QueanbeyanHigh School

High Expectations – High Achievement

Preliminary Assessment Booklet

Year 11

2024

NSW EDUCATION STANDARDS AUTHORITY

NSW GOVERNMENT Education


assessment
verbs
reporting
challenge
standards
attributes
criteria
validity
balance
tasks
levels
transparency
feedforward
certification
teaching
weighting
alignment
principles
descriptors
judgments
achievement
manageability
feedback
quantifiers
expectations
outcomes
moderation
consistency
decisions
explicitness
fairness
qualifiers
equity
reliability
grades
learning

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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
- 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. Theycan select the subjects they study in their final two years, but all students must take one of the English courses 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 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 2025. Students will sit the HSC examinations for various subjects in Term 4 2025.

Line 1
Biology Construction (VET) Modern History Photography (NESA) Visual Arts
Line 2
EALD English Advanced English Standard English Studies
Line 3
Industrial Technology - Timber Maths Advanced Maths Standard
Line 4
Ancient History Business Studies Hospitality (VET) Industrial Technology - Metals
Line 5
Agriculture Community and Family Studies Chemistry Design and Technology Fitness (VET)
Line 6
Engineering Studies Food Technology Legal Studies PDHPE Sports Coaching (VET)

Types of HSC courses

Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. (Note: Examinations for English Studies and Standard 1 Mathematics are optional.)

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

Special education (Life Skills) - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR.

NOTE: *To receive an ATAR only ONE of the following examination results can be used – English Studies, Standard 1 Maths, Hospitality or Construction. If you are studying more than one of these courses and would like to be eligible for an ATAR please speak to the deputy principal in charge of year 11.*

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 EndorsedCourses)
- 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. Students can only use English Studies in their ATAR calculation if they complete the optional examination and if it is the only category B subject

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 ATARcourses 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.

NOTE: 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 Extension2, 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.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than 2 units of Category B courses (English Studies, Standard Maths 1, Hospitality and Construction)

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) indicating which competencies they did achieve.

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.

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 requiredto sign upon receipt and submission of these tasks. Teachers may email tasks to absent students on the day they are distributed in class – it is the student's responsibility to check their email regularly during assessment periods. This includes when students are on VET work placements.

All tasks should be clearly outlined in the notice and giveinformation 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.

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 writingto 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 FormMM 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 examinations), the student is required to complete a Misadventure form and submit it directly to theDeputy Principal or their Year Advisor.

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. Further information regarding exact activities which count as malpractice can be found on the ACE website: http://ace.NESA.nsw.edu.au/ace-9023
iii. The use of ChatGTP and other Artificial Intelligence is considered Malpractice.

NESA states any form of malpractice which allows an unfair advantage in assessment is unacceptable. Academic malpractice includes plagiarism, collusion, fabrication or falsification of results with the aim to achieve a mark that they do not properly deserve. ChatGPT is a generative process and meets the criteria of fabrication therefore the use of ChatGTP is considered malpractice.

In line with NESA, it is expected that when students present Assessment or any tasks, the work presented is their own ideas or their own research which has been acknowledged and referenced appropriately. If work is not their own, it is considered malpractice and is taken very seriously as it enables students to gain an advantage over other students, which is unfair and inequitable. It also does not reflect a student's own knowledge and capability.

If teachers suspect there has been malpractice, they will communicate this to the student. In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Teachers have tools to detect the use of Chat GPT or other AI programs when students submit tasks. The use of Chat GPT may result in a malpractice determination where students may receive a zero mark.

The use of Chat GPT has been banned by the NSW Department of Education and is not endorsed for use at Queanbeyan High School.

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 outlinethe direction of their work.

iii) Students who have experience technological failure and would like to apply for an extension should see the head teacher of the faculty immediately.

Appealing assessment results

Assessment results should be returned to students within a reasonable time frame, normally within two weeks.

Results should include a grade in the preliminary course as well as written feedback on where the student can improve.

