



**COFFS HARBOUR  
SENIOR COLLEGE**

# 2023 YEAR 11 Courses Assessment Handbook

## IMPORTANT NOTICE

The Assessment Schedule of Tasks may change slightly for some courses due to these ongoing changes. The latest version of this handbook is on the college website in the Current Students tab: <http://www.seniorcollege.com.au/current-students/>.  
All assessment task notifications will be on *Stile*.

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## **Separate Insert – Summary of Assessment Tasks**

# Introduction

This Assessment Policy has been developed to comply with the NSW Education Standards Authority (NESA) requirements. This policy will be consistently applied in all subjects where students are presenting for the Higher School Certificate. All care is taken to ensure the accuracy of this document at the time of publication. Policy changes may occur and the school reserves the right to implement changes that meet the needs of the school.

All 2 unit courses are broken into a Year 11 course and the Year 12 course. The Year 11 course in a subject must be satisfactorily completed before a student can attempt the Year 12 course. Please note: in compressed courses the Year 11 course concludes at the end of Term 1 2021. In non-compressed Year 11 finishes at the end of Term 3.

The NSW Education Standards Authority (NESA) requires that assessment tasks be conducted for the Year 11 and Year 12 courses. However, only assessment of the Year 12 course will count towards the moderated assessment mark that appears on the HSC (there are some exceptions to this rule in Mathematics).

The main purpose of assessment in the Year 11 course is to provide feedback to students and parents/carers about achievement of outcomes and to determine whether a course has been satisfactorily completed. No marks are sent to NESA regarding Year 11 assessment. A grade from A to E is provided to the NESA at the end of the Year 11 course based on performance descriptors. Your assessment in Year 11 courses will be used by teachers to guide them in assigning your grade.

Assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. This allows students to be given credit for consistent work throughout the course and improves the accuracy of the judgements made about student achievement.

## Principles of Effective and Informative Assessment

### **Clear, direct links with outcomes**

The assessment strategies employed by the teacher in the classroom are directly linked to, and reflect, the syllabus outcomes.

### **Assessment is integral to teaching and learning**

Effective and informative assessment practice involves selecting strategies that are naturally derived from well structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.

### **Assessment is balanced, comprehensive and varied**

Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes.

### **Assessment is valid and reliable**

Valid assessment strategies are those that reflect the actual intention of teaching and learning activities, based on syllabus outcomes and measure the student's achievement on those outcomes.

Where values and attitudes are expressed in syllabus outcomes, these too should be assessed as part of student learning. They are distinct from knowledge, understanding and skill outcomes.

### **Assessment engages the learner**

Effective and informative assessment practice is student centred. Ideally there is a cooperative interaction between teacher and students, and among the students themselves. The syllabus outcomes and the assessment processes to be used should be made explicit to students. Students should reflect upon their achievements and progress.

### **Assessment values teacher judgement**

Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the achievement of outcomes. Teachers can be confident a student has achieved an outcome when the student has successfully demonstrated that outcome a number of times, and in varying contexts.

Teacher judgement based on well defined standards is a valuable and rich form of student assessment.

### **Assessment is time efficient and manageable**

Effective and informative assessment practice is time efficient and supports teaching and learning by providing constructive feedback to the teacher and student that will guide further learning. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

### **Assessment recognises and conveys information on individual achievement and progress**

Effective and informative assessment practice is sensitive to the self esteem and general well-being of students, providing honest and constructive feedback.

Students, parents and teachers can use student achievement information as this information (amongst other things) helps identify students for targeted intervention and can inform teaching programs. Students and parents can use assessment information to help plan revision or access assistance from teachers or peers.

## **Types of Assessment Tasks**

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in a HSC examination. These include:

### **School-based examinations and tests**

Examinations are important components of student assessment. Formal examinations are scheduled for the end of the Year 11 course, and trial HSC examinations mid Term 3.

Class tests may be scheduled at other times throughout the year as part of a course assessment program.

### **Other assessment types include:**

- *Oral presentations* - prepared speech or seminar presented to the class.
- *Fieldwork/excursion reports* - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- *Assignments* - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- *Design projects* – projects designed and produced to meet a design problem.
- *Portfolios* - accompanying documentation records design project work.
- *Practical work* - range of practical learning experiences completed in class and/or at home.
- *First hand investigations* – original problem solving using scientific method.
- *Body of work (Visual Arts)* – selection of one or more art works that demonstrate process and practical and theoretical understanding of art making, to include a Visual Arts Process Diary (VAPD).
- *Viewing task*
- *Film-making*
- *Diary/journals* – reflection on learning processes
- *Group work activities*

- *Peer assessment*
- *Listening task*
- *Scripted and improvised performance*

## **Senior College Responsibilities and Procedures in Assessment**

### **Assessment Schedule/Program**

For each course, Coffs Harbour Senior College (CHSC) has developed an assessment schedule which includes:

- a basic description of each task to be completed during the year
- the weighting of each task
- the outcomes to be assessed by each assessment task
- an approximate schedule for each task

The Assessment schedules for each subject are included in this handbook.

