

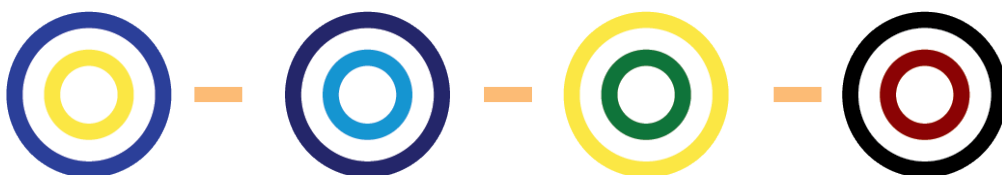


# LACHLAN ACCESS PROGRAM

## Year 11 Assessment Booklet 2024

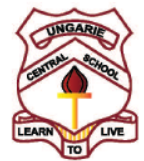
*Incorporating the LAP Assessment Policy*

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## YEAR 11 2024 ASSESSMENT CALENDAR

### TERM 1 - 2024

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
HEAT WEEKS & SDD							CAFS EEC	Ancient History Business Studies Work Studies Biology	English Studies English Standard English Advanced Maths Standard Maths Advanced Numeracy	PDHPE Industrial Technology Modern History Agriculture SLR (All)

### TERM 2 - 2024

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	Chemistry	Visual Arts Textiles	EEC			CAFS	PDHPE Work Studies	English Standard English Studies English Advanced SLR (All) Modern History Agriculture	Maths Standard Maths Advanced Numeracy Ancient History Biology

### TERM 3 - 2024

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	Visual Arts EEC	Chemistry	Textiles Industrial Technology			SLR (LCCS) Numeracy Business Studies	Work Studies SLR (Network) Eng Studies	YEARLY EXAMS	

**LINE 1:** English Advanced, English Standard, English Studies **LINE 2:** Maths Advanced, Maths Standard, Numeracy CEC **LINE 3:** Agriculture, Modern History, SLR, Visual Arts **LINE 4:** Ancient History, Business Studies, Hospitality, Primary Industries, Textiles & Design **LINE 5:** Chemistry, EEC, Industrial Technology, PDHPE **LINE 6:** Biology, CAFS, Work Studies

## Introduction

Welcome to your Preliminary year as a student within the Lachlan Access Program. This book contains the assessment procedures for the courses offered by the Lachlan Access Program, for the 2024 Preliminary Courses. 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 Assessment Mark and Rank in a subject.

Please note that syllabuses for the Stage 6 course 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 the "Assessment Submission" tab in any MS Team
- 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 Preliminary (Year 11) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC will receive a RoSA.
- An electronic record of achievements that students can use at any time
- Based on assessment by teachers in schools, moderated by the Board of Studies NSW 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 from 2014.

## **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. NESA 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 NESA.

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 NESA website (<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>).

## 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 NESA; 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 NESA **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.

## Year 11 Agriculture

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research Assignment	Scientific Report	Yearly Examination	
<b>Module/Topic</b>	Plant Production	Animal Production	All topics	
<b>Due Date</b>	Term 1 Week 11	Term 2 Week 9	Term 3 Week 9	
<b>Outcomes assessed</b>	P2.1, P3.1, 5.1	P1.2; P2.2; P4.1	<i>To be determined</i>	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge, understanding and skills required to manage agricultural production systems	15	5	20	<b>40</b>
Skills in effective research, experimentation and communication	5	15		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



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

<b>Year 11 Ancient History</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	Extended Response	Research Task	Formal Examination	
<b>Module/Topic</b>	Investigating Ancient History	Historical Investigation	Features of Ancient Societies	
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9	
<b>Outcomes assessed</b>	AH11-6, AH11-9, AH11-10	AH11-2, AH11-5, AH11-8, AH11-9	<i>To be determined</i>	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	5	25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations		10	10	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## **Preliminary Ancient History Outcomes**

**AH11-1** describes the nature of continuity and change in the ancient world

**AH11-2** proposes ideas about the varying causes and effects of events and developments

**AH11-3** analyses the role of historical features, individuals and groups in shaping the past

**AH11-4** accounts for the different perspectives of individuals and groups

**AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world

**AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**AH11-7** discusses and evaluates differing interpretations and representations of the past

**AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history

## Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> <li>• demonstrates extensive knowledge and understanding of a range of historical features, people, places, events and developments, and their significance</li> <li>• demonstrates comprehensive understanding of continuity and change over time</li> <li>• demonstrates comprehensive understanding of different perspectives of individuals and groups in the past</li> <li>• analyses and interprets sources for evidence and synthesises evidence</li> <li>• evaluates differing interpretations and representations of the past</li> <li>• demonstrates sophisticated understanding and use of historical concepts and terms</li> <li>• communicates a high level and sustained argument through well-structured and comprehensive texts</li> </ul>
Band 5	<ul style="list-style-type: none"> <li>• demonstrates thorough knowledge and understanding of a range of historical features, people, places, events and developments, and their significance</li> <li>• demonstrates a well-developed understanding of continuity and change over time</li> <li>• demonstrates a well-developed understanding of different perspectives of individuals and groups in the past</li> <li>• analyses and interprets sources for evidence</li> <li>• analyses differing interpretations and representations of the past</li> <li>• demonstrates thorough understanding and use of historical concepts and terms</li> <li>• communicates a coherent and sustained argument through well-structured and comprehensive texts</li> </ul>
Band 4	<ul style="list-style-type: none"> <li>• demonstrates sound knowledge and understanding of a range of historical features, people, places, events and developments, and their significance</li> <li>• demonstrates sound understanding of continuity and change over time</li> <li>• demonstrates sound understanding of different perspectives of individuals and groups in the past</li> <li>• uses sources for evidence</li> <li>• discusses interpretations and representations of the past</li> <li>• demonstrates understanding of historical concepts and terms</li> <li>• communicates a general argument through well-structured texts</li> </ul>
Band 3	<ul style="list-style-type: none"> <li>• demonstrates basic understanding of historical features, people, places, events, and their significance</li> <li>• identifies features of continuity and change over time</li> <li>• demonstrates basic understanding of different perspectives of individuals and groups in the past</li> <li>• makes reference to sources</li> <li>• identifies interpretations and representations of the past</li> <li>• uses basic historical concepts and terms</li> <li>• communicates basic information through descriptive texts</li> </ul>
Band 2	<ul style="list-style-type: none"> <li>• describes historical features, people, places and events</li> <li>• recognises aspects of continuity and/or change</li> <li>• demonstrates limited understanding of different perspectives of individuals and groups in the past</li> <li>• makes reference to sources</li> <li>• uses limited historical concepts and terms</li> <li>• provides limited information in narrative style</li> </ul>
Band 1	<ul style="list-style-type: none"> <li>• Below minimum standard in all areas</li> </ul>

<b>Year 11 Biology</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	Practical Skills Test	Depth Study Report	Yearly Examination	
<b>Module/Topic</b>	Module 1 – Cells as the Basis of Life	Module 3 & 4 – Biological Diversity	Modules 1-4	
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9	
<b>Outcomes Assessed</b>	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	<i>To be determined</i>	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and Understanding	5	15	20	<b>40</b>
<b>Total Weighting %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Biology Outcomes

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

## Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> <li>● demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas</li> <li>● communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts</li> <li>● designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence</li> <li>● selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions</li> <li>● designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats</li> <li>● applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios</li> </ul>
Band 5	<ul style="list-style-type: none"> <li>● demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas</li> <li>● communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts</li> <li>● designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence</li> <li>● selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions</li> <li>● designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats</li> <li>● applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios</li> </ul>
Band 4	<ul style="list-style-type: none"> <li>● demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas</li> <li>● communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts</li> <li>● designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence</li> <li>● selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions</li> <li>● designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats</li> <li>● applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios</li> </ul>
Band 3	<ul style="list-style-type: none"> <li>● demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas</li> <li>● communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts</li> <li>● designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence</li> <li>● selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions</li> <li>● designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats</li> <li>● applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios</li> </ul>
Band 2	<ul style="list-style-type: none"> <li>● demonstrates limited knowledge and understanding of scientific concepts</li> <li>● communicates scientific understanding using limited scientific terms</li> <li>● partially outlines investigations to obtain data and information</li> <li>● provides simple descriptions of scientific phenomena</li> <li>● recalls basic scientific knowledge and information</li> </ul>



## Year 11 Business Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Case Study	Small Business Plan	Yearly Examination	
<b>Topic</b>	Nature of Business	Business Planning & Business Management	Nature of Business, Business Planning & Business Management	
<b>Due Date</b>	Term 1 Week 9	Term 3 Week 7	Term 3 Week 9	
<b>Outcomes assessed</b>	P1, P2, P6, P7, P8	P3, P4, P8, P9	<i>To be determined</i>	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus based skills		5	15	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

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

## Year 11 Chemistry

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Modelling Presentation	Depth Study	Yearly Examination	
<b>Topic</b>	Module 1	Module 2	All Modules	
<b>Due Date</b>	Term 2 Week 2	Term 3 Week 3	Term 3 Week 9	
<b>Outcomes assessed</b>	CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-7, CH11-9, CH11-10	<i>To be determined</i>	
Components				Weighting %
Working Scientifically	15	30	15	<b>60</b>
Knowledge and Understanding	15	10	15	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## 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

Band 6	<ul style="list-style-type: none"> <li>• demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas</li> <li>• communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts</li> <li>• designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence</li> <li>• selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions</li> <li>• designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats</li> <li>• applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios</li> </ul>
Band 5	<ul style="list-style-type: none"> <li>• demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas</li> <li>• communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts</li> <li>• designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence</li> <li>• selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions</li> <li>• designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats</li> <li>• applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios</li> </ul>
Band 4	<ul style="list-style-type: none"> <li>• demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas</li> <li>• communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts</li> <li>• designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence</li> <li>• selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions</li> <li>• designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats</li> <li>• applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios</li> </ul>
Band 3	<ul style="list-style-type: none"> <li>• demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas</li> <li>• communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts</li> <li>• designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence</li> <li>• selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions</li> <li>• designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats</li> <li>• applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios</li> </ul>
Band 2	<ul style="list-style-type: none"> <li>• demonstrates limited knowledge and understanding of scientific concepts</li> <li>• communicates scientific understanding using limited scientific terms</li> <li>• partially outlines investigations to obtain data and information</li> <li>• provides simple descriptions of scientific phenomena</li> <li>• recalls basic scientific knowledge and information</li> </ul>

