



LACHLAN ACCESS PROGRAM

Condobolin | Lake Cargelligo | Tullibigeal | Ungarie

Year 11 Assessment Booklet 2021

Incorporating the LAP Assessment Policy

www.lap.schools.nsw.edu.au

westernlap@det.nsw.edu.au

Table of Contents

Assessment Calendar	3
Introduction	4
Preliminary Requirements	5
ATAR v HSC Marks	7
LAP Assessment Policy	8 – 19
Aboriginal Studies	20
Biology	23
Business Studies	26
Chemistry	29
Community & Family Studies	32
Design & Technology	35
English Standard	38
English Studies	41
Exploring Early Childhood	44
Food Technology	47
Industrial Technology	50
Legal Studies	53
Mathematics Advanced	56
Mathematics Standard	59
CEC	62
Music 1	65
PDHPE	68
SLR	71
Work Studies	75
VET Assessment Overview	78
Certificate II in Agriculture	79
Certificate II in Hospitality	80



LACHLAN ACCESS PROGRAM

Condobolin | Lake Cargelligo | Tullibigeal | Ungarie

YEAR 11 ASSESSMENT CALENDAR										
TERM 1										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
HEAT WEEK	STUDENTS RTN FRIDAY					Biology	Eng. Studies Work Studies SLR (LAP) Industrial Tech	Maths Adv. Maths Stand. CAFS Legal Studies Visual Art	Eng. Standard Food Tech Business SLR (LCCS)	
TERM 2										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
Music PDHPE Chemistry	Maths Ext 1 Maths CEC	Agriculture Ab Studies	Industrial Tech			Biology	PDHPE Work Studies Food Tech Visual Art	Legal Studies Business	Eng. Studies Eng. Standard CAFS	Maths Adv. Maths Stand. Maths CEC SLR (ALL) Chemistry
TERM 3										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
	Maths Ext 1 Ab Studies			Agriculture	Industrial Tech	Work Studies Eng. Studies Maths CEC	Business	YEARLY EXAMS	SLR (LCCS)	

Introduction

Welcome to Year 11 as a student within the Lachlan Access Program. This book contains the assessment procedures for the courses offered by the Lachlan Access Program. These course assessment procedures should be read in conjunction with the course outlines, and are accurate at the time of publication.

NESA requires that an assessment process be undertaken for the award of the Higher School Certificate. All schools must follow NESA regulations in arriving at a student's final HSC Assessment Mark and Rank in a subject.

Please note that syllabuses for the HSC are all expressed in terms of the outcomes students are to work towards achieving. NESA has also clearly defined the standards that students are to be assessed against.

Students' Responsibilities

- Students are expected to complete all tasks and sit for all examinations set as part of the Assessment Program at the specified time.
- Some tasks will be performed in class; others will be prepared out of school and submitted via email to westernlap@det.nsw.edu.au
- A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student.
- Read and understand the Assessment Calendar, misreading of due dates is not a valid reason to apply for misadventure or extension
- Students are expected to be familiar with the procedures detailed in the Lachlan Access Program Assessment Policy.
- Students must complete the 'HSC: All My Own Work Program' - a mandatory prerequisite.

Students are informed in writing through this Handbook of the following:

- The components of each course as specified in the course requirements;
- The weightings of each task in relation to the total requirements for the course;
- The nature of each assessment task e.g. formal examination, written task, oral task;
- The school's policy regarding illness, misadventure and malpractice in assessment tasks;
- The school's policy regarding late submission and non-completion of assessment tasks;
- The students' entitlements to school reviews and appeals to NESA.

Record of School Achievement

A Record of School Achievement (RoSA) is available as a credential for eligible students leaving school prior to receiving their Higher School Certificate.

The RoSA is:

- A record of the full range of student achievements right up to the day they do their HSC or leave school. Students need to have completed the mandatory requirements for Year 11 to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC will receive aRoSA.
- An electronic record of achievements that students can use at anytime
- Based on assessment by teachers in schools, moderated by the NESA to ensure reliability and fairness of grades.
- Giving grades in courses completed in Year 10 and Year 11 will mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school
- A record of vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards
- Available with on-line literacy and numeracy tests, with particular emphasis on work readiness that students will be able to undertake twice a year.

Satisfactory Completion of a Preliminary Course

School Based Assessment – Used to Award a Grade in each Course

The Grade awarded in each course will be based on achievement measured at points throughout the course in Year 11.

For every course, NESA has developed Course Performance Descriptors which describe five levels of achievement from A to E. Students will receive the grades which best relate to the description of their achievement according to the Course Performance Descriptors in each course.

Where a student has failed to satisfactorily complete a course, an 'N' will be awarded.

Determining Grades

During the course, teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Values and attitudes are an integral part of learning. However, information on students' values and attitudes is not to be used in determining grades.

Applying the Course Performance Descriptors

Teachers use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

What Are Assessment Components?

All students in New South Wales are assessed on the same basis for each course they study. NESAs has a set of prescribed components with prescribed weightings for use when calculating the final raw assessment mark which is sent by the school to NESAs.

They have also very clear band descriptions that outline what students in any band will be able to do. Course syllabus documents and band descriptions can be accessed on the NESAs website (<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>).

Patterns of Study:

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed courses;
- At least two (2) units of a Board Developed course in English;
- At least three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses);
- At least four (4) subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six (6) Year 11 units and seven (7) HSC units from courses in Science.

Course Completion Criteria

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

- A. **Followed** the course developed or endorsed by the Board; and
- B. **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- C. **Achieved** some or all of the course outcomes.

While NESAs **does not stipulate attendance requirements, principals may determine that, because of absence, the course completion criteria may not be met.** Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal will warn the student as soon as possible and advise the parent or guardian in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) will be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination.

Relationship between HSC Marks and ATAR

As the pattern of HSC marks varies across courses, the same HSC mark does not necessarily indicate similar positions across courses. In addition, courses do not necessarily have the same scaled means. Some examples below from the 2019 HSC illustrate this point. (*Source of data: Report on the Scaling of the 2019 NSW Higher School Certificate, UAC).

Consider the following two students, Student A and Student B, whose marks are shown in the tables below. Both students achieved results in the 50th percentile in all of their courses. Their average HSC marks are similar, 38.1 and 38.5 respectively, but their ATARs are quite different, 60.10 and 80.05

Student A ATAR 60.10

Course	HSC Mark
Design & Technology	76
English Advanced	81
General Mathematics	72
Senior Science	77
Industrial Technology	78

Student B ATAR 80.05

Course	HSC Mark
Biology	74
Chemistry	76
Economics	76
English Advanced	81
Mathematics	79

Both Student A and Student B are at the 50th percentile for all of their courses so the reason for the difference in their ATARs is the difference in the strength of the competition in the courses they have chosen. The average scaled mean for Student A's courses was 46.8 whereas the average scaled mean for Student B's courses was 61.2. Student B received a higher ATAR as this student competed against students of higher academic ability than Student A, consequently Student B's ATAR is higher.

LAP Assessment Policy

The Number and types of tasks to be used:

- 2 Unit courses: Maximum of THREE tasks including the Year 11 Yearly Examination
- 1 Unit courses: Two to three tasks.

Note: No task less is to be worth less than 10% or more than 40%. Examinations cannot make up more than 50% of the school based assessment mark.

(Excluding specific syllabus requirements) The types of assessment tasks to be used:

- Each course will comply with the suggestions found in the Assessment section of each Syllabus.
- Tasks should be developed to provide evidence of achievement across a wide range of outcomes.
- Tasks should be developed to provide evidence of achievement of outcomes not able to be adequately assessed in an external examination.

Students will be informed in writing of their assessment schedules prior to commencing the HSC course:

- During the first week of the Preliminary course presentation, students will be formally introduced to the Assessment Handbook which will include the number and nature of tasks and the timeframe in which they are due.
- Students, Teachers and Head Teachers will be required to **sign** an acknowledgement of receipt and understanding of requirements.
- Any changes to the scheduling of Assessment Tasks are to occur in writing through the LAP office.

Scheduling of tasks will occur in a coordinated way:

- The Preliminary Yearly Examination and the Trial Examination will be the Final assessment items in each course, unless there exists a NESAs specified task submission date that lies outside this period.
- Stage 6 Planning Meetings will occur late in Term 3 (HSC) and Term 4 (Prelim) to compose the Stage 6 Assessment Schedules, Units of Work and Scope and Sequence.
- All course coordinators are required to submit their assessment schedules to the LAP office where the HTA will ensure there is an equal spread of tasks. Where possible no student should have more than TWO assessment tasks due in one week.
- Any changes to the scheduling of Assessment Tasks are to occur in writing through the LAP office.

Adequate notice of the timing of Assessment Tasks will occur:

- Each assessment task/notification will be distributed to every student at least two weeks prior to the due date. (Minimum of 10 School Days)
- A common assessment task notification proforma (see *Proforma 1*) is to be used by the coordinating teacher which requires the student to acknowledge receipt of the notification. **The receipt of notification is to be suitably filed by the teacher at the student's school.**

The student is absent from school when the assessment information was distributed:

- All assessment tasks are to be made available on Google Classroom on the day they were issued in class.
- Students are to be made aware that on the day they return, it is their responsibility to investigate any requirements made of them during their absence.
- The student may wish to apply for an extension or for illness/misadventure, and as such should follow the appropriate appeal procedures.

The submission of tasks:

- All tasks must be converted to Word or PDF and emailed to westernlap@det.nsw.edu.au before **9.00am** on the due date.
- Submission via Google Docs is **NOT** supported, and students will be deemed to have not submitted in the correct manner.
- Student tasks should be emailed with delivery and read receipt where possible.
- Students also need to ensure their Full Name, Subject and Assessment Title is included in either a header or footer as part of the document.
- Tasks completed during school e.g: exams, practicals, orals etc must also be accompanied by a cover sheet. Any written component must be submitted to the westernlap@det.nsw.edu.au prior to 9.00am on the due date.
- Students submitting major works, posters, process diaries, portfolios. etc. will be required to submit to the front office prior to 9.00am on the due date.
- Cover sheets will indicate submission requirements.

