

# Tenterfield

High School



Year 11 Assessment  
2020



RESPECT, RESPONSIBILITY, DO YOUR BEST

---

## TABLE OF CONTENTS

Introduction.....	i
What is Assessment.....	i
Year 11 Course Assessment Tasks.....	i
Completion of Assessment Tasks.....	i
The Appeals Process.....	ii
Unsatisfactory Progress and Attendance.....	ii
Situations Which May Arise Regarding Tasks.....	iii
Vocational Education and Training Assessment Policy.....	iv
TAFE Delivered Vocational Education and Training Assessment Policy.....	v
Appeals Procedure.....	vi
Explanation of Absence from an Assessment Task Form.....	vi
Illness or Misadventure Form.....	vi
Sample Warning Letter.....	ix
'N' Determination Procedure.....	x
Assessment Calendar.....	xi
Agriculture.....	1
Biology.....	2
Business Studies.....	3
Community and Family Services.....	4
English – Advanced.....	5
English – Standard.....	6
English Studies.....	7
Exploring Early Childhood.....	8
Geography.....	9
Investigating Science.....	10
Mathematics – Standard.....	11
Mathematics – Advanced.....	12
Mathematics in Trade.....	13
Photography, Video & Digital Imaging.....	14
Society and Culture.....	15
Sport, Lifestyle and Recreation.....	16
Visual Arts.....	17
Work Studies.....	18

---

This booklet outlines the assessment schedule for the cohort of students at Tenterfield High School undertaking Year 11 in 2020. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year.

## **What is Assessment?**

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The key purposes of assessment in the Year 11 Course (Stage 6) are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. The feedback given to students and parents is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections.

## **Year 11 Course Assessment Tasks**

Year 11 Course assessment tasks will not be used in determining the final Higher School Certificate assessment mark provided to the NSW Education Standards Authority (NESA) by the school. Higher School Certificate assessment tasks will be used for this purpose. Year 11 Course assessment tasks will be used to ascertain whether the Year 11 courses have been satisfactorily completed. VET courses will have competencies completed in Year 11 that contribute to the final results.

## **Completion of Assessment Tasks**

Students are to attempt all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at enough tasks to achieve >50% of the available marks in each course studied. Any assessment tasks missed without reasonable grounds (medical certificate or prior permission of the Principal) will receive a zero mark. Students should not take holidays when assessment tasks are due without the prior permission of the Principal.

Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, if the non-extension part of the course is not satisfactorily completed there will be no result in the course at all.

## **The Appeals Process**

The Appeals Panel consists of the Deputy Principal, the subject teacher and the subject Head Teacher. The panel will consider the written information supplied by the appealing student and the Tenterfield High School Assessment Appeal process.

The panel will make a decision and explain the reasons for the decision to the appellant. The panel is concerned with the assessment process and will not review the teacher's judgments of the worth of a particular task.

## **Unsatisfactory Progress and Attendance**

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcome completion are of concern the student will be notified in writing and a letter will be sent home. This will be the first official warning that the student may be withdrawn from that course if the completion of outcomes does not improve. A second letter of concern will be a final warning and will require a parent/carer interview. Continued unsatisfactory progress will result in the student being withdrawn from the course. This may result in failure to complete the required courses for the award of the Higher School Certificate.

In extreme circumstances the Principal may expel a student from the school or make a submission to the Director-General recommending the expulsion of a student from the school.

The grounds for expulsion will be 'unsatisfactory participation in learning by a student of post-compulsory age: e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with NESA requirements for the award of a Higher School Certificate'.

## Situations Which May Arise Regarding Tasks

### 1. Absence On The Day Of Notification Of An Assessment Task

If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their first day back at school.

### 2. Late Arrival On The Day Of An Assessment Task

School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a zero mark being given for the task.

### 3. At-Home Tasks

Unless otherwise stated by the teacher, tasks completed at home will be due at the beginning of the first period of the subject on the day determined. Late work will receive a zero mark unless there is a valid reason.

### 4. Absence On The Day Of A Hand-In Assessment Task

If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to fax, email or deliver their work to the school. This should be accompanied by a completed Explanation of Absence from an Assessment Task form. If the absence is due to a medical condition that prevented them from completing the task, they must fill in the Explanation of Absence from an Assessment Task form and support this with a medical certificate completed by a medical professional. If the student is able to complete the task during their absence, the assessment task is to be submitted on the first day of their return to school, with the form attached to the front of the task, to the relevant subject Head Teacher.

A student who misses an assessment task for medical reasons must only use a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form.