<b>Year 11 Community &amp; Family Studies</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	Case Study	Research Report	Yearly Examination	
<b>Topic</b>	Resource Management	Individuals & Groups	All Topics	
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9	
<b>Outcomes assessed</b>	1.1, 1.2, 2.1, 4.2, 6.1	2.1, 2.3, 4.1, 4.2, 6.2	<i>To be determined</i>	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
Skills in critical thinking, research methodology, analysing & communicating	15	20	25	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## 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
- P2.3 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"> <li>• 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</li> <li>• demonstrates superior understanding and application of research methodologies to the study of social issues</li> <li>• predicts and draws valid conclusions by analysing data relevant to the study of social issues</li> <li>• proposes, develops and sustains arguments based on relevant research and examples to justify points of view</li> <li>• comprehensively applies the management process and proposes relevant strategies in a wide range of contexts</li> <li>• evaluates the impact of resource management on the wellbeing of individuals, groups, families and communities in a wide range of contexts</li> <li>• demonstrates superior analysis of interrelationships between individuals, groups, families and communities</li> <li>• effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology</li> </ul>
Band 5	<ul style="list-style-type: none"> <li>• 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</li> <li>• demonstrates accomplished understanding and application of research methodologies to the study of social issues</li> <li>• successfully draws conclusions using available data relevant to the study of social issues</li> <li>• sustains arguments using relevant research and individual experiences</li> <li>• effectively applies the management process and proposes strategies in a range of contexts</li> <li>• explains the impact of resource management on the wellbeing of individuals, groups, families and communities in a range of contexts</li> <li>• competently identifies and explains interrelationships between individuals, groups, families and communities</li> <li>• competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology</li> </ul>
Band 4	<ul style="list-style-type: none"> <li>• 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</li> <li>• demonstrates sound understanding and application of research methodologies to the study of social issues</li> <li>• interprets data relevant to the study of social issues in various forms</li> <li>• draws on personal experience to support discussion</li> <li>• demonstrates clear knowledge of the management process and provides some examples of strategies</li> <li>• adequately communicates the relationship between resource management and wellbeing</li> <li>• shows a sound understanding of interrelationships between individuals, families and communities</li> <li>• communicates ideas, issues and opinions in a clear and logical way using appropriate terminology</li> </ul>
Band 3	<ul style="list-style-type: none"> <li>• 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</li> <li>• demonstrates basic understanding and limited application of research methodologies to the study of social issues</li> <li>• demonstrates basic data-interpretation skills relevant to the study of social issues</li> <li>• relies heavily on personal experience to support discussion</li> <li>• demonstrates basic knowledge of the management process</li> <li>• shows a basic understanding of interrelationships between individuals, groups, families and communities</li> <li>• communicates ideas and opinions in basic form using some relevant terminology</li> </ul>
Band 2	<ul style="list-style-type: none"> <li>• 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</li> <li>• demonstrates limited understanding of research methodologies applicable to the study of social issues</li> <li>• relies only on personal experience</li> <li>• shows limited knowledge of the management process</li> <li>• communicates simple and limited ideas and opinions using limited and elementary terminology</li> </ul>

## Year 11 English Advanced

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Creative/Reflective	Multimodal Task	Yearly Examination	
<b>Module/Topic</b>	Mandatory Module: Reading to Write	Module A: Narratives that Shape our World	Mandatory Module, Module B	
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 9	<i>To be determined</i>	
<b>Outcomes assessed</b>	EA11.1, EA11.2, EA11.5, EA 11.9	EA11.2, EA11.3, EA11.4, EA11.8	EA11.1, EA11.3, EA 11.5, EA11.6, EA11.7, EA11.9	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## English Advanced Outcomes

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

## Course Performance Descriptors

Band6	<ul style="list-style-type: none"> <li>• 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</li> <li>• displays highly developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts</li> <li>• presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail</li> <li>• 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</li> </ul>
Band5	<ul style="list-style-type: none"> <li>• 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</li> <li>• displays well developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts</li> <li>• presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail</li> <li>• 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</li> </ul>
Band4	<ul style="list-style-type: none"> <li>• 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</li> <li>• describes and analyses a range of language forms, features and structures of texts and explains the ways these shape meaning and influence responses in a variety of texts and contexts</li> <li>• presents a sound critical personal response showing developed skills in interpretation and analysis of texts</li> <li>• 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</li> </ul>
Band3	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• presents a response showing some evidence of interpretation and analysis of texts</li> <li>• 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</li> </ul>
Band2	<ul style="list-style-type: none"> <li>• demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed</li> <li>• recognises and comments on basic language forms, features and structures of texts</li> <li>• presents an undeveloped response showing recognition of the main ideas in texts</li> <li>• composes with some awareness of audience, purpose and context in order to explore and communicate ideas and information</li> </ul>

