

# Queanbeyan High School

*High Expectations – High Achievement*



## Preliminary Assessment Booklet

### Year 11



# 2020



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## Further Reading

The information provided in this booklet is intended as a concise summary of the most relevant information regarding HSC assessment policy and processes. It is not comprehensive and staff, students and parents are encouraged to access the following resources for further information:

- NSW Education Standards Authority Website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)
- Assessment Certification Examination (ACE) Manual Website: <https://ace.nesa.nsw.edu.au>
- QHS Senior (10-12) Misadventure Form available on the school website

## Introduction to Senior Study

In their final two years of schooling, most students work towards their Higher School Certificate. They are able to select the subjects they study in their final two years, but all students must take an English course as it is the only mandatory subject. In Year 11, students choose six subjects (one from each of the lines below) and study the Preliminary component of each subject for the first three terms this year. Preliminary studies culminate with their Preliminary examinations at the end of Term 3. The HSC component of each course begins in Term 4 this year and continues through to the end of Term 3 in 2020. Students will sit the HSC examinations for various subjects in Term 4 2021.

<b>Line 1</b>
English Advanced English Standard English Studies <sup>^</sup>
<b>Line 2</b>
Ancient History Chemistry Construction Design and Technology Food Technology
<b>Line 3</b>
Biology Business Studies Hospitality Information and Digital Technology Sport, Lifestyle and Recreation
<b>Line 4</b>
Communities and Families IT - Metal PDHPE Photography Physics
<b>Line 5</b>
Mathematics Mathematics Standard 1 <sup>^</sup> Mathematics Standard 2 Sport Coaching* Visual Art
<b>Line 6</b>
Agriculture Exploring Early Childhood Legal Studies Metals and Engineering Music

### Types of Courses

Each course has different implications for HSC and ATAR Requirements, depending on the course type, as outlined below:

#### NESA Developed Courses

These are the most common HSC courses that students undertake and are developed by the NSW Education Standards Authority.

At the end of their two years of senior study, students sit a formal HSC examination which contributes towards their ATAR.

#### Vocational Education & Training (VET) Courses

These are competency based courses – most of which have an optional HSC examination that can contribute to ATAR calculations. However, only one VET subject can count towards a student's ATAR.

#### NESA Board Endorsed (BEC) Courses

These courses have also been developed by NESA but do not have a formal HSC examination at the end of Year 12. They count towards the HSC and appear on the RoSA but do not count in the calculation of the ATAR.

<sup>^</sup> English Studies and Maths Standard 1 are category B courses and have optional HSC examinations.

\* Skills for Work & Vocational Pathways and Sports Coaching are VET subjects but do not have an elective HSC Exam – therefore these subjects cannot count towards ATAR calculations.

# HSC and ATAR Requirements

## **Requirements to gain an HSC**

To gain an HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units.

Students must satisfactorily complete the Preliminary Course before they are eligible to commence the corresponding HSC course. English is the only compulsory subject for the HSC. Students planning their senior studies will find more information at the following links:

### **Choosing HSC Courses:**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

### **How the HSC works:**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

To be eligible for the award of the Higher School Certificate, you must have:

1. satisfactorily completed Stage 5 requirements or gained other qualifications the NSW Education Standards Authority (NESA) considers satisfactory
2. attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a TAFE college
3. satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
4. sat for and made a serious attempt at the required HSC examinations.

## **Pattern of Study**

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

- at least 6 units of NESA Developed Courses
- at least 2 units of a NESA Developed Course in English\*
- at least three courses of 2-unit value or greater (either NESA Developed or NESA Endorsed Courses)
- at least four subjects.

\* Satisfactory completion of English Studies fulfils English requirements and counts towards the six units of NESA Developed Courses required for the award of the Higher School Certificate. English Studies does not meet the UAC requirement of two units of English for the calculation of an ATAR.

To satisfy the pattern of study, most students will be required to study three Preliminary Courses until the end of Term 1. Only after this, will most students be able to drop a course. The only exception would be students who have undertaken a TAFE course on top of their three subjects.

## **ATAR Eligibility**

The following information comes directly from the University Admissions Centre (UAC) website.

To be eligible for an ATAR, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three NESA Developed courses of two units or greater
- four subjects.

The fourth point can easily be overlooked or misunderstood. A subject is an area of study (eg mathematics). Within that subject there may be a number of courses (eg Mathematics General 2, Mathematics, HSC Mathematics Extension 1, HSC Mathematics Extension 2). If a student studies, for example, HSC Mathematics Extension 1, HSC Mathematics Extension 2, English Advanced, English Extension 2 and Biology they will not meet the four subjects requirement because they have only studied three subjects: mathematics, English and biology.

## **NSW Education Standards Authority (NESA) Requirements**

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a. followed the course as specified by the Board of Studies.
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- c. achieved some or all of the course outcomes. In cases of non-completion of course requirements an 'N' determination will be submitted to NESA.
- d. undertaken the mandatory work placement (V.E.T. students only).

Students and parents/guardians will be notified in writing if the possibility exists of a student gaining an 'N' determination.

For V.E.T. students to gain an A.Q.F. qualification, a student must demonstrate competence in **ALL** units of competency as required for the qualification and have had the assessment undertaken by a qualified industry assessor. Students who have not demonstrated competence in all units will receive a Statement of Attainment (SOA).

## **Attendance and Satisfactory Completion of a Course**

The Principal may determine that, as a result of absence, the course criteria might not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion requirements/criteria. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such actions.

## Assessment Tasks

Assessment tasks will be clearly designated. All tasks are included in individual subject schedules and at least two weeks notice will be given to students via a "Notice of Assessment Task Form". Students will be required to sign upon receipt and submission of these tasks. All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

### Completion of Assessment tasks

- i) The NSW Education Standards Authority (NESA) expects students to undertake all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess to 50% of available marks. The Principal is required to certify that the course has been studied satisfactorily. Unsatisfactory attendance may lead to the non-completion of a course(s).
- ii) **Assessment tasks such as essays, assignments, fieldwork reports etc which are to be completed in the student's own time must be submitted on the due date or the task will incur a zero mark.** Students are still required to submit the task, even if a zero mark has been awarded, to satisfactorily complete NESA requirements.
- iii) **For "in-school" assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified. If an assessment examination or in-class task is missed, a zero mark will be awarded automatically.** Students will be given the opportunity to complete the task at a later date, but a zero mark will still apply unless an appeal is submitted and upheld.
- iv) If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. sporting excursion) the student must submit the task before going on the excursion. **The due date is only the last day on which the task could be submitted.**
- v) A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious. Completing only the Multiple Choice section of an examination will be deemed a non-serious attempt.
- vi) **VET Work Placement is NOT a valid reason for submitting a task late. Students are still expected to submit all assessments tasks by their due date. Failure to do so will result in a zero mark.**
- vii) The school is required to keep a record of all assessment marks each student gains, and a record of what each mark was for. NESA requires that these marks remain confidential.

