

# Northlakes High School

Opportunities for Future Success

## STAGE 6 (Year 11)

Assessment Policy  
Subject Assessment Schedules



# 2024

Principal's Message.....	4
Introduction to Assessment in Year 11 .....	5
General information about the HSC .....	5
Eligibility (ACE 8003) .....	5
Changing Courses.....	5
Students online .....	5
NESA credentials .....	5
HSC Minimum Standards .....	6
Year 11 Reporting and Grades .....	6
Life Skills.....	7
Vocational Education Training .....	7
Disability Provisions .....	7
Satisfactory completion of a course .....	7
Attendance in relation to the satisfactory completion of a course .....	8
HSC: ALL My Own Work .....	8
Malpractice .....	8
Academic Integrity .....	8
Plagiarism.....	9
Plagiarism and the Internet .....	9
Generative Artificial Intelligence (AI) and malpractice .....	9
Unfair advantage in Assessment.....	10
Assessment Procedures .....	10
Submission of Assessment Tasks .....	10
Electronic Submission of Assessment Tasks .....	10
School Assessments under Examination Conditions .....	11
Examination Periods .....	11
Examination Procedures and Rules.....	11
School Sanctioned Activities .....	12
Absence due to Suspension .....	12
Extensions .....	12
Illness/Misadventure .....	13
Responsibilities of the School .....	14
Responsibilities of the Student .....	14
Completion of School-Based Assessment .....	15
Non-completion of course 'N' Determination Procedures .....	15
Non-completion of Course 'N' Determination .....	17
Review of 'N' Determination.....	17
Illness/Misadventure Appeal Form.....	18
Frequently asked questions .....	19
English .....	21
Mathematics .....	25
Mathematics Advanced .....	26
Agriculture .....	29
Ancient History .....	30
Biology .....	31
Business Studies.....	32
Community and Family Studies .....	33
Construction .....	34
Dance .....	35
Exploring Early Childhood .....	36
Entertainment.....	37
Fitness .....	38

Hospitality – Food and Beverage .....	39
Hospitality – Trade Training.....	40
Industrial Technology – Multimedia .....	41
Industrial Technology – Timber .....	42
Investigating Science.....	43
Legal Studies .....	44
Manufacturing & Engineering.....	45
Marine Studies .....	46
Modern History .....	47
Music.....	48
Photography .....	49
PD/H/PE .....	50
Screen + Media .....	51
Society & Culture .....	52
Sport Lifestyle and Recreation .....	53
Visual Arts .....	54
Work Studies.....	55

## Principal's Message

Dear Students and Caregivers,

The aim of this document is to express in detail how assessment tasks are organised and scheduled throughout Years 11 & 12. It contains an explanation of procedures for assessment tasks in courses provided by Northlakes High School.

It is important that students know for all subjects:

- What is to be assessed
- How it is to be assessed
- When it is to be assessed

These assessment procedures should reward diligent students, while inadequate effort will be reflected by poor results. The failure to complete sufficient assessment tasks could jeopardise a student's eligibility to receive a the Higher School Certificate.

The Northlakes High School assessment policy and scheduling expects consistent and effective work patterns, a commitment to meeting deadlines and a determination to present work of the highest standard. Parents are urged to familiarise themselves with the assessment policy and schedule. Parents should help and encourage their children to manage these tasks to plan and organise an effective study program which will assist students in achieving their academic potential.

This document includes:

- The Northlakes High School Assessment Policy, Assessment Calendar and general procedures which are followed by all subjects
- The individual subject assessment task schedules showing the tasks, timing and relative weightings

Staff members are always available to assist students with the requirements of Year 11 & 12. If any student experiences difficulties in meeting the requirements of assessments, they could speak to the classroom teacher, Faculty Head Teacher, Year Advisor or our Head Teacher Secondary Studies to develop strategies to address the difficulties.

Despite our best intentions, it is possible that changes may occur to assessment scheduling. Any change, if it does occur, is expected to be minor and notice will be given to the students involved.

Conscientious engagement and completion of our Stage 6 courses lays a strong foundation for the transition to either employment or tertiary studies and successful lifelong learning. Success will be rewarded for those who are committed to our core values of Respect, Responsibility and Personal Best.



Mr Warren Welham  
Principal

## Introduction to Assessment in Year 11

This booklet is issued to all students in Year 11 at Northlakes High School during Term 1 2024 and outlines the school-based assessment schedule for each course offered at Northlakes High School in 2024. The tables below further provide students, parents and caregivers with the task to be completed and the weighting for each task.

This booklet further outlines the school-based assessment guidelines to measure student's achievement across the full syllabus objectives and outcomes. Throughout the Year 11 course, students will complete a range of formal assessment tasks which may include tests, essays, reports, practical tasks, research activities or major projects.

The rules and requirements outlined in this booklet are based on the NSW Education Standard Authority (NESA) Assessment, Certification and Examination (ACE) Manual which can be found at <https://ace.nesa.nsw.edu.au/>.

## General information about the HSC

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Year 11 (Preliminary Certificate) and Year 12 (HSC). To be eligible, students must meet both the Preliminary and HSC course requirements and sit state-wide HSC examinations, where applicable. On completion of school students will receive certificates issued by NESA for the highest credential completed (RoSA, Preliminary or HSC).

## Eligibility (ACE 8003)

Students eligible for the Year 11 Courses Credential students must;

- have successfully completed a Record of School Achievement (RoSA), the Principal deems the student has another credential equivalent to the RoSA, or the Principal believes the student has a reasonable chance of satisfactorily completing the Higher School Certificate studies.
- Satisfactorily complete the Year 11 Course for a minimum of 12 units, including;
  - At least 6 units of Board Development Courses
  - At least 2 units of Board Developed Course in English
  - Completion of work placement for students undertaking VET courses
  - Complete HSC: All My Own Work (or its equivalent) before submitting any work for Year 11 Preliminary. Exemptions to All My Own Work apply for students enrolled in a Life Skill pattern of study.
- Comply with School-Based Assessment guidelines outlined within Northlakes High School assessment procedures.

## Changing Courses

Changes to Year 11 Course students will need to be;

- able to satisfactorily complete the new course including missed class and assessment tasks. Changes to Year 11 Courses will not occur after Week 5, Term 1.

## Students online

Students Online provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and requirements of the HSC. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account. If you need to access your NESA Student Number, please see Ms Pidgeon (Head Teacher Secondary Studies). It is also important to note that at any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account. To access Students online, click the provided link. Student can activate their student's online account using their school email address. Additional support can be provided by NESA through its student Enquiry Centre (1300 13 83 23).

## NESA credentials

Students will receive the highest level of credential at the time of leaving school. Head Teacher Secondary Studies will notify NESA of school leavers and issue appropriate credentials (eg. Students leaving prior to completion of Preliminary (Year 11) will receive a ROSA. A student leaving prior to completing the HSC will receive a Preliminary Certificate).

## HSC Minimum Standards

Students need to show they meet the HSC minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are essential skills for everyday life, with students needing to achieve a Level 3 or 4 in a short online reading, writing and numeracy tests.

Students master basic skills at different stages so there are multiple opportunities available for students to successfully pass the minimum standard online tests. Throughout Year 10, Year 11 and Year 12 students will be supported to achieve HSC minimum standards.

Students with disabilities studying Life Skills courses in English or Mathematics may be exempt from meeting minimum standards to receive their HSC credential.

## Year 11 Reporting and Grades

Northlakes High School will provide Year 11 Reports to students in Semester 1 and Semester 2. Students' grades in each Year 11 Course are measured against a Year 11 Course Common Grade Scale.

Grades are;

- Based on student achievement in assessments,
- Submitted to NESA by the school, and
- Monitored by NESA for fairness and consistency

Grade	Description
<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

Each Year 11 Course report will contain a grade or competency achieved (VET Courses) as well as teacher comment highlighting strengths and areas for improvement.

*Teachers, Students and Parents/Carergivers must be aware that achievement of grades do not correlate to HSC performance bands and, therefore, cannot be used to predict results in a students HSC Record of Achievement.*

## Life Skills

All students are entitled to participate in and progress through curriculum. Life Skill courses provide options for students with disabilities in Year 11-12, who cannot access the regular course outcomes. Decisions on about appropriate Life Skills Courses involves collaboration between Parents/ Carers and Northlakes High Learning Support Team.