Teacher absent on the day the task is due:

- Tasks that require the teacher to be present e.g.: orals, practical etc (not exams), may be delayed for no longer than three school days for the return of the class teacher. Absences for longer than three days will require:
 1. The course coordinator or co-teacher from another school to travel and conduct assessment. One days' notice is required for students.
 2. The task to be conducted using video-conference with a supervising teacher. One day's notice is required for students.
 3. An alternative task conducted when class teacher or qualified replacement teacher returns. Due date of alternative task requires 2 weeks notification.

Students who hand in work late:

- Tasks are required to be submitted to westernlap@det.nsw.edu.au (emailed in PDF form) by 9.00am on the first day of the teaching week. The N Warning process is initiated at 9.01am.
- Tasks required to be completed during a predetermined time during school hours will equate to the time in that same day, the supervising teacher declares the lesson has been completed.
- The student who submits an Assessment Task late will receive a '0' as well as a Non-attempt – warning letter.
- A student who feels they have a valid reason for failing to submit a task may apply for Illness/Misadventure through the correct process.

Student absence from tasks

- NESAs expect students to attempt all assessment tasks set.
 - The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in the course.
 - If a student is aware of being absent on the day in which a task is to be scheduled within school hours, they should approach their class teacher to discuss the possibility of attempting the task at an earlier time. If this is not possible, the student should apply for an extension. Extensions on the grounds of illness must be accompanied by a relevant Doctor's Certificate.
 - If a student is absent from an assessment task that is scheduled to occur within school hours, has not applied for an extension in a timely fashion, they will have a Non-Attempt registered for that task. An 'N' award letter will be posted to the student and their carer detailing the requirements to be followed to attempt an alternative task. Submission of an alternative task will result in the registered N.A. being changed to a zero.
 - If a student is absent from an assessment task that is scheduled to occur within school hours and has their application for an extension accepted the following will occur:
 - the student will attempt the original task on their return if it is deemed by the HTA and coordinating teacher that no advantage has been gained from other students
- OR**
- the student will attempt an alternative task following one week's notification of the due date from the date of the student's return
 - If a student is absent from school on the day the assessment task is due the following will occur:
 - the student may submit the assessment task before the due date.
 - the student will submit the task on the day of their return and will receive a '0' if an extension is not granted by the HTA in consultation with coordinating teacher.

- the student will organise for the incomplete task to be submitted by the due date thus allowing marks to be attributed to work completed. If an extension is applied for and granted for the remaining section of the task, no marks will be penalized if this section is submitted within an agreed time span, suitably being one day.
- a N-Warning Letter will be posted to the student and carer within a reasonable time of the due date detailing an alternative task.
- on submission of this alternative task, a zero will replace the recorded "N.A." on the student's record.

A student's prolonged absence with leave:

- The principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.
- If the period of leave falls over a scheduled assessment period, the student must discuss with their class teacher the possibility of either conducting the task under alternate supervised conditions or posting the completed task with the post-date clearly visible.
- If a task can be conducted under alternative supervised conditions, the course co-ordinator will discuss with the HTA the most appropriate way for this to be accomplished. The student will be notified of arrangements before the period of absence.
- If the above arrangements are not deemed suitable by the course coordinator the student may:
 - attempt an alternative task on their return
 - or, as a last resort, have the marks of the remaining tasks re-calculated to accommodate the absence of this task.
- The student may complete the assessment task before taking a period of prolonged absence.

Illness, Misadventure or Extension Applications

There may be times where extenuation and non-avoidable circumstances arise where a student will need to apply for either Illness or Misadventure consideration or for an Extension of the due date.

❑ EXTENSIONS

A student must adhere to the following when applying for an extension to a due date for an assessment task

- application should be submitted through the coordinating teacher prior to the due date
- extension may be granted for events such as attendance at funerals, compulsory school events, ongoing medical issues supported by appropriate documentation etc.
- students are not eligible to apply for an extension due to absence from school which is unexplained, electing to go on school excursions, technology issues etc.

❑ ILLNESS

A student must adhere to the following when applying for an extension due to illness

- If a student falls ill it is in their best interest to submit any work that has been completed on the task in the event the Illness appeal is not held up.
- If applying for an extension/estimate due to an illness the application must be supported by a doctors certificate or a notice from a pharmacist

❑ MISADVENTURE

A student must adhere to the following when applying for a misadventure

- It is in their best interest to submit any work that has been completed on the task in the event the Misadventure Appeal is not held up.
- NESAs does not recognise the following as grounds for misadventure Technology Failure, Misreading of a timetable or assessment schedule, teacher performance as such LAP does not recognise these as areas for misadventure.
- If applying for Misadventure, all applications must be supported by appropriate documentation

Occasions when estimates are given or substitute tasks administered:

- Substitute tasks may be administered for the following reasons:
 - A student has been granted an extension
 - The courses coordinator, in consultation with the HT Access, may decide a substitute task is required if the original task did not allow the full range of marks to be awarded or the task was ineffective in some other way.
 - In the case of malpractice, the Principal may deem that the offense was not serious enough to incur a zero and a substitute task will be administered.
 - A student has transferred into the course after the commencement of the Assessment Period.

An estimate mark will be given as a last resort. If the estimate mark will be calculated as follows:

“The gap between the student’s accumulated marks from the preceding tasks will be the gap between the marks allocated to the absent student.”
An estimated mark may be given following a period of prolonged leave.

Occasions when zero marks will be awarded:

- If the course coordinator, in consultation with the co-teacher, is of the opinion that the student did not make a genuine attempt at a task.
- If the course coordinator, in consultation with the co-teacher, is of the opinion that serious malpractice such as plagiarism and cheating at examinations has occurred.
- A student submits a task following the due date without an illness, misadventure or extension being granted.

Invalid tasks / parts of tasks or non-discriminating tasks:

- Occasionally, assessment tasks may not function as required, do not adequately discriminate between students and incur problems with the administration. If any of these occasions present themselves in the opinion of the course co-ordinator, in consultation with the HTA, course co-ordinator and school principal, then the following is to apply in order of preference:
 1. An additional task or part of a task required, giving students at least two weeks’ notice of the due date with an appropriate percentage weighting. Reducing the weighting of the task of concern and re-calculating the weighting of the remaining tasks.
 2. The task discarded completely and the weighting of the remaining tasks re-calculated.
 3. An alternative task is devised, giving students at least two weeks’ notice of the due date.

The HT Access, will liaise with the Principal and Coordinating teacher to determine a suitable outcome.

Special Provisions:

- Students studying a Life Skills course will undertake assessment activities according to their individual education program.
- Special provisions may be made by the Principal for students with identified needs. If appropriate and suitable, the provisions allowed for in-school tasks could be the same as those the student will have in the Higher School Certificate examinations. The judgment of the School Counsellor and the LASTs should be taken into account by the Principal before allowing special provisions to be made.
- The course teacher or co-ordinator will indicate in the appropriate place on the Notification of an Assessment Task proforma. The course teacher should indicate that special provisions were used in attempting the task, on the Assessment Task Cover Sheet.
- Students who have a pre-existing condition that may manifest itself during the attempt of an assessment task e.g. asthma, should complete an illness/misadventure form. Conditions such as these do not constitute an application for special provisions.

Procedures to be followed when dealing with malpractice in tasks

- Malpractice includes cheating in exams, plagiarism, submitting work composed by someone other than the student and any other activity that will result in an academic advantage of the perpetrating student over another.
- Any student proven to have acted with malpractice will incur the following:
 1. An entry on the NESA Schools Online Malpractice Register will be made
 2. A zero mark will be allocated for that task on the student's record.
 3. A warning letter will be posted to the student and their carer detailing further responsibilities required of the student.
 4. The student will be subjected to the procedures of their School's Discipline and Welfare Policy.
 5. In some circumstances, the Principal may deem that the offense was either not intentional or of a less serious nature and an alternative task will be administered under strict supervision.

Procedures to ensure the security of records of all marks awarded for assessment tasks:

- The following procedures will be followed in the collection and recording of assessment marks:
 1. The course coordinator, or nominated teacher, will mark all tasks and record results in an appropriate form e.g.: the mark collection section of a Teacher's Day Book.
 2. The results of the assessment tasks will immediately be forwarded to the LAP Office for electronic recording.
 3. A computer generated hard copy will be filed in the Assessment Recording Folder in the office of the HT Access.
 4. Assessment marks will be recorded in each school according to their respective Assessment and Reporting Policies.

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course

- For students who transfer into a school after the 30th June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks.
- Assessment Tasks to be completed after the 30th June within LAP will be attempted and marks posted to the previous school. Close liaison

between HT Access and the student's previous school will ensure an accurate school assessment mark is posted to the NESAs.

- Units and/or Elements of Competency acquired in Frameworks courses will be directly credited to the student's new assessment record providing a qualified assessor from an RTO has signed off on the aforementioned competencies.

Procedures for students who enter the HSC course after the commencement of the HSC Assessment Program:

- Students are to transfer subjects at the earliest possible date.
- An estimated mark will be allocated at the completion of the course. The estimation of a mark will follow the same procedure as is mentioned previously for any missed assessment prior to enrol.

Procedures to monitor the provisional entry of students into HSC courses:

- The Principal may allow a student who has received an 'N' determination in a Preliminary course, to proceed to an HSC course provisionally while concurrently satisfying outstanding Preliminary course requirements. Principals will, however, be required to confirm at the time of the HSC entries, that the student has now satisfactorily completed the relevant Preliminary course requirements and that their entry for the HSC is valid.
- The student's school record card will indicate information pertaining to the submission of assessment tasks, the distribution of warning letters, any 'N' determinations and satisfactory course completion acknowledgement.
- If an 'N' determination has been awarded, the student's school record card will indicate the requirements and due dates for any outstanding work alongside the requirements of the HSC course.
- The student file will be available to Principals to confirm satisfactory completion of both the Preliminary and HSC course.

