explanations, laws and theories have developed

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DUE DATE		Term 1 Week 9	Term 2 Week 10	Term 3 Week 8-9
OUTCOMES		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-7 INS11-8	INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11-7 INS11-8 INS11-11	INS11/12-5 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11
Syllabus Component	Component Weighting	Depth Study Research task	Practical Task and Data Analysis	Yearly Examination
Working scientifically	60%	20%	20%	20%
Knowledge and understanding	40%	10%	10%	20%
Total Weighting	100%	30%	30%	40%

OBJECTIVES	OUTCOMES
A student develops knowledge and understanding about: 1. the nature and institutions of domestic and international law	P1. identifies and applies legal concepts and terminology P2. describes the key features of Australian and international law
2. the operation of Australian and international legal systems and the significance of the rule of law	P3. describes the operation of domestic and international legal systems P4. discusses the effectiveness of the legal system in addressing issues
3. the interrelationship between law, justice and society and the changing nature of the law.	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
A student develops skills in: 4. investigating, analysing and communicating relevant legal information and issues.	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

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 11	Term 2 Week 9	Term 3 Week 8-9
OUTCOME		P1, P2, P3, P4, P6	P1, P4, P5, P6, P7 P8, P9	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10
Syllabus Component	Component Weighting	Topic Test	Research/ Response	Yearly Examination
Knowledge and Understanding	60%	20%	20%	20%
Research	20%		10%	10%
Communication of Legal Studies information, issues and ideas in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

<b>OBJECTIVES</b>	<b>OUTCOMES</b>
Students: develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	A student: MA11-1: uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability	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
develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	MA11-8: uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms	MA11-9: provides reasoning to support conclusions which are appropriate to the context

<b>YEAR 11 ASSESSMENT</b>		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>DATE DUE</b>		Term 2 Week 5	Term 3 Week 4	Term 3 Week 8-9
<b>OUTCOMES</b>		MA11-1 - MA11-5	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1 - MA11-9
<b>Syllabus Component</b>	<b>Component Weighting</b>	Half-Yearly Examination	Assignment	Yearly Examination
<b>Concepts Skills and Techniques</b>	<b>50%</b>	17.5%	12.5%	20%
<b>Reasoning and Communication</b>	<b>50%</b>	17.5%	12.5%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

<b>OBJECTIVES</b>	<b>OUTCOMES</b>
Students: develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques	A student: ME11-1: uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis	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
use technology effectively and apply critical thinking to recognise appropriate times for such use	ME11-6: uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
develop the ability to interpret, justify and communicate mathematics in a variety of forms	ME11-7: communicates making comprehensive use of mathematical language, notation, diagrams and graphs

<b>YEAR 11 ASSESSMENT</b>		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>DATE DUE</b>		Term 2 Week 5	Term 3 Week 5	Term 3 Week 8-9
<b>OUTCOMES</b>		ME11-1 – ME11-3, ME11-6, ME11-7	ME11-1, ME11-3, ME11-6, ME11-7	ME11-1 - ME11-7
<b>Syllabus Component</b>	<b>Component Weighting</b>	Half-Yearly Examination	Assignment	Yearly Examination
<b>Concepts Skills and Techniques</b>	<b>50%</b>	17.5%	12.5%	20%
<b>Reasoning and Communication</b>	<b>50%</b>	17.5%	12.5%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

OBJECTIVES	OUTCOMES
Students: develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	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
develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units MS11-4 performs calculations in relation to two-dimensional figures MS11-5 models relevant financial situations using appropriate tools MS11-6 makes predictions about everyday situations based on simple mathematical models MS11-7 develops and carries out simple statistical processes to answer questions posed MS11-8 solves probability problems involving multi stage events
develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 2 Week 5	Term 3 Week 3	Term 3 Week 8-9
OUTCOMES		MS11-1 - MS11-6	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1 - MS11-10
Syllabus Component`	Component Weighting	Half-Yearly Examination	Assignment	Yearly Examination
Concepts Skills and Techniques	50%	17.5%	12.5%	20%
Reasoning and Communication	50%	17.5%	12.5%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