For every successfully completed Life Skills course, an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

## Vocational Education Training

Students at Northlakes High School have the option to study VET courses at school, through TAFE or other accredited providers. VET courses with Industrial Curriculum Frameworks can count as Board Developed unit to meet the HSC credentials. Students studying a 240-hours VET Industry Curriculum Framework course may also enter for an HSC examination in the course. Students should discuss these options with Head Teacher VET Mr Mackinnon.

Students completing VET courses are assessed against competency, which includes two 35-hour work placement components. Students need to complete two mandatory 35-hour work placement component to satisfy Preliminary credentials.

## Disability Provisions

Disability provisions <https://ace.nesa.nsw.edu.au/disability-provisions> are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation. Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

Schools must submit an online application to NESA through Schools Online to apply for provisions. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online, and the school will communicate this decision to the student. Students and parents/caregivers are strongly advised to consult the NESA website for more information about Disability Provisions. <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

## Satisfactory completion of a course

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

- **Followed** the course developed or endorsed by NESA.
- **Applied** himself or herself with diligence and sustained effort to ALL of the set tasks and experiences provided in the course.
- **Achieved** some or all of the course outcomes.
- A satisfactory record of **attendance** as defined by the school principal

## **Attendance in relation to the satisfactory completion of a course**

Students should not plan absences during term time unless there are exceptional circumstances (e.g. medical operation). In general, students travelling or holidaying outside of NSW School vacation dates cannot be exempted from attendance at school. An application for extended leave should be submitted to the Principal. A certificate of extended leave is issued if the Principal determines the travel is in the student's best interest. The taking of holidays will not be considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question. Principal's discretion will apply in relation to course completion for students on approved extended leave.

**Students at Northlakes High School whose attendance falls below 85% may be deemed as not having met satisfactory attendance.**



## **HSC: ALL My Own Work**

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Year 11 or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. At Northlakes High School the HSC: All My Own Work program is delivered prior to completion of Year 11 assessments.

## **Malpractice**

Malpractice is dishonest behaviour by students that gives them an unfair advantage over others. It is students responsible to make sure they understand the difference between what is honest and what is dishonest in relation to all work submitted for the HSC.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher and notified immediately to the Head Teacher Secondary Studies and relevant DP. The Head Teacher Secondary Studies will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Secondary Studies within two school days of the decision being taken. Malpractice in school-based assessment is a serious offence. If malpractice is proven, a zero mark may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.

## **Academic Integrity**

Academic Integrity is a collection of positive values that allow the thoughts and work of an individual to hold meaning through a commitment to fairness and honesty in all academic endeavours. Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Examples of behaviour considered to be cheating include:



- copying, buying, stealing or borrowing some else's work in part or in whole, and presenting it as their own.
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person or Artificial Intelligence, such as a parent, coach, subject expert, or AI that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

These examples are generally referred to as plagiarism. Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. It will be the student's responsibility to prove to the faculty Head Teacher that the submitted work in question is their own.

## **Plagiarism**

Plagiarism is using the words or ideas of others and presenting them as your own.

### **Common Forms of Plagiarism**

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book, article or AI and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source.
- Copying the written expressions of someone else without proper acknowledgement. Lifting sentences or paragraphs from someone else, even with proper acknowledgement' gives the impression that the idea or information comes from the source cited, but that the Phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material.
- Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

## **Plagiarism and the Internet**

The Internet including Artificial Intelligence can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information. There are an increasing number of websites that feature school assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

## **Generative Artificial Intelligence (AI) and malpractice**

The use of Generative Artificial Intelligence is considered malpractice unless a task explicitly asks for the use of AI. Malpractice may also occur when the use of Generative AI is not cited. All work in assessment tasks must be a student's own or must be acknowledged appropriately. Northlakes High School uses a variety of AI detective software when assessing student tasks. Students identified as using AI to generate assessment tasks, unless explicitly asked for, will be referred to the relevant Deputy Principal for investigation under malpractice. For students who engage in malpractice, a zero mark may be awarded.

## **Unfair advantage in Assessment**

NESA outlines that no student is to gain an unfair advantage over other students, whether that be on the day of, or in the days prior, to an assessment task. Causes of unfair advantage include:

- For a student to absent themselves from any lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- For a student to absent themselves from any lessons within one day prior to a scheduled assessment task without a doctor's certificate.
- Arriving late to school on the day of a scheduled assessment task or hand-in task. If it is deemed that a student has gained an unfair advantage, a zero mark may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Secondary studies within two school days of the decision being taken.

## **Assessment Procedures**

Assessment tasks are designed to measure knowledge, skills, and understanding in relation to a wide range of outcomes. Tasks may include exams, written assessments, practical activities, fieldwork and projects.

This document includes the assessment schedules of all Year 11 courses delivered at Northlakes High School. There will be a maximum of THREE tasks in all courses.

### **Assessment Task Notification**

Students must be informed in writing of:

- the assessment components of the course;
- the outcomes being assessed in each task;
- the date due at least two weeks prior to the task being due;
- the task and what is required; and
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedback in relation to the task and their performance. Reports will be given TWICE a year at the end of each semester.

## **Submission of Assessment Tasks**

Tasks completed at home must be submitted before 2:30pm on the due date, in accordance with the task notification. In the event of that classroom teacher is unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal.

In the case of written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

## **Electronic Submission of Assessment Tasks**

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.

5. The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

## **School Assessments under Examination Conditions**

In-school assessments are occasionally carried out under examination conditions. Northlakes High School uses examination procedures modelled on those used for NESA external examinations. Students need to be aware of the examination procedures and code of conduct. They ensure the smooth running of examinations and an environment in which all students can respond to the best of their ability without disruption from others. Students must make a serious attempt. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an 'N' Determination issued.

## **Examination Periods**

Formal examination periods offer an opportunity for students to experience examination conditions under the HSC examination format. The examination period for Year 11 in 2024 is Week 7-8 Term 3. During this period an allocated examination for applicable courses will be scheduled. Students will continue to attend school as normal during these periods.

## **Examination Procedures and Rules**

- Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive at the exam at least 10 minutes early. Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.
- Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.
- Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.
- Students must sit at the desk that shows their name and/or student number.
- During the exam, students must:
  - a) Always follow the exam supervisors' instructions.
  - b) Complete the Student Attendance Slip as an official record of attempting the task.
  - c) Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
  - d) Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
  - e) Write clearly with black pen (only use pencil if instructed to).
  - f) Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
  - g) Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
  - h) Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
  - i) Stop writing immediately when the supervisor tells you to.
  - j) Follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them.
- During each exam, students must not:
  - a) Start writing until the Supervisor in Charge tells you.

- b) Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
- c) Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
- d) Leave (finish) the exam in the first hour. Your school may not allow any students to leave early.
- e) Leave the exam in the last 15 minutes.
- f) Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.

Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students.

Examination Equipment list	
Approved Equipment	Equipment Not Approved
<ul style="list-style-type: none"> <li>• Black pens to write (recommended) – ensure to bring spare pens</li> <li>• Ruler</li> <li>• <u>NESA Approved Calculators</u></li> <li>• Highlighters</li> <li>• Pencils</li> <li>• Sharpener</li> <li>• Water in a clear label-free bottled</li> <li>• Watches but should be taken off and placed in clear view on desk.</li> </ul>	<ul style="list-style-type: none"> <li>• Mobile phones</li> <li>• Programmable watch</li> <li>• Electronic devices</li> <li>• Paper or any printed material (Presiding officer can provide working paper)</li> <li>• Print dictionaries</li> <li>• Correction fluid</li> </ul>

Further details can be found at: [NESA Equipment Rules](#)

### School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment task requirements and deadlines.

Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. This must be done prior to work placement or school-sanctioned activities.