It is not possible for a student or parent to add up the marks for the assessment tasks and average them to arrive at the final assessment mark. A process of adding weighted scores and moderation takes place for the final marks to be determined.

The school is not required to keep documentary evidence of work submitted by all student's e.g. test answers, essays, tapes etc. In the normal course of events, these would have been returned to students shortly after assessment. (It is at this time students must query teachers with any concerns they may have about the marks awarded for the task. The teacher will consider any query and make a final decision, while providing constructive feedback to the student). If students are not satisfied with the outcome of this, they should discuss their concerns with the Head Teacher of that subject.

## Absence from Assessment tasks

- i) In the event of non-attendance on the day of an assessment task, the student or their parent/guardian must notify the school of the student's absence as early as possible. In the case of absence due to illness, a medical certificate is required. This notification must be confirmed in writing to the Principal.
- ii) Where a candidate is unable to complete an assessment task on or by the assigned date, the students must complete a misadventure form available from the Head Teacher of the relevant faculty at the first available opportunity. In exceptional circumstances, where the completion of the original or a substitute task is not feasible, the Principal may authorise the use of an estimate based on other appropriate evidence.
- iii) Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the Principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

## Prolonged Absences

- i) In cases of prolonged absences, which will affect multiple tasks (eg. sick the week of Trial Examinations), the student is required to complete a Misadventure form and submit it directly to the Deputy Principal.
- ii) In some cases, the student will be required to complete the tasks at the first possible convenience. In other cases, the assessment will be determined using completed tasks for that student only. This is at the discretion of the Senior Executive.
- iii) Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

## Plagiarism and Malpractice

- i) Plagiarism or the unacknowledged copying from any secondary sources will incur a mark of zero.
- ii) Unless given specific instructions from teachers, students are expected to follow the 'Guide to Referencing' provided at the end of this booklet when referencing other sources in assessment tasks
- iii) Further information regarding exact activities which count as malpractice can be found on the ACE website: <http://ace.NESA.nsw.edu.au/ace-9023>

## Technological Failure

- i) Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress, and keep a hard copy of the text.
- ii) Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

## Special (Disability) Provisions

- i) Some students may have special HSC examination needs related to a physical condition, visual impairment, hearing loss, or trouble expressing ideas in writing. Disability Provision Application forms are available at the school. Students wishing to apply for disability provisions should see Ms Green, Mrs Klein or any member of the executive.
- ii) The deadline for special provisions applications is approximately **early April**.
- iii) Should some other unexpected event or circumstances that will negatively affect a student's performance in the HSC Examinations arise after the deadline, students or their parents should contact the school as there are special avenues for provisions for these incidents.



## Frequently Asked Questions

The information in this section has been provided in a question-answer format for ease of reading. Staff, students and parents are encouraged to refer to NESA's website and the ACE manual for further information regarding assessment.

### 1. What is meant by assessment?

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

### 2. What must I do to have satisfactorily completed a course?

The NSW Education Standards Authority (NESA) expects students to have:

- (a) Followed the course developed or endorsed by NESA; and
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. This clause will apply to any students who continually hand in class work late, truant or who are absent without justification, as determined by the NSW Department of Education ;
- (c) Achieved some of all of the course outcomes; and/or
- (d) Completed all assessment tasks. However, if you fail to attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- (a) Apply a "N" (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) Advise the candidate of the submission and the right of appeal

### 3. What happens if I feel I cannot submit an assessment task on time and have a valid reason?

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least five (5) days prior to the due date, giving your reasons in writing, using the school's misadventure form. This must be signed by your parent. A time extension may be granted in legitimate cases.

### 4. What happens if I fail to attempt or submit a task on time without a valid reason?

You will be awarded a zero for that task.

### 5. What is the process for submitting an assessment task?

Tasks must be handed to the class teacher at the beginning of the lesson for the relevant course on the due date, unless other arrangements have been specified by the teacher on the Assessment Notification. Students must sign the Assessment Task Register to indicate they have submitted the task.

### 6. What happens if I fail to attempt or submit a task?

If you have a valid reason for a non-attempt (and completed the Misadventure Form), then you will either receive an extension or a substitute task to complete. Where this is not feasible, an estimate may be given based on your performance in other tasks after discussion with the Principal. If the explanation is not accepted, you will be awarded a zero for that task.

**7. What are valid reasons?**

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the head teacher in consultation with the class teacher on the basis of fairness to all students in the group. This will also be approved by the Principal.

**8. What if I am absent when an assessment task is notified?**

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the assessment schedules provided in this booklet.

**9. What happens if I know I am going to be absent for an assessment task?**

You should notify your teacher as soon as possible, in writing (using the misadventure form). This must be done at least five (5) full school days prior to the due date. Your parent or caregiver must also sign the misadventure form. A time extension may be granted in some cases.

**10. What happens if I am unable to sit for an examination?**

If you are going to be absent for an examination (eg. Half-yearly or Trial HSC examination) you must notify your class teacher, the head teacher of that course and the year advisor, to make arrangements to sit for the examination(s) at an alternate date. If this date is before the rest of the cohort you will be required to sign a confidentiality clause.

If you are ill, it is necessary to contact the school immediately. A Doctor's certificate is required to cover an absence from an examination and this should be attached to the Misadventure Form which appears at the back of this booklet. A copy of the Misadventure Form is also available on the school website. You need to meet with your class teacher(s) to arrange a date to complete the examination(s) which must be within one (1) week of your return to school.

If you are ill prior to or during the HSC examination period you must obtain a Doctor's Certificate and contact the Principal to obtain a NESA Illness/Misadventure Form.

**11. Will my parents or caregiver be informed of any non-attempt?**

Yes they will. Any such communication, including official warnings given to you, will be maintained as records at school.

**12. Will my general behavior throughout the year be taken into account for assessment purposes?**

Your behaviour may affect your ability to meet the NESA requirement that 'students apply themselves with diligence and sustained effort'. In addition, unsatisfactory participation in learning by a student over 17 years of age can result in expulsion.

**13. Are there specific behaviours which will affect my assessment?**

Yes, any of the following actions may incur a zero mark for any assessment task (this is at the discretion of the senior executive):

- a) Cheating during an assessment task;
- b) Copying from another student and claiming that work as your own;
- c) Presenting an assignment which is clearly not your own work, this includes work completed by another individual on your behalf;
- d) Allowing other students to copy your work;
- e) Copying material with no due acknowledgement;
- f) Disrupting an assessment task; and/or
- g) Truancy or absence from an assessment task without providing a satisfactory explanation.

**14. What if I don't make a serious attempt at an assessment task?**

Dependent on the nature of the disruption, only one warning may be given.

A non-serious attempt may lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, and insufficient evidence of the student's own work, etc. The head teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

**15. Can I leave an examination or set assessment task prior to the time set for its completion?**

No, except with the supervisor's permission in legitimate emergencies.

