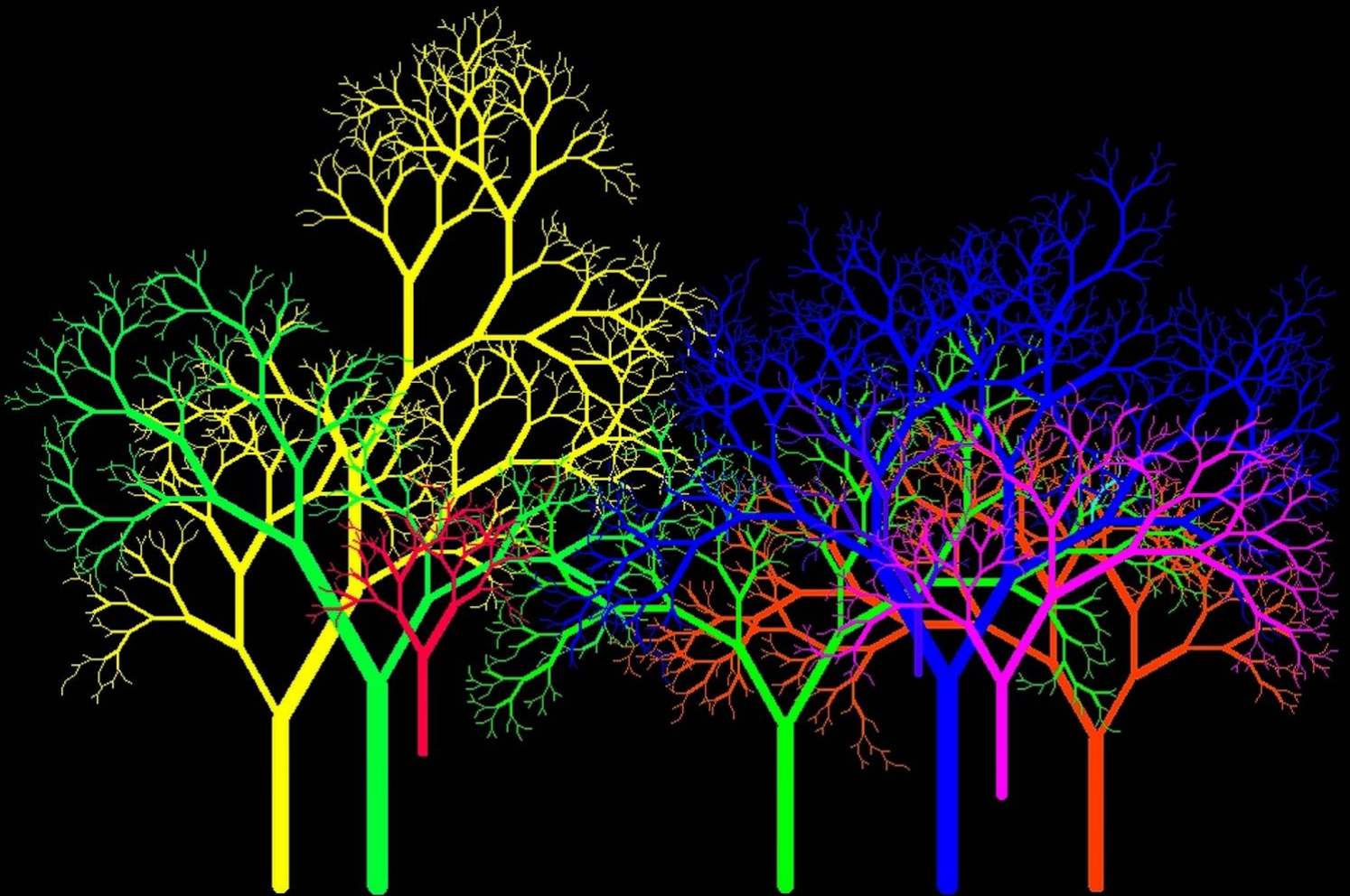


**ASQUITH BOYS HIGH SCHOOL**  
**YEAR 11 ASSESSMENT MANUAL**

**2019**



*Exceptional Learning Opportunities For Boys*

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## A Message from the Principal

Congratulations on making the decision to undertake HSC studies. This is a decision that needs to be supported with hard work in class and effective study. The best performance that you can achieve will only be successfully attained through sustained attendance every day and dedication to completing all the necessary tasks effectively.

This manual is compiled to allow you to plan your study program to effectively prepare for assessment tasks. Remember that homework and class tasks are items that demonstrate your achievement of outcomes. The successful achievement of these tasks is as important in the learning process as the assessment tasks in counting towards your final assessment.

Assessment is a part of the requirements of the NSW Education Standards Authority (NESA). To meet these requirements, our school has to certify that you have:

- Applied yourself to your studies to the best of your abilities with diligence and sustained effort.
- Completed all requirements in each course, including written assignments, speaking tasks, practical work and tests demonstrating the achievement of outcomes.
- Performed tasks required for the assessment program in each course in a serious manner.

It is important to be aware of all the requirements outlined in this handbook. Discuss your plans with the people whose judgement you trust, including your teachers and parents. Be prepared to undertake the next stage of your learning with determination and a willingness to always work to achieve your personal best.

There is no luck in success only hard work, preparation, planning and a great deal of determination. All any of us expect is that you use your talent to achieve your personal best.

Bryce Grant

Principal

# Pattern of Study Requirements Checklist For the 2020 Higher School Certificate

Do you meet the following **PATTERN OF STUDY** requirements

	At least 12 units of Year 11 and 10 units of Year 12 courses
	At least 2 units of a Board Developed Course in English
	At least 4 subjects
	At least 6 units of Board Developed Courses
	At least 3 courses of 2 unit value or greater (may be Board Developed and/or Board Endorsed Courses)
	A student may count a maximum of 6 Year 11 units and 7 Year 12 units from courses in Science (see ACE 8006)
	Beginners Language course only if minimal previous study or knowledge of the language (see ACE 8008)
	Board Endorsed Courses have current endorsement
	Students are not enrolled in Board Developed and/or Board Endorsed Course combinations which are the subject of Board exclusions (see ACE 8011)
	Completed the compulsory HSC “All My Own Work” program

### REMINDER

1. Students seeking an ATAR (Australian Tertiary Admission Rank) in 2020 must have 10 units of Board Developed Year 12 courses and meet the University course requirements and Category A and B Group patterns (see ACE 8034) and **current** UAC publications). NB: Board Endorsed Courses and Content Endorsed Courses, including Vocational Content Endorsed Courses, do not satisfy requirements for an ATAR.
2. Schools should note that additional Departmental curriculum requirements (eg sport, religious education, 25 hours of PDHPE etc) or conditions of enrolment at school are not requirements for Higher School Certificate credentialing as determined by the Board of Studies as the Statutory Higher School Certificate Credentialing Authority.
3. Schools will need to ensure that Board requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements. Refer to the ACE Manual for details.
4. It should be recognised that students following a special program of study involving Stage 6 Life Skills Courses will be eligible for the award of the Higher School Certificate RoSA. The completion of a transition-planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6. Principals will be required to certify on the Year 11 and Year 12 entry forms that enrolment of the student in Life Skills courses for Stage 6 is the result of an individual transition-planning process (see ACE 7010).

Note: The ACE Manual can be found on the NESA website: <https://ace.nesa.edu.au>

## STANDARDS BASED ASSESSMENT

### RAISING THE BAR

Like an athlete aiming towards a goal, a student needs to know what is required to achieve high marks. The HSC has standards: Clear statements in every syllabus about what students are expected to learn and should be able to demonstrate by the end of Year 12. Knowing what the standards are will help students set and achieve their Higher School Certificate goals.

Since 2001, students completing their HSC all receive detailed reports of their examination results and school assessments for each course.

The HSC gives students, parents and future employers a better understanding of what is to be learned, how it is measured and how achievement is reported.

#### The HSC has:

- ✓ Standards-based courses
- ✓ Performance measured against set standards
- ✓ Clearer ways for reporting results for each course

#### How do the HSC courses help learning?

- ✓ An up-to-date curriculum that prepares students for further study and work
- ✓ Standards-based syllabuses that set clear expectations of what students must learn
- ✓ Courses that challenge all students to achieve their best
- ✓ New vocational education courses that help students to gain entry into skilled employment
- ✓ Work-placement that gives students on-the-job experience

### How will we measure and report performance?

#### Standards-Referenced HSC

- ✓ Each student's achievements will be assessed and reported against known standards of performance as well as showing position in the course.
- ✓ All marks will reflect the standards achieved.
- ✓ All students who reach the minimum standard will receive a mark of 50 or more.
- ✓ There will be no predetermined number of students in each mark range.
- ✓ There will be no limit on the number of students who can reach top marks.

*The HSC can help me see where I'm heading. The bands are like ... signposts or bars set at different heights that help me to judge how high I have to jump to reach my goals. - Student*

*As an employer, I need to know what a school-leaver knows and can do. This new reporting system gives me a much more comprehensive picture of a potential employee. - Employer*

*The fact that we don't just rank students anymore is good. The addition of Performance Bands describing what students can actually do makes it much more useful. - Teacher*

# ASQUITH BOYS HIGH SCHOOL

## YEAR 11 ASSESSMENT POLICY

This document is provided as a resource to senior students and parents so there will be an understanding of the student's responsibility and that of the school.

The Asquith Boys High School Year 11 Assessment Policy is consistent with the guidelines provided by the NSW Education Standards Authority (NESA). This policy is designed to provide a measure of achievement for each student, in each course and to report that achievement as a rank order in the course.