Students may appeal assessment tasks on two grounds – the processes used in the assessment, or the mark awarded for the assessment. If you wish to make an appeal, you must complete the Assessment appeal form (found in the back of this book) and submit it to the relevant subject head teacher within 5 days of receiving your results. The head teacher will take your form to the appeal panel.

Processes
If you feel that any of the processes listed in this book were not followed by a teacher, you have the right to make an appeal.

Mark
If the mark and rank for a task is not what you expected, then you may approach the relevant teacher for a re-assessment within five (5) full school days after results have been received.

If illness has affected your performance during the task, you must inform the relevant head teacher (and, in the case of examinations, the deputy principal) immediately. A medical certificate will be required.

If the appeal panel 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.

Disability Provisions

i) Some students may have additional 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 either their Year Advisor or the Head Teacher Learning Support Team.

ii) The deadline for HSC disability provisions applications is approximately **early April** in the year when students will sit their HSC. Year 11 students are encouraged to discuss specific learning needs as early as possible in year to assist with the process.

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.

Term 1 2024						
Week	**Line 1**	**Line 2**	**Line 3**	**Line 4**	**Line 5**	**Line 6**
1						
2A						
3B						
4A						
5B						
6A						
7B				Physics Business Studies		
8A					Chemistry Agriculture	Food Technology
9B			Mathematics Standard Mathematics Extension 1	Ancient History	CAFS	PDHPE
10A	Visual Arts Photography Modern History Biology		Mathematics Advanced			Legal Studies
11B		English Advanced English Standard English Studies EALD	Industrial Technology - Timber	Industrial Technology – Metal		

Notes:

1. Hospitality, Construction, Sports Coaching, Manufacturing and Engineering and Primary Industries are all VET courses. Assessment in VET courses operates differently to other courses – your teachers will indicate expected deadlines for tasks in these courses. For more information about assessment in VET courses, please see pages 42-45.
2. Mathematics Extension is a 1 unit course which is taught off-line (before or after school). It does not appear on this term calendar and due dates are negotiatedbetween teacher and students. A suggested schedule of tasks is included later in this booklet.

Term 2 2024						
Week	**Line 1**	**Line 2**	**Line 3**	**Line 4**	**Line 5**	**Line 6**
1A						
2B						
3A					Design and Technology	
4B					Chemistry	Engineering Studies
5A	Photography		Mathematics Standard		Agriculture	
6B	Modern History		Mathematics Extension 1	Ancient History		
7A						
8B			Mathematics Advanced		CAFS	PDHPE
9A				Business Studies Physics		Legal Studies Food Technology
10B	Biology	English Advanced English Standard English Studies EALD				

Notes:

1. Hospitality, Construction and Primary Industries are all VET courses. Assessment in VET courses operates differently to other courses – your teachers will indicate expected deadlines for tasks in these courses. For more information about assessment in VET courses, please see pages 42-45.
2. Mathematics Extension is a 1 unit course which is taught off-line (before or after school). It does not appear on this term calendar and due dates are negotiated between teacher and students. A suggested schedule of tasks is included later in this booklet.

Term 3 2024						
Week	**Line 1**	**Line 2**	**Line 3**	**Line 4**	**Line 5**	**Line 6**
1A						
2B						
3A						Engineering Studies
4B						
5A			Industrial Technology - Timber	Industrial Technology – Metals		
6B	Visual Arts Photography				Design and Technology	
7A						
8B	***Assessment free week – Preliminary exams commence Thursday & Friday***					
9A	**Year 11 Preliminary Examination**					
10B				English Studies		

Notes:

1. Hospitality, Construction and Primary Industries are all VET courses. Assessment in VET courses operates differently to other courses – your teachers will indicate expected deadlines for tasks in these courses. For more information about assessment in VET courses, please see pages 42-45.
2. Mathematics Extension is a 1 unit course which is taught off-line (before or after school). It does not appear on this term calendar and due dates are negotiated between teacher and students. A suggested schedule of tasks is included later in this booklet.