If the student is not able to complete the task, due to the nature of their illness, they must submit the Explanation of Absence from an Assessment Task form and appropriate documentation to the subject Head Teacher on their first day back at school and make arrangements in relation to the completion of the task.

### 5. Requesting Leave Of Absence On The Day Of An In-Class Assessment Task

Use Explanation of Absence from an Assessment Task form. Should special circumstances arise where a student is aware in advance they will be absent on the day of an assessment task, they should write to the relevant subject Head Teacher requesting leave of absence, outlining the reason for the absence and attaching supporting evidence. If the reason is accepted, a substitute task and/or an alternate date will be given, whichever is appropriate. Under exceptional circumstances, the Principal may authorise the use of an estimated mark.

## **6. Absence On The Day Of An In-Class Assessment Task Due To Illness Or Other Unforeseen Circumstances**

Use Explanation of Absence from an Assessment Task Form. A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task must complete the Explanation of Absence from an Assessment Task form and submit this to the relevant subject Head Teacher at the beginning of the first day of return to school. In the case of a medical reason, a student must use a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form.

On the first day of return to school, students should arrive ready to sit the task. If the reason for the absence is accepted, a substitute task may be given or the Principal may authorise the use of an estimated mark. If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a Zero mark.

## **7. Illness/Misadventure On The Day Of An Assessment Task**

Use Illness or Misadventure Appeal form. If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant subject Head Teacher prior to the task. Students may complete an Illness/Misadventure Appeal form and hand it to the Deputy Principal with the appropriate documentation. For medical reasons a student must use a Medical Certificate as documentation. Illness/Misadventure Forms must be submitted on the day of the assessment task or on the first day of return to school following the assessment task to the subject Head Teacher. No Illness/Misadventure Appeal will be considered after results of the assessment task have been distributed to students.

## **8. Work On Assessment Tasks In Class Time**

Students are not permitted to miss class or use the class time of another subject to complete assessment tasks and/or major works for other courses.

## **9. Suspended Students - Assessments**

If a student is suspended when an assessment task is due you must:

- Not attend school for the duration of your suspension
- Submit school assessment tasks by either email, mail or by delivery to the Front Office
- Miss your in-school assessment task for which you may be given an alternative task
- It is the student's responsibility to arrange to sit the task upon their return to school, if appropriate.

## **10. All Assessment Tasks Must Be Attempted**

Except in exceptional circumstances (eg long-term illness), all assessment tasks must be attempted. More than fifty per cent (>50%) of subject assessment tasks must be completed to be eligible for the Higher School Certificate. If this is not done, the student will be expected to sit tasks (more than 50% of the total assessment tasks) but will receive a zero mark for the task. The only exception to the rule is when a student has notified the school of a long-term illness via the appropriate form found in the assessment booklet or under exceptional circumstances. An Illness/Misadventure form would be lodged in this situation. Late attempts may result in that task not being included in a student's total assessment for that subject, but it will be marked and returned. However, it is expected all students will complete all assessment tasks in each subject as it is important for skill development and feedback.

## **11. Do You Have to Do Non-Assessment Assignments/Tasks?**

One of the conditions of completing a course satisfactorily is that the student must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school (Education Standards Authority ACE Manual 11.4). Class work, homework and assignment work may also be based on mandatory experiences for the course as described by the Syllabus for that course and as such must be completed satisfactorily.

## **12. Disability Provisions For Assessment Tasks**

If a student is entitled to NESA approved Disability Provisions, it is their responsibility to request these provisions for any in-class tasks prior to the set date of the task. Students must apply for Disability Provisions via the Head Teacher Wellbeing where a form and appropriate medical documentation needs to be provided. The NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. Reading the examination questions, and/or
2. Communicating his or her responses

It is the responsibility of the student to inform their teacher they wish to use their NESA pre-approved Disability Provisions at least one week prior to the scheduled date of the task

## **13. Plagiarism**

Plagiarism is the illegal use of, copying (from book, internet or other source) with or without permission, stealing of intellectual property, breach of copyright. This will result in the person submitting the copied work receiving zero marks. If a student allows another person to copy all or part of their original work, they will receive half the awarded mark for the task.



# Vocational Education and Training Assessment Policy

Vocational Education and Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with: Units towards Preliminary and Higher School Certificate qualification competencies which can lead to a Statement of Attainment, Certificate I, II or III which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

VET courses will be listed on the Higher School Certificate Record of Achievement and the AQF qualification will be assessed by NESA separately.

The rules and structure of Higher School Certificate VET courses vary from the qualification packaging rules. In some cases additional units of competency are required to meet NESA requirements.