Procedures for dealing with the assessment of accelerants and accumulants:

- Students who have the approval of the Principal to undertake Preliminary and/or HSC courses (except VET Framework courses and Beginners Language courses) in advance of their usual cohort or in less than the NESAs stated indicative times will have an individualised assessment scheduled.
- Students who are deemed as accelerants will attempt assessment tasks of the same genre but with alternative requirements.
- Students who are undertaking an approved pattern of study that allows an accumulation of courses within a five year period will have information recorded on their student file to this effect.
- Students accumulating courses will receive yearly Recognition of Achievement notification from NESAs following entry by the Principal from the school in which they are enrolled.
- All rights and responsibilities as outlined in the LAP assessment policy will apply to accelerant and accumulant students alike.

Marks to be awarded for an assessment task:

- On all occasions, coordinating teachers will ensure that the full range of marks will be reflected in the marking guidelines to allow acknowledgement of responses detailing more complex development and higher order achievement. The marking guidelines will also outline the low marks for a basic level of achievement.

Level of discrimination used when applying standards:

- On all occasions, coordinating teachers will develop comprehensive marking guidelines that adequately discriminate between the achievements of the students.

Feedback to be given to students in relation to the standards:

- Coordinating teachers and co teachers will be encouraged to incorporate the standards packages into their general teaching program.

Will students be given an indication of their general progress?

- Students will formally be informed of their general progress following the yearly examination period. The details of the information are as indicated below:
 - ❖ Exam Mark
 - ❖ Accumulated Rank
 - ❖ Accumulated Mark (Yearly)

What procedures will be established for the distribution of the Assessment Rank Order Advice to each student at the end of the HSC exams?

- Upon request to the course of the school in which the student is enrolled, the student will be issued with their *Assessment Rank Order Advice* which is readily obtainable from the Schools Online website

What procedures are in place to monitor satisfactory completion of a course?

- The HT Access is responsible for the central recording of assessment marks and NESAs for the Lachlan Access Program.
- The HT Access is responsible for the compilation of warning letters or at request of coordinating teachers for LAP subjects.
- Within three school days of a due date, The HT Access will process 'N' warning letters to the Principal of the school in which the student is enrolled.
- The HT Access will supply the Coordinating Teacher and Principal with a copy of the 'N' Warning letter
- It is anticipated that the principal will sign and distribute the 'N' warning letters within two days of receipt.
- The principal will then return a copy of the signed 'N' warning letter to the HTA teacher, and place on the school file
- Within a timely period of approximately five weeks, the coordinating teacher and/or the class teacher may have concerns regarding the satisfactory completion of a course by one or more of their students, for example, high rate of absenteeism, failure to complete class work etc. The coordinating teacher or the class teacher is required to request the compilation of a warning letter from the HT Access.
- HT Access to liaise with Principals at the end of each term outlining students at risk of non-completion of subjects.

What procedures are in place to inform parents when students have failed to submit or undertake assessment tasks?

- The Principal of the school in which the student is enrolled will distribute any 'N' warning letters to the student and their carer(s). Distribution may be either by mail, hand delivery or at a parent/principal interview.

What procedures will be used to warn students who are in danger of being given an 'N' determination?

- Students studying an HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.
- Any student who fails to submit an assessment task by the due date will have a warning letter posted to themselves and their carer in a timely manner.
- Following a timely period of approximately five weeks a coordinating teacher may request a warning letter to be distributed to a student who is not applying themselves with diligence and sustained effort to the requirements of the course, irrespective of their submission of formal assessment tasks. The HT Access will initiate the warning letter and distribute such as is mentioned above.
- The student will be counselled within the school in which they are enrolled as according to their school's Welfare and Discipline Policy.

What procedures will be used when disputes arise over assessment tasks?

- Following an unresolved discussion with the class teacher, the dispute will be investigated in a consultative manner between the HTA, ISACS of the school in which the student is enrolled and the Course coordinator. In the event that the course coordinator is not the appropriate person, an executive from another school will be invited to form a team to resolve the dispute.
- All stake holders will be required to discuss their views.

What procedures will be established for conducting school reviews of assessment?

- School reviews of assessment can only occur following the final examination for the student and who has requested their Rank Order Advice.
- Following a request by the student, the Principal of the school in which the student is enrolled will form a panel consisting of an executive member, HT Access and/or the Coordinating Teacher. The procedures for review will be implemented and the student notified of the results of the review, by their principal.

What procedures will be established for handling appeals to NESAs? How will the relevant documentation be processed?

- Following a successful appeal to NESAs by the student, the Principal of the school in which the student is enrolled will form a further review panel consisting of an executive, HT Access and/or coordinating teacher and/or a Principal from another school.
- The responsibility of informing both the student and NESAs lies with the Principal of the school in which the student is enrolled.

Where in the school can student, parents and staff go for advice?

- Students and parents will always be welcome to discuss any issues with the executive of the school in which the student is enrolled.
- Students and parents will be made aware of where the ACE manual can be accessed including the NESAs web site. This information will be included in the Students Assessment Policy and Schedule.
- Staff may access advice firstly from their in-school supervisor and secondly, the HTA. Further advice may be obtained from the LAP Manual, the ARC Packages, NESAs, and the Regional Vocational Educational Consultant.

What procedures are in place to convey to students, parents and teachers information about NESAs's Assessment moderation, judging and alignment procedures, as well as information on university scaling of marks for ATAR purposes?

- Students and Carers will be informed of the NESAs assessment moderation, judgment and alignment procedures as well as information on university scaling of marks for ATAR purposes at any or all of the following occasions:
 - The Course Selection Information Session when the student is in Year 10.
 - The information session when the Student's Assessment Policy and Schedule is distributed.
 - At individual sessions conducted by the Careers Advisor.
- Teachers of Stage 6 courses will undertake a yearly staff development session on assessment and reporting best practice procedures typically late in Term 3. At this session, teachers will be informed of NESAs's Assessment moderation, judging and alignment procedures, as well as information on university scaling of marks for ATAR purposes.

YEAR 11 ASSESSMENT SCHEDULES

Year 11 Aboriginal Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Essay	Source Analysis	Yearly Examination	
Due date	Term 2 Week 3	Term 3 Week 2	Term 3 Week 9	
Outcomes assessed	P1.1, P1.2, P2.2, P4.1	P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3	P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1	
Components				Weighting %
Knowledge and understanding of course content	5	10	30	45
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	10	10		20
Research and Inquiry Methods	5	10		15
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	40	35	100

Aboriginal Studies Outcomes

P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-aboriginal peoples

P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights

P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures

P2.1 explains the meaning of the Dreaming to Aboriginal peoples

P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples

P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination

P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity

P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions

P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives

P4.2 undertakes community consultation and fieldwork and applies ethical research practices

P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • displays extensive knowledge and understanding of social justice, human rights and other contemporary issues and how they impact on Aboriginal and other Indigenous peoples • comprehensively compares and evaluates the experiences of Aboriginal peoples and other Indigenous peoples using relevant and specific examples • displays a comprehensive, detailed and contextual knowledge and understanding of the commonalities and differences in the histories and cultures of Aboriginal and other Indigenous peoples in a global context • investigates, analyses and synthesises information from a variety of Aboriginal, non-Aboriginal and other Indigenous peoples' perspectives • communicates comprehensive analysis from a variety of local, national and/or global perspectives • extensive knowledge of appropriate Indigenous research methodologies and their application in undertaking community consultation and fieldwork
Band 5	<ul style="list-style-type: none"> • displays detailed knowledge and understanding of social justice, human rights and other contemporary issues and their significance to Aboriginal and other Indigenous peoples • thoroughly compares and contrasts the experience of Aboriginal peoples and Indigenous peoples using relevant examples • displays a detailed and contextual knowledge and understanding of the commonalities and differences in the histories and cultures of Aboriginal and other Indigenous peoples in a global context • investigates and analyses information from a variety of Aboriginal, non-Aboriginal and Indigenous peoples' perspectives • communicates detailed analysis from a variety of local, national and/or global perspectives • accomplished knowledge of Indigenous research methodologies and their relevance to community consultation and fieldwork
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples • compares the experiences of Aboriginal peoples and Indigenous peoples using some applicable examples • demonstrates sound knowledge of the histories and cultures of Aboriginal and other Indigenous peoples in a global context • investigates information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • communicates a variety of local, national and/or global perspectives • sound knowledge of Indigenous research methodologies and their connection with community consultation and fieldwork
Band 3	<ul style="list-style-type: none"> • demonstrates knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples • recounts the experiences of Aboriginal peoples and Indigenous peoples using some examples • recounts the histories and cultures of Aboriginal and other Indigenous peoples • recounts information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • endeavours to communicate using local, national and/or global perspectives • basic knowledge of Indigenous research methodologies and their importance to community consultation and fieldwork
Band 2	<ul style="list-style-type: none"> • demonstrates awareness of and attempts to recall elementary knowledge of social justice, human rights and other contemporary issues and what they mean to Aboriginal and other Indigenous peoples • expresses opinions about Aboriginal peoples and other Indigenous peoples with minimal supporting evidence • limited reference to the histories and cultures of Aboriginal and other Indigenous peoples • attempts to recount information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • expresses a personal point of view using local, national and/or global perspectives • some knowledge of Indigenous research methodologies and their role in community consultation and fieldwork
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Agriculture

Task number	Task 1	Task 2	Task 3	
Nature of task	Animal Growth & Nutrition Trial	Plant Industry Research Portfolio	Yearly Examination	
Due date	Term 2 Week 3	Term 3 Week 5	Term 3 Week 9	
Outcomes assessed	P1.2, P2.2, P4.1, P5.1	P1.1, P2.1, P3.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Skills in effective research, experimentation and communication	10	10	0	20
Total %	30	30	40	100