### Absence due to Suspension

Students absent from school due to suspension will not be entitled to apply for an extension of assessment. At the time of suspension, the Deputy Principal will notify the Head Teacher Secondary Studies (HT SS) and relevant Head Teachers. Head Teacher Secondary Studies will;

- student will be responsible to submit task on time either by delivery to school by a third party or online, when applicable.
- for in-class assessment tasks, HT SS and relevant Head Teacher will reschedule an alternative date for the tasks, which will be communicated to the students and parent/carer.
- For examinations, HT SS will arrange for student to sit the examination at the schedule time in an alternative school-based location. This will be communicated to the student, parent/ carer and relevant faculty Head Teacher.

Failure to comply with these procedures may result in a zero mark being awarded.

### Extensions

If there are difficulties of which students are aware of before the due date of a task, students may apply for an extension of time for submission of the task. The application for extension must be submitted to the faculty Head

Teacher at least 5 school days before the assessment due date. Applications for extensions should be avoided because it often means that there is less time available for the preparation of the next task. Planning will usually mean that an application for extension is not necessary.

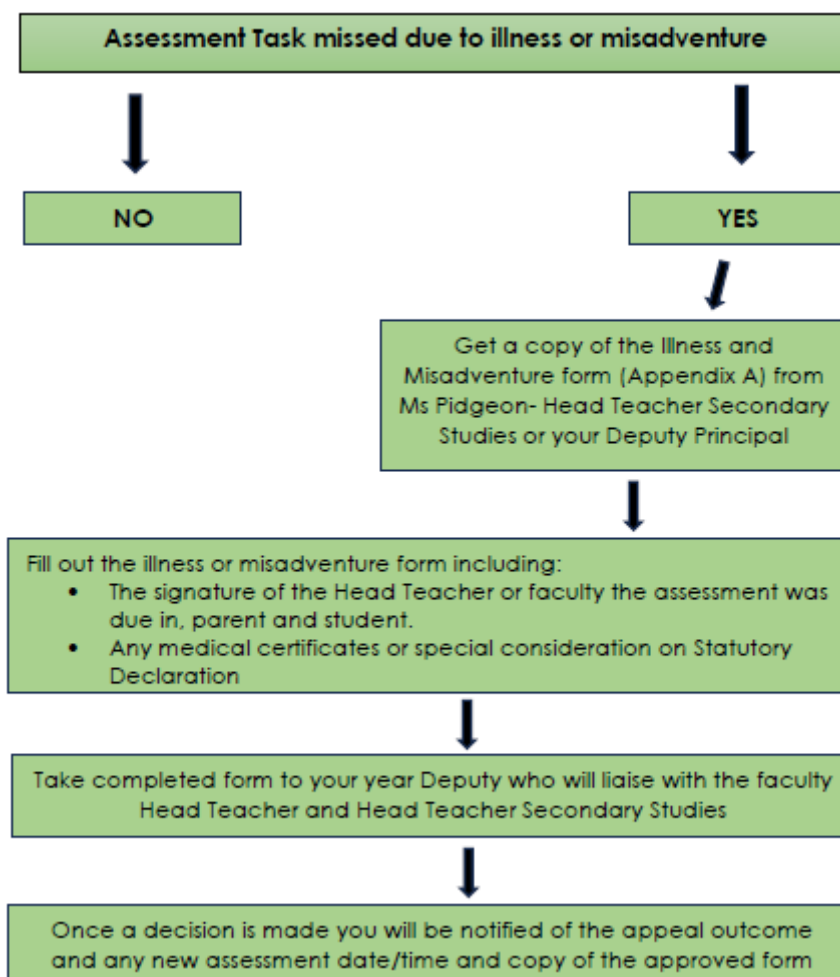
### Illness/Misadventure

If a student requires additional time to complete an assessment or was absent on the day an assessment was due and there is genuine reason, the student may complete an Illness/Misadventure Appeal form. This form is to be completed by the student, signed by the parent and handed to the faculty Head Teacher within ?? days following the specified due date or by the first day of return to school after an absence which encompasses the due date (whichever is sooner).

Students are strongly urged to supply evidence, such as a medical certificate, to support consideration of their claim in such circumstances. If an appeal is not lodged under these conditions, then the awarded mark will stand. Copies of appeal forms can be found with Deputy Principals.

Note:

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences.
- The NESAs guidelines of illness and misadventure shall form the basis for determination of appeals.
- In the event of a student missing a significant number of tasks, other assessment avenues may be explored.



## **Responsibilities of the School**

The school is responsible for providing:

- Students with the Year 11 Assessment Handbook 2023, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 11 Assessment Schedules (found in the Year 11 Assessment Handbook 2024) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESAs with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

## **Faculty Head Teachers are responsible for:**

- Setting assessment tasks that:
  1. Will be used to measure student performance in each component of a course.
  2. Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
  3. Specify a mark/weighting for each assessment task.
  4. Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
- Issuing official NESAs Non-Completion of a Course Warning Letters to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their Assessment Rank Order Notice after the last HSC examination has occurred.

## **Responsibilities of the Student**

Students are responsible for:

- Being familiar with the procedures and course information contained in the Year 11 Assessment Handbook 2024.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work

- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- Speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- Submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will NOT be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does NOT include weekends, public holidays or school holidays.

## **Completion of School-Based Assessment**

Students are advised of the following NESA Assessment Certification Examination (ACE) policies:

### **ACE 8073: Completion of HSC internal assessment tasks**

NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted.

A student who does not comply with the assessment requirements and receives a non completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

### **ACE 8078: Non-completion of HSC internal assessment: failure to submit task**

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

## **Non-completion of course 'N' Determination Procedures**

To be eligible for the award of the HSC, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESA. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESA policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

### **Stage One – Warning No. 1**

1. Classroom teacher sends an "N" Warning letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements.
2. A new due date for the task is recorded on the letter.
3. Letter is signed by Head Teacher and Deputy Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.
5. Task is redeemed but a 'zero' mark recorded.
- 6.

## Stage Two – Warning No. 2

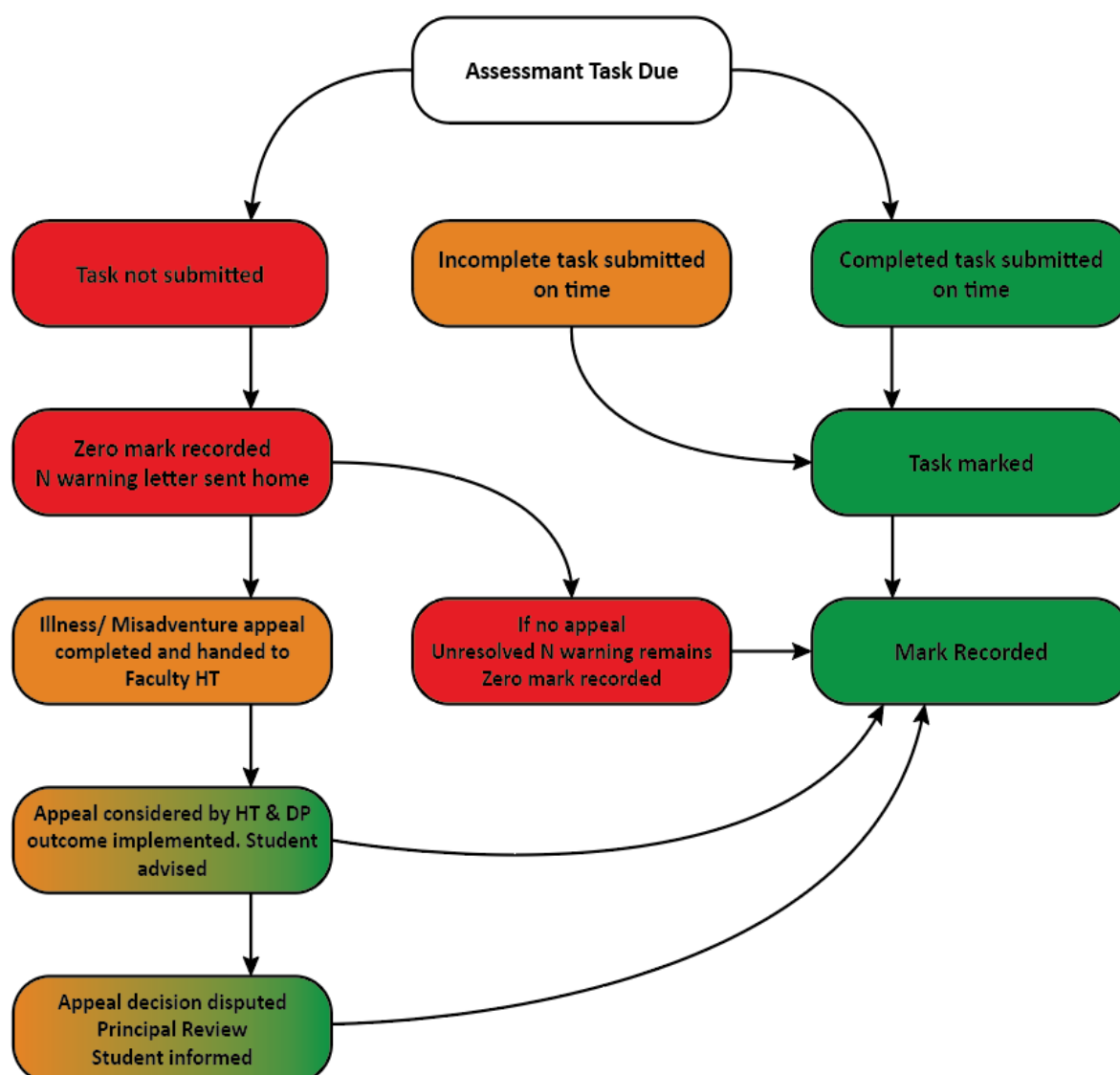
1. Classroom teacher sends a second warning letter home (if another task is not completed) or if initial task has not been completed by the new due date.
2. Letter is signed by teacher and Deputy Principal and posted home to parents.
3. Concerns are discussed with the Parent and student by the faculty Head Teacher and/or Deputy Principal.
4. Head Teacher improvement plan developed.