## 1. Australian Qualifications Framework Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Assessment does not compare you against other students. It compares each individual against the 'competence' requirements of the training package. Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent. Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

At the commencement of the course, you will be given an Assessment Schedule indicating the timing, competencies and methods of assessment. You will have the opportunity to develop skills over time and your assessor (teacher) will usually organise a number of chances for students to demonstrate a competency. You may seek further opportunities to demonstrate competencies during the course.

If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be reassessed. There are a number of competencies that may only be offered once during the course due to their Work Health and Safety requirement, cost, time frame, supervision required or resource availability. Specific information about these competencies will be issued to students when the task is issued.

Some assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role plays and simulations.



## 2. Higher School Certificate

As with all Higher School Certificate courses, NESA procedures apply to all VET Courses. In most vocational courses, you can choose to undertake an optional Higher School Certificate examination in order to count the course towards your Australian Tertiary Admission Rank (ATAR). For students who have undertaken the Higher School Certificate examination, a scaled examination mark will be recorded on the Higher School Certificate. No school based assessment mark will be recorded. No Assessment mark for VET Courses is required by NESA. An estimated examination mark for students entered for the Higher School Certificate written examination must be submitted. This mark will be used only in the case of an illness/misadventure appeal.

## 3. Work placement

Work placement is a mandatory Higher School Certificate requirement for all VET courses. This is a requirement of NESA and if not completed, you may be given an 'N' Award. If you have not completed the work place requirement you will not have the course recognised at NESA for the Units of Credit towards the Higher School Certificate. The minimum hours of work placement may vary, but usually you are required to undertake 35 hours of work placement for every 120 hours of the VET course. The school will provide students with the opportunity to complete two structured work placement in venues that will be determined in consultation with the student. Students must attend the work placement preparation meetings held prior to work placement. Students who fail to attend work placement without a valid reason or do not complete the work placement due to inappropriate or unacceptable behaviour, may receive an 'N' determination and/or disciplinary action according to the school Student Code of Conduct.

Under some circumstances, paid work in an industry related casual or part time job can contribute to your work placement requirements. See your teacher to find out if your current employment is suitable.

## 4. Recognition of Prior Learning

Recognition for Prior Learning (RPL) is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. Students may apply for Recognition of Prior Learning. You will need to produce evidence to enable your teacher to assess your skills to ensure they are at industry standard. Recognition of Prior Learning will only be granted for competencies where you are able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. You would then be exempted from undertaking the training and assessment for that unit of competency. Students are encouraged to discuss this with their class teacher.

## 5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

# **TAFE Delivered Vocational Education and Training Assessment Policy**

TAFE Delivered Vocational Education and Training (TVET) Courses enable students to study subjects that enhance future employment opportunities. Students will complete NESA units that count towards their Higher School Certificate as well as completing a nationally recognised TAFE NSW qualification.

## **1. Expectations**

Students are expected to:

- Arrive on time and remain until the completion of class
- Attend regularly
- Bring the necessary books, equipment and/or clothing to class
- Comply with Work Health and Safety practices
- Sit for assessments on the nominated date or seek approval to extend the due date
- Hand in assignments by the due date or seek approval to extend the due date
- Plan activities so that the TAFE study, school study and other activities can be achieved
- Follow written and spoken directions
- Stay on task
- Treat staff and other students with respect and courtesy
- Refrain from inappropriate behaviour such as swearing, littering, harassment, stealing, damaging or misusing property and/or being under the influence of drugs or alcohol
- Follow TAFE New England policies

## **2. Attendance**

Students are expected to attend every TVET lesson. An official record of attendance is maintained throughout the course. If a student is sick or unable to attend, they must notify the school so that TAFE can be informed. Students are expected to attend on pupil free days and exam times.

## **3. Dress Code**

Where special clothing and/or footwear or other personal protective equipment (PPE) is required for safety reasons, it must be worn without exception. No thongs are to be worn to TVET classes.

## **4. Assessments**

An assessment scheme is given for each course and each unit. Assessment schedules are also given for each course indicating when and where the assessments will take place. It is essential that the TAFE teacher be notified if a student will be absent for an assessment task. TAFE procedures are to be followed. Warning letter/s and 'N' determinations support the process when guidelines are not followed by enrolled students. Work placement is a mandatory component of many courses.

Detailed information is available in the TAFE TVET Student Support Guide.

## Appeals Procedure

The Appeals Committee consists of the Deputy Principal, the relevant subject Head Teacher, the classroom teacher, and in some instances, the Year Adviser. If an appeal is granted, the means by which the student is to be awarded a mark is determined. The impact on a student's overall performance in the course will be outlined.