Agriculture Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates an extensive understanding of the role of the Agricultural sector in the continuing social and economic development of Australia • displays an extensive knowledge and understanding of the interactive nature and diversity of agricultural production systems • demonstrates knowledge of the production, management and marketing principles involved in modern Australian agriculture • demonstrates an understanding of the complex economic, social and environmental relationships associated with sustainable agriculture • critically analyses and evaluates data and information and, from this, predicts consequences for specific agricultural situations and the wider community • communicates agricultural concepts effectively in a comprehensive, integrated and creative manner • uses appropriate research methods, data presentation and analysis skills to investigate agricultural problems and issues
Band 5	<ul style="list-style-type: none"> • demonstrates sound understanding of the role of the agricultural sector in the continuing social and economic development of Australia • displays an understanding and knowledge of the interactive nature and diversity of agricultural production systems • describes major features of production, management and marketing principles involved in modern Australian agriculture • uses data and information presented in a variety of forms to make valid conclusions and relates this to other agricultural situations • communicates principles effectively in a variety of forms • designs appropriate trials to investigate agricultural problems and current issues, analyses the data and makes appropriate conclusions or recommendations
Band 4	<ul style="list-style-type: none"> • identifies some interactions between the agricultural sector and the wider community • demonstrates a knowledge of aspects of production, management and marketing of an agricultural product • describes and interprets agricultural information and data presented as either tables, graphs or diagrams and derives conclusions • organises information and communicates it in textual and graphic forms • designs appropriate trials to investigate the effects of variables on plants or animals, and interprets that data and makes conclusions
Band 3	<ul style="list-style-type: none"> • describes basic principles involved in production, management and marketing of an agricultural product • interprets simple tables, graphs and diagrams and make basic judgements from this information • communicates information and data in simple forms • designs and conducts simple trials and performs basic analysis of the results
Band 2	<ul style="list-style-type: none"> • identifies some factors which affect agricultural production systems and recalls some agricultural products and processes • draws some basic information from simple tables, graphs and diagrams • presents data in simple tables, graphs and diagrams and communicates ideas using simple statements • performs simple trials with guidance
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Biology

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Report & Analysis Module 1 Cell as the basis of Life	Depth Study Module 2 Organisation of Living Things	Yearly Examination Modules 1 - 4	
Due date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 9	
Outcomes assessed	BIO11-3, BIO11-4, BIO11-8	BIO11-1, BIO11-3, BIO11-4 BIO11-5, BIO11-7, BIO11-9	BIO11-1 to BIO11-11	
Components				Weighting %
Skills in working scientifically	20	30	10	60
Knowledge and understanding	10	10	20	40
Total %	30	40	30	100

Biology Outcomes

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates an extensive and detailed knowledge and superior understanding of biological concepts, including complex and abstract ideas • demonstrates an extensive understanding of the historical development of biological concepts, their applications and implications for society and the environment, and the future directions of biological research • communicates succinctly, logically and sequentially using a variety of scientific formats, including diagrams, graphs, tables, flow charts and equations relating to biology • analyses and evaluates data effectively, identifying biological relationships, quantifying explanations and descriptions, synthesising information to draw conclusions • uses precise biological terms extensively and correctly in a wide range of contexts • designs valid experimental processes using appropriate technologies and incorporating the thorough knowledge of the use of a control, variables and repetition to solve biological problems • applies knowledge and information to unfamiliar situations and designs an original solution to a biological problem
Band 5	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of most biological concepts • demonstrates a thorough understanding of the historical development of biological concepts and their applications and implications for society and the environment • communicates effectively in a variety of scientific formats including diagrams, graphs, tables, flow charts and equations relating to biology • explains qualitative and quantitative biological relationships and ideas coherently; identifies patterns in data to draw conclusions • uses precise biological terms frequently and correctly in a range of contexts • identifies the correct application of scientific experimental methodology to solve biological problems
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge and clear understanding of some biological concepts • demonstrates a sound understanding of the historical development of biological concepts and their applications for society and the environment • communicates using clear written expression and incorporating diagrams of biological structures • provides qualitative and quantitative descriptions of biological phenomena and explains straightforward biological relationships • uses general biological terms frequently and correctly in a range of contexts • identifies the correct components of the experimental scientific method in biology
Band 3	<ul style="list-style-type: none"> • recalls basic knowledge and understanding of some biological concepts • demonstrates a basic understanding of the historical development of biological concepts and their applications for society and the environment • uses fundamental written communication with some use of simple scientific diagrams relating to biology • provides qualitative descriptions of fundamental biological phenomena and explains some straightforward biological relationships • uses some general biological terms correctly in a limited range of contexts • recalls some aspects of the experimental scientific method in biology
Band 2	<ul style="list-style-type: none"> • recalls limited knowledge and has elementary understanding of some straightforward biological concepts • demonstrates a limited understanding of the historical development of biological concepts • uses fundamental written communication relating to biology • provides simple qualitative descriptions of biological phenomena • uses general biological terms occasionally
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Business Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Case Study Nature of Business	Research and Extended Response Business Management	Small Business Plan Business Planning	
Due date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	
Outcomes assessed	P1, P2, P6, P7, P8	P2, P4, P5, P6, P7 P8, P9, P10	P1, P3, P6, P7, P9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills		10	10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

Business Studies Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates comprehensive knowledge and understanding of business functions and operations • critically analyses the nature, role and structure of business • evaluates the effectiveness of management responses to internal and external influences that affect business • interprets and applies specific numerical data to analyse and solve business problems and predict future trends • synthesises contemporary business issues when evaluating management responses and strategies • clearly communicates using business terminology, concepts and comprehensive case studies in a variety of appropriate formats
Band 5	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of business functions and operations • analyses the nature, role and structure of business • analyses management responses to internal and external influences that affect business • interprets and applies numerical data to analyse and solve business problems and predict future trends • applies contemporary business issues when analyzing management responses and strategies • communicates using business terminology, concepts and comprehensive case studies in a variety of appropriate formats
Band 4	<ul style="list-style-type: none"> • demonstrates knowledge and some understanding of business functions and operations • explains the nature, role and structure of business • explains management responses to internal and external influences that affect business • interprets and applies numerical data with some analysis to solve business problems • summarises contemporary business issues with some analysis of management responses and strategies • communicates using business terminology, concepts and comprehensive case studies in descriptive formats
Band 3	<ul style="list-style-type: none"> • demonstrates basic understanding of business functions and operations • describes the nature, role and structure of business • describes management responses • refers to numerical data when solving business problems • displays limited analysis of contemporary business issues • communicates using basic business terminology in simple formats
Band 2	<ul style="list-style-type: none"> • demonstrates limited understanding of business functions and operations • demonstrates limited knowledge of the nature, role and structure of business • identifies management responses • uses elementary numerical data • shows limited communication skills
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Chemistry

Task number	Task 1	Task 2	Task 3	
Nature of task	Presentation Properties and Structure of Matter	Practical Portfolio Module 2	Yearly Examination	
Due Date	Term 2 Week 1	Term 2 Week 10	Term 3 Week 9	
Outcomes assessed	CH11-4, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-5,	CH11-1 to CH11-11	
Components				Weighting %
Develop skills in applying the processes of questioning and predicting, planning investigations, conducting investigations, processing and analysing data or information, problem solving, and communicating.	15	30	15	60
Knowledge and understanding of the fundamentals of chemistry and the trends and driving forces in chemical interactions	15	10	15	40
Total %	30	40	30	100

Chemistry Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none">• demonstrates an extensive knowledge and understanding of the concepts of the chemistry course content including context, prescribed focus areas and domain• displays an outstanding ability to describe and explain chemistry concepts, including abstract ideas, clearly and accurately, and to apply the concepts to unfamiliar situations• applies a high level of critical thinking skills in developing appropriate solutions to problems involving a long sequence of related tasks• analyses, evaluates and extrapolates chemical data effectively, identifies complex relationships, quantifies explanations and descriptions, and synthesizes information to draw conclusions• communicates succinctly, logically and sequentially using a variety of scientific formats• demonstrates a high level ability to design an experimental procedure
Band 5	<ul style="list-style-type: none">• demonstrates a thorough knowledge and understanding of the concepts of the chemistry course content including context, prescribed focus areas and domain• effectively communicates a detailed understanding of chemistry concepts using appropriate chemistry terminology and scientific formats, and applies the concepts to unfamiliar situations• analyses information given in written, tabular, graphical and diagrammatic forms and relates this to other relevant information• displays competence in manipulating equations to solve problems involving a number of steps• demonstrates a thorough knowledge of the use of appropriate experimental procedures
Band 4	<ul style="list-style-type: none">• demonstrates a sound knowledge and understanding of the concepts of the chemistry course content including context, prescribed focus areas and domain• describes concepts and information clearly in written, graphical and diagrammatic forms such as structural and electron-dot formulae, and applies these concepts in familiar situations• demonstrates a broad ability to carry out calculations and or substitute into equations, to use relevant symbols and units when manipulating chemical data including stoichiometric data, and to construct balanced chemical equations• displays proficiency in selecting relevant data from information given in written, tabular, graphical and diagrammatic form• describes correct apparatus for a particular chemical measurement and has an adequate understanding of experimental methodology.
Band 3	<ul style="list-style-type: none">• demonstrates a basic knowledge and understanding of the concepts of the chemistry course content including context, prescribed focus areas and domain• uses simple chemistry definitions, terms, diagrams and graphs to communicate understanding of chemistry concepts• substitutes data from information given in written, tabular, graphical and diagrammatic form, and manipulates basic chemical data including stoichiometric data
Band 2	<ul style="list-style-type: none">• demonstrates a limited knowledge and understanding of the chemistry course content including context, prescribed focus areas and domain• recalls elementary terminology and formulae related to some areas of chemistry• makes simple substitutions of data in chemical calculations• describes simple safety precautions in experimental procedure
Band 1	<ul style="list-style-type: none">• Below minimum standard in all areas