**16. Am I entitled to a review of my final assessment?**

Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant head teacher. If that is not satisfactory then you should see the deputy principal. If the matter is still not resolved then a panel comprising the Principal, Deputy Principal, the relevant head teacher and year advisor will examine the matter and come to a final decision.

**17. When may I lodge an appeal against a final HSC assessment?**

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal. No appeals will be considered after this date. A Student Appeal Form is available from head teachers and the Deputy Principal.

**18. Am I entitled to a re-assessment of an individual assessment task?**

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within two (2) full school days after results have been received.

If illness has affected your performance during the task, you must inform your class teacher (and in the case of examinations, the supervising teacher) immediately. A medical certificate may be required.

If the teacher, in consultation with the head teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

If you need to appeal a head teacher's decision refer to the answer to Question 17 above.

**19. Will I be warned if my certificate is at risk?**

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

**20. How much warning will I get for each assessment task?**

A minimum of two (2) weeks notification should be provided to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. The published dates in this book should not be altered by a teacher without you being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall assessment schedule summary (page 13-15 of this document), the school calendar and consultation with the relevant head teacher.

**21. What happens if a teacher/faculty wishes to vary the assessment requirements given to you?**

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

**22. What feedback will I be given on my performance?**

For each task you will be told your assessment mark/grade and your ranking in that task. You will also be informed of your cumulative ranking for that course.

**23. How do I submit assessment tasks?**

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of the task is noted on the Assessment Task Register.

**24. Where can I check the schedule of assessment tasks and/or seek advice?**

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, head teachers, the school counselor, the deputy principal and the principal should all be able to provide additional advice. A copy of this document is also able to be accessed on the school's website.

**25. How does my assessment result affect my final course mark?**

The assessment mark is moderated against the student's performance in the HSC examination, after taking into account the student's final course ranking from the school. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

# CALENDAR OF TASKS

Term 1 2020						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
<b>1B</b> 27/1-31/1						
<b>2A</b> 3/2-7/2						
<b>3B</b> 10/2 – 14/2						
<b>4A</b> 17/2 – 21/2						
<b>5B</b> 24/2 – 28/2						
<b>6A</b> 2/3 – 6/3				Physics		
<b>7B</b> 9/3 – 13/3			Business Studies			
<b>8A</b> 16/3 – 20/3	English Advanced English Standard English EAL/D English Studies	Ancient History Chemistry		Photography		
<b>9B</b> 23/3 – 27/3		Food Technology			Mathematics Advanced Mathematics Standard Visual Arts	Agriculture Legal Studies
<b>10A</b> 30/3 – 3/4				PDHPE CAFS		EEC
<b>11B</b> 6/4 – 9/4			SLR			

# CALENDAR OF TASKS

Term 2 2020						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
<b>1A</b> 27/4-1/5		Design and Technology				
<b>2B</b> 4/5-8/5			Biology	Industrial Technology		
<b>3A</b> 11/5-15/5						
<b>4B</b> 18/5-22/5		Chemistry			Mathematics Standard	
<b>5A</b> 25/5-29/5			SLR	PDHPE CAFS Photography Physics		
<b>6B</b> 1/6-5/6		Ancient History				Legal Studies
<b>7A</b> 8/6-12/6					Mathematics Advanced	
<b>8B</b> 15/6-19/6	English Advanced English Standard English EAL/D English Studies	Food Technology				
<b>9A</b> 22/6-26/6			Business Studies		Visual Arts	Agriculture EEC
<b>10B</b> 29/6-3/7	VET WORK PLACEMENT WEEK					

## CALENDAR OF TASKS

Term 3 2020						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
<b>1A</b> 20/7-24/7						
<b>2B</b> 27/7-31/7						
<b>3A</b> 3/8-7/8						
<b>4B</b> 10/8-14/8			SLR			
<b>5A</b> 17/8-21/8						
<b>6B</b> 24/8-28/8		Design and Technology	Biology	Industrial Technology Photography		
<b>7A</b> 31/8-4/9	English Advanced English Standard English EAL/D English Studies	Chemistry				Agriculture
<b>8B</b> 7/9-11/9	Assessment Free Week					
<b>9A</b> 14/9-18/9	Yearly Exams					
<b>10B</b> 21/9-25/9						EEC

# Agriculture

	<b>Task 1 FARM CASE STUDY</b>	<b>Task 2 PLANT PRODUCTION</b>	<b>Task 3 ANIMAL PRODUCTION</b>	
<b>Task Weighting</b>	30	30	40	
<b>Week Due</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	
<b>Task Type</b>	Research Task	Research Task	Research Task	
<b>Outcomes Assessed</b>	P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P3.1, P4.1, P5.1	P2.2, P3.1, P4.1, P5.1	
<b>COMPONENT BREAKDOWN</b>				<b>Weighting</b>
Knowledge and understanding of course content	5	15	20	40
Knowledge, understanding and skills required to manage agricultural production systems	5	20	15	40
Skills in effective research, experimentation and communication	10	5	5	20
<b>Total</b>	20	40	40	<b>100%</b>

## Course Outcomes

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



# Ancient History

	Task 1 – Society Study	Task 2 – Historical Investigation	Task 3 – Preliminary Exam	
Task Weighting	30%	30%	40%	
Week Due	W8T1	W6T2	W9T3	
Task Type	Source Analysis Report	Essay and Oral Presentation	Exam	
Outcomes Assessed	AH11-3 AH11-7 AH11-8 AH11-10	AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	20%	-	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	-	5%	15%	20%
Historical inquiry and research	10%	10%	-	20%
Communication of historical understanding in appropriate forms	-	15%	5%	20%
Total	30%	30%	40%	100%

## Course Outcomes

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

# Biology

	Task 1	Task 2	Task 3	
Task Weighting	30%	40%	30%	
Week Due	T2 W2	T3 W6	T3 W9	
Task Type	Depth Study	Field Study	Yearly Exam	
Outcomes Assessed	BIO1, BIO3, BIO5, BIO7, BIO8	BIO1, BIO2, BIO3, BIO4, BIO5, BIO6, BIO7, BIO10	All	
Course Structure and Requirements				
Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Cells as the Basis of	60	*15 Hours in Modules 1-4
		Module 2 Organisation of		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem		
Component Breakdown				
Skills in working scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Total	30%	40%	30%	100%

## Course Outcomes

- 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

	T1 – Nature of Business Report	T2 – Business Scenario Analysis Report	T3 – Yearly Exam	
Task Weighting	30%	40%	30%	
Week Due	W7, T1	W9, T2	W9, T3	
Task Type	Report	Report	Exam	
Outcomes Assessed	P1, P2, P3, P7, P9	P2, P3, P4, P5, P6, P7, P8, P9	P1, P3, P4, P5, P6, P7, P8, P9, P10	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	10	5	5	20
Inquiry and research	10	10	0	20
Communication of business information, ideas and issues in appropriate	5	10	5	20
Total	30	40	30	100%