### Examinations, Topic Tests, Practicals

Where a student fails to attend an examination or test/practical assessment, that student will automatically be awarded a zero score for which an appeal may be lodged within 48 hours of the student returning to normal classes. If the absence was due to illness/misadventure, the appeal must be accompanied by full documentation of the nature of the illness/misadventure – including medical evidence.

Reasons such as license tests, interviews, and non-urgent appointments are not considered valid reasons for absence. An emergency situation, that can be sustained by evidence, may be deemed by the Appeals Committee as a valid reason for absence. If the student is representing Tenterfield High School at an approved event, e.g. sports competition, music/drama/public speaking, excursion etc., arrangements may be made with the relevant subject teacher to undertake the task prior to the class group or at the earliest convenient time upon the student's return to classes. Such instances do not require the lodging of an appeal.

If an appeal is upheld on the basis of illness or misadventure, the Appeals Committee make a rule authorising one of the following three options:

1. that the student sit the task at the earliest opportunity
2. that the student undertake a substitute task
3. in exceptional circumstances, e.g. where the completion of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Appeals Committee may authorise the use of an estimate such that the mark awarded is consistent with the student's current cumulative rank, prior to the completion of that assessment task.

If there is no valid reason for non-completion of an assessment task, the zero mark awarded will stand and be used to assess eligibility for the award.

Should a student attempt an examination, test, practical task etc., and be awarded a zero mark, it is a matter for the teacher's professional judgment whether the attempt is a genuine one, and it will be used to assess eligibility for the award.

## Assignments, Research Topics, Projects

These tasks are designated long-term tasks, and must be submitted on or before the due date or be registered as a non-attempt. Non-attempts attract a zero mark.

Where a student has been unable to complete a long-term assignment by the due date because of a long-term illness/disability, they may lodge an appeal to the Appeals Committee. There is no guarantee that the appeal will be upheld, unless the Committee is certain that the illness/disability has prevented the student from having sufficient time to make a reasonable attempt at the assessment.

It is expected that students given long-term tasks would undertake such tasks over the full term of the assessment and not solely in the days immediately preceding submission. Students are encouraged to seek regular guidance and assistance with the planning of long-term tasks if necessary to ensure an even workload. It is most important to submit work by the due date and time even if incomplete.

Extensions are not given for long-term tasks unless the Appeals Committee upholds an appeal.

Students who are absent on the day of a submission of a long-term task should contact the school concerning their absence and obtain a Doctor's Certificate or other evidence to verify that the absence is a genuine one and not for the purpose of completing the task. Students need to indicate how the work is to be submitted, e.g. through a third party or by email. Whenever a student fails to submit an assessment task and/or receives a zero for an assessment task, an official NESA 'N' award warning letter will be sent to the parents/carers.

## Procedures for Lodging an Appeal

Students should:

- Obtain a copy of the Appeal Form from the Deputy Principal within 48 hours of the due date for a task or returning to normal classes
- Complete the Appeal Form within 48 hours
- Attach medical and/or other documentation to the Appeal form
- Return the completed form to the Deputy Principal

The Appeals Committee will meet and consider the authenticity of the appeal, supporting information, and the recommendation of the subject teacher. If the appeal is granted, then the means by which the student is to be awarded a mark is determined. The decision of the Appeals Committee will be communicated to students. In the case of an appeal not being granted, the impact on a student's overall performance in a course will be outlined.

## EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK FORM

(for all course in-class assessment tasks)

### In-Class Assessment Tasks - Take this form to the subject Head Teacher

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name: \_\_\_\_\_

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

Course name: \_\_\_\_\_

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

Date of assessment task: \_\_\_\_\_

Assessment task details – attach a copy of the assessment notification to this form

Explain the reason for absence from the assessment task: (evidence should be attached to this form) \_\_\_\_\_

---

---

---

---

Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

**Take this form to the subject Head Teacher**

### For Office Use Only

Was this Assessment Task rescheduled? ☐ Yes ☐ No subject Head Teacher Decision:

---

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

Date student informed: \_\_\_\_\_

## ILLNESS OR MISADVENTURE FORM

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task and which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the subject Head Teacher

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

Please see the subject Head Teacher for further information.