Year 11 Community and Family Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Resource Management Media Case Studies	Individuals and Groups Report	Yearly Examination	
Due date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	1.1 1.2 4.1 4.2 5.1 6.1 6.2 7.2 7.3	2.1 2.3 4.1 4.2 6.2 7.1	1.1 1.2 2.1 2.2 2.3 2.4 3.1 3.2 5.1 6.1 6.2 7.4	
Components				Weighting %
Knowledge and understanding of how the following impact on wellbeing: resource management, positive relationships, a range of societal factors, nature of groups, families and communities	10	10	20	40
Skills in: Applying management processes to meet the needs of individual, groups, families and communities, planning to take responsible action to promote wellbeing	10	10	10	30
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	10	10	10	30
Total %	30	30	40	100

Community & Family Studies Outcomes

- P 1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P 1.2 proposes effective solutions to resource problems
- P 2.1 accounts for the roles and relationships that individuals adopt within groups
- P 2.2 describes the role of the family and other groups in the socialisation of individuals
- P 2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P 2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P 3.1 explains the changing nature of families and communities in contemporary society
- P 3.2 analyses the significance of gender in defining roles and relationships
- P 4.1 utilises research methodology appropriate to the study of social issues
- P 4.2 presents information in written, oral and graphic forms
- P 5.1 applies management process to maximise the efficient use of resources
- P 6.1 distinguishes those actions that enhance wellbeing
- P 6.2 uses critical thinking skills to enhance decision-making
- P 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- P 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- P 7.3 appreciates the value of resource management in response to change
- P 7.4 values the place of management in coping with a variety of role expectations

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates superior understanding and application of research methodologies to the study of social issues • predicts and draws valid conclusions by analysing data relevant to the study of social issues • proposes, develops and sustains arguments based on relevant research and examples to justify points of view • comprehensively applies the management process and proposes relevant strategies in a wide range of contexts • evaluates the impact of resource management on the wellbeing of individuals, groups, families and communities in a wide range of contexts • demonstrates superior analysis of interrelationships between individuals, groups, families and communities • effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology
Band 5	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates accomplished understanding and application of research methodologies to the study of social issues • successfully draws conclusions using available data relevant to the study of social issues • sustains arguments using relevant research and individual experiences • effectively applies the management process and proposes strategies in a range of contexts • explains the impact of resource management on the wellbeing of individuals, groups, families and communities in a range of contexts • competently identifies and explains interrelationships between individuals, groups, families and communities • competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates sound understanding and application of research methodologies to the study of social issues • interprets data relevant to the study of social issues in various forms • draws on personal experience to support discussion • demonstrates clear knowledge of the management process and provides some examples of strategies • adequately communicates the relationship between resource management and wellbeing • shows a sound understanding of interrelationships between individuals, families and communities • communicates ideas, issues and opinions in a clear and logical way using appropriate terminology
Band 3	<ul style="list-style-type: none"> • demonstrates a basic knowledge and understanding of the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates basic understanding and limited application of research methodologies to the study of social issues • demonstrates basic data-interpretation skills relevant to the study of social issues • relies heavily on personal experience to support discussion • demonstrates basic knowledge of the management process • shows a basic understanding of interrelationships between individuals, groups, families and communities • communicates ideas and opinions in basic form using some relevant terminology
Band 2	<ul style="list-style-type: none"> • demonstrates some knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates limited understanding of research methodologies applicable to the study of social issues • relies only on personal experience • shows limited knowledge of the management process • communicates simple and limited ideas and opinions using limited and elementary terminology
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 English Standard

Task number	Task 1	Task 2	Task 3	
Nature of task	Creative Writing & Reflection	Multimodal Presentation	Yearly Examination	
Due date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	EN11-1, EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8	
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
Total %	30	30	40	100

English Standard Outcomes

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> demonstrates extensive, detailed knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays a highly developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail. exhibits an ability to compose imaginatively, interpretively and critically with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 5	<ul style="list-style-type: none"> demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays a well developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail. exhibits an ability to compose imaginatively, interpretively and critically with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 4	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays ability to describe and analyse a range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. presents a sound critical personal response showing developed skills in interpretation and analysis of texts. exhibits an ability to compose imaginatively, interpretively and critically with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 3	<ul style="list-style-type: none"> demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays ability to describe a limited range of language forms, features and structures of texts and convey an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts. presents a response showing some evidence of interpretation and analysis of texts. exhibits an ability to compose imaginatively, interpretively and critically with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values.
Band 2	<ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed. displays ability to recognise and comment on basic language forms, features and structures of texts. presents an undeveloped response showing recognition of the main ideas in texts. exhibits an ability to compose with some awareness of audience, purpose and context in order to explore and communicate ideas and information.
Band 1	<ul style="list-style-type: none"> Below minimum standard in all areas

Year 11 English Studies				
Task number	Task 1	Task 2	Task 3	
Nature of task	Cover Letter and Mock Interview	Pocket film and reflection	Australian Texts: Written Responses	
Due date	Term 1 Week 8	Term 2 Week 9	Term 3 Week 7	
Outcomes assessed	ES11-1, ES11-2, ES11-3, ES11-4,	ES11-1, ES11-2, ES11-4, ES11-8,	ES11-5, ES11-6, ES11-7, ES11-9,	
Components				Weighting %
Knowledge and understanding of course content	10	15	25	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	30	30	40	100

English Studies CEC Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> demonstrates extensive knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts displays highly developed skills in describing and analysing a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail composes imaginatively, interpretively, critically and reflectively with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 5	<ul style="list-style-type: none"> demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts displays well developed skills in describing and analysing a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail composes imaginatively, interpretively, critically and reflectively with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 4	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts describes and analyses a range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts presents a sound critical personal response showing developed skills in interpretation and analysis of texts composes imaginatively, interpretively, critically and reflectively with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 3	<ul style="list-style-type: none"> demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts describes a limited range of language forms, features and structures of texts and conveys an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts presents a response showing some evidence of interpretation and analysis of texts composes imaginatively, interpretively, critically and reflectively with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values
Band 2	<ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed recognises and comments on basic language forms, features and structures of texts presents an undeveloped response showing recognition of the main ideas in texts composes with some awareness of audience, purpose and context in order to explore and communicate ideas and information
Band 1	<ul style="list-style-type: none"> Below minimum standard in all areas

Year 11 Food Technology

Task number	Task 1	Task 2	Task 3	
Nature of task	Recipe Task Practical	Research Analysis Practical	Yearly Examination	
Due date	Term 1 Week 10	Term 2 Week 7	Term 3 Week 9	
Outcomes assessed	P2.1, P3.1, P4.3, P5.1	P2.2, P3.2, P4.1, P4.2, P4.4	P1.1, P1.2, P2.1, P2.2, P4.4, P5.1	
Components				Weighting %
Knowledge and understanding of course content	5		35	40
Knowledge and skills in designing, researching, analysing and evaluating	10	20		30
Skills in experimenting with preparing food by applying theoretical concepts	10	20		30
Total %	25	40	35	100

Food Technology Outcomes

- P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 explains the role of food nutrients in human nutrition
- P 2.2 identifies and explains the sensory characteristics and functional properties of food
- P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1 generates ideas and develops solutions to a range of food situations

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> demonstrates extensive and detailed knowledge and understanding of food manufacture and product development, the Australian food industry, and contemporary food issues displays expertise in applying theoretical concepts to a comprehensive range of practical activities in food technology effectively communicates information using explicit technical language in a concise and focused format displays a high degree of interpretive, analytical and reporting skills in dealing with food technology concepts demonstrates evidence of well-developed critical thinking skills in debate and discussion of issues surrounding relevant food technologies designs creative solutions to food technology issues
Band 5	<ul style="list-style-type: none"> demonstrates a thorough knowledge and understanding of food manufacture and product development, the Australian food industry, and contemporary food issues displays competence in applying this knowledge to a range of practical activities in food technology effectively communicates information using specific technical detail and accurate terminology clearly demonstrates the ability to interpret, analyse and organise information shows evidence of critical thinking in discussion of issues surrounding relevant food technologies
Band 4	<ul style="list-style-type: none"> demonstrates a sound knowledge and understanding of food manufacture and product development, the Australian food industry, and contemporary food issues displays skill in applying knowledge to a range of practical activities in food technology communicates successfully using appropriate terminology analyses and interprets information with attempts to organise thoughts and ideas displays a broad understanding of the impact of technologies on society and the environment
Band 3	<ul style="list-style-type: none"> recalls some specific food technology facts displays limited skill in applying knowledge to practical activities in food technology expresses ideas in simple form using correct terminology and with limited discussion and analysis displays some awareness of the impact of technologies on society and the environment
Band 2	<ul style="list-style-type: none"> recalls general information about food communicates using basic terminology and simple explanations applies basic food facts to a limited number of practical activities in food technology displays some comprehension of content with a limited application of knowledge
Band 1	<ul style="list-style-type: none"> Below minimum standard

Year 11 Industrial Technology

Task number	Task 1	Task 2	Task 3	
Nature of task	Planning and Communication	Industry Links Extended Responses	Preliminary Project	
Due date	Term 1 Week 8	Term 2 Week 4	Term 3 Week 6	
Outcomes assessed	P1.2, P2.1, P3.1, P3.3, P4.3 P5.1, P5.2, P6.2	P1.1, P6.2, P7.1, P7.2	P1.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2 P6.1	
Components				Weighting %
Knowledge and understanding of course content	5	30	5	40
Knowledge and skills in the management, communication and production of projects	25	0	35	60
Total %	30	30	40	100