### 1. Eligibility for the completion of Year 11

To be eligible for the completion of Year 11 you need to have:

- Gained a Record of School Achievement or such other qualifications as NESA considers satisfactory
- Attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA, or a college of TAFE
- Satisfactorily completed a Year 11 pattern of study comprising at least 12 units of study. This pattern must include:
  - At least 6 units from Board Developed courses
  - At least two units of a Board Developed course in English
  - At least 3 courses of two units value or greater
  - At least four subjects
  - No more than six units of courses in Science can contribute to the Year 11 pattern of study
- Satisfactorily completed the requirements for each course including completing tasks designed for the internal assessment program
- Sat for and seriously attempt all the Year 11 Assessment tasks

### 2. The Year 11 Curriculum – Pattern of Study

#### 2.1 Board Developed Courses

Board Developed courses are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also develops Higher School Certificate examinations for most of these courses.

#### 2.2 Board Endorsed Courses

- School Designed Courses - These are courses developed by the individual school in response to local interest or need, and endorsed by NESA. *There are currently no school designed courses at Asquith Boys High School.*
- Content endorsed Courses – These fall into two categories: general CECs and EVET CECs including many delivered by TAFE

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of School Achievement. Board Endorsed Courses **do not** count towards the calculation of the ATAR.

#### 2.3 Units of Study

Most courses offered for the Higher School Certificate have a 2 Unit Year 11 and a 2 Unit Year 12 component. Each 2 Unit course requires approximately 120 hours of classroom study per year.

VET courses are not divided into Year 11 and Year 12 components and may be counted as Year 11 or Year 12 courses.

Some 1 Unit courses are also offered as Board Endorsed Courses / Year 11 extension courses / Year 12 extension courses.

In Year 11, extension study is available in English and Mathematics only. Extension courses build on the content of the 2 Unit course, and require students to study beyond the respective 2 Unit course.

All Year 11 courses are assessed by internal school based assessment tasks only.

### 3. Internal or School Based Assessment

Each course of study will have **three** formal assessment tasks that have particular weightings for the course. These will take a variety of forms including essays, topic tests, examinations, research tasks, practical in class assessments and homework.

Students are expected to make a genuine attempt at assessment tasks that total up to **more than 50** percent of available marks. Completion of tasks adding up to a total of exactly 50 percent is not sufficient to satisfactorily meet the course requirements. In the case of competency based courses, it is a matter for the Principal to determine whether the attempts made by the student to complete the course are genuine. Students who do not meet course completion requirements may jeopardise the future award of a Higher School Certificate.

#### 3.1 Task types

Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions
- Formal written examinations.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together. A task that has parts, with multiple due dates spanning weeks or months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting. Each task is to be represented separately in an assessment schedule and each will contribute to the maximum number of tasks allowed for the course.

#### 3.2 Tests

Tests of limited scope (ie include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

#### 3.3 Formal written examinations

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time.

Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.



**Note:** NESAs requires that students complete a variety of question types in examinations, so only completing the multiple choice section of an examination is deemed a non-serious attempt.

### 3.4 Group work tasks

Where group work is a course requirement, teachers should ensure that:

- the task is designed to assess the contribution of individual group members
- outcomes selected complement the task type and end product
- the teacher provides procedures for how the task will be completed such as establishing expectations including considering a range of views
- the required support documentation or evidence, such as a log book, process diary, journal or reflection, to be developed by students is outlined in the task notification.

## 4. Procedures Relating to the Administration of Assessment Tasks

In this document, each course of study outlines in detail, the approximate dates and nature of each of its assessment tasks. Exact dates for each assessment task, will be provided in writing utilising the Asquith Boys High School Assessment Notification form, **at least two weeks prior** to the task completion/submission. Students are to sign receipt of assessment notification / assessment task submitted / assessment task returned with feedback received. These records will be maintained in the relevant faculty's monitoring folder..

### 4.1 Students absent from school when assessment information is handed out

If a student is absent the day of assessment task notification, it is the student's responsibility to see their teacher to receive the notification. Students will know when the task notification must be provided from the information outlined in this assessment manual. In every case, teachers are to issue students with a copy of missed information during the next attended lesson if students fail to meet their responsibilities. No extension of time will be given to students unless a medical certificate, statutory declaration or appropriate documentation is supplied along with a completed Form A (page 61).

### 4.2 Submission of tasks

All hand-in assessment tasks are to be submitted to the class teacher by the time and due date specified on the task notification. If there is no time specified on the task notification, then the task must be submitted by 3.00 p.m. on the due date. As an added security measure, students must sign a register when submitting the hand-in task. In the absence of the student's regular teacher, the Head Teacher of the respective faculty will make arrangements for the collection of assessment tasks. Tasks should NEVER be left by a student on a desk or table for future collection by the teacher.

It is a requirement of the School, that students must attend all other scheduled classes on the day of any assessment task. If you are absent on the day of this assessment, yet manage to deliver the task either electronically or physically, your submitted task must be accompanied by acceptable evidence as outlined in the Assessment Policy. Failure to follow these guidelines may result in a mark of zero for the task.

### 4.3 Students who hand in work late or are absent

Students who are unable to attend or submit an assessment task on the due date must contact the school on that day by phone and leave a message with the front office. The student will need to complete the Illness/Misadventure Request for Consideration Form (Form A – page 61)

Students absent from an assessment task or examination will be awarded a zero mark if they do not have a medical certificate or other documentary evidence such as a Statutory Declaration relating to the absence.

**Note:** A letter from a parent **is not** considered as sufficient documentation.

Family holidays **WILL NOT** be considered an acceptable reason for not completing assessment tasks.

It is the student's responsibility on their FIRST DAY BACK AT SCHOOL (after the task/examination) to make arrangements through the Head Teacher for an extension or Illness/Misadventure Request for Consideration to resolve the task. Applications should be made on the Illness/Misadventure Request for Consideration form (Form A – page 61).

Where a student knows ahead of time that he will be absent for a task (e.g' work placement for Vet courses, school sporting activity, course excursion etc.) he must make arrangements prior to the date to complete the task/s at an agreed time. Applications must be made to the Head Teacher on the appropriate form (Form A – page 71) AT LEAST ONE WEEK AHEAD of the date proposed for the task. Where this does not happen, a student may be awarded a zero final mark for the task.

**Note: Extensions/adjustments to tasks will not be considered for holidays or non-Department of Education (DoE) sanctioned events (as per DoE policy).**

#### **4.4 Parent notification of incomplete tasks or failure to submit tasks**

Teachers are to notify parents of incomplete tasks or failure to submit tasks, within 10 school days of the official task submission date. Teachers are required to issue an “N determination” warning notification for all assessment tasks that are incomplete or not submitted, and where appropriate documentation is not received. Head teachers are responsible for monitoring of parent notification and documentation.

#### **4.5 Prolonged absence**

Students with prolonged absence will be judged on a case-by-case basis, through collaborative consultation between Head Teacher and Senior Executive, to design an equitable individualised assessment plan.

#### **4.6 Occasions where estimates are given or substitute tasks are administered**

Estimates or substitute tasks will be deployed at the discretion of the Head Teacher.

In the event that :

- a compromised task is administered
- an invalid task is administered
- a non-discrimination task is administered

the Head Teacher of the relevant faculty will determine the estimate based on the rank of the student at the time of the task taking place.

#### **4.7 Occasions when zero marks are awarded**

Zero marks may be awarded to students who fail to submit or sit a task and do not submit an appeals form. Zero marks may also be awarded in the event of malpractice.

#### **4.8 Invalid tasks/parts of tasks or non-discriminating tasks**

Invalid tasks are tasks that do not directly assess the outcomes intending to be assessed. Non-discriminating tasks are tasks that show no real difference in student ability across a defined body of students. A Review Panel consisting of the Head teacher of the relevant faculty, a Deputy Principal and a Head Teacher of an alternate faculty will consider such tasks and determine the appropriate action to be taken.

#### **4.9 Disability Provisions for examinations**

Regardless of the nature of the special need, the provisions granted will be solely determined by the implication of students functioning in an examination situation. Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, separate examination supervision or other provisions as judged appropriate. Disability provisions are overseen by the Deputy Principal in consultation with the school's Learning and Support Team and NESAs.

#### **4.10 More than one class following the same course**

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course. Assessment tasks need to be issued at the same time for courses with more than one class. Blind marking and/or cross class blanket marking are to be engaged when there is more than one class undertaking the same course.

#### **4.11 Tasks due across more than one date**

In cases where task completion is to occur across multiple days, such as English Speeches across the entire course cohort, every student is required to be prepared for the task completion on the first day of the task and is required to submit a draft of the task on the first day it is due.

#### **4.12 Technical failure**

Technology is not an 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 hard copies of text. Extensions will be given ONLY with the Head Teacher agreement, and if the student can provide proof of work completed. For any consideration to be made, the draft work must be submitted on the due date, accompanied by a completed Illness/Misadventure Request for Consideration form (Form A – page 61). All such cases will be considered individually.

#### **4.13 Submission of practical work**

Students will be guided and monitored in each course in the development of their practical work. Although this guidance will include advice regarding time management, it is ultimately the responsibility of each student to work consistently over the course of Year 11 and ensure that the submission is completed and submitted on time. Failure to effectively manage time or to consistently apply themselves to the submission's development may lead to the application of N-determination warnings in that course. Evidence of progress of work needs to be displayed by students for certification.

#### **4.14 Student Appeals**

A student may appeal the outcome of his Illness/Misadventure Request for Consideration application using the "Request for Assessment Process Review" form (Form B – page 63). An Appeal Committee, consisting of the Principal (or nominee) and two other executive other than the Head Teacher dealing with the original request, will consider the appeal and determine the appropriate action to be taken.