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

**Student's name:** \_\_\_\_\_

**Assessment task affected:** \_\_\_\_\_ **Date of assessment task:** \_\_\_\_\_

Attach a copy of the assessment notification for an in-class assessment task

**Describe how the illness or misadventure you have suffered has affected your performance in the assessment task. You must attach independent evidence of the illness or misadventure (Medical Certificate, School Counsellor report etc. (If the space below is not adequate please use the reverse))**

---

---

---

**Was the task completed?** ☐ Yes ☐ No **If 'Yes' when did you sit it?** \_\_\_\_\_

**Did you notify a teacher that you were submitting an Illness /Misadventure Form immediately prior to, or during the task?** ☐ Yes ☐ No **If 'Yes' then who?** \_\_\_\_\_

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### For Office Use Only

**Date submitted:** \_\_\_\_\_ **Received by:** \_\_\_\_\_

**Assessment Committee Decision:** \_\_\_\_\_

---

---

**SAMPLE WARNING LETTER**  
**Non-Completion of a Higher School Certificate Course**

Dear [Parent/Carer]

**Re: Official Warning – Non-completion of a Higher School Certificate Course**

I am writing to advise that \_\_\_\_\_ (student name) is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course \_\_\_\_\_ (course name).

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (e.g. 1st, 2nd) official warning we have issued concerning \_\_\_\_\_ (course name).

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

**Course Completion Criteria**

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at Assessment Tasks that contribute in excess of 50% weighting of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ (student name) has not satisfactorily met \_\_\_\_\_% of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for \_\_\_\_\_ (student name) to satisfy Course Completion Criteria, \_\_\_\_\_ (student name) the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with \_\_\_\_\_ (student name) and contact the school if further information or clarification is needed.

Yours sincerely,

Mrs S Rosner  
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by the Half-yearly examination period.

-----  
*Please detach this section and return to the School*

**Requirements for the satisfactory completion of a Higher School Certificate Course**

- ☐ I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ (student name) is in danger of not having satisfactorily completed course requirements for \_\_\_\_\_ (course name).
- ☐ I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- ☐ I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Carer's signature: \_\_\_\_\_

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

Student's signature: \_\_\_\_\_

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



## 'N' DETERMINATION PROCEDURE

Each student is issued with, and signs for, an Assessment Booklet containing the Assessment schedules for all subjects on offer for that academic year at the beginning of the HSC, Preliminary or Year 10 RoSA course. A copy is also placed on the school's website. The 'N' award procedure is clearly outlined in that booklet and discussed with students at its distribution. Individual assessment tasks will be distributed by the classroom teacher and a copy placed on the student drive.

**Student** has not met course outcomes, applied himself/herself with diligence to set tasks or has not submitted an assessment task on the due date.

**Classroom Teacher** discusses situation with the student and issues an appeal form where appropriate. Discussion takes place regarding the process of submitting the task to meet requirements. Minutes of the meeting are recorded on the Log Sheet in the HSC Monitoring Folder. Head Teacher is informed.

### NON SUBMISSION OF TASK – FIRST N AWARD IN A SUBJECT

Head Teacher interviews the student, phones home and completes the first 'N' determination warning – notification is submitted to HT for processing and Sentral registration. A revised due date, 10 school days from the date of processing, is given for the task to be completed. The notification letter is mailed home to parent/carer and a copy given to the student.

Classroom Teacher issues two verbal reminders during this time period which are recorded on the Record of Action (log) sheet and on Sentral entry.

Course requirement is completed in the time period. Sentral records are changed to 'completed'. A zero mark is awarded but course outcomes are satisfied. A zero mark letter is generated and sent home.

Student does not submit task. **Classroom Teacher** completes letter of non-compliance to be sent home. Action is recorded on the log sheet. Student returns the slip to acknowledge receipt of the letter.

### NON SUBMISSION OF TASK – SECOND N AWARD (in the same subject) (a previous task has not been submitted, not applied with diligence)

**Head Teacher** interviews student, phones home and completes second 'N' determination warning. Verbal reminders are recorded and non-compliance letter is sent if required. **Deputy Principal** interviews student and parent/carer. Interview is recorded on the log sheet.

**= REPEAT OF PROCESS AS FOR FIRST AWARD**

'N' awards remain unresolved and/or student has missed more than 50% of weighted assessment marks for the course. Student is awarded an 'N' determination.

Student resolves 'N' determinations and/or more than 50% of the weighted assessment marks for the course have been completed.

### Principal's Action

A third 'N' determination letter has been issued or, after 10 days, the student has not complied with the second warning, a referral is made to the Principal. The Principal will arrange a formal meeting with student, parents, DP and HT and determine whether the 'n' determination will stand. A new review date may be set which is 15 days from the time of interview. Failure to meet this deadline will usually result in an 'N' determination for that subject.

Student continues with studies.

Student resolves 'N' determinations and/or more than 50% of the weighted assessment marks for the course have been completed.

Student continues with studies.

Under post compulsory age

Post compulsory age

Repeat the course under a Pathways option.

Expulsion from that course or even the school.