## Year 11 English Standard

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Creative writing and reflection	Multimodal Presentation	Year 11 Examination	
<b>Module/Topic</b>	Common Module: Reading to Write – Transition to Senior English	Module A: Contemporary Possibilities	Module B: Close Study of Literature	
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
<b>Outcomes assessed</b>	EN11-1, EN11-3, EN11-7, EN11-9	EN11-2, EN11-4, EN11-5, EN11-8	<i>To be determined</i>	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 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"> <li>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</li> <li>displays highly developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts</li> <li>presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail</li> <li>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</li> </ul>
Band 5	<ul style="list-style-type: none"> <li>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</li> <li>displays well developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts</li> <li>presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail</li> <li>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</li> </ul>
Band 4	<ul style="list-style-type: none"> <li>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</li> <li>describes and analyses a range of language forms, features and structures of texts and explains the ways these shape meaning and influence responses in a variety of texts and contexts</li> <li>presents a sound critical personal response showing developed skills in interpretation and analysis of texts</li> <li>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</li> </ul>
Band 3	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>presents a response showing some evidence of interpretation and analysis of texts</li> <li>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</li> </ul>
Band 2	<ul style="list-style-type: none"> <li>demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed</li> <li>recognises and comments on basic language forms, features and structures of texts</li> <li>presents an undeveloped response showing recognition of the main ideas in texts</li> <li>composes with some awareness of audience, purpose and context in order to explore and communicate ideas and information</li> </ul>

## Year 11 English Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<ol style="list-style-type: none"> <li>1. Research a business/ company</li> <li>2. Cover letter for a job application</li> <li>3. Respond to workplace scenario</li> </ol>	Multimodal: Compilation album and reflection statement	Portfolio and reflection	
<b>Module/Topic</b>	Achieving Through English	MiTunes	Digital Worlds	
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
<b>Outcomes assessed</b>	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-4, ES11-6, ES11-8	ES11-1, ES11-2, ES11-3, ES11-6	
Components				Weighting %
Knowledge and Understanding of Course Content	15	15	20	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• Comprehending Texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and efficiently</li> </ul>	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## 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"> <li>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</li> <li>displays highly developed skills in describing and analysing a broad range of language forms, features and structures of texts and explain the ways this shape meaning and influence responses in a variety of texts and contexts</li> <li>presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail</li> <li>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</li> </ul>
Band 5	<ul style="list-style-type: none"> <li>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</li> <li>displays well developed skills in describing and analysing a broad range of language forms, features and structures of texts and explain the ways this shape meaning and influence responses in a variety of texts and contexts</li> <li>presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail</li> <li>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</li> </ul>
Band 4	<ul style="list-style-type: none"> <li>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</li> <li>describes and analyses a range of language forms, features and structures of texts and explain the ways this shape meaning and influence responses in a variety of texts and contexts</li> <li>presents a sound critical personal response showing developed skills in interpretation and analysis of texts</li> <li>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</li> </ul>
Band 3	<ul style="list-style-type: none"> <li>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</li> <li>describes a limited range of language forms, features and structures of texts and conveys an awareness of the ways this shape meaning and influence responses in a variety of texts and contexts</li> <li>presents a response showing some evidence of interpretation and analysis of texts</li> <li>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</li> </ul>
Band 2	<ul style="list-style-type: none"> <li>demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed</li> <li>recognises and comments on basic language forms, features and structures of texts</li> <li>presents an undeveloped response showing recognition of the main ideas in texts</li> <li>composes with some awareness of audience, purpose and context in order to explore and communicate ideas and information</li> </ul>
Band 1	<ul style="list-style-type: none"> <li>Below minimum standard in all areas</li> </ul>

<b>Year 11 Exploring Early Childhood</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	Oral Debate	Research and Report	Case Study	
<b>Module/Topic</b>	Pregnancy And Childbirth	The Children's Services Industry	Child Growth And Development	
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 2	
<b>Outcomes assessed</b>	1.1, 2.1, 6.2	1.4, 2.1, 2.4, 4.1, 6.1	1.2, 1.3, 1.4, 2.2, 2.4, 5.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	20	10	20	<b>50</b>
Skills	15	20	15	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## **Exploring Early Childhood Outcomes**

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

## Course Performance Descriptors

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

## Year 11 Industrial Technology

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Industry Manufacturing Technology Research Task	Preliminary Project and Folio	Yearly Examination	
<b>Due date</b>	Term 1 Week 11	Term 3 Week 4	Term 3 Week 9	
<b>Outcomes assessed</b>	P1.2, P4.3, P5.1, P6.1, P7.1	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2	<i>To be determined</i>	
Components				Weighting %
Knowledge and understanding of course content	5	30	5	<b>40</b>
Knowledge and skills in the management, communication and production of projects	25		35	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