## Stage Three – Warning No. 3- Non completion

1. If the student has not redeemed assessment tasks, or completed course requirement parents will be notified by the Deputy Principal and informed that their child is at-risk of not meeting requirements in that subject.
2. DP improvement plan developed

## Stage Four – Ongoing failure to complete N-warning or additional N-warnings issued

1. If the student hasn't completed the work required or additional N-warnings are issued, then a parent meeting will be organised with the Deputy Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course.
2. Parents will have the option to appeal this process to the school Principal. If the appeal is not upheld by the Principal, the parent can then appeal to NESA.
3. Parents, Students and the Deputy Principal will discuss educational and/or employment pathways.





## **Non-completion of Course 'N' Determination**

NESA has delegated to Principals the authority to determine if students seeking the award of the Preliminary Certificate at their school have satisfactorily completed each course in which they are enrolled in accordance with the requirements issued.

Principals therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

While NESA does not stipulate attendance requirements, Principals may determine that, as a result 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.

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal must advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

## **Review of 'N' Determination**

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of a 'N' Determination must apply to the Principal.
- The school upholds the appeal, the school advises NESA by the date stipulated in the Preliminary Events Timetable.
- If the appeal is declined, the student may appeal to NESA.

NESA's review will focus on whether the school reviewed properly and correctly considering the matters before it. NESA will advise students and Principals of the outcome of any appeal as soon as possible.

## Illness/Misadventure Appeal Form



**Northlakes High School**

Assessment - Student Appeal Form

Where possible, appeals must be submitted to the Deputy Principal prior to assessment due date. Appeals must be submitted no later than 3 days after the students return to school or 5 days after the original assessment due date, whichever comes first.

*Student to complete:*

Student Name:	Subject:
Teacher:	Circle one: Y12 / Y11 / RoSA
Task Title:	Original Due Date:

Details of circumstance that led to failure to complete/submit by the due date or details of misadventure

---



---



---

*If more space is required, use overleaf.*

Student Signature	Date	Parent Signature	Date
-------------------	------	------------------	------

You must attach additional information; Medical Certificate/ Statutory Declaration or any other documentation to support your appeal. Insufficient supportive evidence will not assist the appeal panel in making a determination. Appeals are only considered based on the information provided with this form

*Faculty Head Teacher to complete - Student Consultation:*

Task details are correct?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Medical Certificate or Stat Dec attached?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
HT Recommendation: Should this appeal be approved?			
<input type="checkbox"/> Yes <input type="checkbox"/> Alternate task: Due Date: _____ <input type="checkbox"/> Extension: Due Date: _____ <input type="checkbox"/> Estimated Result: Estimate: _____ <input type="checkbox"/> Other	<input type="checkbox"/> No Justification:		

Head Teacher	Signature	Date
--------------	-----------	------

*Deputy Principal to complete*

Approval	
<input type="checkbox"/> Yes - Approved <input type="checkbox"/> Alternate task: Due Date: _____ <input type="checkbox"/> Extension: Due Date: _____ <input type="checkbox"/> Estimated Result: Estimate: _____ <input type="checkbox"/> Other	<input type="checkbox"/> No – Not Approved Justification:

Deputy Principal	Signature	Date
------------------	-----------	------

Distribute copies; ☐ Student, ☐ Faculty, ☐ Original in PRC. ☐ Sentral Data Entry

## Frequently asked questions

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

NESA expects students to have:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself “with diligence and sustained effort”.

### **2. What do the terms internal and external assessment mean?**

Internal assessment refers to assessment tasks designed and conducted by the school. External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination contributes the other 50% of your HSC mark.

### **3. What do the terms “examination”, “in-class” and “hand-in” assessment task mean?**

An “examination” is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An “in-class assessment task” is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. “Hand-in assessment tasks” are those that are completed at home and submitted by a designated due date and time.

### **4. How do I know when I have an assessment task?**

The Year 11 Assessment Handbook outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

### **5. What happens if I am not present when an assessment task is issued?**

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

### **6. Why may I be penalised for being absent the day before a task is due?**

This may be perceived as unfair to other students, as it may allow you extra time to complete a task, a luxury that other students do not have. If you have a valid reason for being absent, you may be asked to prove this by completing an Illness/Misadventure Form (and Medical Certificate in the case of illness).

### **7. What happens if I have a valid reason for being unable to submit an assessment task on time?**

You have to complete and submit an illness and misadventure form to apply for the task to be rescheduled or for an extension of the due date.

### **8. What happens if I am absent the day a task is due?**

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone:

43900555 or email: northlake-h.schools@det.nsw.edu.au and apply for Illness/ Misadventure. In the case of illness, a Medical Certificate must be attached to the illness/ misadventure form.

**9. What happens if I do not submit a task or sit an examination?**

You will be awarded zero marks for that task and an N-warning letter will be issued as a supportive measure to ensure that you complete the task.

**10. What happens if I do not make a serious attempt in an assessment task or examination?**

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

**11. What does “non-serious attempt” mean?**

This includes very poor attempts that contain an insufficient amount of work in which to assess a student’s work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

**12. What happens if I have been found guilty of malpractice?**

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

**13. What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?**

You will be required to submit the task by the due date.

**14. What happens if my application for illness/misadventure is rejected?**

If the task was submitted on time, you will be awarded the marks you have earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

**15. Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?**

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

**16. Can I appeal an assessment task result for an individual task?**

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.