## Course Outcomes

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 and Family Studies

Component	Task 1 –	Task 2 –	Task 3 –	
<b>Task Weighting</b>	30%	30%	40%	
<b>Week Due</b>	W10 T1 2020	W5 T2 2020	W9 T3 2020	
<b>Task Type</b>	Core 1: research management	Core 2: individuals and groups	Yearly Examination	
<b>Outcomes Assessed</b>	P1.1, P1.2, P3.1, P4.1, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P4.1, P4.2, P6.2	ALL	
<b>COMPONENT BREAKDOWN</b>				<b>Weighting</b>
<b>Knowledge and understanding of course content</b>	25%	25%	40%	90%
<b>Specific skills</b>	5%	5%		10%
<b>Total</b>	30%	30%	40%	100%
			-	

## Course Outcomes

<b>P1.1</b>	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
<b>P1.2</b>	Proposes effective solutions to resource problems
<b>P2.1</b>	Accounts for the roles and relationships that individuals adopt within groups
<b>P2.2</b>	Describes the role of the family and other groups in the socialisation of individuals
<b>P2.3</b>	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
<b>P2.4</b>	Analyses the interrelationships between internal and external factors and their impact on family functioning
<b>P3.1</b>	Explains the changing nature of families and communities in contemporary society
<b>P3.2</b>	Analyses the significance of gender in defining roles and relationships
<b>P4.1</b>	Utilises research methodology appropriate to the study of social issues
<b>P4.2</b>	Presents information in written, oral and graphic form
<b>P5.1</b>	Applies management processes to maximise the efficient use of resources
<b>P6.1</b>	Distinguishes those actions that enhance wellbeing
<b>P6.2</b>	Uses critical thinking skills to enhance decision making
<b>P7.1</b>	Appreciates differences among individuals, groups and families within communities and values their contributions to society
<b>P7.2</b>	Develops a sense of responsibility for the wellbeing of themselves and others
<b>P7.3</b>	Appreciates the value of resource management in response to change
<b>P7.4</b>	Values the place of management in coping with a variety of role expectations

# Chemistry

	Task 1	Task 2	Task 3	
Task Weighting	30%	30%	40%	
Week Due	T1 W8	T2 W4	T3 W7	
Task Type	2 <sup>nd</sup> Hand Investigation	Depth Study - Concentrations	Depth Study – 1 <sup>st</sup> Hand Invest.	
Outcomes Assessed	CH2, CH3, CH4, CH8	CH1, CH5, CH6, CH7, CH10	ALL	
Course Structure and Requirements				
Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Properties and Structure of Matter	60	*15 Hours in Modules 1-4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of Reaction		
Component Breakdown				
Skills in working scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Total	30%	40%	30%	100%

## Course Outcomes

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

# Design and Technology

Task number	Task 1	Task 2	Task 3	
Nature of task	Portfolio & Product	Portfolio	Yearly Examination	
Timing	Term 2, Week 1	Term 3, Week 6	Term 3, Week 9	
Outcomes assessed	P1.1, P4.1, P4.2, P4.3, P5.1	P3.1, P5.2, P5.3, P6.1, P6.2,	All outcomes	
Components	Weighting %			
Knowledge and understanding of course content	15	25	10	40
Knowledge and skills in designing, managing, producing and evaluating design projects	25	15	10	60
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## Course Outcomes

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

# English Advanced

	Task 1 - Reading to Write	Task 2 - MODULE A Narratives that Shape our	Task 3 Module B Critical Study of	
Task Weighting	30	30	40	
Week Due	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	
Task Type	Imaginative text with Personal Reflection	Multimodal Presentation Task	Analytical response	
Outcomes Assessed	EA11-2, EA11-3,, EA11-5, EA11-9	EA11-2, EA11-3, EA11-6, EA11-8, EA11-4, EA11-9	EA11-1 ,EA11-2, EA11-3, EA11-7	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	15	20	50
Total	30	30	40	100%

## Course Outcomes

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 recognizes 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.

	Task 1 – Module A - Language, texts and contexts	Task 2 - Module B – Close Study of Text	Task 3 – Module C – Texts and Society	
Component				
Task Weighting	30	30	40	
Week Due	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	
Task Type	Multi Modal	Viva-Voce	Writing Portfolio Task	
Outcomes Assessed	EAL11-1A, EAL11-1B, EAL11-6, EAL11-9	EAL11-3, EAL11-4, EAL11- 7, EAL11-8	EAL11-1A, EAL11-2, EAL11-5, EAL11-8	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	15	20	50
Total	30	30	40	100%

### Course Outcomes

EAL11-1A	responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL11-1B	communicates information, ideas and opinions in familiar personal, social and academic contexts
EAL11-2	uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL11-3	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
EAL11-4	applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL11-5	thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
EAL11-6	investigates and explains the relationships between texts
EAL11-7	understands and assesses the diverse ways texts can represent personal and public worlds
EAL11-8	identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
EAL11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



# English Standard

	Task 1	Task 2	Task 3	
Task Weighting	30	30	40	
Week Due	Term 1 Week 8 Reading to Write	Term 2 Week 8 Contemporary Possibilities	Term 3 Week 7 Close Study of Literature	
Task Type	Imaginative Recreation	Multimodal presentation	Analytical Response	
Outcomes Assessed	EN11-3, EN11-5 EN11-6, EN11-9	En11-1, EN11-3, EN11-5, EN11-8	EN11-1, EN11-2, EN11-3,EN-5,EN11-7	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total	30	30	40	100%

## Course Outcomes

EN11-1	a student 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 and 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 collaborative processes to become an independent learner.

# English Studies

	Task 1	Task 2	Task 3	
<b>Task Weighting</b>	30	30	40	
<b>Week Due</b>	Term 1 Week 8 Achieving through English	Term 2 Week 8 Part of a Family	Term 3 Week 7 All modules plus On the Road	
<b>Task Type</b>	Careers Presentation and written CV and cover letter	Multimodal presentation	Collection of Classwork (Portfolio)	
<b>Outcomes Assessed</b>	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
COMPONENT BREAKDOWN				Weighting
<b>Knowledge and understanding of course content</b>	15	15	20	50
<b>Skills in:</b> - Comprehending Texts - Communicating ideas - Using language accurately, appropriately and effectively	15	15	20	50
<b>Total</b>	30	30	40	<b>100%</b>

## Course Outcomes

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

# Exploring Early Childhood

	Task 1	Task 2	Task 3	
Task Weighting	25%	40%	35%	
Week Due	Term 1 Wk 10	Term 2 Week 9	Term 3 Week 10	
Task Type	Exam	Research/Practical	Brochure/Practical	
Outcomes Assessed	1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.2, 1.4, 2.2, 2.4, 6.1	1.2, 1.3, 2.5, 3.1, 4.1, 5.1,	
COMPONENT BREAKDOWN				Weighting
Knowledge and Understanding	15	15	20	50%
Skills	5	25	20	50%
Total	20	40	40	100%