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



## Year 11 Mathematics Advanced

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Investigation	Test	Yearly Examination	
<b>Module/Topic</b>	Graphing functions <i>Desmos investigation</i>	Trigonometry Introduction to calculus	All Topics	
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
<b>Outcomes assessed</b>	MA11-1; MA11- 2; MA11-8; MA11- 9	MA11-1; MA11-3; MA11-5; MA11-9	<i>To be determined</i>	
Components				Weighting %
Understanding, Fluency and Communication	10	20	20	<b>50</b>
Problem Solving, Reasoning and Justification	20	10	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 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"><li>• Demonstrates extensive knowledge and skills appropriate to the course</li><li>• Demonstrates sophisticated multi-step reasoning and justification</li><li>• Integrates and applies ideas from across the course to successfully solve problems</li><li>• Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts</li><li>• Communicates effectively using appropriate mathematical language, notation, diagrams and graphs</li></ul>
Band 5	<ul style="list-style-type: none"><li>• Demonstrates thorough knowledge and skills appropriate to the course</li><li>• Demonstrates multi-step logical reasoning and justification</li><li>• Combines ideas from across the course to solve problems</li><li>• Demonstrates a range of modelling and problem-solving skills</li><li>• Communicates appropriately using mathematical language, notation, diagrams and graphs</li></ul>
Band 4	<ul style="list-style-type: none"><li>• Demonstrates sound knowledge and skills appropriate to the course</li><li>• Uses logical reasoning and justifies answers</li><li>• Uses appropriate approaches to solve problems</li><li>• Communicates using mathematical language, notation, diagrams and graphs</li></ul>
Band 3	<ul style="list-style-type: none"><li>• Demonstrates basic knowledge and skills appropriate to the course</li><li>• Applies reasoning in familiar contexts</li><li>• Solves simple problems</li><li>• Uses mathematical language, notation, diagrams and graphs</li></ul>
Band 2	<ul style="list-style-type: none"><li>• Demonstrates limited knowledge and skills appropriate to the course</li><li>• Solves simple familiar problems with limited accuracy</li><li>• Uses some mathematical language, notation, diagrams and graphs</li></ul>

## Year 11 Mathematics Standard

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Test	Investigation	Yearly Examination	
<b>Module/Topic</b>	Earning and managing money Formulae and equations	Budgeting and household expenses Interest and depreciation	All Topics	
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
<b>Outcomes assessed</b>	MS11-1; MS11-2; MS11-5; MS11-6; MS11-10	MS11-2; MS11-5; MS11-6; MS11-9; MS11-10	<i>To be determined</i>	
<b>Components</b>				<b>Weighting %</b>
Understanding, Fluency and Communication	20	10	20	<b>50</b>
Problem Solving, Reasoning and Justification	10	20	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

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

## Year 11 Mathematics Numeracy CEC

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Project	Project	Class Test	
<b>Module/Topic</b>	Buying and running a car	Home improvement	Probability	
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 7	
<b>Outcomes assessed</b>	N6-1.1; N6-1.2; N62.1; N62.4; N6-3.1; N6-3.2.	N6-1.2; N62-1; N6-2.4; N6-2.5; N6-2.6; N6-3.1.	N6-1.1; N61.2; N61.3; N6-2.1; N6-2.3.	
Components				Weighting %
Knowledge and understanding	15	15	20	<b>50</b>
Skills	20	20	10	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Numeracy 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



## Achievement Level Descriptions

A	<ul style="list-style-type: none"> <li>● Individuals performing at this level typically choose and apply a range of efficient mental and written strategies for performing calculations involving whole numbers, fractions, decimals, percentages, rates and ratios. They confidently choose mental strategies when appropriate and apply them with accuracy. They determine whether an estimate or a calculation is required and make coherent judgements regarding the reasonableness of the result.</li> <li>● They demonstrate a comprehensive understanding of measurement. They competently apply their skills to solve problems involving length, area, volume, mass and capacity and critically evaluate solutions. They interpret and analyse data displayed in various forms and use concepts and skills from statistics and probability to create an argument or evaluate a viewpoint. They solve familiar and unfamiliar problems involving money and finance, and make reasoned judgements when comparing results.</li> <li>● They autonomously apply comprehensive numeracy reasoning skills to solve a broad range of problems in personal and community, workplace and employment, and education and training contexts, and justify their mathematical thinking. They demonstrate competence and efficiency in their choice and use of technology to solve numerical problems, and communicate and justify their reasoning.</li> </ul>
B	<ul style="list-style-type: none"> <li>● Individuals performing at this level typically choose and apply efficient mental and written strategies for performing calculations involving whole numbers, familiar fractions, decimals, percentages, rates and ratios. They use mental strategies when required and perform them accurately. They determine whether an estimate or a calculation is required and make judgements regarding the reasonableness of the result.</li> <li>● They demonstrate a thorough understanding of measurement. They competently apply their skills to solve problems involving length, area, volume, mass and capacity. They interpret and create data displays and use concepts and skills from statistics and probability to evaluate a viewpoint. They solve familiar and unfamiliar problems involving money and finance.</li> <li>● They apply comprehensive numeracy reasoning skills to solve a range of problems in personal and community, workplace and employment, and education and training contexts, and explain their mathematical thinking. They choose and use appropriate technology to research, calculate and communicate numerical reasoning.</li> </ul>
C	<ul style="list-style-type: none"> <li>● Individuals performing at this level typically choose and apply appropriate mental and written strategies for performing calculations involving whole numbers, familiar fractions, decimals, percentages, rates and ratios. They use mental strategies when required. They determine whether an estimate or a calculation is required.</li> <li>● They demonstrate a sound understanding of measurement. They apply their knowledge in practical situations involving length, area, volume, mass and capacity. They interpret data displays and solve everyday problems in statistics and probability. They solve familiar problems involving money and finance.</li> <li>● They apply sound numeracy skills to solve familiar problems in personal and community, workplace and employment, and education and training contexts, and describe their mathematical thinking. They use technology to research, calculate and communicate numerically.</li> </ul>
D	<ul style="list-style-type: none"> <li>● Individuals performing at this level typically apply a given strategy when performing calculations involving whole numbers, some familiar fractions, decimals and percentages, and simple rates and ratios. They determine estimations when required.</li> <li>● They demonstrate a basic understanding of measurement. They apply their knowledge in familiar, everyday situations involving length, area and volume. They interpret simple data displays and solve basic problems involving statistics and probability. They solve simple problems involving money and finance.</li> <li>● They apply simple numeracy skills to solve familiar problems in personal and community, workplace and employment, or education and training contexts. They demonstrate an elementary use of technology to research, calculate and/or communicate numerically.</li> </ul>
E	<ul style="list-style-type: none"> <li>● Individuals performing at this level typically apply a given strategy when performing simple calculations involving whole numbers, some familiar fractions, decimals and percentages, and simple rates and ratios. They determine estimations when required.</li> <li>● They demonstrate a limited understanding of measurement. They convert between familiar units of time and length, and calculate area and volume. They locate and read information in simple data displays. They solve basic problems involving money.</li> <li>● They use elementary numeracy skills to solve simple problems in personal and community, workplace and employment, or education and training contexts. They demonstrate limited use of technology to research, calculate or communicate numerically.</li> </ul>