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AGRICULTURE

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9	
Task Type	Research Task	Research Task	Year 11 Examination	
Outcomes Assessed	P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P3.1, P4.1, P5.1	P2.2, P3.1, P4.1,	
COMPONENT BREAKDOWN				**Weighting**
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge, understanding and skillsrequired to manage agricultural production systems	10%	15%	15%	40%
Skills in effective research, experimentation and communication	10%	5%	5%	20%
Total	30%	30%	40%	100%

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 causechanges in plant production systems
P2.2	describes the biological and physical resources and applies the processes that causechanges 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

HSIE Faculty – NESA Developed Course

	Task 1- Society Study	**Task 2- Historical Investigation**	**Task 3** *Yearly Exam*	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	
Task Type	Source analysis Report	Essay and Oral Presentation	Examination	
Outcomes Assessed	AH11-6 AH11-7 AH11-9 AH11-10	AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-8	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

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Task Type	Depth Study	Field Study	Year 11 Examination	
Outcomes Assessed	BIO1, BIO3, BIO5, BIO7, BIO8	BIO2, BIO3, BIO4, BIO5, BIO6, BIO7, BIO10	BIO8, BIO9, BIO10, BIO11	
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

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

HSIE Faculty – NESA Developed Course

	Task 1 *Nature of Business Report*	**Task 2** *Business Scenario Analysis Report*	**Task 3** *Yearly Exam*	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9	
Task Type	Report	Report and Presentation	Year 11 Examination	
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	0%	15%	5%	**20%**
Inquiry and research	15%	5%	0%	**20%**
Communication of business information, ideas and issues in appropriate forms	10%	5%	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

CHEMISTRY

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	
Task Type	2nd Hand Investigation	Depth Study - Concentrations	Year 11 Examination	
Outcomes Assessed	CH4, CH5, CH7, CH8	CH1, CH2, CH3, CH6, CH7, CH10	CH5, CH6, CH8, CH9, CH10, CH11	
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

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

COMMUNITY AND FAMILY STUDIES

PDHPE Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Task Weighting	**30%**	**30%**	**40%**	
Week Due	**Term 1** **Week 9**	**Term 2** **Week 8**	**Term 3** **Week 9**	
Task Type	Research management	Individuals and Groups	Examination	
Outcomes Assessed	P1.1, P1.2, P3.1, P4.1, P4.2, P5.1, P6.1	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1	ALL	
Component Breakdown				**Weighting**
Knowledge and understanding of course content	10%	10%	20%	**40%**
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	**60%**
Total	**30%**	**30%**	**40%**	**100%**

Course Outcomes

P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to thedevelopment of goals
P1.2	Proposes effective solutions to resource problems
P2.1	Accounts for the roles and relationships that individuals adopt within groups
P2.2	Describes the role of the family and other groups in the socialisation of individuals
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationshipsand achievement
P2.4	Analyses the interrelationships between internal and external factors and their impact on familyfunctioning
P3.1	Explains the changing nature of families and communities in contemporary society
P3.2	Analyses the significance of gender in defining roles and relationships
P4.1	Utilises research methodology appropriate to the study of social issues
P4.2	Presents information in written, oral and graphic form
P5.1	Applies management processes to maximise the efficient use of resources
P6.1	Distinguishes those actions that enhance wellbeing
P6.2	Uses critical thinking skills to enhance decision making

DESIGN AND TECHNOLOGY

TAS Faculty – NESA Developed Course

	Task 1	**Task 2**	**Task 3** *Yearly Exam*	
Weighting	40%	40%	20%	
Week Due	Term 2 Week 3	Term 3 Week 6	Term 3 Week 9	
Task Type	Portfolio & Product	Portfolio	Yearly Examination	
Outcomes Assessed	P3.1, P4.1, P4.2, P5.1	P1.1, P2.2, P6.2, P5.2, P5.3	P1.1, P2.1, P4.3, P5.2, P6.1	
COMPONENT BREAKDOWN				**Weighting**
Knowledge and understanding of course content	10%	10%	20%	**40%**
Knowledge and skills in designing, managing, producing and evaluating design projects	30%	30%	0%	**60%**
Total	**40%**	**40%**	**20%**	**100%**