### **5. Method of Reporting**

Marks for assessment tasks will be awarded against explicit marking guidelines which must accurately correlate and reflect outcomes that are being assessed. At the completion of each task, students will receive the actual mark obtained for that task. Tasks will be returned to students with explicit feedback of a meaningful nature, articulating assessment task strengths and areas for improvement. Feedback may be in both written and verbal form.

Two formal school reports will be available throughout the year. Each report will indicate for each course the cumulative assessment rank order, at that stage of the course. Teacher comments on reports will provide constructive feedback in order that students can make productive improvements.

After the final Year 11 course assessment task, students will be given their rank order and a grade within the school group, for each course studied.

Students will be graded on a scale from A to E, with A being the highest and E being the lowest grade, in all Year 11 courses except Vocational (VET) courses. This will be included with all grades achieved in Stage 5 (Years 9 & 10) on their Record of School Achievement (RoSA).

In the case of VET courses, there is no assessment mark. A student competency schedule forms a record of student achievement for each student. The school submits to NESAs a list of units of competency successfully achieved. This information is used to produce the Certificate of Attainment.

**Please Note:** Only students who leave school before completing the Higher School Certificate may apply to the NESAs for a RoSA. This is done at the time of leaving, through the front office. Once processed the student will be able to directly access their RoSA documentation on the student's NESAs "Students On-Line" account. **It is therefore imperative that all students register for "Students On-Line" and ensure that their email address is changed to their home e-mail account.**

## 6. Procedures relating to Malpractice

### 6.1 Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over other students. It includes:

- Copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs, the internet or other electronic material without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

### 6.2 Malpractice and the HSC

The Higher School Certificate is a well-respected and widely recognised educational credential. Cheating undermines the integrity of the qualification and is a serious offence. For many NSW students, the HSC provides a gateway to tertiary studies. This is a pivotal point for many students. Sometimes, due to the pressure students place upon themselves to succeed, some may feel tempted to engage in activities they would not normally consider, such as cheating. This distorts legitimate measures of a student's achievements. Whilst cheating advantages the individual, it disadvantages other students. In the case of school-based assessment, cheating may affect the order in which students are ranked and distort the moderation process applied to internal assessment tasks.

### 6.3 Procedures for dealing with malpractice in tasks

Suspected malpractice is to be reported to respective Head Teachers for review. If, following consideration, by the Class Teacher and Head Teacher, the matter is to be reported to the Deputy Principal for investigation. The Deputy Principal will investigate the matter and provide a recommendation regarding the final determination and penalty for any malpractice.

Students found to have engaged in malpractice may be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher.

Students who truant classes or use other subject time to complete assessment tasks or prepare for in-class tasks may be awarded zero for the task being completed.

**Note: There is mandatory reporting to NESAs of any proven cases of malpractice in Stage 6.**

### 6.4 Procedures for dealing with malpractice in examinations

Students are only to have materials that are necessary and permitted for the task. Students must not speak to other students from the time they enter until the time they leave the examination room. Students must not behave in a manner likely to disturb other students. All electronic devices must be turned off and either placed in their bag away from their desk or handed to the supervisor of the

examination for safekeeping. Students not making a serious attempt with the task, or attempting to plagiarise or cheat, will be subjected to penalty. Students found to breach any examination requirements may be removed from the examination and be awarded a mark of zero.

### 6.5 Strategies for preventing malpractice

Prevention of malpractice is always preferable to dealing with its consequences. There are a number of actions the school takes to help students avoid cheating.

- All students entered in one or more Year 11 or Year 12 courses must have completed the HSC: All My Own Work program on the NESA website. This program helps students follow good principles and practices in assessments and examinations and is completed at the end of Year 10 and prior to entry into Year 11 courses.
- Students will be provided with and encouraged to read and understand NESA's Rules and Procedures for Higher School Certificate Candidates booklet. Maintaining honesty and integrity on page 7 and Understanding Malpractice on page 8 of the booklet are to be highlighted.
- Asquith Boys High School aims to design tasks that minimise opportunities for malpractice and include a level of supervision.
- Each course teacher has an obligation to help students with learning how to document and record legitimate assistance. This includes correct referencing, correct acknowledgement of sources and assistance with projects and practical work in accordance with NESA documentation.
- The Asquith Boys High School Professional Learning Program incorporates inservicing that ensures teachers understand the type of feedback that they can legitimately give to students, so that they can confidently help students without inadvertently contributing to malpractice.

### 6.6 Strategies for preventing malpractice in work completed out of class time

Strategies to prevent malpractice in work completed outside class time are based on a consistent approach applied across the whole school. Ensuring that students are well briefed, and feel prepared for the challenge presented by an assessment task, should reduce the risk of cheating and malpractice.

Teachers are to apply one or more of the following strategies:

- Allocation of class time to planning and drafting an initial response to the task
- Students are required to prepare annotated references and/or maintain a process diary/journal and/or submit original drafts, annotated by the class teacher, with the final copy.
- Students are required to present work either orally, visually or in writing at key stages of the development process. This work is to be sighted by the teacher and records maintained.
- Students are required to develop an action plan with a specific time frame to be signed off as each task is completed. They may need to keep logbooks, journals or reflection statements throughout the development of their project or practical work. They may need to present a viva voce or deliver a brief presentation on their progress, which would include submitting their logbook and discussing entries.
- Students must understand that components of their projects or practical works that have been written, created or developed by others must be acknowledged in accordance with the NESA documentation for that course.
- When preparing a brief for any assessment task being undertaken by parallel classes, teachers must develop a shared understanding of the nature and extent of the support they are prepared to provide. At the outset, clearly advise students of the degree of teacher involvement in the development, rehearsal or execution of a task.

**Note:** For Year 12, courses with a submitted project or practical work, the class teacher and the Principal must sign to confirm that they believe the work is authentically the student's own work.

## **7. Procedures for advising students who are in danger of not meeting the requirements of a course**

### **7.1 N-determination warnings**

An N-determination is a NESAs process recognising the non-completion of a board credential, or a required stage of schooling. Although a NESAs process, N-determinations are managed and applied at the school level.

N-determination warnings (commonly referred to as N-warnings) serve three main purposes:

- a) To notify students and parents/carers that course requirements are not being met, individual pieces of work have not been submitted, etc.
- b) To notify students and parents/carers that the student's eligibility for the Year 11 course is at risk due to failure to meet course requirements.
- c) Form the basis for a program of improvement for students who are not meeting requirements.

N-warnings can be issued for anything that relates to the failure to meet course requirements including:

- a) Failure to submit or sit for an assessment task
- b) A non-serious attempt on an assessment task
- c) Consistent failure to complete course work
- d) Consistent failure to participate in practical course work e.g. in PDHPE, TAS or CAPA
- e) Consistent frequent absences
- f) Truancy

### **7.2 Resolving an N-determination warning**

Once an N-warning has been issued, the student is required to resolve the situation as per the requirements outlined on the warning letter. The warning letter has a space at the end for students and parent/carers to sign and return to the school to acknowledge the receipt of the letter. The Head teacher of the faculty will monitor the resolution of any N-warnings issued for courses within their faculty.

If, towards the end of the course, a student has two or more N-determination warnings that have not been resolved, or failed to complete mandatory work placement for a VET course, the Class Teacher in consultation with the relevant Head Teacher needs to decide whether to recommend to the Principal that the student is given an N-determination for the course. The following should be considered:

- a) The nature of the task/s that the N-warning was issued for
- b) That clear requirements and appropriate time has been given to the student to clear the warning/s
- c) Whether the student completed (by the due date) assessment tasks that contribute in excess of 50% of available marks for the course

### **7.3 N-determination warning monitoring / Academic Improvement Program**

The Year Adviser in consultation with the respective Deputy Principal will monitor N-warnings across the year group. Students with 2 or more N-warning letters across their pattern of study may be interviewed with their parent to discuss the situation and what will happen if they fail to apply themselves with diligence and sustained effort. An Academic Improvement Program which monitors their progress may be implemented to assist the at risk student to achieve the course outcomes.

After the Academic Improvement Program the student's progress will be reviewed. If the student has not achieved the required participation level/ resolved the N-warnings then a further interview, with the student and his parent/carer will occur to discuss further educational options.

- a) Student's below 16 years 11 months may be N-determined for that course and may require an alternate pathway
- b) Students over 16 years 11 months may face expulsion for unsatisfactory participation in learning for a student of post compulsory age.

## **8. Procedures for conducting school reviews of final assessment marks/grades and appeals to NESAs**

### **8.1 Procedures when disputes arise over assessment marks**

Students have the right to appeal the mark awarded for an assessment task within 7 days of the marking feedback being given. Students must make the appeal by completing the “Request for Assessment Process Review” form (Form B – page 63) and handing it to the Deputy Principal. The Deputy Principal will investigate the claims, will make a determination regarding the appeal, and will communicate the findings and decision to the person making the complaint.

The teacher must assess the student’s actual performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations except as the determined outcome of Illness/Misadventure proceedings. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment mark.

Students wishing to appeal against the grade(s) in any course awarded to them by the school must submit a written appeal, together with evidence, to their Principal. If the appeal is upheld, the Principal will send notification of the new grade(s) to NESAs. In order to be successful in such appeals, students need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.

Since the appeal is directed to progressive reporting by the school, NESAs will not revise individual tasks or test marks. Appeals management will reflect processes set out in the ACE manual regarding ‘Student appeals against Assessment Rankings in HSC courses’.