## Course Outcomes

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

# Food Technology

	Task 1 Food Selection	Task 2 Food Quality	Task 3 Yearly Exam	
Task Weighting	30%	40%	30%	
Week Due	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
Task Type	Report	Research and Practical	Exam	
Outcomes Assessed	P1.2, P3.1, P3.2 P4.2, P5.1	P2.2, P3.2, P4.1 P4.2, P4.4, P5.1	P1.1, P1.2, P2.1 P2.2, P3.1, P4.3, P5.1	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Total	30%	40%	30%	100%

## Course Outcomes

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

# Industrial Technology

			Task 1	Task 2	Task 3	
Task Name			Industry Case Study	Preliminary Project	Preliminary Examination	
Task Weighting			20	40	40	
Week Due			Term 2, Week 2	Term 3, Week 6	Term 3, Week 9	
Outcomes Assessed			P1.1, P1.2, P5.1 P6.2, P7.1, P7.2	P1.2, P3.2, P4.1 P4.2, P4.3, P5.2	P1.1, P1.2, P2.1 P6.1, P7.1	
COMPONENT BREAKDOWN						Weighting %
Knowledge and understanding of course content	Industry Study	15	10	-	5	40
	Design	10	-	10	-	
	Industry Related	15	-	-	15	
Knowledge and skills in the management, communication and production of projects	Management & Communication	20	10	10	-	60
	Production	40	-	20	20	
Total %			20	40	40	100

## Course Outcomes

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

# Legal Studies

	Task 1 The Legal System Report	Task 2 The Right of One	Task 3 Yearly Examination	
Task Weighting	30%	40%	30%	
Week Due	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	
Task Type	Research Task Report	Case Study Essay	Examination	
Outcomes Assessed	P1, P2, P3, P4, P8, P9	P1, P5, P6, P7, P8, P9	P1 - P10	
COMPONENT BREAKDOWN				Weighting
Knowledge and Understanding of course content	10	15	15	40
Analysis and Evaluation	5	5	10	20
Inquiry and Research	10	10	-	20
Communication of legal information, ideas and issues in appropriate forms	5	10	5	20
Total	30	40	30	100%

## Course Outcomes

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

# Mathematics Advanced

	Task 1	Task 2	Task 3	
Task Weighting	30 %	30%	40%	
Week Due	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9	
Task Type	Topic Test	Investigative Task	Examination	
Outcomes Assessed	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-6, MA11-8, MA11-9	MA11-1 – MA11-9	
COMPONENT BREAKDOWN				Weighting
Understanding, fluency and communication	15%	15%	20%	50%
Problem-solving, reasoning and justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

## Course Outcomes

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

# Mathematics Standard

	Task 1	Task 2	Task 3	
<b>Task Weighting</b>	30%	30%	40%	
<b>Week Due</b>	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	
<b>Task Type</b>	Topic Test	Assignment	Year 11 Examination	
<b>Outcomes Assessed</b>	MS11-1, MS11-2, MS11-5, MS11-6, MS11-8, MS11-9, MS11-10	MS11-3, MS11-4, MS11-10	MS11-1 – MS11-10	
<b>COMPONENT BREAKDOWN</b>				<b>Weighting</b>
<b>Understanding, Fluency and Communicating</b>	15%	15%	20%	50%
<b>Problem Solving, Reasoning and Justification</b>	15%	15%	20%	50%
<b>Total</b>	30%	30%	40%	<b>100%</b>

## Course Outcomes

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



# Modern History

	Task 1 – Investigating Modern History	Task 2- Historical Investigation	Task 3 – Yearly Examination	
<b>Component</b>				
<b>Task Weighting</b>	30%	30%	40%	
<b>Week Due</b>	T1W9	T2W6	T3W9	
<b>Task Type</b>	Source Analysis Essay	Oral Presentation & Reflection	Exam	
<b>Outcomes Assessed</b>	MH11-6 MH11-7 MH11-10	MH11-4, MH11-5, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9	
<b>COMPONENT BREAKDOWN</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	5	15		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Course Outcomes

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

# Personal Development, Health and Physical Education

	Task 1	Task 2	Task 3	
Week Due	Week 10 Term 1 2020	Week 7 Term 2 2020	Week 9 Term 3 2020	
Task Type	Research paper	Analysis	Preliminary Examination	
Outcomes Assessed	P1,P2,P3,P5,P6	P8,P9,P10,P11,P16,P17	P1,P2,P3,P4,P5,P6,P7,P8,P9,P10,P11,P12,P15,P16,P17	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total	30	30	40	100%

## Course Outcomes

P1	identifies and examines why individuals give different meanings to health
P2	explains how a range of health behaviours affect an individual's health
P3	describes how an individual's health is determined by a range of factors
P4	evaluates aspects of health over which individuals can exert some control
P5	describes factors that contribute to effective health promotion
P6	proposes actions that can improve and maintain an individual's health
P7	explains how body systems influence the way the body moves
P8	describes the components of physical fitness and explains how they are monitored
P9	describes biomechanical factors that influence the efficiency of the body in motion
P10	plans for participation in physical activity to satisfy a range of individual needs
P11	assesses and monitors physical fitness levels and physical activity patterns
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
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

# Photography, Video and Digital Imaging

	Task 1	Task 2	Task 3	
Task Weighting	Fundamental Skills Test 30%	Artist Portfolio and recreation 30%	Major Work and Rationale 40%	
Week Due	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	
Task Type	Exam and Portfolio	Practical Research Task	Major Work	
Outcomes Assessed	M3, M4, CH1, CH2	CH1, CH2, CH3, CH4, CH5.	M1, M2, M3, M4, M5, M6	
COMPONENT BREAKDOWN				Weighting
Making	20	20	30	70
Critical and Historical Studies	10	10	10	30
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Course Outcomes

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

# Physics

	Task 1	Task 2	Task 3	
Task Weighting	30%	40%	30%	
Week Due	T1 W6	T2 W5	T3 W9	
Task Type	1 <sup>st</sup> Hand Investigation	Depth Study	Yearly Exam	
Outcomes Assessed	PH2, PH3, PH8	PH1, PH5, PH6, PH7, PH9	All	
Course Structure and Requirements				
Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Kinematics	60	*15 Hours in Modules 1-4
		Module 2 Dynamics		
		Module 3 Waves and	60	
		Module 4 Electricity and		
Component Breakdown				Weighting
Skills in working scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Total	30%	40%	30%	100%

## Course Outcomes

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

# Society & Culture

	Task 1 – Social Research Project	Task 2 – Millennials Report	Task 3 – Preliminary Exam	
Task Weighting	30%	30%	40%	
Week Due	Week 9, T1	Week 6, T2	Week 9, T3	
Task Type	Research Project	Report and Oral Presentation	Exam	
Outcomes Assessed	P1 P6 P7 P8 P10	P1 P3 P8 P9 P10	P1 P2 P3 P4 P5 P6 P9	
COMPONENT BREAKDOWN				Weighting
Understanding of course content:	10%	15%	25%	50%
Application evaluation of social & cultural research methods	10%	10%	10%	30%
Communication of information, ideas and issues in appropriate forms	10%	5%	5%	20%
Total	30%	30%	40%	100%