## English Advanced

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2024	Week 8, Term 2, 2024	Week 7-8, Term 3, 2024
		<i>Writing Portfolio</i>	<i>Multimodal Presentation</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Outcomes</b>		EA11-1, EA11-6, EA11-9	EA11-2, EA11-7, EA11-8	EA11-3, EA11-4, EA11-5
<b>OUTCOMES</b>				
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			

## English Standard

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2024	Week 8 Term 2, 2024	Week 7-8, Term 3, 2024
		<i>Writing Portfolio</i>	<i>Multimodal Presentation</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Outcomes</b>		EN11-1, EN11-6, EN11-9	EN11-2, EN11-7, EN11-8	EN11-3, EN11-4, EN11-5
<b>OUTCOMES</b>				
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 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			

## English Extension

Components	Weighting	Task 1	Task 2	Task 3
		Week 2, Term 2, 2024	Week 7-8, Term 3, 2024	Week 9, Term 3, 2024
		<i>Writing Portfolio</i>	<i>Yearly Examination</i>	<i>Independent Research Project Writing Portfolio &amp; Presentation</i>
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Outcomes</b>		EE111, EE113	EE111, EE112, EE115	EE114, EE115, EE116
<b>OUTCOMES</b>				
EE111	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies			
EE112	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts			
EE113	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts			
EE114	develops skills in research methodology to undertake effective independent investigation			
EE115	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts			
EE116	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity			

## English Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2024	Week 6, Term 2, 2024	Week 3, Term 3, 2024
		<i>Resume, letter &amp; mock interview task</i>	<i>Portfolio of Writing</i>	<i>Multimodal Task</i>
Skills	50%	15%	15%	20%
Knowledge	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		ES11-1, ES11-3, ES11-10	ES11-4, ES11-5, ES11-8	ES11-2, ES11-6, ES11-7, ES11-9
Course Modules		<ul style="list-style-type: none"><li>• Mandatory Module 1: Achieving Through English- English &amp; the Worlds of Education, Careers &amp; Community</li><li>• Elective Module 1: On the road – English and the experience of travel</li><li>• Elective Module 2: Local Heroes – English and community life</li></ul>		
OUTCOMES				
ES11-1	Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes			
ES11-2	Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts			
ES11-3	Gains skills in accessing, comprehending and using information to communicate in a variety of ways			
ES11-4	Composes a range of texts with increasing accuracy and clarity in different forms			
ES11-5	Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts			
ES11-6	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes			
ES11-7	Represents own ideas in critical, interpretive and imaginative texts			
ES11-8	Identifies and describes relationships between texts			
ES11-9	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade			
ES11-10	Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning			



## Mathematics Standard

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2024	Week 8, Term 2, 2024	Week 7, Term 3, 2024
		<i>Investigation task Topic/Content MS-A1,MS -A2,MS-M1</i>	<i>Investigation task Topic/Content MS-F1.1, MS-F1.2, MS-S1.1</i>	<i>Yearly Examination Topic/Content MS-A1, MS-A2, MS-M1, MS-M2, MS-F1, MS-S1, MS-S2</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem solving, Reasoning & Justification	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
<b>OUTCOMES</b>				
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 contexts			
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations			

## Mathematics Advanced

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2024	Week 8, Term 2, 2024	Week 7, Term 3, 2024
		<i>Investigation Task Topic/Content MA-F1</i>	<i>Investigation Task Topic/Content MA-T1</i>	<i>Yearly Exam Topic/Content MA-F1, MA-T1, MA-T2 MAC1, MA-E1, MA-S1</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
<b>OUTCOMES</b>				
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			

## Mathematics Extension 1

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2024	Week 8, Term 2, 2024	Week 7, Term 3, 2024
		<i>Investigation Task Topic/Content MA-F1</i>	<i>Investigation Task Topic/Content MA-T1, MA-T2</i>	<i>Yearly Examination Topic/Content MA-F1, MA-T1, MA-T2, MA-C1, MA-E1, MA-S1</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-3, ME11-4, ME11-8, ME11-9	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
<b>OUTCOMES</b>				
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses			
ME11-2	manipulates algebraic expressions and graphical functions to solve problems			
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems			
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change			
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering			
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts			
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs			

## Mathematics Numeracy

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2024	Week 8, Term 2, 2024	Week 7, Term 3, 2024
		<i>Investigation Task Topic/Content Module 1 and Module 2</i>	<i>Investigation Task Topic/Content Module 1 and Module 2</i>	<i>Yearly Examination Topic/Content Module 1 and Module 2</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6- 2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6- 2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2
<p>The Numeracy Stage 6 course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).</p> <p>As a CEC, there is no HSC examination for the Numeracy course. Assessment in this course is school-based. Teachers award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Achievement Level Descriptions for reporting achievement.</p> <p><b>Objectives</b></p> <p>N6-1:develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language</p> <p>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</p> <p>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</p>				
<b>OUTCOMES</b>				
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			
N6-2.1	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			
N6-3.1	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			

## Agriculture

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2024	Week 9, Term 2, 2024	Week 7-8, Term 3, 2024
		<i>Animal Production Experiment</i>	<i>Plant Production Experiment</i>	<i>Yearly Examination</i>
Knowledge and Understanding of course content	<b>40%</b>	10%	10%	20%
Knowledge, understanding and skills required to manage Agriculture production systems	<b>40%</b>	15%	15%	10%
Skills in effective research, experimentation and communication	<b>20%</b>	5%	5%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		1.1, 1.2, 2.2, 2.3	2.1, 4.1	1.1, 1.2, 3.1, 5.1
<b>OUTCOMES</b>				
P1.1	describes the complex, dynamic and interactive nature of agricultural production systems			
P1.2	describes the factors that influence agricultural systems			
P2.1	describes the biological and physical resources and applies the processes that cause changes in plant production systems			
P2.2	describes the biological and physical resources and applies the processes that cause changes in animal production systems			
P2.3	describes the farm as a basic unit of production			
P3.1	explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements			
P4.1	applies the principles and procedures of experimental design and agricultural research			
P5.1	investigates the role of associated technologies and technological innovation in producing and marketing agricultural products			

## Ancient History

Components	Weightings	Task 1	Task 2	Task 3
		Week 9, Term 1, 2024	Week 9, Term 2, 2024	Week 7, Term 3, 2024
		<i>Features of a Society Source Study</i>	<i>Mystery/Controversy Historical Research</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	10%	5%	5%
Historical inquiry and research	<b>20%</b>	15%	5%	
Communication of historical understanding in appropriate forms	<b>20%</b>	5%	10%	5%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes</b>		AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	AH11-4, AH11-7, AH11-8, AH11-9	AH 11-1, AH11-2, AH11-9, AH11-10
<b>OUTCOMES</b>				

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	Discuss and evaluates differing interpretations and representations of the past
AH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	Discusses contemporary methods and issues involved in the investigation of ancient history

## Biology

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2024	Week 10, Term 2, 2024	Week 7-8, Term 3, 2024
		<i>Depth Study</i> <i>Module 3 Biological Diversity</i> <i>Module 4 Ecosystem Dynamics</i>	<i>Practical Examination</i> <i>Module 1 Cells as the Basis of Life</i>	<i>Yearly Examination</i> <i>Modules 1-4</i>
Working Scientifically Skills	60%	30%	30%	
Knowledge & Understanding	40%	5%		35%
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>Outcomes</b>		11-3, 11-6, 11-10, 11-11	11-2, 11-3, 11-4, 11-5	11-8, 11-9, 11-10, 11-11
<b>OUTCOMES</b>				

1	<p><b>Applies the skills involved in working scientifically, including designing investigations and gathering, analysing and evaluating data.</b></p> <p>BIO11/12-1 - develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11/12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11/12-3 - conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11/12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11/12-5 - analyses and evaluates primary and secondary data and information</p> <p>BIO11/12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11/12-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
2	BIO11-8 Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
3	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.
4	BIO11-10 Describes biological diversity by explaining the relationship between a range of organisms in terms of specialisation for selected habitats and evolution of species.
5	BIO11-11 Analyses ecosystem dynamics and the interrelationships of organisms within an ecosystem.