## **9. Communicating the Policy**

Teachers are responsible for informing students about their rights and responsibilities regarding assessment. This is done on a regular basis throughout the year in class. Students will also be made aware of assessment rights and responsibilities throughout the year during year meetings and parent information meetings. Students will be provided with a copy of this policy in their Assessment Schedule Manual and advised of the accessibility of this manual on the school’s website.

## A GLOSSARY OF KEY WORDS.

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Preliminary Course & HSC documents.

**Using the glossary will help students understand what is expected in responses to examination questions and assessment tasks.**

<b>Account</b>	Account for; state reasons for; report of; give an account of; narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically analyse/evaluate</b>	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationship between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole



## CREATIVE & PERFORMING ARTS FACULTY

### VISUAL ARTS (Not offered in 2019)

Students will demonstrate their knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view. Students will demonstrate knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

### COURSE OUTCOMES

#### *Artmaking Outcomes:*

<b>Content</b>	A student:
<b>practice</b>	P1: explores the conventions of practice in artmaking
<b>conceptual framework</b>	P2: explores the roles and relationships between the concepts of artist, artwork, world and audience
<b>frames</b>	P3: identifies the frames as the basis of understanding expressive representation through the making of art
<b>representation</b>	P4: investigates subject matter and forms as representations in artmaking
<b>conceptual strength and meaning</b>	P5: investigates ways of developing coherence and layers of meaning in the making of art
<b>resolution</b>	P6: explores a range of material techniques in ways that support artistic intentions

#### *Art Criticism and Art History Outcomes:*

<b>Content</b>	A student:
<b>practice</b>	P7: explores the conventions of practice in art criticism and art history
<b>conceptual framework</b>	P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
<b>frames</b>	P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
<b>representation</b>	P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

## DRAMA

Students will demonstrate their knowledge, skills and understanding about:

Using drama, through participation in a variety of dramatic and theatrical forms and the collaborative nature of drama and theatre

Making drama and theatre, using a variety of dramatic and theatrical techniques and conventions and using the elements of drama and theatre in performance

Performing in improvised and playbuilt theatre and scripted drama

Recognising the place and function of drama and theatre in communities and societies, past and present and critically studying a variety of forms and styles used in drama and theatre

The diversity of the art of dramatic and theatrical performance and drama and theatre as a community activity, a profession and an industry

## COURSE OUTCOMES

The Year 11 course outcomes are progressive and are subsumed in the Year 12 course outcomes.

### ***Drama making:***

Objectives	
Through Drama, students will develop knowledge and understanding about and skills in:	
using drama, through participation in a variety of dramatic and theatrical forms	P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles P1.2 explores ideas and situations, expressing them imaginatively in dramatic form P1.3 demonstrates performance skills appropriate to a variety of styles and media P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
making drama and theatre, using a variety of dramatic and theatrical techniques and conventions	P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
and values and attitudes about:	
• the collaborative nature of drama and theatre	P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole

### ***Drama Performing:***

Objectives	
Through Drama, students will develop knowledge and understanding about and skills in:	
• using the elements of drama and theatre in performance	P2.1 understands the dynamics of actor-audience relationship P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
• performing in improvised and playbuilt theatre and scripted drama	P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
And values and attitudes about:	
• diversity of the art of dramatic and theatrical performance	P2.5 understands and demonstrates the commitment, collaboration and energy required for a production P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance

### Drama - Critically Studying:

Objectives	
Through Drama, students will develop knowledge and understanding about and skills in:	
<ul style="list-style-type: none"> <li>recognising the place and function of drama and theatre in communities and societies, past and present</li> <li>critically studying a variety of forms and styles used in drama and theatre</li> </ul>	<p>P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others</p> <p>P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</p> <p>P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements</p>
And values and attitudes* about:	
<ul style="list-style-type: none"> <li>drama and theatre as a community activity, a profession and an industry</li> </ul>	P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Improvisation, Playbuilding and Acting</b> Presentation of group performance based on class workshops, log book record of performance development and reflection on own performance and one other group	<b>Elements of Production &amp; Performance</b> Submission of design project, with log book including interpretation, supporting research, drafts and planning based on text studied in class. A Directorial scene and statement	<b>Theatrical Traditions and Performance Styles</b> Performance and seminar on Practioner or style and essay on the influence of one selected Practioner on contemporary theatre practice	
<b>Timing</b>	Term 1, 2019 Week 11	Term 2, 2019 Week 9	Term 3, 2019 Week 8	
<b>Outcomes assessed</b>	P1.1, P1.2, P1.3, P1.5, P1.7, P2.5 P3.1	P1.4, P1.6, P2.1 P2.2, P2.3	P1.1, P2.4, P3.2, P3.3	
Components				Weighting %
Making	10%	20%	10%	<b>40%</b>
Performing	10%	10%	10%	<b>30%</b>
Critically Studying	10%		20%	<b>30%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## MUSIC

Students will demonstrate their knowledge, skills and understanding about:

- The concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.
- The skills to evaluate music critically.
- The impact of technology on music.
- Personal values about music.

### COURSE OUTCOMES:

Objectives	Outcomes:
Develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.	
<ul style="list-style-type: none"> <li>• Through activities in performance, composition, musicology and aural, a student:</li> </ul>	<p><b>P1:</b> performs music that is characteristic of the topics studied</p> <p><b>P2:</b> observes, reads, interprets and discusses simple musical scores characteristic of topics studied</p> <p><b>P3:</b> improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied</p> <p><b>P4:</b> recognises and identifies the concepts of music and discusses their use in a variety of musical styles</p>
To develop the skills to evaluate music critically.	
<ul style="list-style-type: none"> <li>• Through activities in performance, composition, musicology and aural, a student:</li> </ul>	<p><b>P5:</b> comments on and constructively discusses performances and compositions</p> <p>observes and discusses concepts of music in works representative of the topics studied</p> <p><b>P6:</b> observes and discusses concepts of music in works representative of the topics studied</p>
To develop an understanding of the impact of technology in music.	
<ul style="list-style-type: none"> <li>• Through activities in performance, composition, musicology and aural, a student:</li> </ul>	<p><b>P7:</b> understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied</p> <p><b>P8:</b> identifies, recognises, experiments with and discusses the use of technology in music</p>
To develop personal values about music.	
<ul style="list-style-type: none"> <li>• Through activities in performance, composition, musicology and aural, a student:</li> </ul>	<p><b>P9:</b> performs as a means of self-expression and communication</p> <p><b>P10:</b> demonstrates a willingness to participate in performance, composition, musicology and aural activities</p> <p><b>P11:</b> demonstrates a willingness to accept and use constructive criticism</p>

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Performance and Aural Skills</b> Topic 1  Students perform their selected piece from Topic 1 in class, including improvisation. Students respond to four aural excerpts using a range of concepts.	<b>Viva Voce</b> Topic 2  Viva Voce Research Task and presentation with the use of musical concepts.	<b>Composition, Logbook and Musicological Research</b> Topic 3  Composition, Logbook and Musicological research of stylistic features with detailed aural analysis of completed work. Final composition must include recording of student performance.	
	Term 1, 2019 Week 9	Term 2, 2019 Week 8	Term 3, 2019 Week 8	
	P4, P5, P7, P8	P1, P4, P5, P6	P2, P3, P6, P7, P8	
<b>Components</b>				<b>Weighting %</b>
Performance	15%		10%	<b>25%</b>
Composition	5%		20%	<b>25%</b>
Musicology		20%	5%	<b>25%</b>
Aural	15%	5%	5%	<b>25%</b>
<b>Total %</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>	<b>100%</b>

## COMPUTING STUDIES

### SOFTWARE DESIGN AND DEVELOPMENT (Not offered in 2019)

#### COURSE OUTCOMES

Objectives	A student:
Students will develop:	
1. knowledge and understanding about how software solutions utilise and interact with other elements of computer systems	P1.1 describes functions of hardware and software P1.2 describes and uses appropriate data types P1.3 describes the interactions between the elements of a computer system
2. knowledge and understanding of the historical developments that have led to current practices in software design and development, and of emerging trends and technologies in this field	P2.1 describes developments in the levels of programming languages P2.2 describes the effects of program language developments on current practices
3. knowledge and understanding of legal, social and ethical issues and their effect on software design and development	P3.1 identifies the issues relating to the use of software solutions
4. skills in designing and developing software solutions	P4.1 analyses a given problem in order to generate a computer-based solution P4.2 investigates a structured approach in the design and implementation of a software solution P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
5. skills in management appropriate to the design and development of software solutions	P5.1 uses and justifies the need for appropriate project management techniques P5.2 uses and develops documentation to communicate software solutions to others
6. skills in teamwork and communication associated with the design and development of software solutions	P6.1 describes the role of personnel involved in software development P6.2 communicates with appropriate personnel throughout the software development process P6.3 designs and constructs software solutions with appropriate interfaces

## ENGLISH FACULTY

### ENGLISH – STANDARD

<b>YEAR 11 COURSE OUTCOMES: A Student</b>
<b>EN11-1</b> responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
<b>EN11-2</b> uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EN11-3</b> analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
<b>EN11-4</b> applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>EN11-5</b> thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
<b>EN11-6</b> investigates and explains the relationships between texts
<b>EN11-7</b> understands and explains the diverse ways texts can represent personal and public worlds
<b>EN11-8</b> identifies and explains cultural assumptions in texts and their effects on meaning
<b>EN11-9</b> reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Number of task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Common Module:</b> <i>Reading to Write</i>  <b>Multimodal Task:</b> Creative writing, reflection and oral presentation	<b>Module A:</b> <i>Contemporary Possibilities</i>  <b>Essay Task</b>	<b>Yearly Examination</b>  <b>Yearly Examination on all modules studied</b>	
<b>Timing</b>	Term 1, 2019 Week 10	Term 2, 2019 Week 10	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	EN11-1, EN11-3, EN11-7, EN11-9	EN11-1, EN11-2, EN11-4, EN11-7	EN11-1, EN11-3, EN11-5, EN11-9	
Course Components				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%
<b>Task Weightings</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## ENGLISH – ADVANCED