Industrial Technology Course Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates a comprehensive knowledge of the technological, environmental, structural and organisational factors relating to the selected focus area industry • applies a comprehensive understanding of both written and graphical communication, and information processing skills • utilises a design process to critically evaluate and develop solutions to practical problems • demonstrates expertise in the management of time and other resources in the development of a practical project • solves specific problems through in-depth knowledge and understanding of the implications and impact of technology on society • displays excellence in the selection of equipment and materials and in the application of practical skills to produce a quality project
Band 5	<ul style="list-style-type: none"> • demonstrates a detailed knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry • demonstrates a thorough understanding in the use of written and graphical communication and information processing skills • justifies solutions to practical problems through the application of design techniques • utilises a range of appropriate management strategies in the development of a practical project • applies knowledge and understanding of the implication and impact of technology on society • displays competence in the selection of equipment and materials and in the application of practical skills to produce a practical project
Band 4	<ul style="list-style-type: none"> • demonstrates a broad knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry • displays information processing skills and a sound knowledge in the use of both written and graphical communication • uses design or design modification techniques to solve practical problems • applies appropriate management strategies to the development of a practical project • demonstrates an understanding of the implications and impact of technology on society • shows understanding in the application of equipment, materials and practical skills to produce a practical project
Band 3	<ul style="list-style-type: none"> • demonstrates a basic knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry • uses appropriate information processing skills and written and graphical communication forms • attempts to use design or design modification techniques to solve practical problems • recognises the importance of management to complete a practical project • demonstrates an awareness of the implications and impact of technology on society • identifies and uses a range of equipment, materials and processes to produce a practical project
Band 2	<ul style="list-style-type: none"> • displays a simple knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry • uses a narrow range of written and graphical communication forms, and information processing skills • demonstrates an adequate awareness of design • displays minimal management skills in the development of a practical project • demonstrates a limited awareness of the implications and impact of technology on society • uses a limited selection of equipment, materials and processes to produce a practical project
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Legal Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Media File	Extended Response	Yearly Examination	
Due date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	
Outcomes assessed	P1, 2, 3, 4, 5, 7, 8	P1, 4, 6, 8, 9, 10	P1, 2, 3, 4, 5, 6, 7, 9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total %	30	30	40	100

Legal Studies Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • analyses, synthesises and interprets information to evaluate the effectiveness of the domestic and international legal system in addressing issues • demonstrates extensive knowledge and understanding of the operation of the legal system and the processes involved in law reform • synthesises and analyses legal information from a variety of sources including relevant legislation, cases, media, international instruments and documents to support arguments in a domestic and international context • communicates coherent arguments on contemporary issues from differing perspectives and interpretations • communicates an argument using relevant legal concepts and terminology
Band 5	<ul style="list-style-type: none"> • analyses and interprets information to evaluate the effectiveness of the domestic and international legal system in addressing issues • demonstrates detailed knowledge and understanding of the operation of the legal system and the processes involved in law reform • uses legal information from a variety of sources including relevant legislation, cases, media, international instruments and documents to support arguments in a domestic and international context • presents clear arguments on contemporary issues from differing perspectives • communicates using relevant legal concepts and terminology
Band 4	<ul style="list-style-type: none"> • provides some analysis of information and issues related to the effectiveness of the domestic and international legal system • demonstrates good knowledge and understanding of the operation of the legal system and the processes involved in law reform • uses appropriate legal information from sources including legislation, cases, media, international instruments and documents • uses appropriate legal concepts and terminology
Band 3	<ul style="list-style-type: none"> • demonstrates some knowledge and understanding of the issues related to the domestic and /or international legal system • demonstrates some understanding of the operation of the legal system • makes reference to sources including legislation, cases, media, international instruments and documents • uses some legal concepts and terminology
Band 2	<ul style="list-style-type: none"> • recognises some issues in the legal system • demonstrates a limited understanding of some aspects of the operations of the legal system • uses some legal terminology
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Mathematics Advanced

Task number	Task 1	Task 2	Task 3	
Nature of task	Class Test Algebra	Investigation	Yearly Examination	
Due date	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9	
Outcomes assessed	MA11-1, MA11-2, MA11-9	MA11-1, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	
Components				Weighting %
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Mathematics Advanced Outcomes

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • Exhibits extensive knowledge and skills appropriate to the Mathematics course • Uses sophisticated multi-step reasoning • Integrates ideas of calculus with strong algebraic, deductive and modelling skills to successfully solve difficult problems • Exhibits excellent problem solving skills • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs
Band 5	<ul style="list-style-type: none"> • Exhibits sound knowledge and skills appropriate to the Mathematics course • Uses multi-step logical reasoning in both numerical and theoretical contexts such as problems in calculus, geometry and probability • Combines ideas of calculus with algebraic, deductive and modelling skills to successfully solve many difficult problems • Exhibits a wide range of problem solving skills such as applications of series • Communicates effectively using mathematical language, notation, diagrams, and graphs
Band 4	<ul style="list-style-type: none"> • Exhibits the manipulative skills and knowledge base appropriate to the Mathematics course • Uses logical reasoning in both numerical and theoretical contexts such as problems in calculus and geometry • Identifies appropriate approaches to the solution of difficult problems • Uses calculus and other methods to determine the features of, and to graph, a wide range of functions • Successfully applies calculus and other appropriate ideas to model practical problems • Communicates using mathematical language, notation, diagrams and graphs
Band 3	<ul style="list-style-type: none"> • Consistently applies arithmetic and algebraic procedures correctly • Applies geometrical reasoning in a numerical context • Graphs functions such as $3\sin 2x$, $\log x$ and e^x • Consistently applies rules of differentiation and basic integration correctly • Uses calculus to determine the features of, and to graph, functions such as cubic polynomials • Solves simple problems involving series
Band 2	<ul style="list-style-type: none"> • Correctly applies arithmetic and basic algebraic procedures • Recalls many of the formulae and algorithms appropriate to the Mathematics course, such as Simpson's rule, the sine rule, and the cosine rule • Graphs simple functions such as linear functions, quadratics, $\sin x$ and $\cos x$ • Finds derivatives of basic functions such as polynomials, $\sin x$ and e^x • Uses the rules of differentiation such as the product rule • Solves numerical problems involving the geometry of triangles
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Mathematics Extension

Task number	Task 1	Task 2	Task 3	
Nature of task	Class Task	Investigation	Yearly Examination	
Due date	Term 2 Week 2	Term 3 Week 2	Term 3 Week 9	
Outcomes assessed	MS11-1, MS11-5, MS11-6, MS11-7	MS11-1, MS11-2, MS11-6, MS11-7,	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7,	
Components				Weighting %
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Mathematics Extension 1 Outcomes

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 solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

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

Course Performance Descriptors

Band E4	<ul style="list-style-type: none"> • Exhibits extensive knowledge and skills appropriate to the Mathematics and Mathematics Extension 1 courses • Synthesises mathematical techniques, results and ideas creatively across the Mathematics and Mathematics Extension 1 courses to solve difficult problems • Uses sophisticated multi-step mathematical reasoning • Interprets, explains, justifies and evaluates solutions to problems • Translates efficiently between practical problems and their mathematical model • Communicates complex ideas and arguments effectively using appropriate mathematical language, notation, diagrams and graphs
Band E3	<ul style="list-style-type: none"> • Exhibits knowledge and skills appropriate to the Mathematics and Mathematics Extension 1 courses • Synthesises mathematical techniques, results and ideas from across the Mathematics and Mathematics Extension 1 courses to solve problems in areas such as geometry, calculus and probability • Uses multi-step mathematical reasoning such as mathematical induction • Translates between practical problems and their mathematical model in areas such as projectile motion • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs
Band E2	<ul style="list-style-type: none"> • Exhibits knowledge of the techniques of the Mathematics and Mathematics Extension 1 courses • Uses techniques of integration from the Mathematics Extension 1 course such as integration by substitution • Uses logical reasoning in numerical contexts such as problems in algebra and geometry • Applies calculus to solve practical problems • Communicates using mathematical language, notation, diagrams and graphs
Band E1	<ul style="list-style-type: none"> • Below minimum standard

Year 11 Mathematics Standard

Task number	Task 1	Task 2	Task 3	
Nature of task	Class Test Money & Algebra	Investigation Measurememnt	Yearly Examination	
Due date	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9	
Outcomes assessed	MS11-1; MS11-2; MS11-5; MS11-6; MS11-10	MS11-3; MS11-4; MS11-9; MS11-10	MS11-1; MS11-2; MS11-3; MS11-4; MS11-5; MS11-6; MS11-7; MS11-10	
Components				Weighting %
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Mathematics Standard Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • selects appropriate mathematical concepts, skills and techniques consistently and uses them accurately • uses a wide variety of problem-solving strategies to solve mathematical problems across a wide range of familiar and unfamiliar contexts • applies sound reasoning to evaluate and efficiently construct mathematical arguments in familiar and unfamiliar contexts and to accurately interpret and analyse mathematical models • uses symbols, numbers, words, diagrams and graphs to clearly and effectively communicate mathematical ideas and reasoning • analyses representations of data to make predictions, inferences and conclusions • makes and justifies informed decisions about financial situations • carries out statistical processes to analyse, interpret and compare data • solves problems involving uncertainty using the basic principles of probability
Band 5	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques accurately • uses a variety of problem-solving strategies to solve mathematical problems across a range of familiar and unfamiliar contexts • applies sound reasoning to evaluate and construct mathematical arguments in familiar and unfamiliar contexts and to interpret and analyse mathematical models • uses symbols, numbers, words, diagrams and graphs to communicate mathematical ideas and reasoning • interprets representations of data to make predictions, inferences and conclusions • makes informed decisions about financial situations • carries out statistical processes to interpret and compare data • solves familiar problems involving uncertainty using the basic principles of probability
Band 4	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques accurately in familiar contexts and in some unfamiliar contexts • uses some problem-solving strategies to solve mathematical problems in familiar contexts • applies reasoning to construct mathematical arguments in familiar contexts and to use mathematical models • uses symbols, numbers, words, diagrams and graphs to communicate mathematical ideas • uses information given in symbolic, tabular or graphical form to make predictions, inferences and conclusions • performs calculations in financial mathematics such as substituting into appropriate formulae • calculates summary statistics such as the mean and standard deviation • performs probability calculations to solve familiar problems
Band 3	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques in familiar contexts • presents steps in sequence in the construction of simple mathematical arguments • uses numbers, words, diagrams and graphs to communicate mathematical results • uses information given in diagrammatic, tabular or graphical form to make some predictions, inferences and conclusions • draws simple diagrams when given clear instructions to assist in solving familiar mathematical problems • performs basic calculations in financial mathematics • calculates simple summary statistics such as the mode and range • performs simple probability calculations to solve familiar problems
Band 2	<ul style="list-style-type: none"> • uses basic mathematical concepts, skills and techniques to solve simple familiar problems with limited accuracy • uses numbers, words, simple diagrams and graphs to communicate mathematical results • uses information given in diagrammatic, tabular or graphical form to assist in solving some simple mathematical problems • performs some basic calculations in financial mathematics with limited accuracy • recognises language of probability
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Mathematics CEC