## Business Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 7, Term 1, 2024	Week 10, Term 2, 2024	Week 7-8, Term 3, 2024
		<i>In class test Business Report: The Nature of Business</i>	<i>Business Plan</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	<b>40%</b>	10%	5%	25%
Stimulus based skills	<b>20%</b>	10%		10%
Inquiry and research	<b>20%</b>		20%	
Communication of business information, ideas and issues in appropriate forms	<b>20%</b>		15%	5%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Outcomes</b>		P1, P2, P8	P4, P7, P9, P10	P3, P5, P6

### OUTCOMES

<b>The student develops knowledge and understanding about:</b>	
<b>The nature, role and structure of business</b>	
P1	discusses the nature of business, its role in society and types of business structure
<b>Internal and external influences on business</b>	
P2	explains the internal and external influences on businesses
P3	describes the factors contributing to the success or failure of small to medium enterprises
<b>The functions and processes of business activity</b>	
P4	assesses the processes and interdependence of key business functions
<b>Management strategies and their effectiveness</b>	
P5	examines the application of management theories and strategies
P6	analyses the responsibilities of business to internal and external stakeholders
<b>The student develops skills to:</b>	
<b>Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations</b>	
P7	plans and conducts investigations into contemporary business issues
P8	evaluates information for actual and hypothetical business situations
<b>Communicate business information and issues using appropriate formats</b>	
P9	communicates business information and issues in appropriate formats
<b>Apply mathematical concepts appropriate to business situations</b>	
P10	applies mathematical concepts appropriately in business situations



## Community and Family Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 5 Term 2, 2024	Week 3 Term 3, 2024	Week 7-8 Term 3, 2024
		<i>Assignment: Resource Management and Individuals and Groups</i>	<i>Assignment: Families and Communities Assignment</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	40%	20%	10%	10%
Skills in critical thinking, Research methodology analysing and communicating.	60%	20%	20%	20%w
<b>TOTAL MARKS</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes</b>		1.1, 2.1, 2.3, 4.1, 4.2, 5.1	1.2, 2.4, 6.1, 6.2	All outcomes
<b>OUTCOMES</b>				
P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals			
P1.2	Proposes effective solutions to resource problems			
P2.1	Accounts for the roles and relationships that individuals adopt within groups			
P2.2	Describes the role of the family and other groups in the socialisation of individuals			
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement			
P2.4	Analyses the interrelationships between internal and external factors and their impact on family functioning			
P3.1	Explains the changing nature of families and communities in contemporary society			
P3.2	Analyses the significance of gender in defining roles and relationships			
P4.1	Utilises research methodology appropriate to the study of social issues			
P4.2	Presents information in written, oral and graphic form			
P5.1	Applies management processes to maximise the efficient use of resources			
P6.1	Distinguishes those actions that enhance wellbeing			
P6.2	Uses critical thinking skills to enhance decision-making			

## Construction

Construction RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package CPC Construction, Plumbing and Services Training Package

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 2-4 Term 1	Week 9 Term 1  Date 22/3/24	Week 9 Term 2  Date 28/6/24	Week 9 Term 3  Date 20/9/24	Week 7-8 Term 3
CPCWHS1001	Prepare to work safely in the construction industry		X				HSC Examination units of competency
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate II Construction Pathways CPC20220** or a **Statement of Attainment towards Certificate II Construction Pathways CPC20220**. Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements

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

## Dance

Components	Weighting	Task 1	Task 2	Task 3
		Week 3, Term 2, 2024	Week 4, Term 3, 2024	Week 7/8, Term 3, 2024
		<i>Core Performance and Informal Discussion with Logbook</i>	<i>Core Appreciation essay submission</i>	<i>Composition Task with Informal Discussion and Logbook</i>
Performance	40%	40%		
Composition	30%			30%
Appreciation	30%		30%	
<b>TOTAL MARKS</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes</b>		P2.1 P2.2 P2.3 P2.4 P2.5 P2.6 P1.1 P1.2 P1.3	P4.1 P4.2 P4.3 P4.4 P4.5	P3.1 P3.2 P3.3 P3.4 P3.5 P3.6 P3.7

### OUTCOMES

P1.1	Understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	Understands the use of dance terminology relevant to the study of dance as an art form
P1.3	Develops the skills of dance through performing composing and appreciating dance
P1.4	Values the diversity of dance as an art form and its inherent expressive qualities
P2.1	Identifies the physiology of the human body as it is relevant to the dancer
P2.2	Identifies the body's capabilities and limitations
P2.3	Recognises the importance of the application of safe dance practice
P2.4	Demonstrates appropriate skeletal alignment, body part articulation, strength, flexibility, agility and co-ordination
P2.5	Performs combinations, phrases and sequences with due consideration of safe dance practices
P2.6	Values self-discipline, commitment and consistency in technical skills and performance
P3.1	Identifies the elements of dance composition
P3.2	Understands the compositional process
P3.3	Understands the function of structure as it relates to dance composition
P3.4	Explores the elements of dance relating to dance composition
P3.5	Devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	Structures movement devised in response to specific concept/intent
P3.7	Values their own and others' dance activities as worthwhile
P4.1	Understands the socio-historic context in which dance exists
P4.2	Develops knowledge to critically appraise and evaluate dance
P4.3	Demonstrates the skills of gathering, classifying and recording information about dance
P4.4	Develops skills in critical appraisal and evaluation
P4.5	Values the diversity of dance from national and international perspectives

## Exploring Early Childhood

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2024	Week 10, Term 2, 2024	Week 7-8 Term 3, 2024
		Assignment: Pregnancy and Childbirth Electronic Babies	Assignment: Child Growth Development and Play	Yearly Examination
Knowledge	50%	5%	15%	30%
Skills	50%	30%	15%	5%
TOTAL MARKS	100%	35%	30%	35%
Outcomes		2.1, 6.1, 6.2	1.2, 1.3, 2.2, 5.1	1.1, 3.1, 4.1, 4.3
Course Outline	Pregnancy and Childbirth Child Growth and Development Play and the Developing Child Promoting Positive Behaviour Learning Experiences for Young Children			
OUTCOMES				
1.1	Analyses prenatal issues that have an impact on development			
1.2	Examines physical, social-emotional, behavioural, cognitive and language development of young children			
1.3	Examines the nature of different periods in childhood – infant, toddler, preschool and the early school years			
1.4	Examines the ways in which family, community and culture influence the growth and development of young children			
1.5	Examines the implications for growth and development when a child has special needs			
2.1	Analyses issues relating to the appropriateness of a range of services for different families			
2.2	Critically examines factors that influence the social world of young children			
2.3	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			
2.5	Examines strategies that promote safe environments			
3.1	Evaluates strategies to encourage positive behaviour in young people			
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			
Outcomes 1.4,1.5 & 2.3 are assessed as a part of the HSC year of Exploring Early Childhood				

## Entertainment

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

Training Package CUA Creative Arts and Culture (Release 6.0)

<b>Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services</b> <b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>		<b>Task 1</b> White card	<b>Task 2</b> Plan a career *	<b>Task 3</b> Safe and sound	<b>Task 4</b> Bump in the light	<b>EXAM</b>
		Week 2-4 Term 1	Week 10 Term 1	Week 4 Term 2 Date 24/5/24	Week 8 Term 3 Date 13/9/24	Week 7-8 Term 3
<b>Code</b>	<b>Unit of Competency</b>					
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				
CUAIND314	Plan a career in the creative arts industry		Post WPL			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	
						HSC Examinable units of competency

\* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

## Fitness

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIS30321 Certificate III in Fitness

Training Package SIS Sport, Fitness and Recreation

Assessment Tasks for SIS30321 Certificate III in Fitness <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Portfolio *	Task 2 Planning, organising and maintaining in the Fitness Industry	Task 3 Preparation of client capabilities in the Fitness Industry
		Assessment in HSC year.	Week 4  Term 2  Date 25/5/24	Week 8  Term 3  Date 14/9/24
Code	Unit of Competency			
BSBPEF301	Organise personal work priorities		X	
SISXFAC002	Maintain sport, fitness and recreation facilities		X	
HLTWHS001	Participate in workplace health and safety		X	
SISFFIT032	Complete pre-exercise screening and service orientation			X
SISFFIT052	Provide healthy eating information			X
SISFFIT033	Complete client fitness assessments			X

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

\* Task 1 Portfolio – Evidence collection for portfolio is ongoing. The task can be submitted when sufficient evidence has been collected.

On successful completion of the units of competency at the conclusion of Year 11 the possible qualification outcome is a Statement of Attainment toward SIS30321 Certificate III in Fitness.

**This course is a NESAB Board Endorsed Course and is not examinable for the HSC**

## Hospitality – Food and Beverage

**Hospitality SIT20322 Certificate II in Hospitality**

**SIT Tourism, Travel and Hospitality Release 2.1**

**Cohort 2024-2025 (240 hours 2 units x 2 years)**

**School Name: Northlakes High**

<b>Assessment Tasks for SIT20322 Certificate II in Hospitality</b> <b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>		<b>Task 1</b>	<b>Preliminary Exam</b>
		Week 5 Term 3 Date 23/8/24	Week 7-9 Term 3 Date
<b>Code</b>	<b>Unit of Competency</b>		
SITXFSA005	Use hygienic practices for food safety	x	
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20322 Certificate II in Hospitality**.