<b>YEAR 11 COURSE OUTCOMES: A Student</b>
<b>EA11-1</b> responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EA11-2</b> uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EA11-3</b> analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
<b>EA11-4</b> strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>EA11-5</b> thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
<b>EA11-6</b> investigates and evaluates the relationships between texts
<b>EA11-7</b> evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
<b>EA11-8</b> explains and evaluates cultural assumptions and values in texts and their effects on meaning
<b>EA11-9</b> reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Number of task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Common Module:</b> <i>Reading to Write</i>  <b>Multimodal Task:</b> Creative writing, reflection and oral presentation	<b>Module A:</b> <i>Narratives that shape our world</i>  <b>Essay Task</b>	<b>Yearly Examination</b>  <b>Yearly Examination on all modules studied</b>	
<b>Timing</b>	Term 1, 2019 Week 10	Term 2, 2019 Week 10	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	EA11-1, EA11-3, EA11-7, EA11-9	EA11-1, EA11-2, EA11-4, EA11-7	EA11-1, EA11-3, EA11-5, EA11-9	
<b>Course Components</b>				<b>Weighting %</b>
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%
<b>Task Weightings</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



## ENGLISH STUDIES

### ATAR Classification of English Studies

NESA has developed a new Stage 6 Board Developed courses, *English Studies*, to be implemented with Year 11 from 2018. This syllabus was reviewed by the NSW/Territories Committee of Chairs of Academic Boards/Senates to assess their classification for the calculation of the Australian Tertiary Admissions Rank (ATAR). The decision by this Committee is to classify this course as Category B for the 2019 HSC onwards.

Those students who take *English Studies* in the 2019 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore *English Studies* students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

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YEAR 11 COURSE OUTCOMES: A Student
<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

Number of task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Mandatory Module:</b> World of Work: <i>English in education, work and community</i> <b>Multimodal Task</b>	<b>Portfolio of Class Work</b> <b>ALL MODULES</b>	<b>Yearly Examination</b> <i>All modules</i>	
<b>Timing</b>	Term 1, 2019 Week 10	Term 3, 2019 Week 8	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	ES11-3, ES11-4, ES11-5	ES11-1, ES11-2, ES11-4, ES11-5, ES11-6, ES11-8	ES11-1, ES11-6, ES11-7 ES11-9, ES11-10	
Course Components				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%
<b>Task Weightings</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EAL/D)

<b>YEAR 11 COURSE OUTCOMES: A Student</b>
<b>EAL11-1B</b> Communicate ideas in familiar personal, social and academic contexts
<b>EAL11-1A</b> Respond to and compose texts for understanding, interpretation, critical analysis, imaginative, expression and pleasure
<b>EAL11-2</b> Evaluate skills and processes necessary for responding
<b>EAL11-3</b> Identifies and uses language appropriate to purpose, audience and context
<b>EAL11-4</b> Applies knowledge of literary devices, language concepts and mechanics into new and different contexts
<b>EAL11-5</b> Thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas and information
<b>EAL11-6</b> Investigates and explains the relationships between texts
<b>EAL11-7</b> Understands and assesses the diverse ways texts can represent personal and public worlds
<b>EAL11-8</b> Identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
<b>EAL11-9</b> Reflects on, assesses and monitors their own learning and develops individual and collaborative processes to become an independent learner

Number of task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Module A</b> Language and Texts in Context  <b>Reading and Writing Task</b>	<b>Module B</b> Close Study of Text  <b>Multimodal Presentation</b> including Listening (Mandatory)	<b>Yearly Examination Module A, B &amp; C</b>  <b>Reading and Extended Writing</b>	
<b>Timing</b>	Term 1, 2019 Week 10	Term 2, 2019 Week 10	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	EAL11-3, EAL11-4, EAL11-6	EAL11-1B, EAL11-2, EAL11-8	EAL11-1A, EAL11-2, EAL11-5, EAL11-7	
Course Components				Weighting %
Knowledge and understanding of course content	15%	20%	15%	50%
Skills in responding and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
<b>Task Weightings</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

## ENGLISH – EXTENSION 1

<b>YEAR 11 COURSE OUTCOMES: A Student</b>
<b>EE11-1</b> demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
<b>EE11-2</b> analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
<b>EE11-3</b> thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
<b>EE11-4</b> develops skills in research methodology to undertake effective independent investigation
<b>EE11-5</b> articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
<b>EE11-6</b> reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Number of task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Texts, Culture and Value  Imaginative Response	Texts, Culture and Value  Comparative Essay	Texts, Culture and Value <i>Research Project</i>  Multimodal Task	
<b>Timing</b>	Term 1, 2019 Week 11	Term 3, 2019 Week 1	Term 3, 2019 Week 9	
<b>Outcomes assessed</b>	EN11-1, EN11-2, EN11-6	EN11-1, EN11-2, EN11-5	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5	
Course Components				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15%	15%	20%	50%
Skills in complex analysis, sustained composition and independent investigation	15%	15%	20%	50%
<b>Task Weightings</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## HUMAN SOCIETY IN ITS ENVIRONMENT (HSIE) FACULTY

### ANCIENT HISTORY

#### COURSE OUTCOMES

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

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Magazine Article</b> <i>Investigating the Past</i>	<b>Historical Investigation</b> <i>Research Task</i>	<b>Yearly Examination</b> <i>All Topics</i>	
<b>Timing</b>	Term 1, 2019 Week 8	Term 3, 2019 Week 4	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	AH11-1, AH11-2, AH11-3, AH11-5	AH11-6 to AH11-10	AH11-1 to AH11-10	
<b>Course Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	5%	10%	25%	<b>40%</b>
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	<b>20%</b>
Historical inquiry and research	10%	10%		<b>20%</b>
Communication of historical understanding in appropriate forms	10%	5%	5%	<b>20%</b>
<b>Task weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## BUSINESS STUDIES

### COURSE OUTCOMES

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

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Case Study</b> <i>Nature of Business</i>	<b>Small Business Plan</b> <i>Business Planning</i>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, 2019 Week 9	Term 3, 2019 Week 4	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P6, P8, P9, P10	
Course Components				Weighting %
Knowledge and understanding of course content	5%	15%	20%	<b>40%</b>
Stimulus-based skills	10%		10%	<b>20%</b>
Inquiry and research	10%	10%		<b>20%</b>
Communication of business information, ideas and issues in appropriate forms		10%	10%	<b>20%</b>
<b>Task weighting</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

## ECONOMICS

### COURSE OUTCOMES

<b>Knowledge and Understanding</b> A student:	<b>Skills</b> A student:
<b>P1</b> demonstrates understanding of economic terms, concepts and relationships	<b>P8</b> applies appropriate terminology, concepts and theories in economic contexts
<b>P2</b> explains the economic role of individuals, firms and government in an economy	<b>P9</b> selects and organises information from a variety of sources for relevance and reliability
<b>P3</b> describes, explains and evaluates the role and operation of markets	<b>P10</b> communicates economic information, ideas and issues in appropriate forms
<b>P4</b> compares and contrasts aspects of different economies	<b>P11</b> applies mathematical concepts in economic contexts
<b>P5</b> analyses the relationship between individuals, firms, institutions and government in the Australian economy	<b>P12</b> works independently and in groups to achieve appropriate goals in set timelines
<b>P6</b> explains the role of government in the Australian economy	
<b>P7</b> identifies the nature and causes of economic problems and issues for individuals, firms and governments	

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Research-based In-class extended response:</b> <i>Operation of the economy and the role of business</i>	<b>Research and report:</b> <i>The nature and role of markets in the Australian economy</i>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, 2019 Week 9	Term 2, 2019 Week 8	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	P1, P2, P5, P7, P10, P12	P1, P3, P5, P7, P8, P9, P10, P12	P1-P11	
<b>Course Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10%	5%	25%	<b>40%</b>
Stimulus Based Skills		10%	10%	<b>20%</b>
Inquiry and research	10%	10%		<b>20%</b>
Communication of economic information, ideas and issues in appropriate formats	10%	5%	5%	<b>20%</b>
<b>Task weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## GEOGRAPHY

### COURSE OUTCOMES

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

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Fieldwork Report and Skills</b> <i>Biophysical Interactions</i>	<b>Senior Geography Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, 2019 Week 6	Term 3, 2019 Week 5 (Final) Topic Development due Term 1 week 8	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	P1, P2, P3, P7- P12	P7, P8, P9, P10, P11, P12	P1- P5, P7- P12	
Course Components				Weighting %
Knowledge and understanding of course content	10%	10%	20%	<b>40%</b>
Geography Tools and Skills	5%	10%	5%	<b>20%</b>
Inquiry and research (including Fieldwork)	5%	10%	5%	<b>20%</b>
Communication of geographic information, ideas and issues in appropriate formats		10%	10%	<b>20%</b>
<b>Task weighting</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

## LEGAL STUDIES (Not offered in 2019)

### COURSE OUTCOMES

<b>Knowledge and Understanding</b> A student:	<b>Skills</b> A student:
<b>P1</b> identifies and applies legal concepts and terminology	<b>P8</b> locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
<b>P2</b> describes the key features of Australian and international law	<b>P9</b> communicates legal information using well-structured responses
<b>P3</b> describes the operation of domestic and international legal systems	<b>P10</b> accounts for differing perspectives and interpretations of legal information and issues
<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	