### **Notification of Individual Assessment tasks**

For each assessment task students will be given a written notification at least two weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed and specific task description.

For formal examinations, a written timetable will be issued approximately two weeks prior to the commencement of the examination period. No assessment tasks will be scheduled in the week before any formal examination period.

### **Variations in Assessment Schedule**

Variations to the schedule, if necessary, will be provided to students in writing at least two (2) College working weeks before the task is due.

### **Assessment Task Submission Deadlines**

Task submission deadlines will be set according to the type of task, however, the recommended time is 3pm. If another time is chosen it must be clearly identified on the Task Notification.

### **Digital and Online Submission of Assessment Tasks**

As with submission of paper assessment tasks, the requirements and procedures for online submission will be defined by the teacher within the Task Notification outline at the time of issue.

Online submission will be via Stile. It can be a Stile activity, or you could be required to upload the task as a file. If uploaded as a file, the recommended file name is lastname\_firstname\_course\_task. Any word-processed document must be submitted in pdf form.

### **Marking and Feedback**

Teachers will endeavour to mark and return assessment tasks promptly. Feedback, either written or verbal, will be provided to each student using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve. Parents will be notified of assessment tasks that are not completed and of penalties imposed.

### **Special Circumstances**

- CHSC reserves the right to change the date or conditions of an assessment task if necessary to be fair to all students or because of unforeseen circumstances.
- CHSC reserves the right to set a substitute task if, for any reason, the initial task fails to discriminate or is found to be invalid.

- If a problem occurs during the performance of an assessment task, the student should attempt to complete the task and afterwards request that its validity be determined by the assessment review panel.

## Student Responsibilities and Procedures

Collection of work missed by students due to absence from a class for any reason is the **responsibility of the student**. Teachers will make every effort to assist students.

The NESA website publishes up-to-date information concerning restrictions and special requirements for each course. For those Year 12 courses that have prescribed texts, topics or project restrictions, students must ensure that they are aware of the special requirements for their particular course.

Students are expected to make a serious attempt in completing all tasks and sit for all examinations set as part of the assessment program for a course, at the specified time.

### **A non-serious attempt at an assessment task includes:**

- Non-completion of substantial parts of a task or examination such as attempting only the multiple-choice section of an examination.
- Writing, performing or speaking in a frivolous, offensive or objectionable manner.

### **HSC minimum standard**

Students need reading, writing and numeracy for everyday life after school.

This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC.

To show they meet the HSC minimum standard, students need to achieve [Level 3 or 4](#) in short [online reading, writing and numeracy tests](#) of skills for everyday life.

Some students with disability studying Life Skills courses may be [exempt](#) from meeting the minimum standard to receive their HSC credential.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Sitting minimum standards during Year 11 and Year 12 will be organised by out LaST

### **Sitting for the tests after the HSC**

Students who do not demonstrate the minimum standard before they complete Year 12, can apply to sit for one or more minimum standard online tests after they leave school.

To be eligible, you need to have fulfilled all your [HSC requirements](#) except for the minimum standard of literacy and/or numeracy.

You can sit for the tests up to 5 years after starting your first HSC course.

There is no cost to sit for the test(s).

### **What is HSC: All My Own Work?**

All students entered for one or more Year 11 or Year 12 courses must have satisfactorily completed the HSC: All My Own Work program, or its equivalent. This program helps students to follow good principles and practices in assessments and examinations. Students will find HSC: All My Own Work on the NESA website.

In addition, there is very important information students must read in a booklet called Rules and Procedures for Higher School Certificate Candidates. Closer to the HSC NESA will provide students with a copy and it is also on the NESA website. When students sign their HSC Confirmation of Entry form, students are telling NESA that they have read, understood and agreed to follow the rules in the Rules and Procedures booklet.

In a subject with a submitted project or practical work, such as Industrial Technology, Design and Technology, Music 2 or English Extension 2, students will also have to certify that the work submitted to NESA for marking is their own, and acknowledge any assistance received. Teachers and the Principal will also have to say whether they believe the work is authentically the students.

### **What is cheating in a HSC assessment?**

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Both the school and NESA treat cheating very seriously. They will investigate allegations of cheating and penalise students caught cheating in any form of assessment task including assignments, written examinations and in projects or practical works.

Here are some examples of behaviour considered to be cheating:

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

### **What is plagiarism?**

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

**Q** *Is it plagiarism if I copy someone else's work exactly and claim it is my own work?*

**A** Definitely yes!

**Q** *Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?*

**A** Yes. You are using someone else's thoughts and words without acknowledgement.

**Q** *Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?*

**A** Yes. This is plagiarism.

**Q** *Is it plagiarism if someone else proofreads my written work and changes my final draft?*

**A** It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

**Q** *Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?*

**A** No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

**Q** *Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?*

**A** This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.



### How do I acknowledge sources?

Teachers will show you exactly how they would like to see sources acknowledged. For written works this usually will be in a bibliography. For some projects, such as practical works for Industrial Technology or Design and Technology, students must keep a folio or journal. In it students can show influences and any practical help received (for example a professional welder to join pieces of your work together), ideas that inspired the work, as well as a bibliography. Remember that acknowledging sources is also a good way to show the teacher the extent of the reading and research completed. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

### Malpractice includes:

- exceeding time limits set for a project
- unauthorised assistance in the completion of a project
- failing to follow the examination rules as outlined in Section 8
- copying (plagiarising) work from another source, be it a student, a written text or an internet site. Students must only submit **their own work** for assessment whether completed in class or at home.