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

ENGINEERING STUDIES

TAS Faculty – NESA Developed Course

Task Number	Task 1	Task 2	Task 3	
Task Name	**Engineering Fundamentals** **Product Analysis**	**Engineering Report*** **Braking Systems**	**Preliminary Examination**	
Task Weighting	30%	30%	40%	
Timing	Term 2 Week 4	Term 3 Week 3	Term 3 Weeks 9	
Outcomes assessed	P1.1, P1.2, P2.2 P3.1, P3.3, P6.2	P2.1, P3.1, P3.2 P4.1, P4.2, P5.2 (P5.1)	P1.2, P2.1, P3.1 P3.3, P4.2, P4.3 P6.1	
Components	**Weighting %**			
Knowledge and understanding of course content	10%	10%	40%	**60%**
Knowledge and skills in research, problem-solving and communication related to engineering practice	20%	20%	-	**40%**
Total %	**30%**	**30%**	**40%**	**100%**

* Mandatory task

Course Outcomes

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

ENGLISH ADVANCED

English Faculty – NESA Developed Course

	Task 1 *Common Module: Reading to Write*	**Task 2** *Module A: Narratives that Shape our world*	**Task 3** *Module B: Critical Study of Literature*	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9	
Task Type	Creative Writing with Personal Reflection	Multimodal Presentation Task	Year 11 Examination	
Outcomes Assessed	EA11-2, EA11-3, EA11-5, EA11-9	EA11-2, EA11-3, EA11-4, EA11-6, EA11-8,	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.

ENGLISH – ADDITIONALLANGUAGE (EALD)

English Faculty – NESA Developed Course

	Task 1 *Module A: Language, texts and contexts*	**Task 2** *Module B: Close Study of Text*	**Task 3** *Module C: Texts and Society*	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	
Task Type	Multimodal Presentation	Viva-Voce	Year 11 Examination	
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

English Faculty – NESA Developed Course

	Task 1 *Common Module: Reading to Write*	**Task 2** *Module A: Contemporary Possibilities*	**Task 3** *Module B: Close Study of Literature*	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9	
Task Type	Portfolio	Multimodal presentation	Year 11 Examination	
Outcomes Assessed	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-9	EN11-2, EN11-3, EN11-5, EN11-7, EN11-8	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8, EN11-9	
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

English Faculty – NESA Developed Course

	Task 1 *Mandatory Module: Achieving Through English*	**Task 2** *Module H: Part of a Family – English and family life*	**Task 3** *Module C: On the Road*	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	
Task Type	Careers Presentation and written CV and cover letter	Multimodal presentation	Collection of Classwork (Portfolio)	
Outcomes Assessed	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**
Knowledge and understanding of course content	15%	15%	20%	**50%**
Skills in: - Comprehending Texts - Communicating ideas - Using language accurately, appropriately and effectively	15%	15%	20%	**50%**
Total	**30%**	**30%**	**40%**	**100%**

Course Outcomes

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

FOOD TECHNOLOGY

TAS Faculty – NESA Developed Course

	Task 1 *Food Selection Report*	**Task 2** *Food Quality*	**Task 3** *Yearly Exam*	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9	
Task Type	Report	Research & Practical	Year 11 Examination	
Outcomes Assessed	P1.2, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P4.4, P5.1	
COMPONENT BREAKDOWN				**Weighting**
Knowledge and understanding of course content	10%	10%	20%	**40%**
Knowledge and skills in designing, researching, analysing andevaluating	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 (Metal and Timber)

TAS Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	20%	40%	40%	
Week Due	Term 1 Week 11	Term 3 Week 5	Term 3 Week 9	
Task Type	Industry Case Study	Preliminary Project	Year 11 Examination	
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	10%	10%	20%	**40%**
Knowledge and skills in the management, communication and production of projects	10%	30%	20%	**60%**
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