## Course Outcomes

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

# Sport, Lifestyle and Recreation

	Task 1	Task 2	Task 3	
Week Due	Week 11 Term 1 2020	Week 5 Term 2 2020	Week 4 Term 3 2020	
Task Type	Healthy Lifestyle Analysis	Games and Sports Applications Skills	First Aid Injury Management	
Outcomes Assessed	1.5, 2.3, 3.5, 4.3	1.1 ,1.3 ,2.1 ,3.1 ,3.2 ,4.1 ,4.4	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding	25	15	10	50
Skills	10	25	15	50
Total	35	40	25	100%

## Course Outcomes

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

# Visual Arts

	Task 1	Task 2	Task 3	
<b>Task Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	
<b>Week Due</b>	Term 1: Wk 9	Term 2: Wk 9	Term 3: Wk 9	
<b>Task Type</b>	Research task, Project Development	BOW & VAPD	Preliminary Examination	
<b>Outcomes Assessed</b>	P1, P2, P3, P4, P7, P8,	P4, P5, P6	P7, P8, P9, P10	
<b>COMPONENT BREAKDOWN</b>				<b>Weighting</b>
<b>Artmaking</b>	10%	40%	-	50%
<b>History/ Crit</b>	20%	-	30%	50%
<b>Total</b>	30%	40%	30%	100%

## Course Outcomes

		<b>Art making</b>
<b>Practice</b>	<b>P.1</b>	Explores the conventions of practice in artmaking
<b>Conceptual Framework</b>	<b>P.2</b>	Explores the roles and relationships between the concepts of artist, artwork, world and audience
<b>Frames</b>	<b>P.3</b>	Identifies the frames as the basis of understanding expressive representation through the making of art
<b>Representation</b>	<b>P.4</b>	Investigates subject matter and forms as representations in artmaking
<b>Conceptual Strength</b>	<b>P.5</b>	Investigates ways of developing coherence and layers of meaning in the making of art
<b>Resolution</b>	<b>P.6</b>	P6: Explores a range of material techniques in ways that support artistic intention
		<b>Art Criticism and Art History</b>
<b>Practice</b>	<b>P.7</b>	Explores the conventions of practice in art criticism and art history
<b>Conceptual Frame</b>	<b>P.8</b>	Explores the roles and relationships between concepts of artists, artwork, world and audience through critical and historical investigations of art
<b>Frames</b>	<b>P.9</b>	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
<b>Representation</b>	<b>P.10</b>	Explores ways in which significant art histories, critical narratives and other documentary accounts of visual arts can be constructed

# Visual Design

Component	Task 1	Task 2	Task 3	
Task Weighting	25%	35%	40%	
Week Due	Term 1 Week 10	Term 2 Week 6	Term 3 Week 6	
Task Type	Cartooning Illustrations Design	Jewellery & Accessories Design	Publication & Information & Visual Design Diary	
Outcomes Assessed	DM1, DM2, DM4, CH1, CH4	DM3, DM4, DM5, DM6, CH2, CH3	DM1, DM2, DM4, DM6, CH1, CH3	
COMPONENT BREAKDOWN				Weighting
Designing and Making	20%	25%	25%	70%
Critical & Historical Studies	5%	10%	15%	30%
Total	25%	35%	40%	100%

## Course Outcomes

Designing and Making	
DM1	generates a characteristic style that is increasingly self-reflective in their design practice
DM2	explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
DM3	investigates different points of view in the making of designed works
DM4	generates images and ideas as representations/simulations
DM5	develops different techniques suited to artistic and design intentions in the making of a range of works
DM6	takes into account issues of Work Health and Safety in the making of a range of works
Critical & Historical Studies	
CH1	generates in their critical and historical practice ways to interpret and explain design
CHS	investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH3	distinguishes between different points of view, using the frames in their critical and historical investigations
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design



## Assessment Advice for HSC VET Courses

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

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

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

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

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

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

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

## Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Yr 11 Work placement Term 2 Week 10, 2019 Yr 12 Work placement TBA
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, 2020

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Third party report	Self-assessment	HSC examinable
<b>Cluster: Working Together</b>								
BSBWOR203	Work effectively with others			✓	✓			YES
BSBCMM201	Communicate in the Workplace							
<b>Cluster: Safe and hygienic food preparation</b>								
SITXFSA001	Use hygienic practices for food safety	✓	✓		✓			YES
SITHCCC001	Use food preparation equipment							
SITXFSA002	Participate in safe food handling practices							
<b>Cluster: Café skills –assessed as single units</b>								
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓		YES
<b>Cluster : Safe and sustainable work practices</b>								
SITXWHS001	Participate in safe work practices	✓		✓	✓			YES
BSBSUS201	Participate in environmentally sustainable work practices							
<b>Cluster: Interacting with diverse customers</b>								
SITXCCS003	Interact with customers	✓		✓	✓			YES
SITXCOM002	Show social and cultural sensitivity							
<b>Cluster: Safely serving food and beverages</b>								
SITHFAB007	Serve food and beverage	✓	✓	✓	✓	✓		YES
<b>Cluster: Keeping up to date with industry</b>								
SITHIND002	Source and use information on the hospitality industry				✓			YES
<b>Cluster: Use hospitality skills effectively</b>								
SITHIND003	Use hospitality skills effectively (holistic)	✓	✓			✓	✓	

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316Certificate II in Hospitality

## Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Yr 11 Work placement Term 2 Week 2, 2019 Yr 12 Work placement TBA
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, 2020

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	HSC Examinable
CPCCOHS1001A	Work safely in the construction industry (white card)	✓		✓	✓		✓	✓	Yes
<b>Cluster 1: Getting Started in the Construction Industry</b>									
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	✓		✓	✓		✓	✓	Yes
CPCCCA2011A	Handle carpentry materials	✓	✓	✓	✓		✓	✓	
<b>Cluster 2: Measure up</b>									
CPCCCM1015A	Carry out measurements & calculations	✓	✓		✓			✓	Yes
CPCCCA2002B	Use carpentry tools and equipment	✓	✓	✓	✓		✓		
<b>Cluster 3: Reading plans and levelling</b>									
CPCCCM2001A	Read and interpret plans and specifications	✓		✓	✓				Yes
CPCCCM2006B	Apply basic levelling procedures	✓		✓	✓				
<b>Cluster 4: Prepare to Concrete</b>									
CPCCO2021A*	Handle concreting materials	✓	✓		✓			✓	
CPCCCM2004A	Handle construction materials	✓			✓		✓		
<b>Cluster 5: Group Project</b>									
CPCCCM1013A	Plan and organise work	✓	✓		✓		✓	✓	Yes
CPCCCM2005B	Use construction tools and equipment	✓	✓		✓		✓	✓	Yes
<b>Cluster 6: Working Effectively</b>									
CPCCCM1012A	Work effectively and sustainably in the construction Industry				✓		✓	✓	Yes
CPCCCM1014A	Conduct workplace communication				✓	✓	✓		Yes
<b>Cluster 7: Option 1-Joinery</b>									
CPCCJN2001A	Assemble components	✓	✓		✓			✓	
CPCCJN2002B	Prepare for off-site manufacturing process	✓	✓		✓			✓	
<b>Cluster 7: Option 2 - Brick and block laying-</b>									
CPCCBL 2001 A	Handle and prepare brick laying material	✓	✓		✓			✓	
CPCCBL 2002 A	Use bricklaying and block laying tools and equipment	✓	✓		✓			✓	