**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements. \* Selected units only to be confirmed by your teacher**

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

The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.

## Hospitality – Trade Training

**Cookery**

**Qualification: SIT20421 Certificate II in Cookery**

**Cohort 2023 - 2024**

**Training Package SIT Tourism, Travel and Hospitality (version2.1)**

**RTO - Department of Education - 90333, 90222, 90072, 90162**

Compressed Curriculum (240 Hours 4 Units x 1 Year) - Commencing Term 4 2023

<b>Assessment Tasks for SIT20421 Certificate II in Cookery</b> <b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>		Task 1	Task 2	Task 3	Task 4	Task 5	HSC TRIAL
		Week 10	Week 5	Week 7	Week 1	Week 9	Week 3-5
		Term 1	Term 2	Term 2	Term 3	Term 3	Term 3
Code	Unit of Competency	Date 5/4/24	Date 31/5/24	Date 14/6/24	Date 26/7/24	Date 20/9/24	Date 2024
SITXFSA005	Use hygienic practices for food safety	X					
SITXWHS005	Participate in safe work practices	X					
SITXFSA006	Participate in safe food handling practices	X					
SITHCCC025	Prepare and present sandwiches	X					
SITXCOM007	Show social and cultural sensitivity	X					
SITXCCS011	Interact with customers	X					
SITHKOP009	Clean kitchen premises and equipment		X				
SITXINV006	Receive, store and maintain stock		X				
SITHCCC026	Package prepared foodstuffs			X			
SITHCCC023	Use food preparation equipment				X		
SITHCCC024	Prepare and present simple dishes				X		
SITHCCC027	Prepare dishes using basic method of cookery					X	
SITHCCC034	Work effectively in a commercial kitchen					X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

**The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.**

**For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **HSC Trial Examination** \* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



## Industrial Technology – Multimedia

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2024	Week 7-8, Term 3, 2024	Week 10, Term 3, 2024
		Practical Project & Communication Folio	Yearly Examination	Practical Project & Communication Folio
Knowledge and understanding of course content	40%	20%		20%
Knowledge and skills in the management, communication and production of projects	60%	10%	40%	10%
Total Marks	100%	30%	40%	30%
Outcomes		P2.1 P3.1 P4.2 P4.3 P5.1 P5.2 P6.1	P1.2, P2.1, P3.2 P4.3, P7.1 P7.2	P2.1,P2.2 P3.1, P3.2, P3.3 P4.1, P4.2, P4.3, P5.2 P6.2
Course Outline Components	Industry Study Design, Management & Communication Production Industry Related Manufacturing Technology			
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	Explains the impact of one related industry on the social and physical environment			
P7.2	Identifies the impact of existing, new and emerging techniques of one related industry on society and the environment			

## Industrial Technology – Timber

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2024	Week 7-8, Term 3, 2024	Week 10, Term 3, 2024
		Planning and Communication plus Practical Joint Exercise	Yearly Examination	Practical Project & Communication Folio
Knowledge and understanding of course content	40%	20%		20%
Knowledge and skills in the management, communication and production of projects	60%	10%	40%	10%
TOTAL MARKS	100%	30%	40%	30%
Outcomes		P2.1 P3.1 P4.2 P4.3 P5.1 P5.2 P6.1	P1.2, P2.1, P3.2 P4.3, P7.1 P7.2	P2.1,P2.2 P3.1, P3.2, P3.3 P4.1, P4.2, P4.3, P5.2 P6.2
Course Outline Components:	Industry Study Design, Management & Communication Production Industry Related Manufacturing Technology			
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	Explains the impact of one related industry on the social and physical environment			
P7.2	Identifies the impact of existing, new and emerging techniques of one related industry on society and the environment			

## Investigating Science

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2024	Week 9, Term 2, 2024	Week 7-8, Term 3, 2024
		<i>Research Project</i>  <i>Cause and Effect – Observing &amp; Cause and Effect – Inferences and Generalisations</i>	<i>Depth Study</i>  <i>Scientific Models</i>	<i>Yearly Examination</i>  <i>Theories and Laws</i>
Working Scientifically Skills	<b>60%</b>	20%	30%	10%
Knowledge & Understanding	<b>40%</b>	10%	10%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes</b>		11-5, 11-6, 11-7, 11-8, 11-9	11-1, 11-4, 11-7, 11-10	11-8, 11-9, 11-10, 11-11

### OUTCOMES

1	<b>Applies the skills involved in working scientifically, including designing investigations and gathering, analysing and evaluating data.</b> INS11/12-1 Develops and evaluates questions and hypotheses for scientific investigation NS11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information INS11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information INS11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media INS11/12-5 Analyses and evaluates primary and secondary data and information INS11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes INS11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
2	INS11-8 Identifies that the collection of primary and secondary data initiates scientific investigations.
3	INS11-9 Examines the use of inferences and generalisations in scientific investigations.
4	INS11-10 Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes.
5	INS11-11 Describes and assesses how scientific explanations, laws and theories have developed.

## Legal Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2024	Week 9, Term 2, 2024	Week 7-8 Term 3, 2024
		<i>Media File</i>	<i>Research and Written Response</i>	<i>Yearly Examination</i>
Knowledge & Understanding of course content	<b>40%</b>		10%	30%
Analysis and Evaluation	<b>20%</b>	10%	10%	
Inquiry and Research	<b>20%</b>	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	<b>20%</b>	10%		10%
<b>TOTAL MARKS:</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		P1, P2, P6,	P5, P8, P9, P10	P3, P4, P7

## OUTCOMES

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

## Manufacturing & Engineering

### Manufacturing and Engineering – Introduction

Assessment Tasks for Certificate I in Engineering MEM10119		Cluster 1	Cluster 2	Cluster 3
		Welcome to the Industry	Right tool, Right job	Engineering in Practice
Assessment due		Week: 5 Term: 2	Week: 2 Term: 3	Week: 10 Term: 3
Code	Unit of Competency			
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate I in Engineering MEM10119** or a **Statement of Attainment towards Certificate I in Engineering**

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

## Marine Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2024	Week 8, Term 3, 2024	Week 10, Term 3, 2024
		<i>Marine Safety &amp; First Aid Practical Examination</i>	<i>The Marine Environment Research</i>	<i>Life in the Sea Yearly Examination</i>
Knowledge and understanding of course content	60%	30%	30%	
Knowledge and skills in the management, communication and production of projects	40%			40%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		1, 3, 5	2, 3, 4	1, 3, 5
<b>OUTCOMES</b>				
1	Demonstrates knowledge and understanding to promote sound environmental practices in the marine environment			
2	Demonstrates co-operation and effective communication in the marine context			
3	Demonstrates the application of critical thinking, research and analysis skills			
4	Demonstrates knowledge and understanding of marine industries and their interaction with society and leisure pursuits			
5	Demonstrates knowledge, understanding and skill of safe practice in the marine context			

## Modern History

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2024	Week 8 Term 2, 2024	Weeks 7-8 Term 3, 2024
		<i>Source Analysis</i>	<i>Historical investigation</i>	<i>Exam</i>
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	15%	5%	
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes</b>		11-2, 11-6, 11-7, 11-10	11-5, 11-8, 11-9	11-1, 11-3, 11-4
<b>OUTCOMES</b>				

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

## Music

Components		Weighting	Task 1	Task 2	Task 3
			Week 11, Term 1, 2024	Week 9, Term 2, 2024	Week 7-8 Term 3, 2024
			<i>Performance and Composition</i>	<i>Viva Voce, Composition and Aural</i>	<i>Aural Examination and Performance</i>
Topics:			Methods of Notating Music	Rock Music (The Beatles)	Aural Examination and Performance
Performance	25%		15%		10%
Composition	25%		15%	10%	
Musicology	25%			25%	
Aural	25%			5%	20%
TOTAL MARKS	100%		30%	40%	30%
Outcomes			P1, P2, P3, P7, P8, P10	P1, P4, P5, P6, P10	P1, P4, P9
OUTCOMES					
P1	Performs music that is characteristic of the topics studied				
P2	Observes, reads, interprets and discusses simple musical scores characteristic of topics studied				
P3	Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studies				
P4	Recognises and identifies the concepts of music and discusses their use in a variety of musical styles				
P5	Comments on and constructively discusses performances and compositions				
P6	Observes and discusses concepts of music in works representative of the topics studied				
P7	Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied				
P8	Identifies, recognises, experiments with and discusses the use of technology in music				
P9	Performs as a means of self-expression and communication				
P10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities				
P11	Demonstrates a willingness to accept and use constructive criticism				