HSIE Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	25%	35%	40%	
Week Due	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Task Type	Article Study	Research Essay	Year 11 Examination	
Outcomes Assessed	P1, P4, P5, P7, P8, P9, P10	P3, P5, P6, P7, P8, P9	P1 - P10	
COMPONENT BREAKDOWN				**Weighting**
Knowledge and Understanding of course content	10%	10%	20%	**40%**
Analysis and Evaluation	5%	5%	10%	**20%**
Inquiry and Research	10%	10%	-	**20%**
Communication of legal information, ideas and issues in appropriate forms		10%	10%	**20%**
Total	**25%**	**35%**	**40%**	**100%**

Course Outcomes

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

MATHEMATICS ADVANCED

Mathematics Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30 %	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9	
Task Type	Topic Test	Investigative Task	Year 11 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	15%	15%	20%	**50%**
Total	**30%**	**30%**	**40%**	**100%**

Course Outcomes

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

MATHEMATICS STANDARD

Mathematics Faculty – NESA Developed Course

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

Course Outcomes

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

MATHEMATICS EXTENSION 1

Mathematics Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	
Task Type	Investigation	Topic Test	Year 11 Exam	
Outcomes Assessed	ME11-1, ME11-2 ME11-6, ME11-7	ME11-1, ME11-2 ME11-3	ME11-1- ME11-5 ME 11-7	
COMPONENT BREAKDOWN				**Weighting**
Understanding,Fluency and Communicating	15%	15%	20%	**50%**
Problem Solving, Reasoning and Justification	15%	15%	20%	**50%**
Total	**30%**	**30%**	**40%**	**100%**

Course Outcomes

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

MODERN HISTORY

HSIE Faculty-NESA Developed Course

Component	Task 1 – Investigating Modern History	Task 2- Historical Investigation	Task 3 – Yearly Examination	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	
Task Type	Source Analysis Report	Oral Presentation & Essay	Year 11 Examination	
Outcomes Assessed	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	
COMPONENT BREAKDOWN				**Weighting**
Knowledge and understanding of course content	15	10	15	**40**
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	**20**
Historical inquiry and research	5	15		**20**
Communication of historical understanding in appropriate forms	5	10	5	**20**
TOTAL	**30**	**40**	**30**	**100**

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 & PHYSICAL EDUCATION

PDHPE Faculty – NESA Developed Course

Component	Task 1	Task 2	Task 3	
Week Due	Week 9 Term 1 2024	Week 8 Term 2 2024	Week 9 Term 3 2024	
Task Type	Core 1	Core 2	Preliminary Examination	
Outcomes Assessed	P1,P2,P3,P6	P7,P8,P9	P1,P2,P3,P4,P5,P6 ,P7,P8,P9,P10,P11 ,P16, P17	
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 aidsettings
P15	forms opinions about health-promoting actions based on a critical examination of relevantinformation
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

TAS Faculty – NESA Content Endorsed Course

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

Course Outcomes

M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or videoand/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world andaudience 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 videosand/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videosand/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/ordigital works
CH1	generates in their critical and historical practice ways to interpret and explain photography and/orvideo and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience incritical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historicalstudies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices andinterests 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 culturalproduction

PHYSICS

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9	
Task Type	1st Hand Investigation	Depth Study – Musical Instrument	Year 11 Examination	
Outcomes Assessed	PH2, PH3, PH4, PH8	PH1, PH5, PH6, PH7, PH9	PH5, PH6, PH8, PH9, PH10, PH11	
COMPONENT BREAKDOWN				**Weighting**
Skills in working scientifically	20	20	20	**60%**
Knowledge and understanding	10	10	20	**40%**
Total	**30%**	**30%**	**40%**	**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 rangeof 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 specificaudience 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