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

**Assessment Summary for FSK20113 Certificate II in Skills for Work and Vocational Pathways****Requirements for HSC purposes**

Work Placement	No compulsory work placement is required in this course
There is NO HSC Examination available in this Board Endorsed Course	This VET course cannot be used in the calculation of an ATAR

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other
<b>Assessment Foundation skills Core 1</b>									
FSKDIG03 FSKWTG09	Use digital technology for routine workplace tasks Write routine workplace texts				x				
<b>Assessment Foundation skills Core 2</b>									
FSKLRG09 FSKOCM07	Use strategies to respond to routine workplace problems Interact effectively with others at work				x				
<b>Assessment Foundation skills Core 3</b>									
FSKRDG10 FSKNUM15	Read and respond to routine workplace information Estimate, measure and calculate routine metric measurements for work				x				
<b>Assessment Foundation skills Core 4</b>									
FSKLRG11 FSKNUM14	Use routine strategies for work-related learning Calculate with whole numbers and familiar fractions, decimals and percentages for work				x				
<b>Assessment Foundation skills</b>									
FSKLRG10	Use routine strategies for career planning				x	x			
<b>Assessment Foundation skills</b>									
FSKOCM04	Use oral communication skills to participate in workplace meetings			x					
<b>Assessment Foundation skills</b>									
FSKRDG09	Read and respond to routine standard operating procedures	x			x				
<b>Assessment Foundation skills</b>									
FSKWTG07	Write routine formal workplace texts				x				
<b>Assessment Business</b>									
BSBITU201A	Produce simple word processed documents	x			x				
<b>Assessment Business</b>									
BSBWOR204	Use business technology	x			x				
<b>Assessment Financial services</b>									
FNSFLT202	Develop and use a saving plan				x				

**Note** Additional elective units of competency are delivered and assessed in this course and details will be provided by the teacher. Depending on the achievement of units of competency the possible AQF qualification outcome is FSK20113 Certificate II in Skills for Work and Vocational Pathways or a Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways.

## Assessment Summary for SIS20513 Certificate II Sport Coaching

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC)	35 hours in total
There is NO HSC Examination available in this Board Endorsed Course	This VET course cannot be used in the calculation of an ATAR

Assessment Plan		Evidence gathering techniques			
Competency codes	Units of competency	Observation of practical	Product assessment	Oral questioning	Written Test,
<b>Work Health Safety</b> SISXWHS101	Follow work health and safety policies			✓	✓
<b>Daily Work Industry</b> BSBWOR202A	Organise and complete daily work activities	✓			✓
SISXIND211	Develop and update sport, fitness and recreation industry knowledge				
<b>Coaching and ICTs</b> SISSSCO101	Develop and update knowledge of coaching practices		✓		✓
ICPDMT263	Access and use the Internet				
ICTICT203	Operate application software packages				
<b>HLTAID003</b>	<b>Provide First Aid Credit Transfer</b>				
<b>Coaching skill sessions</b> SISSSCO202	Coach beginner or novice participants to develop fundamental motor skill.	✓			✓
SISXCAI101A	Provide equipment for activities				
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions				
<b>Sport Injury</b> SISSSPT201A	Implement sport injury prevention	✓			✓
<b>Athletics</b> SISSATH201A	Teach the fundamental skills of Athletics	✓		✓	✓
SISSSDE201	Communicate effectively with others in a sport environment				
SISSSPT303A	Conduct basic warm-up and cool-down programs				
<b>Rugby League</b> SISSRGL204A	Teach the skills of rugby league for modified games	✓		✓	✓

Depending on the achievement of units of competency the possible AQF qualification outcome is SIS20513 Certificate II in Sport Coaching or a Statement of Attainment towards SIS20513 Certificate II in Sport Coaching.

# Guide to Referencing

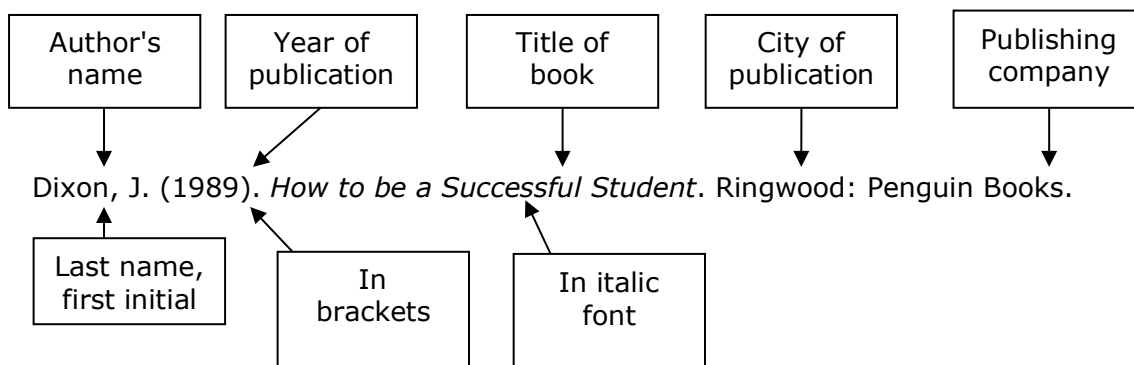
A part of your learning at school may involve completing an assignment or project. You may need to use information created, collected or written by other people to include in your assignment.

When you use sources of information, such as books, websites, newspapers and magazines, your teacher may ask you to attach details about those sources to your work. This is called referencing. Some people call these details a bibliography.