## Photography

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2024	Week 4, Term 2, 2024	Week 4, Term 3, 2024
		Critical/Historical Study	Folio	Folio + Critical/Historical Reflection
Critical/Historical	30%	20%		10%
Practical	70%		35%	35%
TOTAL MARKS	100%	20%	35%	45%
Outcomes		CH1, CH2, CH3, CH5	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH5
Course Outline	Introduction to practice (DSLR + Photoshop) Developing a point of view in digital practice Investigation in Critical/Historical studies OH&S			
OUTCOMES				
M1	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice			
M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works			
M3	Investigates different points of view in the making of photographs and/or videos and/or digital images			
M4	Generates images and ideas as representations/simulations in the making of photographs and/or video and/or digital images			
M5	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images			
M6	Takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works			
CH1	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging			
CH2	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations			
CH3	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies			
CH4	Explores ways in which histories, narrative and other accounts can be built to explain practices interests in the fields of photography and/or video and/or digital imaging			
CH5	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production			

## PD/H/PE

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2024	Week 9, Term 2, 2024	Week 7-8, Term 3, 2024
		Better Health for Individuals – Prepared Responses	Body in Motion – Video Analysis	Yearly Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8 P9, P10, P11 P12 P15 P16 P17
Course Outline		1. Better health for individuals 2. The body in motion 3. Fitness choices 4. First aid		
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 structures influence the way the body moves			
P8	Describes the components of physical fitness and explains how they are monitored			
P9	Describes the 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			

## Screen + Media

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CUA31020 Certificate III in Screen and Media

Training Package CUA Creative Arts and Culture (Release 6.0)

Assessment Tasks for		Task 1	Task 2	Task 3
CUA31020 Certificate III in Screen and Media		Safety	Story writing	Let's shoot!
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 5	Week 6	Week 9
		Term 1	Term 2	Term 3
Code	Unit of Competency	Date 1/3/24	Date 7/6/24	Date 20/9/24
CUAWHS312	Apply work health and safety practices	X		
CUAWRT302	Write simple stories		X	
BSBCRT311	Apply critical thinking skills in a team environment		X	
CUACAM311	Shoot material for screen productions			X
CUAPOS211	Perform basic vision and sound editing			X

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards CUA31020 Certificate III in Screen and Media.

**\* This course is not HSC examinable**

## Society & Culture

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2024	Week 9, Term 2, 2024	Week 7-8, Term 3, 2024
		<i>Amish Research Task</i>	<i>Mini PIP</i>	<i>Yearly Examination</i>
Knowledge & Understanding of course content	50%	10%	15%	25%
Application & evaluation of social and cultural research methodologies	30%	15%	10%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		P3, P9, P10	P6, P7, P8	P1, P2, P4, P5, P9, P10
<b>OUTCOMES</b>				

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

## Sport Lifestyle and Recreation

Components	Weighting	Task 1	Task 2		Task 3
		Week 8, Term 1, 2024	Week 10, Term 2, 2024	Ongoing 2024	Week 7-8, Term 3, 2024
		<i>Fitness Program</i>	<i>Lifestyle Assessment</i>	<i>Game or Sport Applications</i>	<i>Yearly Examination</i>
Knowledge and Understanding	50%	10%	15%		25%
Skills	50%	15%	10%	25%	
TOTAL MARKS	100%	25%	25%	25%	25%
Outcomes		1.2 2.2 3.2 3.3	1.5 2.3 3.5	1.1 1.3 3.1 4.2 4.4	1.2 1.3 1.5 2.1 2.2 2.3 2.5 3.2 3.3 3.5 4.1 4.3
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, interest 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	Design programs that responds to performance needs				
3.3	Measures and evaluates physical performance capacities				
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 goals				
4.2	Demonstrates leadership skills and a capacity to work co-operatively 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 rolls that support health, safety and physical activity				
Outcomes 1.4, 1.6, 2.4, 3.6, 3.7, 4.2 & 4.5 are assessed as part of the HSC year of Sport Lifestyle & Recreation					

## Visual Arts

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2024	Week 8, Term 2, 2024	Week 7-8 Term 3, 2024
		Artmaking & Visual Arts Process Diary	In-Class Essay	Body of Work & Yearly Exam
Artmaking	50%	20%		30%
Art Criticism / Art History	50%	10%	25%	15%
TOTAL MARKS	100%	30%	25%	45%
Outcomes		P1, P3, P4, P5, P6, P7, P9	P7, P8, P9, P10	P1, P,2, P3 P4, P5, P6, P7, P8, P9, P10
Course Outline	Exploration of at least three expressive forms Art Criticism and Art History Development of a Visual Arts Process Diary Visual Arts Exam			
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 artmaking			
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			

## Work Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2024	Week 10, Term 2, 2024	Week 7-8, Term 3, 2024
		<i>Survey and Research</i>	<i>Fieldwork and Report</i>	<i>Yearly Examination</i>
<b>Module 1</b> My Work Life	<b>30%</b>	30%		
<b>Module 2</b> Preparing Job Application	<b>30%</b>		30%	
<b>Module 3</b> Personal Finance	<b>40%</b>			40%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		P1, P2, P3,P4,P5	P2, P4, P6, P8	P4, P7, P8, P9

## OUTCOMES

P1	Investigates a range of work environments
P2	Examines different types of work and skills for employment
P3	Analyses employment options and strategies for career management
P4	Assess pathways for further education, training and life planning
P5	Communicates and uses technology differently
P6	Applies self-management and teamwork skills
P7	Utilises strategies to plan, organise and solve problems
P8	Assesses influences on peoples working lives
P9	Evaluates personal and social influences on individuals and groups

	Term 1, 2024	Term 2, 2024	Term 3, 2024	Term 4, 2024
<b>Week 1</b>			Trade Training- Hospitality	
<b>Week 2</b>	1. VET Entertainment 1. VET Construction		6. VET Manufacturing	
<b>Week 3</b>		2. Dance 3. English Ext	3. English Studies 4. CAFS	
<b>Week 4</b>		5. Photography 1. VET Entertainment 2. VET Fitness	5. Photography 2. Dance	
<b>Week 5</b>	4. VET Screen & Media	4. CAFS 6. VET Manufacturing Trade Training- Hospitality	<b>Non Assessment Period</b>  6.VET Hospitality Food & Bev	
<b>Week 6</b>		3. English Studies 4.VET Screen & Media		
<b>Week 7</b>	6. Business Studies	Trade Training- Hospitality	Yearly Examination Period	
<b>Week 8</b>	4. SLR 2. EEC 5. Math Adv. 5. Math Num. 5. Math Stand. 5. Photography 6. Society and Culture 7. Math Ext	3. English Adv 3. English Standard 5. Math Adv 5. Math Num. 5. Math Stand. 7. Math Ext 2. Visual Arts 1. Modern History		
<b>Week 9</b>	3. English Adv 3. English Standard 3. English Studies 4. Inv. Science 1. Legal Studies 5. Ancient History 1. VET Construction 1. Marine Studies	6. Society and Culture 5. PDHPE 4. Agriculture 4. Inv. Science 5. Ancient History 1. VET Construction 1. Legal Studies 6. Music	3.English Ext 1. VET Construction 4. VET Screen & Media Trade Training- Hospitality	
<b>Week 10</b>	5. PDHPE 4. Agriculture 2. Biology 2. IT Timber 6. Work Studies 1. VET Entertainment 2. IT Multimedia 1. Modern History 2. Visual Arts Trade Training- Hospitality 3. English Standard	2. EEC 4. SLR 6. Business Studies 2. Biology 6. Work Studies	2. IT Timber 6. VET Manufacturing 2. IT Multimedia 1. Marine Studies	
<b>Week 11</b>	6. Music			