## MODERN HISTORY

### COURSE OUTCOMES

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

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Historical Investigation</b>	<b>Source Study</b> Investigating Modern History	<b>Yearly Examination</b>	
<b>Timing</b>	Term 2, 2019 Week 2	Term 2, 2019 Week 6	Term 3, 2019 Weeks 9/10	
<b>Outcomes assessed</b>	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-4 MH11-6, MH11-8 MH11-9	MH11-1, MH11-3 MH11-5, MH11-9	
<b>Course Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content		20%	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	15%		5%	<b>20%</b>
Communication of historical understanding in appropriate forms	10%	5%	5%	<b>20%</b>
<b>Task weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**SOCIETY AND CULTURE (Not offered in 2019)**

**COURSE OUTCOMES**

<b>Knowledge and Understanding</b> A student:	<b>Skills</b> A student:
<b>P1</b> identifies and applies social and cultural concepts	<b>P7</b> selects, organises and considers information from a variety of sources for usefulness, validity and bias
<b>P2</b> describes personal, social and cultural identity	<b>P8</b> plans and conducts ethical social and cultural research
<b>P3</b> identifies and describes relationships and interactions within and between social and cultural groups	<b>P9</b> uses appropriate course language and concepts suitable for different audiences and contexts
<b>P4</b> identifies the features of social and cultural literacy and how it develops	<b>P10</b> communicates information, ideas and issues using appropriate written, oral and graphic forms
<b>P5</b> explains continuity and change and their implications for societies and cultures	
<b>P6</b> differentiates between social and cultural research methods	

## WORK STUDIES

### COURSE OUTCOMES

*Note: This is a Non-ATAR course*

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

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Career Portfolio</b>	<b>Enterprise Project Report and Review</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 2, 2019 Week 10	Term 3, 2019 Week 9	Term 3, 2019 Week 7	
<b>Outcomes assessed</b>	1, 2, 3, 4	5, 6, 7, 8, 9.	All outcomes	
Components				Weighting %
Knowledge and understanding of work, the work environment and skills for employment	15%		10%	<b>25%</b>
Knowledge and understanding of employment options, career management, life planning and further education and training	10%	10%	10%	<b>30%</b>
Skills for success in the workplace	5%	10%	10%	<b>25%</b>
Skills in critically assessing personal and social influences on individuals and groups		10%	10%	<b>20%</b>
<b>Task weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## LANGUAGES FACULTY

### CHINESE AND LITERATURE

#### COURSE OUTCOMES

Objectives	Outcomes
1. Exchange information, opinions and ideas in Chinese	1.1 Convey information, opinions and ideas appropriate to context, purpose and audience 1.2 Exchange and justify opinions and ideas 1.3 Use appropriate features of language in a variety of contexts
2. Express ideas through the production of original texts in Chinese	2.1 Sequence and structure information and ideas 2.2 Use a variety of features to convey meaning 2.3 Produce texts appropriate to context, purpose and audience 2.4 Produce texts which are persuasive, creative and discursive
3. Analyse, evaluate and respond to a range of texts that are in Chinese	3.1 Identify main points and detailed items of specific information 3.2 Summarise and interpret information and ideas 3.3 Infer points of view, values, attitudes and emotions from features of language in texts 3.4 Compare and contrast aspects of texts 3.5 Present information in a different form and/or for a different audience 3.6 Explain the influence of context in conveying meaning 3.7 Recognise, analyse and evaluate the effectiveness of a variety of features in texts 3.8 Respond to texts personally and critically
4. Understand aspects of the language and culture of Chinese-speaking communities	4.1 Examine and discuss sociocultural elements in texts 4.2 Recognise and employ language appropriate to different sociocultural contexts 4.3 Compare and contrast Australian and Chinese communities

Number of task	Task 1	Task 2	Task 3	
Nature of task	Youth Culture Listening Activity & Reflection	Global Issues Speech & Journal Entry	Yearly Examination Listening and Extended Writing	
Timing	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Week 9/10	
Outcomes assessed	2.1, 3.3, 3.8	1.1, 2.4, 3.1	1.2, 2.1, 2.3, 2.4, 3.5	
Course Components				Weighting %
Listening	10%	10%		20%
Speaking		10%		10%
Writing	15%		15%	30%
Reading		20%	20%	40%
<b>Task Weightings</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>	<b>100%</b>

## JAPANESE BEGINNERS (Not offered in 2019)

### COURSE OUTCOMES

Objectives	A student:
Interacting	1.1 establishes and maintains communication in Japanese
	1.2 manipulates linguistic structures to express ideas effectively in Japanese
	1.3 sequences ideas and information
	1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
Understanding Texts	2.1 understands and interprets information in texts using a range of strategies
	2.2 conveys the gist of and identifies specific information in texts
	2.3 summarises the main points of a text
	2.4 draws conclusions from or justifies an opinion about a text
	2.5 identifies the purpose, context and audience of a text
	2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
Producing Texts	3.1 produces texts appropriate to audience, purpose and context
	3.2 structures and sequences ideas and information
	3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
	3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

## JAPANESE CONTINUERS (Not offered in 2019)

### COURSE OUTCOMES

<b>Objectives The student will:</b>	<b>A student:</b>
1. exchange information, opinions and experiences in Japanese	1.1 uses a range of strategies to maintain communication
	1.2 conveys information appropriate to context, purpose and audience
	1.3 exchanges and justifies opinions and ideas
	1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Japanese	2.1 applies knowledge of language structures to create original text #
	2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Japanese	3.1 conveys the gist of texts and identifies specific information
	3.2 summarises the main ideas
	3.3 identifies the tone, purpose, context and audience
	3.4 draws conclusions from or justifies an opinion
	3.5 interprets, analyses and evaluates information
	3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Japanese-speaking communities	4.1 recognises and employs language appropriate to different social contexts
	4.2 identifies values, attitudes and beliefs of cultural significance
	4.3 reflects upon significant aspects of language and culture

## MATHEMATICS FACULTY

### MATHEMATICS STANDARD

NESA has developed a new Stage 6 Board Developed course, Mathematics Standard, implemented in 2018. The course branches off into 2 separate courses in Year 12 : Mathematics Standard 2 ( more rigorous ) and Mathematics Standard 1 ( Category B Subject ).

#### COURSE OUTCOMES

A Student:	
<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>M11-3</b>	solves problems involving quantity measurement, including accuracy and the choice of relevant units.
<b>M11-4</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.

Task number	Task 1	Task 2	Task 3	
Nature of task	Limited Scope test	Water Investigation Task	Yearly Examination	
Timing	Term 1, 2019 Week 9	Term 2, 2019 Weeks 8 to 10	Term 3, 2019 Week 9/10	
Outcomes assessed	MS11-1, MS11-5	MS11-2, MS11-4 MS11-6, MS11-9 MS11-10	All Outcomes	
Course Components				Weighting %
Understanding, fluency and communication	10%	15%	25%	<b>50%</b>
Problem solving, reasoning and justification	20%	15%	15%	<b>50%</b>
<b>Task Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## MATHEMATICS ADVANCED

### COURSE OUTCOMES

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

Task number	Task 1	Task 2	Task 3	
Nature of task	Limited Scope Assessment Test	Limited Scope Assessment Test	Yearly Examination	
Timing	Term 1, 2019 Week 9	Term 2, 2019 Week 9/10	Term 3, 2019 Week 9/10	
Outcomes assessed	MA11-1	MA11-2, MA11-3, MA11-7	All Outcomes	
Course Components				Weighting %
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
<b>Task Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



## MATHEMATICS EXTENSION 1

### COURSE OUTCOMES

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

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Limited Scope Assessment Test</b>	<b>Limited Scope Assessment Test</b>	<b>Preliminary Examination</b>	
<b>Timing</b>	Term 1, 2019 Week 9	Term 2, 2019 Week 9/10	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	ME11-1, ME11-2, ME11-6, ME11-7	ME11-3, ME11-4, ME11-5	All outcomes	
Course Components				Weighting %
Understanding, fluency and communication	15%	15%	20%	<b>50%</b>
Problem solving, reasoning and justification	15%	15%	20%	<b>50%</b>
<b>Task Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION FACULTY

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### COURSE OUTCOMES

A student:	
P1	identifies and examines why people give different meanings to health and to physical activity
P2	explains how nutrition, physical activity, drug use and relationships affect personal health
P3	recognises that health is determined by sociocultural, economic and environmental factors
P4	identifies aspects of health over which individuals can exert some control
P5	plans for and can implement actions that can support the health of others
P6	proposes actions that can improve and maintain personal health
P7	explains how body structures influence the way the body moves
P8	describes the components of physical fitness and explains how they are monitored
P9	describes biomechanical factors that influence the efficiency of the body in motion
P10	plans for participation in physical activity to satisfy a range of individual needs
P11	assesses and monitors physical fitness levels and physical activity patterns
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
P13	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
P15	forms opinions about health-promoting actions based on a critical examination of relevant information
P16	utilises a range of sources to draw conclusions about health and physical activity concepts
P17	analyses factors influencing movement and patterns of participation

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Analysis	Class Presentation	Yearly Examination	
Timing	Term 1, 2019 Week 7	Term 2, 2019 Week 7	Term 3, 2019 Week 9/10	
Outcomes Assessed	P1, P2, P3, P4, P6	P8, P9, P11	P1-12, P15-17	
Course Components				Weighting %
Knowledge and understanding of course content	10%	15%	25%	<b>40%</b>
Skills in critical thinking, research, analysing and communicating	25%	20%	5%	<b>60%</b>
<b>Task weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