VISUAL ARTS

TAS Faculty – NESA Developed Course

	Tas k 1	Task 2	Task 3	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 10	Term 3 Week 6	Term 3 Week 9	
Task Type	Research Task, Project Development Plan & VAPD	BOW &VAPD	Year 11 Examina tion	
Outcomes	P1, P2, P3, P4, P5, P7, P8, P9	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
COMPONENT BREAKDOWN				**Weighting**
Artmaking	10%	40%	-	50%
History/ Crit	25%	-	25%	50%
Total	**30%**	**40%**	**25%**	**100%**

Course Outcomes

P1	Explores the conventions of practice in artmaking
P2	Explores the roles and relationships between the concepts of artist, artwork,world and audience
P3	Identifies the frames as the basis of understanding expressive representationthrough the making of art
P4	Investigates subject matter and forms as representations in artmaking
P5	Investigates ways of developing coherence and layers of meaning in themaking of art
P6	Explores a range of material techniques in ways that support artistic intention
P7	Explores the conventions of practice in art criticism and art history
P8	Explores the roles and relationships between concepts of artists, artwork,world and audience through critical and historical investigations of art
P9	Identifies the frames as the basis of exploring different orientations to criticaland historical investigations of art
P10	Explores ways in which significant art histories, critical narratives and otherdocumentary accounts of visual arts can be constructed

Assessment Advice for 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 will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not 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 VET courses is in a different format to other NESA Courses.
Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.
Your trainer will keep an outcome record of units of competency. 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 achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital 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. Refer to your NESA Student Online profile for more information.
Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to eachunit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.
Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of thedelivery of this UoC.
N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the preliminary course. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning.
Work placement is a mandatory component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a '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 Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID
https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for 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 ofyour likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

HSC Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

SCHOOL	Queanbeyan High School
Requirements for HSC purposes	**Dates**
Work Placement (compulsory for the HSC) 70 hours in total	Term 2
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 9

Assessment Plan			**Evidence Collection**			**HSC**
Cluster	**Unit of Competency codes**	**Title of Unit of Competency**	**Direct observation** – real time, simulated environment	**Product based method** structured activities e.g. role plays, work samples, presentation, reports	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 2	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 3	CPCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	
Cluster 4	CPCCOM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5 – **Option 3** Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCJN3004	Manufacture and assemble joinery components				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

Assessment Summary for SIS30521 Certificate III in Sport Coaching - 2024-2025

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 2
There is **NO HSC Examination available** in this Board Endorsed Course. **This VET course cannot be used in the calculation of an ATAR**	

Cluster name and unit of competency code and title	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Portfolio** – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 Tournament Time				
HLTWHS001 Participate in workplace health and safety SISXIND006 Conduct sport, fitness and recreation events	X	X		X
Cluster 2 The Community Coach				
SISSSCO002 Work in a community coaching role SISSSCO005 Continuously improve coaching skills and knowledge	X	X	X	X
Cluster 3				
Cluster 3a **Officiating in Sport** SISSSOF002 Continuously improve officiating skills and knowledge	X	X	X	X
Cluster 3c **Strength and Conditioning** SISXCAI009 Instruct strength and conditioning techniques	X	X	X	X
Cluster 4 Coaching the Individual				
SISSSCO003 Meet participant coaching needs BSBOPS403 Apply business risk management processes	X	X	X	X
Cluster 5 Next Level Coaching				
SISSSCO012 Coach sports participants up to an intermediate level	X	X	X	X
Cluster 6 First Aid				
HLTAID0011 Provide first aid	X	X		X

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIS30521 Certificate III in Sport Coaching. The Statement of Attainment towards SIS30521 Certificate III in Sport Coaching will only be the possible AQF outcome if at least one UoC has been achieved.

Guide to Referencing

Queanbeyan High School uses the Harvard system of citation (also called the author/date system), which is mandatory in most local universities, TAFE and other training colleges.

The school teacher-librarian is able to assist students to compile bibliographies, in-text referencing and footnotes. Ensuring that you reference your work correctly is a critical element of your research and learning.

Why must I cite my sources?