# Year 11 Modern History

Head Teacher: Mr Lester

OBJECTIVES	OUTCOMES
<p><b>Knowledge and Understanding:</b> develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context develop an understanding of continuity and change over time.</p>	<p>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</p>
<p><b>Skills:</b> develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context develop an understanding of continuity and change over time.</p>	<p>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</p>

YEAR 11 ASSESSMENT		TASK 1	TASK 3	TASK 4
DATE DUE		Term 2 Week 3	Term 3 Week 1	Term 3 Week 8-9
OUTCOMES		MH11-1, MH11-2 MH11.3, MH11.4	MH11-5, MH11-6 MH11.7I, MH-11.8, MH11.9	MH11-4, MH11-5, MH11-9, MH11-10
Syllabus Components	Component Weighting	In-class source analysis	Historical Investigation	Yearly Examination
Knowledge and Understanding	40%	15%		25%
Source Based Skills	20%	10%	5%	5%
Historical Inquiry	20%		20%	
Communication of Historical Information	20%	10%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

## Year 11 Music

Head Teacher: Mr Namdar

OBJECTIVES	OUTCOMES
A student learns: to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.	Through activities in performance, composition, musicology and aural, 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
to develop the skills to evaluate music critically.	P5 comments on and constructively discusses performances and compositions P6 observes and discusses concepts of music in works representative of the topics studied
to develop an understanding of the impact of technology on music.	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
to develop personal values about music.	P9 performs as a means of self-expression and communication P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities P11 demonstrates a willingness to accept and use constructive criticism

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 8-9
OUTCOMES		P2, P4, P5, P6 (P9, P10, P11)	P1, P2, P4, P5, P6 (P10, P11)	P3, P4, P5, P7, P8 (P10, P11)
Syllabus Component	Component Weighting	Film Music	Theatre Music	Methods of Notating Music
Performance	25%	5%	10%	10%
Composition	25%			25%
Musicology	25%		25%	
Aural	25%	15%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>



OBJECTIVES	OUTCOMES
A student develops: knowledge and understanding of the factors that affect health	A student: P1 identifies and examines why individuals give different meanings to health P2 explains how a range of health behaviours affect an individual's health P3 describes how an individual's health is determined by a range of factors
a capacity to exercise influence over personal and community health OUTCOMES	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
knowledge and understanding about the way the body moves	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
an ability to act to improve participation and performance in physical activity	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)
an ability to apply the skills of critical thinking, research and analysis	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

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 2 Week 3	Term 3 Week 4	Term 3 Week 8-9
OUTCOMES		P1-P11, P15- P17	P6, P7, P10, P16, P17	P1-P17
<b>Syllabus Components</b>	<b>Component Weighting</b>	Core 1: Better Health for Individuals: 20% Option 3 Fitness Choices: 15%	Core 2 Body in Motion: 35%	Yearly Examination Core 1: 10% Core 2: 5% First Aid: 10% Fitness Choices: 5%
Knowledge and understanding of course content	40%	15%	15%	10%
Skills in critical thinking, research, analysis and communication	60%	20%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

# Year 11 Photography

Head Teacher: Mr Namdar

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

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 9	Term 2 Week 9	Term 3 Week 6
OUTCOMES		M5, M6, CH4, CH5	M1, M3, CH1, CH3	M2, M4, CH2
Syllabus Components	Component Weighting	Intro to Photo	Traditions, Conventions, Styles and Genres	Temporal Accounts
<b>Making</b>	<b>60%</b>	15%	20%	35%
<b>Critical and Historical Studies</b>	<b>40%</b>	5%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>50%</b>

OBJECTIVES	OUTCOMES
Skills: develop skills in applying the processes of Working Scientifically.	PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation (Questioning and predicting) PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information (Planning Investigations) PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information (Conducting Investigations) PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media (Processing data and information) PH11/12-5 analyses and evaluates primary and secondary data and information (analysing data and information) PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes (Problem Solving) PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose (Communicating)
Knowledge and Understanding: develop knowledge and understanding of fundamental mechanics develop knowledge and understanding of energy.	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

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 8	Term 2 Week 10	Term 3 Week 8-9
OUTCOMES		PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-6 PH11-7 PH11-10	PH11/12-5 PH11/12-6 PH11-8 PH11-9 PH11-10 PH11-11
Syllabus Components	Component Weighting	Practical Task	Depth Study Standing Waves in Pipes	Yearly Examination
Skills in working scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