## SPORT, LIFESTYLE AND RECREATION

### COURSE OUTCOMES

A student:
P1.1 applies the rules and conventions that relate to participation in a range of physical activities
P1.2 explains the relationship between physical activity, fitness and healthy lifestyle
P1.3 demonstrates ways to enhance safety in physical activity
P1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
P1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
P1.6 describes administrative procedures that support successful performance
P2.1 explains the principles of skill development and training
P2.2 analyses the fitness requirements of specific activities
P2.3 selects and participates in physical activities that meet individual needs,
P2.4 describes how societal influences impact on the nature of sport in Australia
P2.5 describes the relationship between anatomy, physiology and performance
P3.1 selects appropriate strategies and tactics for success in a range of movement contexts
P3.2 designs programs that respond to performance needs
P3.3 measures and evaluates physical performance capacity
P3.4 composes, performs and appraises movement
P3.5 analyses personal health practices
P3.6 assesses and responds appropriately to emergency care situations
P3.7 analyses the impact of professionalism in sport
P4.1 plans strategies to achieve performance goal
P4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
P4.3 makes strategic plans to overcome the barriers to personal and community health
P4.4 demonstrates competence and confidence in movement contexts
P4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
P5.1 accepts responsibility for personal and community health
P5.2 willingly participates in regular physical activity
P5.3 values the importance of an active lifestyle
P5.4 values the features of a quality performance
P5.5 strives to achieve quality in personal performance

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Practical Workshop</b> First Aid	<b>Organisation Processes</b> Sports Administration	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, 2019 Week 10	Term 1, 2019 Week 8	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	P1.2, P3.6, P4.5	P1.3, P1.6, P4.2, P4.5	P1.1, P1.2, P1.6, P3.6, P4.5	
Course Components				Weighting %
Knowledge and understanding of course content	20%	5%	25%	<b>50%</b>
Skills in critical thinking, research, analysing and communicating	15%	30%	5%	<b>50%</b>
<b>Task weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

# SCIENCE FACULTY

## BIOLOGY

### COURSE OUTCOMES

<p><b>Questioning and predicting</b>  <b>BIO11/12-1</b> develops and evaluates questions and hypotheses for scientific investigation</p>
<p><b>Planning investigations</b>  <b>BIO11/12-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information</p>
<p><b>Conducting investigations</b>  <b>BIO11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information</p>
<p><b>Processing data and information</b>  <b>BIO11/12-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p>
<p><b>Analysing data and information</b>  <b>BIO11/12-5</b> analyses and evaluates primary and secondary data and information</p>
<p><b>Problem solving</b>  <b>BIO11/12-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p>
<p><b>Communicating</b>  <b>BIO11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
<p><b>Questioning and predicting</b>  <b>BIO11/12-1</b> develops and evaluates questions and hypotheses for scientific investigation</p>
<p><b>Planning investigations</b>  <b>BIO11/12-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information</p>
<p><b>Conducting investigations</b>  <b>BIO11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information</p>
<p><b>Processing data and information</b>  <b>BIO11/12-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p>
<p><b>Analysing data and information</b>  <b>BIO11/12-5</b> analyses and evaluates primary and secondary data and information</p>
<p><b>Problem solving</b>  <b>BIO11/12-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p>
<p><b>Communicating</b>  <b>BIO11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
<p><b>Questioning and predicting</b>  <b>BIO11/12-1</b> develops and evaluates questions and hypotheses for scientific investigation</p>
<p><b>Planning investigations</b>  <b>BIO11/12-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information</p>
<p><b>Conducting investigations</b>  <b>BIO11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information</p>
<p><b>KNOWLEDGE AND UNDERSTANDING</b>  <b>A student: develop knowledge and understanding of heredity and genetic technologies</b></p>
<p><b>BIO11-8</b> describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</p>
<p><b>BIO11-9</b> 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</p>
<p><b>A student: develop knowledge and understanding of the effects of disease and disorders</b></p>
<p><b>BIO11-10</b> describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species</p>
<p><b>BIO11-11</b> analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</p>

Task number	Task 1	Task 2	Task 4	
Nature of task	Practical Investigation	Depth Study	Yearly Examination	
Timing	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Week 9/10	
Outcomes assessed	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-9	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Course Components				Weighting %
Skills in Working Scientifically	20%	20%	20%	<b>60%</b>
Knowledge and understanding	5%	15%	20%	<b>40%</b>
Task weighting	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

## CHEMISTRY

### COURSE OUTCOMES

<b>Objective Students develop skills in applying the processes of Working Scientifically</b>
<b>Questioning and predicting</b> <b>CH11/12-1</b> develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations</b> <b>CH11/12-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations</b> <b>CH11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information</b> <b>CH11/12-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information</b> <b>CH11/12-5</b> analyses and evaluates primary and secondary data and information
<b>Problem solving</b> <b>CH11/12-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating</b> <b>CH11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>KNOWLEDGE AND UNDERSTANDING</b> <b>A student: develop knowledge and understanding of equilibrium and acid reactions in chemistry</b>
<b>CH11-8</b> explores the properties and trends in the physical, structural and chemical aspects of matter
<b>CH11-9</b> describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
<b>A student: develop knowledge and understanding of the applications of chemistry</b>
<b>CH11-10</b> explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
<b>CH11-11</b> analyses the energy considerations in the driving force for chemical reactions



Task number	Task 1	Task 2	Task 4	
Nature of task	Practical Investigation	Depth Study	Yearly Examination	
Timing	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Week 9/10	
Outcomes assessed	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11/12-8 CH11-8	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	
Course Components				Weighting %
Skills in Working Scientifically	20%	30%	10%	60%
Knowledge and understanding	5%	10%	25%	40%
Task weighting	25%	40%	35%	100%

## EARTH AND ENVIRONMENTAL SCIENCE (Not offered in 2019)

### COURSE OUTCOMES

<p><b>Objective</b> Students:</p> <ul style="list-style-type: none"> <li>develop skills in applying the processes of Working Scientifically</li> </ul>
<p><b>Stage 6 course outcomes</b> A student:</p>
<p><b>Questioning and predicting</b> EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p>
<p><b>Planning investigations</b> EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p>
<p><b>Conducting investigations</b> EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p>
<p><b>Processing data and information</b> EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p>
<p><b>Analysing data and information</b> EES11/12-5 analyses and evaluates primary and secondary data and information</p>
<p><b>Problem solving</b> EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p>
<p><b>Communicating</b> EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
<p><b>Year 11 course</b></p>
<p><b>Objective - Students:</b></p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of the Earth's systems</li> </ul>
<p><b>Year 11 course outcomes</b> A student:</p>
<p>EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated</p>
<p>EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries</p>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of the Earth's processes and human impacts</li> </ul>
<p><b>Year 11 course outcomes</b></p>
<p>EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems</p>
<p>EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes</p>

## INVESTIGATING SCIENCE

### COURSE OUTCOMES

<b>Questioning and predicting</b> <b>INS11/12-1</b> develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations</b> <b>INS11/12-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations</b> <b>INS11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information</b> <b>INS11/12-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information</b> <b>INS11/12-5</b> analyses and evaluates primary and secondary data and information
<b>Problem solving</b> <b>INS11/12-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating</b> <b>INS11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>KNOWLEDGE AND UNDERSTANDING</b>
<b>A student: develop knowledge and understanding of science and technology</b>
<b>INS11-8</b> identifies that the collection of primary and secondary data initiates scientific investigations
<b>INS11-9</b> examines the use of inferences and generalisations in scientific investigations
<b>A student: develop knowledge and understanding of contemporary issues involving science</b>
<b>INS11-10</b> develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
<b>INS11-11</b> describes and assesses how scientific explanations, laws and theories have developed

Task number	Task 1	Task 2	Task 4	
Nature of task	Practical Investigation	Depth Study	Yearly Examination	
Timing	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Week 9/10	
Outcomes assessed	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	
<b>Course Components</b>				<b>Weighting %</b>
<b>Skills in Working Scientifically</b>	20%	30%	10%	<b>60%</b>
<b>Knowledge and understanding</b>	5%	10%	25%	<b>40%</b>
<b>Task weighting</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>	<b>100%</b>

## PHYSICS

### COURSE OUTCOMES

<b>Questioning and predicting</b>
<b>PH11/12-1</b> develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations</b>
<b>PH11/12-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations</b>
<b>PH11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information</b>
<b>PH11/12-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information</b>
<b>PH11/12-5</b> analyses and evaluates primary and secondary data and information
<b>Problem solving</b>
<b>PH11/12-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating</b>
<b>PH11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>KNOWLEDGE AND UNDERSTANDING</b>
<b>Objective: develop knowledge and understanding of advanced mechanics and electromagnetism</b>
<b>PH11-8</b> 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
<b>PH11-9</b> 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
<b>Objective: develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics</b>
<b>PH11-10</b> explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
<b>PH11-11</b> explains and quantitatively analyses electric fields, circuitry and magnetism

Task number	Task 1	Task 2	Task 4	
Nature of task	Practical Investigation	Depth Study	Yearly Examination	
Timing	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Week 9/10	
Outcomes assessed	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-4 PH11-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11/12-8 PH11/12-9 PH11-10 PH11-11	
Course Components				Weighting %
Skills in Working Scientifically	20%	30%	10%	60%
Knowledge and understanding	5%	10%	25%	40%
Task weighting	25%	40%	35%	100%