## ASSESSMENT CALENDAR

WK	1	2	3	4	5	6	7	8	9	10	11
TERM 1							Geography  Investigating Science	Society & Culture  Standard Mathematics  Maths in Trade  Sport, Lifestyle & Recreation	English - Advanced  English - Standard  English Studies  Biology  Photography, Video & Digital Imaging	Business Studies  Visual Arts	Community & Family Studies  Advanced Mathematics  Physics
TERM 2		Exploring Early Childhood  Agriculture	Work Studies		Sport, Lifestyle & Recreation	Business Studies  Biology  Physics	Society & Culture	English - Advanced  English - Standard  English Studies  Investigating Science	Community & Family Studies  Sport, Lifestyle & Recreation  Standard Mathematics  Maths in Trade	Geography  Photography, Video & Digital Imaging	
TERM 3		Work Studies  Exploring Early Childhood	Advanced Mathematics  Agriculture				Photography, Video & Digital Imaging (No Exam)  Visual Arts	Exploring Early Childhood (no exam)  Work Studies (no exam)	END OF COURSE EXAMINATION		

# Agriculture

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 3	TASK 4
		TERM 2 WEEK 2	TERM 3 WEEK 3	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Research Task	Research and Practical Task	End of Course Examination
		P1.1, P2.1, P2.2, P3.1, P5.1	P2.1, P2.2, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
Outcomes to be assessed				
Overview	15%	5		10
The Farm Case Study	25%	15		10
Plant Production	30%	5	15	10
Animal Production	30%	5	15	10
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## OUTCOMES

A student:

- P1.1. describes the complex, dynamic and interactive nature of agricultural production systems.
- P1.2. describes the factors that influence agricultural systems.
- P2.1. describes the biological and physical resources and applies the processes that cause changes in plant production systems.
- P2.2. describes the biological and physical resources and applies the processes that cause changes in animal production systems.
- P2.3. describes the farm as a basic unit of production.
- P3.1. explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.
- P4.1. applies the principles and procedures of experimental design and agricultural research.
- P5.1. investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

# Biology

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 9	TERM 2 WEEK 6	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Depth Study	Practical/ Research Task	End of Course Examination
Outcomes to be assessed		BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-9, BIO11-10	BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Module 1: Cells as the Basis of Life	40%	30		10
Module 2: Organisation of Living Things	25%		15	10
Module 3: Biological Diversity	25%		15	10
Module 4: Ecosystems Dynamics	10%			10
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## OUTCOMES

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

# Business Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 2 WEEK 6	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Case Study	Business Plan: Hypothetical Business	End of Course Examination
Outcomes to be assessed			P1, P2, P6, P7, P8	P3, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Nature Business		30%	25		5
Business Planning		40%		35	5
Business Management		30%			30
<b>Total</b>		<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	5	15	20
	Stimulus-based skills	20%	10		10
	Inquiry and Research	20%	10	10	
	Communication of business information, ideas and issues in appropriate forms	20%		10	10
<b>Total</b>		<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

## OUTCOMES

A student:

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

# Community & Family Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 11	TERM 2 WEEK 9	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Research Task & Speech	Extended Writing Task & Interview	End of Course Examination
			P1.1, P4.1, P4.2, P6.1	P2.1, P2.3, P4.2, P5.1, P6.2	P1.2, P2.2, P2.4, P3.1, P3.2, P6.1
Outcomes to be assessed					
Resource Management		35%	30		5
Individual Groups		35%		30	5
Families and Communities		30%			30
<b>Total</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	10	15	15
	Skills in critical thinking, research methodology and analysing	30%	10	5	15
	Skills in communication	30%	10	10	10
<b>Total</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## OUTCOMES

A student:

- P1.1. describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2. proposes effective solutions to resource problems
- P2.1. accounts for the roles and relationships that individuals adopt within groups
- P2.2. describes the role of the family and other groups in the socialisation of individuals
- P2.3. examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4. analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1. explains the changing nature of families and communities in contemporary society
- P3.2. analyses the significance of gender in defining roles and relationships
- P4.1. utilises research methodology appropriate to the study of social issues
- P4.2. presents information in written, oral and graphic form
- P5.1. applies management processes to maximise the efficient use of resources
- P6.1. distinguishes those actions that enhance wellbeing
- P6.2. uses critical thinking skills to enhance decision making

# English – Advanced

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Comparative Extended response, Creative Writing & Reflection	Performance/Speech & Comparative Essay	End of Course Examination
Outcomes to be assessed			EA11-1, EA11-5, EA11-9	EA11-2, EA11-4, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-7
Common Module: Reading to Write – Prose Fiction: (Great Gatsby)		40%	35		5
Module A – Narratives that Shape our World – Drama and Film: Norm and Ahmed and 12 Years a Slave		30%		25	5
Module B – Critical Study of Literature – Shakespearean Drama: Antony and Cleopatra		30%			30
<b>Total</b>		<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	20	10	20
	Skills in responding to texts	20%	10		10
	Communication of ideas appropriate to audience, purpose and context across all modes	30%	5	15	10
<b>Total</b>		<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