## Year 11 Modern History

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Source Analysis Task	Multimodal Research Task <i>(student selected topic- teacher guidance as per syllabus)</i>	Yearly Examination	
<b>Module/Topic</b>	Investigating Modern History	Historical Investigation	The Shaping of the Modern World	
<b>Due Date</b>	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 9	
<b>Outcomes Assessed</b>	MH11-2, MH11-3, MH11-4, MH11-6, MH11-7, MH11-9, MH11-10	MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	<i>To be determined</i>	
Components				Weighting %
Knowledge and understanding of course content	15	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research	5	15		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100</b>

## Modern History Outcomes

- MH 11-1 describes the nature of continuity and change in the modern world
- MH 11-2 proposes ideas about the varying causes and effects of events and developments
- MH 11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH 11-4 accounts for the different perspectives of individuals and groups
- MH 11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH 11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH 11-7 discusses and evaluates differing interpretations and representations of the past
- MH 11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH 11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH 11-10 discusses contemporary methods and issues involved in the investigation of modern history

## Course Performance Descriptors

Band6	<ul style="list-style-type: none"> <li>• demonstrates extensive knowledge and understanding of a range of historical features, people, ideas, movements, events and developments, and their significance</li> <li>• demonstrates comprehensive understanding of continuity and change over time</li> <li>• demonstrates comprehensive understanding of different perspectives of individuals and groups in the past</li> <li>• analyses and interprets sources for evidence and synthesises evidence</li> <li>• evaluates differing interpretations and representations of the past</li> <li>• demonstrates sophisticated understanding and use of historical concepts and terms</li> <li>• communicates a high level and sustained argument through well-structured and comprehensive texts</li> </ul>
Band5	<ul style="list-style-type: none"> <li>• demonstrates thorough knowledge and understanding of a range of historical features, people, ideas, movements, events and developments, and their significance</li> <li>• demonstrates a well-developed understanding of continuity and change over time</li> <li>• demonstrates a well-developed understanding of different perspectives of individuals and groups in the past</li> <li>• analyses and interprets sources for evidence</li> <li>• analyses differing interpretations and representations of the past</li> <li>• demonstrates thorough understanding and use of historical concepts and terms</li> <li>• communicates a coherent and sustained argument through well-structured and comprehensive texts</li> </ul>
Band4	<ul style="list-style-type: none"> <li>• demonstrates sound knowledge and understanding of a range of historical features, people, ideas, movements, events and developments, and their significance</li> <li>• demonstrates sound understanding of continuity and change over time</li> <li>• demonstrates sound understanding of different perspectives of individuals and groups in the past</li> <li>• uses sources for evidence</li> <li>• discusses interpretations and representations of the past</li> <li>• demonstrates understanding of historical concepts and terms</li> <li>• communicates a general argument through well-structured texts</li> </ul>
Band3	<ul style="list-style-type: none"> <li>• demonstrates basic understanding of historical features, people, events, and their significance</li> <li>• identifies features of continuity and change over time</li> <li>• demonstrates basic understanding of different perspectives of individuals and groups in the past</li> <li>• makes reference to sources</li> <li>• identifies interpretations and representations of the past</li> <li>• uses basic historical concepts and terms</li> <li>• communicates basic information through descriptive texts</li> </ul>
Band2	<ul style="list-style-type: none"> <li>• describes historical features, people and events</li> <li>• recognises aspects of continuity and/or change</li> <li>• demonstrates limited understanding of different perspectives of individuals and groups in the past</li> <li>• makes reference to sources</li> <li>• uses limited historical concepts and terms</li> <li>• provides limited information in narrative style</li> </ul>

### Year 11 PDHPE

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Health Report Analysis	Case Study	Yearly Examination	
<b>Topic</b>	Better Health for Individuals	The Body in Motion	All Topics	
<b>Due Date</b>	Term 1 Week 11	Term 2 Week 8	Term 3 Week 9	
<b>Outcomes assessed</b>	P2, P5, P6, P15, P16	P7, P8, P9, P16	<i>To be determined</i>	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research, analysis & communicating	15	25	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

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

### Year 11 SLR (LCCS)

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Booklet & Practical Application	Booklet & Practical Application	Booklet & Practical Application	
<b>Module/Topic</b>	Aquatics	Healthy Lifestyle	Fitness	
<b>Due Date</b>	Term 1 Week 11	Term 2 Week 9	Term 3 Week 7	
<b>Outcomes assessed</b>	1.1 1.3 2.1 2.2 3.1 3.2 3.6 4.1 4.4 4.5	1.5 2.3 3.5 4.3	1.2 1.3 2.2 3.2 3.3 4.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	15	15	20	<b>50</b>
Skills Application	20	15	15	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>