# TECHNOLOGICAL AND APPLIED STUDIES FACULTY

## DESIGN & TECHNOLOGY

### COURSE OUTCOMES

Objectives Students will develop:	Preliminary Outcomes A student:
1. knowledge and understanding about design theory and design processes in a range of contexts	P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
2. knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment	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
3. creativity and an understanding of innovation and entrepreneurial activity in a range of contexts	P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
4. skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities	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
5. skills in research, communication and management in design and production	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
6. knowledge and understanding about current and emerging technologies in a variety of settings	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

Task number	Task 1	Task 2	Task 4	
Nature of task	Mini Design Project	Minor Design Project	Yearly exam	
Timing	Term 1, 2019 Week 9	Term 3, 2019 Week 6	Term 3, 2019 Week 9/10	
Outcomes assessed	1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2	1.1, 3.1, 4.1, 4.2, 4.3, 5.2, 6.1	1.1, 2.1, 2.2, 3.1, 4.2, 5.1, 5.3	
Course Components				Weighting %
Designing and Producing	20%	40%	40%	100%
<b>Task weighting</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

## ENGINEERING STUDIES

### COURSE OUTCOMES

<b>Objectives</b> Students will develop:	<b>Preliminary Outcomes</b> A student:
1. understanding of the scope of engineering and the role of the engineer	P1.1 identifies the scope of engineering and recognises current innovations P1.2 describes the types of materials, components and processes and explains their implications for engineering development
2. knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society	P2.1 explains the relationship between properties, uses and applications of materials in engineering P2.2 describes the nature of engineering in specific fields and its importance to society
3. communication skills appropriate to engineering practices	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
4. knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice	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
5. management and problem-solving in engineering contexts	P5.1 demonstrates the ability to work both individually and in teams P5.2 applies management and planning skills related to engineering
6. skills in the application of engineering methodology	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

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 4</b>	
<b>Nature of task</b>	<b>Engineering Products Investigation</b>	<b>Biomedical report and presentation</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, 2019 Week 9	Term 2, 2019 Week 8	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	1.1, 2.1, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 6.1, 6.2	1.2, 2.2, 3.1, 3.3, 4.2, 4.3, 6.1, 6.2	1.1, 2.1, 3.1, 3.3, 4.1, 4.2, 4.3, 5.1	
<b>Course Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	5%	20%	35%	<b>60%</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	20%	20%		<b>40%</b>
<b>Task weighting</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>	<b>100%</b>

## INDUSTRIAL TECHNOLOGY – METALS AND ENGINEERING

### COURSE OUTCOMES

Objectives Students will develop:	Year 11 Outcomes: A student:
<p style="color: green;">Students will develop</p> <p>1. knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry</p>	<p style="color: green;">A student:</p> <p>P1.1 describes the organisation and management of an individual business within the focus area industry</p> <p>P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</p>
<p>2. knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment</p>	<p>P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques</p> <p>P2.2 works effectively in team situations</p>
<p>3. competence in designing, managing and communicating within a relevant industry context</p>	<p>P3.1 sketches, produces and interprets drawings in the production of projects</p> <p>P3.2 applies research and problem-solving skills</p> <p>P3.3 demonstrates appropriate design principles in the production of projects</p>
<p>4. knowledge and skills in producing quality products</p>	<p>P4.1 demonstrates a range of practical skills in the production of projects</p> <p>P4.2 demonstrates competency in using relevant equipment, machinery and processes</p> <p>P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects</p>
<p>5. knowledge and skills in communication and information processing related to the industry focus area</p>	<p>P5.1 uses communication and information processing skills</p> <p>P5.2 uses appropriate documentation techniques related to the management of projects</p>
<p>6. an appreciation of quality products and the principles of quality control</p>	<p>P6.1 identifies the characteristics of quality manufactured products</p> <p>P6.2 identifies and explains the principles of quality and quality control</p>
<p>7. an appreciation of the relationships between technology, the individual, society and the environment</p>	<p>P7.1 identifies the impact of one related industry on the social and physical environment</p> <p>P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment</p>



Task number	Task 1	Task 2	Task 4	
<b>Nature of task</b>	<b>Practical Task 1</b> Tool Kit	<b>Practical Task 2 and folio</b> Barbecue	<b>Yearly Examination</b> Written Test	
<b>Timing</b>	Term 2, 2019 Week 5	Term 3, 2019 Week 6	Term 3, 2019 Week 9/10	
<b>Outcomes assessed</b>	P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P6.1, P6.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P3.1, P6.1, P6.2, P7.1, P7.2	
Course Components				Weighting %
Knowledge and Understanding of Course Content			40%	<b>40%</b>
Knowledge and skills in the management, communication and production of projects	30%	30%		<b>60%</b>
<b>Task weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**CONSTRUCTION (FRAMEWORK)****School Name: ASQUITH BOYS HIGH SCHOOL****Student Competency Assessment Schedule****Course: Year 11 Construction****2019**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C	Yearly Examination
		Safety	Organise to Communicate	Reading Plans and Calculating	
		Term:1, 2019 Week: 10	Term:2, 2019 Week: 10	Term:3, 2019 Week: 10	
Code	Unit of Competency				HSC Examinable Units of Competency
CPCCWHS1001	Prepare to work safely in the construction industry	X			
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X			
CPCCCA2002B	Use carpentry tools and equipment	X			
CPCCCM1012A	Work effectively and sustainably in the construction industry	X			
CPCCCM1013A	Plan and organise work		X		
CPCCCM1014A	Conduct workplace communication		X		
CPCCCM2001A	Read and interpret plans and specifications			X	
CPCCCM1015A	Carry out measurements and calculations			X	

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

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

## HOSPITALITY – COMMERCIAL COOKERY (FRAMEWORK)

**School Name:**

**Student Competency Assessment Schedule**

**Course: Preliminary Hospitality – Kitchen Operations and Cookery**

**2019**

Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	Yearly Examination  Term:3, 2019 Week:9/10  HSC Examinable Units of Competency
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling	
		Term:1, 2019 Week: 7	Term:2, 2019 Week: 7	Term:3, 2019 Week: 7	
Code	Unit of Competency				
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA002	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

**Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated

## FOOD TECHNOLOGY

### COURSE OUTCOMES

A student
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 utilizes 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

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Food Availability and Selection</b>	<b>Food Quality</b>	<b>Nutrition</b>	
	Report and Practical	Report and Practical	Examination	
<b>Timing</b>	Term 1, 2019 Week 7	Term 2, 2019 Week 8	Term 3, 2019 Week 9	
<b>Outcomes assessed</b>	H1.1,H1.2, H2.2,H3.1,H3.2,H1.4 H4.2,H4.3,H5.1	H1.1,H1.2, H2.2,H3.1,H3.2,H1.4 H4.2,H4.3,H5.1	H1.1, H1.2,H2.1,H2.2,H3.2, H5.1	
Course Components				Weighting %
Knowledge and understanding	10%	10%	15%	<b>35%</b>
Researching, analysing and communication food issues	5%	5%	10%	<b>20%</b>
Experimenting with and preparing food by applying theoretical concepts	15%	10%		<b>25%</b>
Designing, implementing and evaluating solutions	5%	10%	5%	<b>20%</b>
<b>Task weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>



# FORM A



## Asquith Boys High School ILLNESS/MISADVENTURE REQUEST FOR CONSIDERATION FORM

Whenever possible a completed Illness/Misadventure Request for Consideration Form should be presented to the relevant Head Teacher **in advance** of any Assessment Task that is likely to be missed. Otherwise, a completed Form **MUST** be presented to the relevant Head Teacher **on the FIRST DAY BACK AT SCHOOL**. NB. The only circumstances covered by this form include: illness, misadventure, serious family incident, school representation.

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

Nature of Assessment Task (eg; test, oral task, practical): \_\_\_\_\_

Original Date of Assessment Task: \_\_\_\_\_

Reason for Illness/Misadventure: \_\_\_\_\_

*Please note:*

1. *If consideration is being sought on the basis of illness then a Medical Certificate must be supplied.*
2. *Computer "problems" are not considered as reasonable grounds for a Misadventure Appeal.*
3. *Students not attending school for the full day at Assessment time will need to submit an Illness/Misadventure form.*
4. *Students must hand in their work on the due date by such time as specified on the Assessment task notification. Any time after this will be judged to be "not submitted on time".*
5. *Extensions/adjustments will not be considered for holidays*

Check List: (Tick that you have all the necessary information ready for your Application )

- A fully completed Illness/Misadventure Form (Form A)
- Supporting evidence e.g. Doctor's Medical Certificate, etc.
- The completed Assessment Task (if it was a task that was to be done at home)

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supporting Statement from Parent/Teacher: *(Please attach further information if insufficient space)*

\_\_\_\_\_

\_\_\_\_\_

Parent's/Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher's Recommendation:** (Please tick)

- Student permitted to undertake/submit the assessment task. Revised Due Date: \_\_\_\_\_
- Student permitted to undertake an alternative task Revised Due Date: \_\_\_\_\_
- Request rejected — student will receive zero marks for this task.

Head Teacher's Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

*(A copy of the completed form is to be provided to the student. The Head Teacher is to retain the original.)*





# FORM B

## Asquith Boys High School



### REQUEST FOR ASSESSMENT PROCESS REVIEW

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

Outcome of Illness/Misadventure Request for Consideration from the Head Teacher (refer to FORM A)

\_\_\_\_\_

Copy of Illness/Misadventure Request for Consideration Form attached. Yes / No

Additional information supporting the appeal attached. Yes / No

Statement by Parent and/or Student

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Decision of Appeal Committee** [Committee consists of Principal (or nominee) and two other executive other than the executive dealing with the original request.]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

( A copy of the completed form is to be provided to the student. The Principal is to retain the original)