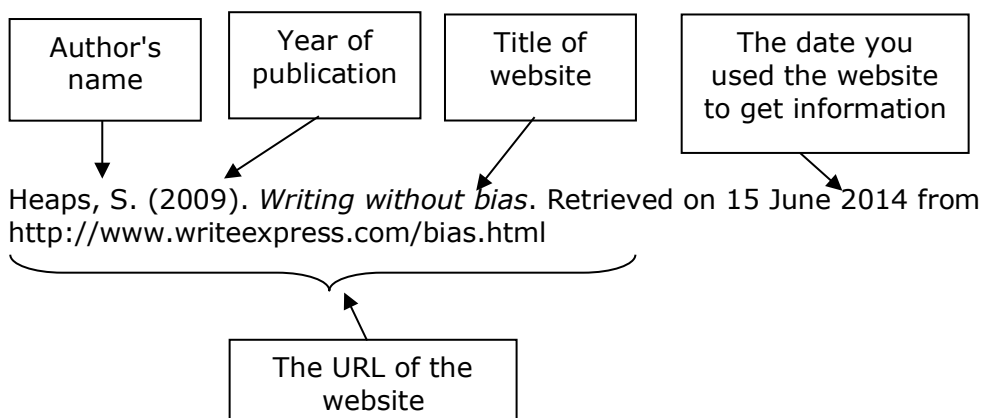
Here are some hints on how to write this list of resources.

1. The reference list or bibliography is at the end of your completed work.
2. It begins on a new page and has the title **References**.
3. There are different types of sources of information. The examples below show how to set out the reference for each type of source.

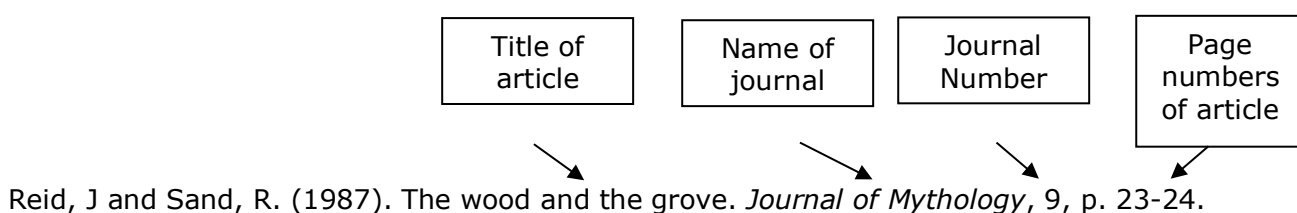
## Printed books:

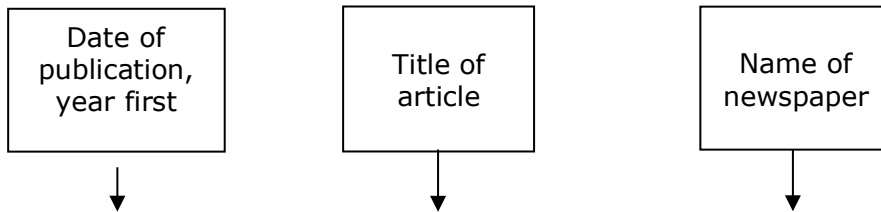


## Websites:

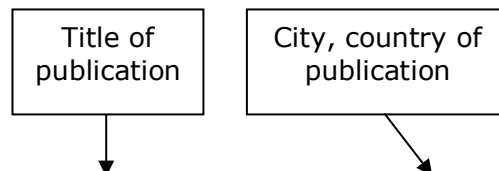


## Printed journal articles:



**Printed newspaper or magazine articles:**

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

**Government Publications:**

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

**Dictionaries and Encyclopaedias:**

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

or if there is no author named ...

*The Cambridge Encyclopaedia of the Human Body*. (2004). Cambridge: Cambridge University Press.

**4. Sorting your sources:**

The list is sorted **alphabetically by the first entry** in the reference (usually the author's last name).

Ignore the words "the" or "a" at the beginning of a title.

For the examples you have seen, this is how the reference list would be written...

**References**

*The Cambridge Encyclopaedia of the Human Body*. (2004). Cambridge: Cambridge University Press. (Ignore the word "The" at the beginning of the title.)

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

Dixon, J. (1989). *How to be a Successful Student*. Ringwood: Penguin Books.

Heaps, S. (2009). *Writing without bias*. Retrieved on 15 June 2014 from <http://www.writeexpress.com/bias.html>

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

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# MISADVENTURE FORM (10-12)

**Queanbeyan High School**

## Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow upon the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher within 2 school days of returning to school.
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

### STEP ONE – student to complete

Name:		Year:
Course:	Teacher:	
Task:	Date Due:	

### Reason for this application: (Tick appropriate)

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Seeking extension | <input type="checkbox"/> Absence               | <input type="checkbox"/> Non-completion | <input type="checkbox"/> Under-achievement     |
| due to...                                  |  |   |  |
| <input type="checkbox"/> Illness           | <input type="checkbox"/> Accident/Misadventure | <input type="checkbox"/> Procedure      | <input type="checkbox"/> Special circumstances |

### Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

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Medical Certificate from \_\_\_\_\_ (doctor)

**Attach a copy.**

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



**STEP TWO – Faculty to complete****1. Class Teacher's comment:**

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.....

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**2. Head Teacher's Decision:**

<input type="checkbox"/> Supported
<b>Resolution Agreement:</b> <i>(Tick outcome)</i>
<input type="checkbox"/> Extension of time without penalty, OR
<input type="checkbox"/> Set a substitute task, OR
<input type="checkbox"/> Give an estimate based on the evidence, OR
<input type="checkbox"/> Modify requirements of current task
<input type="checkbox"/> Other: _____
<b>New Completion Date:</b> _____ <i>(if applicable)</i>

OR

<input type="checkbox"/> Not Supported
<input type="checkbox"/> Issue N-warning letter (task not submitted), OR
<input type="checkbox"/> Send zero-mark letter (task submitted late), OR
<input type="checkbox"/> Original due date remains (extensions not supported), OR
<input type="checkbox"/> Original mark remains (under-achievement not supported)
<input type="checkbox"/> Other: _____

**Head Teacher Comments:**

.....

.....

.....

Signed: \_\_\_\_\_  
*(Student)*\_\_\_\_\_  
*(Head Teacher)*\_\_\_\_\_  
*(Principal)***Note:** This misadventure form is to be filed in the relevant Monitoring Folder and a copy placed in the students file.**STEP THREE – APPEAL TO PRINCIPAL – Student to complete**

A student may appeal the decision in Step 2. Outline reasons for appeal below:

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.....

.....

**Principal's Decision**☐ Supported☐ Not Supported

Principal Signature: \_\_\_\_\_

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



**Queanbeyan High School**

## **Contact Information**

### **PRINCIPAL**

Ms Jennifer GREEN

Phone: (02) 6297-2088

### **10-12 Deputy Principal**

Mr Peter Neilsen

## **Head Teachers**

### **ENGLISH/CAPA**

Mr Rowan Drowley

### **MATHEMATICS**

Mr Dean LEITE

### **SCIENCE**

Mr Andrew GOELDNER

### **HSIE/LOTE**

Anna Moore (Relieving)

### **PDHPE**

Ms Lindsay Perry (Relieving)

### **TAS / VISUAL ARTS**

Mrs Robyn EDWARDS/ Ms Michelle Wells

### **SUPPORT**

Mrs Robyn SLATER (relieving)

### **Year 11 Student Advisor**

Mr Brent Budden