OBJECTIVES	OUTCOMES
Students will develop knowledge and understanding about: social and cultural concepts and their application personal, social and cultural identity and interactions within societies and cultures how personal experience and public knowledge interact to develop social and cultural literacy continuity and change, personal and social futures social and cultural research methods	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
Students will develop skills to: apply ethical social and cultural research to investigate and analyse information from a variety of sources communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts	A student: 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

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8-10
OUTCOMES		P1-P3, P7-P10	P2-4, P10, P11	P1-4, P11
Syllabus Component	Component Weighting	The social & cultural World Research & Written Report	Personal & Social Identity In-class response (seen)	Yearly Examination
Knowledge and understanding of course content	50%	20%	10%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%	10%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

## Year 11 Sport, Lifestyle and Recreation Studies      Head Teacher: Mr Panaioli

OBJECTIVES	OUTCOMES
Students will develop: 1. knowledge & understanding of the factors that influence health and participation in physical activity	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 describes administrative procedures that support successful performance outcomes
2. knowledge & understanding of the principles and processes impacting on the realisation of movement potential	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. the ability to analyse and implement strategies that promote health, physical activity and enhanced 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. a capacity to influence the participation and performance of self and others.	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. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	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

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 2 Week 6	Term 3 Week 6	Term 3 Week 8-9
OUTCOMES		1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.5	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4
Syllabus Components	Component Weighting	First Aid, Sports Injury: 10% Fitness Assessment for Improvement: 20% Ongoing Practical: 5%	Athletics: 15% Sports Coaching & Training: 15% Ongoing Practical: 5%	Yearly Examination First Aid Sports Injury 5% Fitness 5% Games: 10% Athletics: 5% Sport Coaching 5%
Knowledge & Understanding	50%	10%	10%	30%
Skill	50%	25%	25%	
TOTAL	100%	35%	35%	30%

## Year 11 Visual Arts

Head Teacher: Mr Namdar

OBJECTIVES	Art Making	OUTCOMES
Students will: develop knowledge, skills and understanding of how they may represent their interpretations of the world in art making as an informed point of view.	Practice	A student: P1: explores the conventions of practice in art making
	Conceptual Framework	P2: explores the roles and relationships between the concepts of artist, artwork, world and audience
	Frames	P3: identifies the frames as the basis of understanding expressive representation through the making of art
	Representation	P4: investigates subject matter and forms as representations in art making
	Conceptual strength and means	P5: investigates ways of developing coherence and layers of meaning in the making of art
	Resolution	P6: explores a range of material techniques in ways that support artistic intentions
OBJECTIVES	Art Criticism and Art History	OUTCOMES
Students will: develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	Practice	A student: P7: explores the conventions of practice in art criticism and art history
	Conceptual Frameworks	P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
	Frames	P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
	Representation	P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

YEAR 11 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 10	Term 2 Week 5	Term 3 Week 8-9
OUTCOMES		P1-P6	P1-P6	All
Syllabus Components	Component Weighting	Art making and VAPD	Essay & Examination	Art Making, VAPD, and Yearly Examination
Art Making	50%	30%		20%
Art Criticism and Art History	50%		30%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# Year 11 VET Entertainment

Head Teacher: Mr Namdar

School Name: Glenmore Park High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 1 White card	Task 2 Plan a career *	Task 3 Safe and sound	Task 4 Bump in the light	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students				Week 5 Term 2	Week 10 Term 3	Week 8-9 Term 3
Code	Unit of Competency	Due Post WPL Date	Due Post Date WPL	Date	Date	Date
CPCCWHS1001	Prepare to work safely in the construction industry	X				HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry		X			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

\* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of pathways available post work placement.

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

\* **Examinable units to be confirmed by teacher.**

# Year 11 VET Hospitality Food and Beverage

Head Teacher: Mr Dudley

School Name: Glenmore Park High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1	Task 2	Optional EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Safety in the kitchen	Service please	
		Week 3	Week 10	Week 8-9
		Term 2	Term 2	Term 3
Code	Unit of Competency	Date	Date	Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.