## OUTCOMES

A student:

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



# English - Standard

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Comparative Extended Response, Creative Writing & Reflection	Performance/Speech & Comparative Essay	End of Course Examination
Outcomes to be assessed			EN11-1, EN11-2, EN11-3, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5	EN11-4, EN11-6, EN11-7, EN11-8
Common Module: Reading to Write – Drama: The Shoe Horn Sonata		40%	35		5
Module A: Contemporary Possibilities – Documentaries: Black Fish		30%		25	5
Module B: Close study of Literature – Prose Fiction: Tom Brennan		30%			30
Total		100%	35%	25%	40%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	20	10	20
	Skills in responding to texts	20%	10		10
	Communication of ideas to audience, purpose and context across all modes	30%	5	15	10
Total		100%	35%	25%	40%

## OUTCOMES

A student:

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

# English - Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Writing, Listening & Portfolio	Writing & Multi-Media	End of Course Examination
Outcomes to be assessed			ES11-1, ES11-3, ES11-5, ES11-6, ES11-8	ES11-2, ES11-4, ES11-6, ES11-7, ES11-9	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9
Achieving Through English		40%	15		25
Module J: In the Market Place		30%	25	5	
Module C: On the Road – Prose Fiction: Tom Brennan		30%		25	5
<b>Total</b>		<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	25	15	10
	Comprehending Texts	10%	5		5
	Communicating Ideas	20%	5	10	5
	Uses language appropriately, accurately and effectively	20%	5	5	10
<b>Total</b>		<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

## OUTCOMES

A student:

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

# Exploring Early Childhood

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 2 WEEK 2	TERM 3 WEEK 2	TERM 3 WEEK 8
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Portfolio	Research Task	Case Study
Outcomes to be assessed			1.1, 1.2, 1.4, 5.1, 6.2	2.1, 4.3, 3.1, 6.1	1.3, 1.5, 2.2, 2.3, 4.1
Compulsory Topic Part A: Pregnancy & Birth		20%	20		
Compulsory Topic Part B: Child Growth & Development		20%	15	5	
Compulsory Topic Part C: Promoting Positive Behaviour		10%		10	
Module 1: Learning Experiences for Young Children		25%		20	5
Module 2: Play & the Developing Child		25%			25
<b>Total</b>		<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	15	20	15
	Skills	50%	20	15	15
<b>Total</b>		<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## OUTCOMES

A student:

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

# Geography

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 7	TERM 2 WEEK 10	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Topic Test	Senior Geography Project	End of Course Examination
Outcomes to be assessed			P6, P8, P9, P10, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P8, P9, P10, P12
Biophysical Interactions		35%	30		5
Global Challenges		30%			30
Senior Geography Project		35%		30	5
<b>Total</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	15	10	15
	Geography Tools	20%	10	5	5
	Geography inquiry and research including fieldwork	20%		10	10
	Communication of geographical information, ideas and issues in appropriate forms	20%	5	5	10
<b>Total</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## OUTCOMES

A student:

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

# Investigating Science

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 7	TERM 2 WEEK 8	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical / Research Task	Depth Study	End of Course Examination
Outcomes to be assessed		IS11-1, IS11-2, IS11-3, IS11-4, IS11-5, IS11-6, IS11-7, IS11-8	IS11-1, IS11-2, IS11-3, IS11-4, IS11-5, IS11-6, IS11-7, IS11-8, IS11-11	IS11-1, IS11-2, IS11-3, IS11-4, IS11-5, IS11-6, IS11-7, IS11-8, IS11-10, IS11-11
Module 1 – Cause & Effect - Observing	40%	30		10
Module 2 – Cause & Effect – Inferences & Generalisations	25%		15	10
Module 3 – Scientific Models	25%		15	10
Module 4 – Theories & Laws	10%			10
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## OUTCOMES

A student:

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

# Mathematics - Standard

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed		In-Class Open Book Test	Assignment	End of Course Examination
		MS11-1, MS11-2, MS11-6, MS11-7, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10
Knowledge and understanding of:		Algebra and Statistical Analysis	Financial Mathematics & Measurement	Algebra, Measurement, Financial Mathematics and Statistical Analysis
Understanding, fluency and communication	50%	15	15	20
Problem solving, reasoning and justification	50%	10	20	20
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