- I cannot claim the work or ideas of someone else as my own
- Plagiarism is not just when I directly copy words from someone else's work. Plagiarism is also when someone else's work is paraphrased or their ideas are used and claimed as my own
- Referencing has a positive effect and adds credibility to my work
- When I reference correctly, I am demonstrating that (a) I have read widely on the topic and (b) that I am supporting my hypotheses with comments from expert authors and/or reliable sources
- Correct referencing allows the marker/reader to follow-up my references and check the validity of my arguments for themselves.

Harvard Reference Guide

You will be provided with a printed version of Deakin's short guide to Harvard referencing. You can access the electronic copy here:

Deakin-Quick-guide-to-Australian-Harvard

Bibliography generators

A bibliography generator can be helpful in accurately pulling together your sources. Some useful bibliography generators include:

- Cite this for me: **www.citethisforme.com**
- Neil's Toolbox: **http://www.neilstoolbox.com/bibliography-creator**

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 theFaculty 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)*

☐ Seeking extension ☐ Absence ☐ Non-completion ☐ Under-achievement

due to…

☐ Illness ☐ Accident/Misadventure ☐ Procedure ☐ 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.

……

……

……

Medical Certificate from_____*(doctor)*

(Attach a copy)

Signed:

Student Date Parent Date

STEP TWO – *Faculty to complete*

1. **Class Teacher's comment:**

……

……

……

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

☐ **Supported**		☐ **Not Supported**
Resolution Agreement: *(Tick outcome)* ☐ Extension of time without penalty, OR ☐ Set a substitute task, OR ☐ Give an estimate based on the evidence, OR ☐ Modify requirements of current task ☐ Other: _____ **New Completion Date:** _____ *(if applicable)*	**OR**	☐ Issue N-warning letter (task not submitted), OR ☐ Send zero-mark letter (task submitted late), OR ☐ Original due date remains (extensions not supported), OR ☐ Original mark remains (under-achievement not supported) ☐ 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 student's file.

STEP THREE – APPEAL TO PRINCIPAL – *Student to complete*

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

……

……

Principal's Decision	☐ Supported ☐ Not Supported

Principal Signature: _____ **Date:** _____

Assessment appeal form
(10-12)

Queanbeyan High School
Confidential
Students are responsible for the completion of Page One of the Appeal Form and for ensuring that it is handed to theFaculty Head Teacher. It is the student's responsibility to follow upon the outcome of this application.

STEP ONE – *student to complete*

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

Reason for appeal

☐ I do not believe that the marks awarded are consistent with the published marking criteria or rubric.
☐ There was an issue with the way the teacher administered the task. For example - inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage because of prior knowledge or unauthorised time extension.
☐ There was an unforeseen issue with the administration of the task. For example, interruption during a class test by another student or teacher
☐ I believe that the task does not conform to the school's assessment processes as described in this assessment handbook - such as failing to notify that a task is assessable or not including a notified task in the assessment marks.

Details:

List evidence to support your case below and attach any other documents to your application

……

……

……

……

Signed:

Student Date Parent Date

STEP TWO – *Faculty to complete*

1. **Class Teacher's comment:**

……

……

……

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

……

……

……

Signed: _____ _____
(Student) *(Head Teacher)*

STEP THREE – APPEAL TO PRINCIPAL – *Student to complete*

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

……

……

……

Principal's Decision	☐ Supported ☐ Not Supported

Principal Signature: _____ **Date:** _____

Copy to:

- Student
- (Original) Student file
- HSC monitoring folder
- Note made in electronic markbook (if marks have been changed due to appeal)

Queanbeyan High School

Principal
Ms Jennifer GREEN

Year 11 Deputy Principal
Mrs Vanessa Willetts

Head Teachers

ENGLISH
Mr Phillip Nimmo

MATHEMATICS
Ms Kerrie JENKINS

SCIENCE
Mrs Simone Norrish

HSIE

PDHPE
Mr Kyle BRAY

TAS / VISUAL ARTS
Mr Luke WARWICK

LEARNING CENTRE
Ms Trisha Long

SUPPORT

Year 11 Year Advisor
Mr Thomas Hansen