## Glenmore Park High School

Glenmore Parkway  
Glenmore Park NSW 2745  
Ph: 02 4733 0155  
Fax: 02 4733 0984

Email: glenmore-h.school@det.nsw.edu.au

### Application for school-based Illness-Misadventure

If you are unable to complete an assessment task due to an illness or misadventure on or before the due date the school must be advised immediately. Where possible, it is best the school is notified before the due date.

Students seeking an extension or special consideration on the grounds of illness and/or misadventure must submit this completed application with a copy of the relevant documentation (e.g. Doctor's certificate) **on the first day of returning to school.**

#### PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course Name: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

Date Set: \_\_\_\_\_ Date Due: \_\_\_\_\_

Date school advised of illness/misadventure: \_\_\_\_\_ Person advised: \_\_\_\_\_

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

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### PART B: Class teacher section

This section must be completed by the class teacher **BEFORE** presenting this form to the subject Head Teacher.

##### Class Teacher Recommendation (Tick one)

I recommend this application be upheld:  I recommend this application not be upheld:

Comment:

Signature of Class Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

#### PART C: Head Teacher section

Action to be taken by the class teachers.

Provide an estimate based on all other assessment task  Student required to complete an alternate task

Extension granted until \_\_\_\_\_  Zero mark to be awarded for late submission

Other action: \_\_\_\_\_

Signature of Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



## Glenmore Park High School

Glenmore Parkway  
Glenmore Park NSW 2745

Ph: 02 4733 0155

Fax: 02 4733 0984

Email: glenmore-h.school@det.nsw.edu.au

### Application for an Extension

Students seeking an extension must submit this completed application with a copy of the relevant documentation, a minimum of one week prior to the due date to the Head Teacher of the relevant faculty.

#### PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course Name: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

Date Set: \_\_\_\_\_ Date Due: \_\_\_\_\_

Date school advised of extension request: \_\_\_\_\_ Person advised: \_\_\_\_\_

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

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reason for the extension request:

#### PART B: Head Teacher section

This section must be completed by the class teacher **BEFORE** presenting this form to the subject Head Teacher.

##### Head Teacher Recommendation

I recommend this application be upheld

I recommend this application not be upheld

Comment:

Signature of Class Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

#### PART C: Class Teacher Action

Action to be taken by the class teachers.

Provide an estimate based on all other assessment task

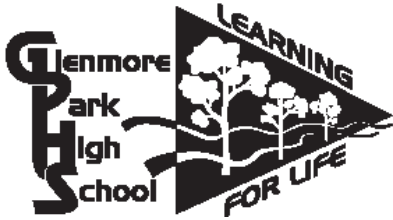
Student required to complete an alternate task

Extension granted until \_\_\_\_\_

Other action: \_\_\_\_\_

Signature of Head Teacher: \_\_\_\_\_

Date: \_\_\_\_\_



# Glenmore Park High School

Glenmore Parkway  
Glenmore Park NSW 2745  
Ph: 02 4733 0155  
Fax: 02 4733 0984

Email: glenmore-h.school@det.nsw.edu.au

## Application for an Appeal

This form must be submitted within **48 hours** of receiving a denial for an Illness-Misadventure or after receiving an N Determination Warning letter. Attach a copy of your original Illness-Misadventure request form and supporting documentation.

### PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: \_\_\_\_\_

Year: \_\_\_\_\_

Course Name: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

Date Set: \_\_\_\_\_

Date Due: \_\_\_\_\_

**Grounds for an Appeal:** Tick the appropriate category

- Denied an Illness-Misadventure Request
- Issued with a N Determination Warning letter
- Issued with a final N Determination in Course letter

Clearly state the reasons for seeking an appeal:

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### PART B: Deputy Principal/Principal section

Things to consider: (Tick all that apply)

- Has the student submitted the appeal within 48 hours?
  - Student has a pattern of not meeting deadlines.
  - Documentation to support application is attached
  - There were reasonable grounds for request denial
- Decision**
- Uphold the appeal
  - Reject the appeal

**Reason:**

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Signature of Deputy Principal/Principal: \_\_\_\_\_

Date: \_\_\_\_\_  
Year 11 2024 Assessment Handbook