## OUTCOMES

A student:

- MS11-1. uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2. represents information in symbolic, graphical and tabular form
- MS11-3. solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4. performs calculations in relation to two-dimensional figures
- MS11-5. models relevant financial situations using appropriate tools
- MS11-6. makes predictions about everyday situations based on simple mathematical models
- MS11-7. develops and carries out simple statistical processes to answer questions posed
- MS11-8. solves probability problems involving multistage events
- MS 11-9. uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10. justifies a response to a given problem using appropriate mathematical terminology and/or calculations

# Mathematics Advanced

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 11	TERM 3 WEEK 3	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Open Book Class Test	Assignment/Investigation	End of Course Examination
Outcomes to be assessed		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9
Knowledge and understanding of:		Functions	Further Functions and Calculus	Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions, Statistical Analysis
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## OUTCOMES

A student:

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



# Mathematics in Trade

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Open Book Class Test	Assignment	End of Course Examination
Outcomes to be assessed		MS11-1, MS11-2, MS11-6, MS11-7, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, ME11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, ME11-8, MS11-10
Knowledge and understanding of:		Algebra and Statistical Analysis	Financial Mathematics and Measurement	Algebra, Measurement, Financial Mathematics and Statistical Analysis
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	10	20	20
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

## OUTCOMES

A student:

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

# Photography, Video & Digital Imaging

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 9	TERM 2 WEEK 10	TERM 3 WEEK 7
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Introduction to Practice in Digital Imaging In Class Test	Introduction to Video	Individual/Collaborative Project
Outcomes to be assessed		M1, M2, M3, M5, M6, CH1, CH2, CH3	M1, M2, M4, M5, CH4, CH5	M1, M2, M3, M4, M5
Making	70%	20	30	20
Critical and Historical	30%	20	10	
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>

## OUTCOMES

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/or moving works.
- M3. investigates different points of view in the making 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.
- 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. recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

# Society and Culture

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 8	TERM 2 WEEK 7	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Cross Cultural Comparison	Media Report	End of Course Examination
Outcomes to be assessed			P1, P3, P9, P10	P1, P2, P3, P5, P8, P10	P4, P6, P7
The Social and Cultural World		35%	30		5
Personal and Social Identity		35%		30	5
Intercultural Communication		30%			30
<b>Total</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	20	10	20
	Application and evaluation of social and cultural research methods	30%	5	10	15
	Communication of information, ideas and issues in appropriate forms	20%	5	10	5
<b>Total</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## OUTCOMES

A student:

- P1. identifies and applies social and cultural concepts
- P2. describes personal, social and cultural identity
- P3. identifies and describes relationships and interactions within and between social and cultural groups
- P4. identifies the features of social and cultural literacy and how it develops
- P5. explains continuity and change and their implications for societies and cultures
- P6. differentiates between social and cultural research methods
- P7. selects, organizes 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

# Sport, Lifestyle & Recreation

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Report – Health Lifestyle	Practical Assessment	End of Course Examination
Outcomes to be assessed		1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.2, 1.3, 1.5, 2.1, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5
Module 9: Healthy Lifestyle	40%	30		10
Module 6: Games & Sports Applications I	25%		20	5
Module 4: First Aid and Sport Injuries	10%			10
Module 7: Games & Sports Applications II	25%		20	5
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## OUTCOMES

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement

- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt that support health, safety and physical activity

# Visual Arts

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 10	TERM 3 WEEK 7	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Developing a Contemporary Practice	Exploring Representation	End of Course Examination
		Submitted Documented Forms: Installation/ Performance/Interactive/ Multimedia VAPD record of the	Submitted artwork(s) exploring historical and contemporary representations of the body VAPD including the selection of 5–10 seminal artworks	Art Criticism and Art History Written Examination
Outcomes to be assessed		P1, P4, P5, P6	P1, P2, P3, P4, P7, P10	P8, P9, P10
Artmaking	50%	20	30	
Art Criticism and Art History	50%		10	40
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

## OUTCOMES

A student:

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

# Work Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 2 WEEK 3	TERM 3 WEEK 2	TERM 3 WEEK 8
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Workplace Portfolio	Work Place Study	Design Project
Outcomes to be assessed			1, 3, 4, 7	2, 3, 7, 8, 9	2, 5, 6, 7
My Working Life		35%	15	15	5
Preparing Job Applications		20%	20		
Managing Work and Life Commitments		20%		15	5
Design Project		25%			25
<b>Total</b>		<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	30%	10	10	10
	Skills	70%	25	20	25
<b>Total</b>		<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

## OUTCOMES

A student:

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