Task number	Task 1	Task 2	Task 3	
Nature of task	Learning Portfolio	Investigation	In class task	
Due date	Term 2, Week 2	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	N6-1.2, N6-1.3, N6-2.2, N N6-3.1	N6-1.2, N6-2.3, N N6-3.2	
Components				Weighting %
Understanding, Fluency and Communicating	10	10	30	50
Problem Solving, Reasoning and Justification	20	20	10	50
Total %	30	30	40	100

Preliminary CEC Outcomes:

- N6-1:** develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language
- N6-1.1:** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2:** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3:** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2:** develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts
- N6-2.1:** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2:** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3:** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4:** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5:** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-3:** develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations
- N6-3.1:** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2:** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Band 6	<ul style="list-style-type: none"> • selects appropriate mathematical concepts, skills and techniques consistently and uses them accurately • uses a wide variety of problem-solving strategies to solve mathematical problems across a wide range of familiar and unfamiliar contexts • applies sound reasoning to evaluate and efficiently construct mathematical arguments in familiar and unfamiliar contexts and to accurately interpret and analyse mathematical models • uses symbols, numbers, words, diagrams and graphs to clearly and effectively communicate mathematical ideas and reasoning • analyses representations of data to make predictions, inferences and conclusions • makes and justifies informed decisions about financial situations • carries out statistical processes to analyse, interpret and compare data • solves problems involving uncertainty using the basic principles of probability
Band 5	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques accurately • uses a variety of problem-solving strategies to solve mathematical problems across a range of familiar and unfamiliar contexts • applies sound reasoning to evaluate and construct mathematical arguments in familiar and unfamiliar contexts and to interpret and analyse mathematical models • uses symbols, numbers, words, diagrams and graphs to communicate mathematical ideas and reasoning • interprets representations of data to make predictions, inferences and conclusions • makes informed decisions about financial situations • carries out statistical processes to interpret and compare data • solves familiar problems involving uncertainty using the basic principles of probability
Band 4	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques accurately in familiar contexts and in some unfamiliar contexts • uses some problem-solving strategies to solve mathematical problems in familiar contexts • applies reasoning to construct mathematical arguments in familiar contexts and to use mathematical models • uses symbols, numbers, words, diagrams and graphs to communicate mathematical ideas • uses information given in symbolic, tabular or graphical form to make predictions, inferences and conclusions • performs calculations in financial mathematics such as substituting into appropriate formulae • calculates summary statistics such as the mean and standard deviation • performs probability calculations to solve familiar problems
Band 3	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques in familiar contexts • presents steps in sequence in the construction of simple mathematical arguments • uses numbers, words, diagrams and graphs to communicate mathematical results • uses information given in diagrammatic, tabular or graphical form to make some predictions, inferences and conclusions • draws simple diagrams when given clear instructions to assist in solving familiar mathematical problems • performs basic calculations in financial mathematics • calculates simple summary statistics such as the mode and range • performs simple probability calculations to solve familiar problems
Band 2	<ul style="list-style-type: none"> • uses basic mathematical concepts, skills and techniques to solve simple familiar problems with limited accuracy • uses numbers, words, simple diagrams and graphs to communicate mathematical results • uses information given in diagrammatic, tabular or graphical form to assist in solving some simple mathematical problems • performs some basic calculations in financial mathematics with limited accuracy • recognises language of probability
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Music 1

Task number	Task 1	Task 2	Task 3	
Nature of task	Composition Portfolio and Analysis Music for Film, Radio, Television and Multimedia Submission of composition portfolio with three compositional activities and two related listening excerpts.	Aural and Performance Music for Small Ensembles Viva Voce, including analysis of one influential musical excerpt relevant to the topic and ONE performance.	Performance and Aural Exam Australian Music Solo or ensemble performance within the topic and formal exam.	
Timing	Term 2 Week 1	Term 2 Week 10	Term 3 Week 9	
Outcomes assessed	P2, P3,P4, P5, P6, P7, P8, P10	P2, P3, P4,P5, P6, P7, P8, P10	P1, P2, P4, P6, P9, P11	
Components				Weighting %
Performance		10	15	25
Composition	15	10		25
Musicology	15	10		25
Aural			25	25
Total %	30	30	40	100

Music 1 Outcomes

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • displays extensive knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays extensive understanding of the concepts of music in a diverse range of aural experiences • communicates a comprehensive understanding of the concepts of music and makes extensive musical observations on the chosen topic • performs with a high level of technical skill and stylistic interpretation • composes with a high level of stylistic understanding and musical discrimination
Band 5	<ul style="list-style-type: none"> • displays detailed knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays a detailed understanding of the concepts of music in a diverse range of aural experiences • communicates a thorough understanding of the concepts of music and makes detailed musical observations on the chosen topic • performs with sustained technical skill and an understanding of style • composes with a thorough stylistic understanding and musical discrimination
Band 4	<ul style="list-style-type: none"> • displays sound knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays a clear understanding of the concepts of music in a diverse range of aural experiences • communicates a clear understanding of the concepts of music and makes sound musical observations on the chosen topic • performs with sound technical skill and a sense of style • composes with a sound stylistic understanding
Band 3	<ul style="list-style-type: none"> • displays basic knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays a basic understanding of the concepts of music across a range of aural experiences • communicates a basic understanding of the concepts of music and makes musical observations on the chosen topic • performs with a basic technical skill and an inconsistent awareness of style • composes with a basic stylistic understanding
Band 2	<ul style="list-style-type: none"> • displays limited knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays a simplistic understanding of the concepts of music in aural experiences • communicates a limited understanding of the concepts of music and simple musical observations on the chosen topic • performs with a limited interpretive and technical skill • composes with a limited stylistic understanding
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 PDHPE

Task number	Task 1	Task 2	Task 3	
Nature of task	Better Health for Individuals Research Task and Data Analysis	Body In Motion Case Study and Critical Response	Yearly Exam	
Due date	Term 2 Week 1	Term 2 Week 7	Term 3 Week 9	
Outcomes assessed	P1 – 6, 15, 16	P7 – 11, 16, 17	P1 – 17	
Components				Weighting %
Knowledge and understanding of course content	5	15	20	40
Skills Application	5	15	10	30
Critical Thinking	20		10	30
Total %	30	30	40	100

PDHPE Outcomes

P1 identifies and examines why individuals give different meanings to health

P2 explains how a range of health behaviours affect an individual's health

P3 describes how an individual's health is determined by a range of factors

P4 evaluates aspects of health over which individuals can exert some control

P5 describes factors that contribute to effective health promotion

P6 proposes actions that can improve and maintain an individual's health

P7 explains how body systems influence the way the body moves

P8 describes the components of physical fitness and explains how they are monitored

P9 describes biomechanical factors that influence the efficiency of the body in motion

P10 plans for participation in physical activity to satisfy a range of individual needs

P11 assesses and monitors physical fitness levels and physical activity patterns

P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (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 uses a range of sources to draw conclusions about health and physical activity concepts

P17 analyses factors influencing movement and patterns of participation

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance comprehensively applies theoretical principles to design and evaluate specific strategies for improving health, participation and performance demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health critically analyses movement and the range of factors that affect physical performance and participation provides relevant and accurate examples to justify complex arguments about health, participation and performance
Band 5	<ul style="list-style-type: none"> clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts identifies strategies for improving health, participation and performance and discusses the links between individual health behaviour, social issues and community health status demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health demonstrates an understanding of the interrelationships between the various factors that impact on physical performance supports particular arguments thoroughly by using relevant examples and current information on health, participation and performance
Band 4	<ul style="list-style-type: none"> demonstrates a clear understanding of the broad concepts that relate to personal health and physical performance relates strategies for managing the major causes of sickness and death to the contributing risk factors demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health describes a range of factors that affect the quality of physical performance communicates information in a clear and logical way providing some examples about health, participation and performance
Band 3	<ul style="list-style-type: none"> uses basic definitions and facts when explaining health and physical performance concepts identifies the major causes of sickness and death and understands that a healthy lifestyle is a desirable goal demonstrates an understanding of the need for government and community action in relation to promoting health identifies some relevant factors which influence physical performance provides basic support for the arguments presented on health, participation and performance
Band 2	<ul style="list-style-type: none"> recalls some simple facts and writes brief descriptions demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement outlines some factors affecting health and identifies relevant illness prevention measures demonstrates an understanding of general movement principles provides limited support for the arguments presented on health, participation and performance
Band 1	<ul style="list-style-type: none"> Below minimum standard in all areas

Year 11 SLR (LAP)