### Year 11 SLR (Network Coordinated)

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Training Program & Goal Setting	Practical Scenarios	Net, Wall, Court - Strategies & Tactics Practical Assessment	
<b>Module/Topic</b>	Resistance Training	First Aid & Sport Injuries	Games & Sports Applications 2	
<b>Due Date</b>	Term 1 Week 11	Term 2 Week 9	Term 3 Week 8	
<b>Outcomes assessed</b>	2.2, 2.3, 3.2, 3.3	1.3, 3.6, 4.2, 4.5	1.1, 3.1, 4.1, 4.4	
<b>Components</b>				<b>Weighting %</b>
Knowledge & Understanding	15	20	15	<b>50</b>
Skills	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

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

## Year 11 Textiles & Design

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Project	Project	Yearly Exam	
<b>Module/Topic</b>	Design	Properties and Performance of Textiles	Design P&P of Textiles ATCFAI	
<b>Due Date</b>	Term 2 Week 2	Term 3 Week 4	Term 3 Week 9	
<b>Outcomes assessed</b>	1.1, 1.2, 2.1, 2.2, 2.3, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 4.1	<i>To be determined</i>	
Components				Weighting %
Knowledge and understanding of course content	20	10	20	<b>50</b>
Skills and knowledge in the design, manufacture and management of textiles projects	20	30		<b>50</b>
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## **Preliminary Textiles & Design Outcomes:**

- P1.1 describes the elements and principles of design and uses them in a variety of applications
- P1.2 identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1 demonstrates the use of a variety of communication skills, including computer-based technology
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P2.3 manages the design and manufacture of textile projects
- P3.1 identifies properties of a variety of fabrics, yarns and fibres
- P3.2 justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation.
- P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society.

## Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> <li>• demonstrates an extensive knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies</li> <li>• displays expertise in a variety of design and technological skills in the development and production of the Major Textiles Project</li> <li>• communicates ideas and information clearly and comprehensively in written, visual and graphic forms</li> <li>• generates, modifies and evaluates complex, aesthetically pleasing and functionally appropriate textile designs</li> <li>• selects and extensively justifies fabric, yarn, fibre and manufacturing techniques for specific end uses</li> <li>• critically evaluates the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries</li> </ul>
Band 5	<ul style="list-style-type: none"> <li>• demonstrates a thorough knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies</li> <li>• displays proficiency in a variety of design and technological skills in the development and production of the Major Textiles Project</li> <li>• communicates ideas and information clearly in written, visual and graphic forms</li> <li>• generates, modifies and evaluates creative and functionally appropriate textile designs</li> <li>• selects and justifies fabric, yarn, fibre and manufacturing techniques for specific end-uses</li> <li>• evaluates the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries</li> </ul>
Band 4	<ul style="list-style-type: none"> <li>• demonstrates a sound knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies</li> <li>• displays competence in a variety of design and technological skills in the development and production of the Major Textiles Project</li> <li>• communicates ideas and information adequately in written, visual and graphic forms</li> <li>• generates and modifies creative design ideas</li> <li>• selects fabric, yarn, fibre and manufacturing techniques for specific end-uses with limited justification</li> <li>• analyses the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries</li> </ul>
Band 3	<ul style="list-style-type: none"> <li>• shows a basic understanding of the properties, performance, design, and production of textiles and the development of new textile technologies</li> <li>• displays sound design and technological skills in the development and production of the Major Textiles Project</li> <li>• communicates information and ideas in simple diagrammatical and written forms</li> <li>• generates and modifies design ideas in a basic way</li> <li>• selects fabric, fibre and manufacturing techniques for specific end-uses</li> <li>• explains the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries</li> </ul>
Band 2	<ul style="list-style-type: none"> <li>• recalls elementary textile concepts and processes</li> <li>• displays limited design and technological skills in the development and production of the Major Textiles Project</li> <li>• communicates ideas and information using simple textile terminology and diagrams</li> <li>• generates design ideas in an elementary way</li> <li>• uses a limited selection of fabrics, fibres and manufacturing techniques</li> <li>• describes the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries</li> </ul>

## Year 11 Visual Arts

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<p><b>Portfolio of Experimental Works, VAPD &amp; Short Response</b></p> <p>Submission of 5–10 exploratory artworks Accompanying VAPD including evidence of material and conceptual experimentation with explanation of related artist's practice through the Frames Short Response Task</p>	<p><b>Submitted Artwork with Slideshow Presentation</b></p> <p>Submission of completed artwork(s) with slideshow presentation on the representation of the artist / audience relationship demonstrated in student's artmaking practice</p>	<p><b>Yearly Examination</b></p> <p>Art Criticism and Art History Written Examination</p>	
<b>Due Date</b>	Term 2 Week 3	Term 3 Week 2	Term 3 Week 9	
<b>Outcomes assessed</b>	P1, P3, P4, P5, P6, P7, P8	P1, P2, P4, P5, P6	P7, P8, P9, P10	
Components				Weighting %
Artmaking	20	30		50
Critical & Historical Study	10	10	30	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## 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



## Course Performance Descriptors

Band6	<ul style="list-style-type: none"> <li>• 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</li> <li>• an authoritative understanding of the art world acknowledging the complex and subtle relations among the artist, artwork, world and audience</li> <li>• a sophisticated understanding of how different interpretive frameworks can be employed to represent a point of view</li> <li>• 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</li> <li>• a highly developed understanding of how meaning is sustained at a number of levels through engagement with practice, art world agencies and interpretive frameworks</li> <li>• resolution, coherence, completeness which is outstanding, innovative and cutting edge</li> </ul>
Band5	<ul style="list-style-type: none"> <li>• 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</li> <li>• an accomplished understanding of the art world involving relations among the artist, artwork, world, and audience</li> <li>• an accomplished understanding of how different interpretive frameworks can be employed to represent a point of view</li> <li>• 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</li> <li>• an accomplished understanding of how meaning is sustained at a number of levels that involve practice, artwork agencies and interpretive frameworks</li> <li>• resolution, coherence, completeness which is accomplished</li> </ul>
Band4	<ul style="list-style-type: none"> <li>• a sound understanding of conventions, processes and possibilities of practice</li> <li>• a sound understanding of the art world and relations among the artist, artwork, world and audience</li> <li>• a good understanding that interpretive frameworks inform a point of view</li> <li>• a sound understanding of representation by attempting some synthesis and interpretation of the content/subject matter and the form of the work</li> <li>• a good understanding that meaning can be sustained at a number of levels by makers, audiences and artworks</li> <li>• consideration of the need to adapt, refine and select ideas and approaches employed to achieve resolution</li> <li>• resolution, cohesion, completeness which is sound</li> </ul>
Band3	<ul style="list-style-type: none"> <li>• some understanding of conventions, processes and possibilities available to them yet demonstrates a limited engagement</li> <li>• a basic knowledge of the art world understood and described as artist, artwork, world and audience</li> <li>• a foundational understanding of how different points of view may be possible but has difficulty presenting their own point of view</li> <li>• a basic understanding of representational issues by attempting to select and organise the subject matter/content and form of the work</li> <li>• some basic awareness that different meanings are possible in the visual arts</li> <li>• a foundational understanding of ideas and approaches to achieve resolution</li> </ul>
Band2	<ul style="list-style-type: none"> <li>• some understanding of conventions, processes and possibilities of practice</li> <li>• a simple understanding of the art world involving some knowledge of a few artists and artworks</li> <li>• some understanding that points of view are possible and may differ from their own</li> <li>• a limited understanding of how ideas and subject matter and materials can be represented</li> <li>• a belief that meaning is self-evident or apparent in their own and others' work</li> <li>• a limited selection of ideas and approaches to achieve resolution</li> </ul>

## Year 11 Work Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Career Plan & Portfolio	Multimodal Presentation	Conducting Job Interviews	
<b>Module/Topic</b>	My Working Life	Workplace Communication	Preparing Job Applications	
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8	
<b>Outcomes assessed</b>	2, 3, 4, 5, 7, 8, 9	1, 2, 5, 7	1, 2, 4, 6, 7	
Components				Weighting %
Knowledge & Understanding	10	10	10	<b>30</b>
Skills	20	25	25	70
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

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

# **LAP ASSESSMENT POLICY**

***The Number and types of tasks to be used:***

- 2 Unit courses: Maximum of FOUR tasks including the Year 12 Trial HSC Examination
- 1 Unit courses: Two to three tasks.

*Note: No task less is to be worth less than 10% or more than 40%.*

*(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 cycle of the HSC course, 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 NESA 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. (see *Proforma 2*)

***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 uploaded to the "Assessment Submissions" Tab on any MS Team
- This is to occur 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.
- 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 "Assessment Submissions" Tab on your MS Team 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.

***Teachers 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:
- The course coordinator or co-teacher from another school to travel and conduct assessment. One days' notice is required for students.
- The task to be conducted using video-conference with a supervising teacher. One day's notice is required for students.
- 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:***

- All tasks must be converted to Word or PDF and uploaded to the “Assessment Submissions” Tab on any MS Team
- This is to occur before **9.00am** on the due date.
- 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 doctor's 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 do 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 coordinator and school principal, then the following is to apply in order of preference:
  - 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.
  - The task discarded completely and the weighting of the remaining tasks re-calculated.
  - 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.

### ***Disability 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.
- Should a student be suspected of malpractice in a task, the onus will be on the student to demonstrate they have completed the task with integrity. This will include the presentation of planning, drafts and coursework which shows the assessment was completed with integrity.
- Any student proven to have acted with malpractice will incur the following:
  - An entry on the NESAs Schools Online Malpractice Register will be made
  - A zero mark will be allocated for that task on the student's record.
  - A warning letter will be posted to the student and their carer detailing further responsibilities required of the student.
  - The student will be subjected to the procedures of their School's Discipline and Welfare Policy.
  - 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:
  - The course coordinator, or nominated teacher, will mark all tasks and record results in LAP Sentral Markbook
  - A computer-generated hard copy will be filed in the HSC Monitoring Folder for each subject
  - 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 30<sup>th</sup> 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 30<sup>th</sup> 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 students 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 accumulator 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 Coordinating Teacher is responsible for the central recording of assessment marks, and the Head Teacher Access is responsible for the collection of NESA entries 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 or search "Wellbeing" on Sentral"
- 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.
- 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 NESA 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, NESA, and the Regional Vocational Educational Consultant.

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