Task number	Task 1	Task 2	Task 3	
Nature of task	Aquatics	Fitness	Yearly Exam	
Due date	Term 1 Week 8	Term 2 Week 10	Term 3 Week 9	
Outcomes assessed	P1.1, 1.3, 2.2,3.1, 3.6, 4.4, 4.5	P1.2, 2.1, 2.2, 2.3, 3.3, 4.1	2.5,3.6.4.2,4.5	
Components				Weighting %
Knowledge and understanding of course content	5	15	30	50
Skills Application	25	15	10	50
Total %	30	30	40	100

Year 11 SLR (LCCS)				
Task number	Task 1	Task 2	Task 3	
Nature of task	Sports Administration	Athletics	Sports Coaching	
Due date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
Outcomes assessed	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	
Components				Weighting %
Knowledge and understanding of course content	25	20	20	50
Skills Application	10	15	10	50
Total %	35	35	30	100

SLR Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of content • displays comprehensive understanding of content, processes, concepts • critically analyses, synthesises and interprets information • demonstrates high-level competence in particular skills, processes • demonstrates high-level skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation • demonstrates high-level skills in the use of appropriate technologies • demonstrates outstanding performance and technique
Band 5	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of content • displays detailed understanding of content, processes, concepts • analyses, synthesises and interprets information • demonstrates competence in particular skills, processes • demonstrates competent skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation • demonstrates competent skills in the use of appropriate technologies • demonstrates accomplished performance and technique
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of content • displays clear understanding of content, processes, concepts • analyses and interprets information • demonstrates ability in particular skills, processes • demonstrates skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation • demonstrates skills in the use of appropriate technologies • demonstrates sound performance and technique
Band 3	<ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of content • displays basic understanding of content, processes, concepts • interprets information • demonstrates basic ability in particular skills, processes • demonstrates basic skills in judgement, reasoning, prediction, problem solving, interpretation • demonstrates basic skills in the use of appropriate technologies • demonstrates basic performance and technique
Band 2	<ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of content • displays simple understanding of content, processes, concepts • interprets information • demonstrates elementary ability in particular skills, processes • demonstrates elementary skills in argument and problem solving • demonstrates elementary skills in the use of appropriate technologies • demonstrates elementary performance and technique
Band 1	<ul style="list-style-type: none"> • limited level of understanding of course content

Year 11 Visual Art				
Task number	Task 1	Task 2	Task 3	
Nature of Task	Portfolio of Experimental Works	Submitted Artworks and Extended Written response	Yearly Examination	
Date Due	Term1, Week 9	Term 2, Week 7	Term 3, Week 9	
Outcomes assessed	P5, P7, P8, P9	P2, P8	P1, P2, P3, P4, P6	
Components				Weighting %
Artmaking	20		30	50
Critical and Historical Study	10	30	10	50
Total %	30	30	40	100

Visual Arts Outcomes

P1: explores the conventions of practice in art making

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

P3: identifies the frames as the basis of understanding expressive representation through the making of art

P4: investigates subject matter and forms as representations in art making

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

P7: explores the conventions of practice in art criticism and art history

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Band 6	<ul style="list-style-type: none"> • a highly developed understanding of practice and a sustained reflective engagement informed by a knowledge of possibilities, conventions, processes and ways to proceed both practically and conceptually • an authoritative understanding of the art world acknowledging the complex and subtle relations among the artist, artwork, world and audience • a sophisticated understanding of how different interpretive frameworks can be employed to represent a point of view • a sophisticated understanding of how ideas and interests may be represented involving a synthesis of the interpretation of content/subject matter and the form of the work • a highly developed understanding of how meaning is sustained at a number of levels through engagement with practice, art world agencies and interpretive frameworks • resolution, coherence, completeness which is outstanding, innovative and cutting edge
Band 5	<ul style="list-style-type: none"> • a well-developed understanding of practice and a sustained engagement involving a knowledge of possibilities, conventions, processes and ways to proceed both practically and conceptually • an accomplished understanding of the art world involving relations among the artist, artwork, world, and audience • an accomplished understanding of how different interpretive frameworks can be employed to represent a point of view • a well-developed understanding of how ideas and interests may be represented involving a synthesis of the interpretation of content/subject matter and the form of work • an accomplished understanding of how meaning is sustained at a number of levels that involve practice, artwork agencies and interpretive frameworks • resolution, coherence, completeness which is accomplished
Band 4	<ul style="list-style-type: none"> • a sound understanding of conventions, processes and possibilities of practice • a sound understanding of the art world and relations among the artist, artwork, world and audience • a good understanding that interpretive frameworks inform a point of view • a sound understanding of representation by attempting some synthesis and interpretation of the content/subject matter and the form of the work • a good understanding that meaning can be sustained at a number of levels by makers, audiences and artworks • consideration of the need to adapt, refine and select ideas and approaches employed to achieve resolution • resolution, cohesion, completeness which is sound
Band 3	<ul style="list-style-type: none"> • some understanding of conventions, processes and possibilities available to them yet demonstrates a limited engagement • a basic knowledge of the art world understood and described as artist, artwork, world and audience • a foundational understanding of how different points of view may be possible but has difficulty presenting their own point of view • a basic understanding of representational issues by attempting to select and organise the subject matter/content and form of the work • some basic awareness that different meanings are possible in the visual arts • a foundational understanding of ideas and approaches to achieve resolution
Band 2	<ul style="list-style-type: none"> • some understanding of conventions, processes and possibilities of practice • a simple understanding of the art world involving some knowledge of a few artists and artworks • some understanding that points of view are possible and may differ from their own • a limited understanding of how ideas and subject matter and materials can be represented • a belief that meaning is self-evident or apparent in their own and others' work • a limited selection of ideas and approaches to achieve resolution
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Year 11 Work Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Interview and Resume	Experiencing Work – Workplace Diary	Career Report	
Due date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	
Outcomes assessed	2, 3, 4, 5, 7, 8, 9	2, 3, 5, 6	1,2	
Components				Weighting %
Knowledge and Understanding	10	10	10	30
Skills	20	25	25	70
Total %	30	35	35	100

Work Studies Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of content • displays comprehensive understanding of content, processes, concepts • critically analyses, synthesises and interprets information • demonstrates high-level competence in particular skills, processes • demonstrates high-level skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation • demonstrates high-level skills in the use of appropriate technologies • demonstrates outstanding performance and technique • effectively communicates in a coherent, creative, succinct, logical, sophisticated manner with precision, originality or flair using terminology
Band 5	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of content • displays detailed understanding of content, processes, concepts • analyses, synthesises and interprets information • demonstrates competence in particular skills, processes • demonstrates competent skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation • demonstrates competent skills in the use of appropriate technologies • demonstrates accomplished performance and technique • competently communicates in a coherent, creative, succinct, logical, sophisticated manner with control or originality using appropriate
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of content • displays clear understanding of content, processes, concepts • analyses and interprets information • demonstrates ability in particular skills, processes • demonstrates skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation • demonstrates skills in the use of appropriate technologies • demonstrates sound performance and technique • communicates in a creative, succinct, logical, manner with coherence, control or originality using appropriate terminology.
Band 3	<ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of content • displays basic understanding of content, processes, concepts • interprets information • demonstrates basic ability in particular skills, processes • demonstrates basic skills in judgement, reasoning, prediction, problem solving, interpretation • demonstrates basic skills in the use of appropriate technologies • demonstrates basic performance and technique • communicates with adequate control or originality using some appropriate terminology.
Band 2	<ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of content • displays simple understanding of content, processes, concepts • interprets information • demonstrates elementary ability in particular skills, processes • demonstrates elementary skills in argument and problem solving • demonstrates elementary skills in the use of appropriate technologies • demonstrates elementary performance and technique • demonstrates limited communication abilities
Band 1	<ul style="list-style-type: none"> • limited level of understanding of course content

Assessment Schedule for HSC VET Courses

Formal Assessment

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

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

Formal Assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

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

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

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

Credit Transfer will be given for units of competency previously achieved with another RTO. Refer to RTO Student Guide for further information and process

Work placement is a mandatory HSC component. A minimum of 70 hours must be completed during a 240 hour course. Note that:

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

The Optional HSC Examination is:

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

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. You will be asked to complete a trial examination to practice appropriate written tasks under examination conditions to determine the estimated mark.

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	To be confirmed in local schools
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5 Term 3 2021

Assessment Plan		Evidence gathering techniques							
Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total <u>18</u> units									
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	HSC examinable
Cluster 1 – Participate in WHS Processes									
AHCWHS201	Participate in WHS processes	✓		✓	✓		✓		✓
Cluster 2 – Working in the Industry									
AHCWRK209 AHCWRK204 ACHWRK205	Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications	✓		✓	✓	✓	✓		✓ ✓
Cluster 3 – Weather									
AHCWRK201	Observe and report on weather	✓			✓		✓		✓
Cluster 4 - Chemicals									
AHCCHM201 AHCPMG201	Apply Chemicals Under Supervision Treat Weeds	✓			✓	✓			✓
Cluster 5 – Healthy Animals									
AHCLSK202 AHCLSK205 AHCLSK206 AHCLSK204	Care for health and welfare of livestock Handle livestock using basic techniques Identify and mark livestock Carry out regular livestock observations	✓	✓		✓			✓	✓
Cluster 7 - Tractors									
AHCMOM202 AHCMOM304 AHCPIO201	Operate tractors Operate machinery and equipment Inspect and clean machinery for plant, animal and soil	✓		✓	✓				
Cluster 8 – Feed and Water Livestock									
AHCLSK211 ACHLSK209	Provide feed for livestock Monitor water supplies	✓		✓	✓				
Cluster 9 - Fencing									
AHCINF202 AHCINF201	Install, maintain and repair farm fencing Carry out basic electric fencing operations	✓	✓		✓				

Depending on the achievement of units of competency; the possible AQF qualification outcome is **AHC20116 Certificate II in Agriculture** or a Statement of Attainment towards **AHC20116 Certificate II in Agriculture**

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	To be confirmed with local schools
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5 Term 3 2021

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

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