Detected malpractice will limit a student's marks and jeopardise their HSC. One or more of the following will apply:

- reduced marks for part or all of the assessment task
- zero marks for part or all of the assessment task
- an interview with a "malpractice" panel at NESA
- loss of one or more courses towards the HSC award
- damage to your ability to apply for entry to TAFE or university courses or scholarships
- the senior college may also take further disciplinary action.

Cheating in school assessment tasks is dealt with at the senior college. Teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home and that any help that you have received has been acknowledged.

**Further detailed information about plagiarism and malpractice can be found at**  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

## Course Completion Criteria

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes
- **completed** work placement and/or practical competencies (VET courses).

Principals may determine that, as a result of absence, the course completion criteria have not been met. Clearly, absences will be regarded seriously by the school.

NSW Education Standards Authority (NESA) Warning Letters will be issued to students if they are not meeting the requirements for satisfactory completion of a course for the award of the Year 11 HSC or Higher School Certificate.

If two or more course-specific official warning letters have been issued the Principal may make an “N” (non-completion of course) award for that course. An “N” award will mean that the course will not be listed on the student’s Record of Achievement.

### **VET Industry Curriculum Framework courses**

Students studying **VET Industry Curriculum Framework courses** must complete the mandatory work placement hours in order to be deemed satisfactory.

In the case of **competency-based courses**, where a student has not successfully completed any units of competency, it is a matter for the teacher’s professional judgement to determine whether the attempts made by the student to complete the course are genuine.

SOURCE: <https://ace.nesa.nsw.edu.au/ace-8026>

**NOTE:** If a student fails to submit or perform tasks which make up more than 50% of the total assessment marks for a course, the Principal will not verify that the course has been satisfactorily studied. The student will then be awarded an “N” (non completion) award for this course. **An ‘N’ award in a course may also make them ineligible for the award in Year 11 or Higher School Certificate.**

## **What Happens to the Marks from School-Based Assessments**

At the end of the Year 12 course schools submit a mark and rank to the (NESA) for each student that has successfully met the course completion criteria for that course. That mark (out of 100 for a 2 unit course) is calculated from the student’s performance in school based assessment tasks, the weightings of which are published in the assessment policy for that course.

The school-based assessment counts for 50% of the overall HSC mark. That is, the marks sent to the NESA for each student from Coffs Harbour Senior College are combined with their HSC examination score to produce a final mark for the course – again out of 100 for a 2 unit course.

In the case of Board-developed VET courses the senior college will submit to NESA a list of the competencies successfully attained by each student. If a student has nominated to sit for the optional HSC examination in a VET course then a school assessment mark will also be submitted to NESA.

Assessment in the VET frameworks courses continues throughout the course. While there are assessment tasks such as the Trial HSC examination undertaken with usual notice of 2 weeks, it must be remembered that achievement of competencies is continually monitored during class activities.

An assessment mark is required to be submitted to NESA in case a student does not attend the HSC examination through misadventure. Schools are also required to indicate to NESA which units of competency have been satisfactorily achieved by each student.

If a student chooses to be assessed in a VET course for the purposes of an ATAR, this will be done via a written HSC examination. In the case of illness or misadventure during the HSC examination, marks from the end of Year 11 course examination and trial HSC examination will be used.

### **Assessment Ranking in a Task/Course**

For each completed task, a result (usually a mark, position and comments) will be returned to each student after marking/assessment by the teacher(s) of the course.

Following each task, a student’s current progressive ranking in the course will also be available after administrative procedures are completed. In the process of calculation, marks for individual tasks may be adjusted due to the weighting allocated to each assessment task. This means that students will not be able to combine new marks to work out their ranking as assessment task marks are weighted according to the Assessment Schedule for that course.

Students should note that it is not the absolute value of the assessment mark that is important, but the position in the College's **rank order** and the relative difference between students' assessments over the year.

The final assessment rank can be viewed online on the 'HSC Assessment Rank Order Notice' via 'Students Online' after completion of the assessment program.

### **Mid-year enrolment**

Students who enrol at Coffs Harbour Senior College during the year will be assessed on the tasks completed at Coffs Harbour Senior College. Students rank in the course will be calculated for those tasks which have been attempted. This ranking will be maintained and used to determine the final assessment mark.

### **Students repeating a Year 11 or Year 12 course**

Where a student repeats either a Year 11 or Year 12 course only marks from assessment tasks completed in the current year will be used.

### **Moderation of school submitted HSC assessment marks**

To ensure students are not advantaged or disadvantaged by the patterns of marks used by their school for the assessment, NESA institutes moderation procedures in processing school's assessments. These procedures are based on each school's performance in the external examination for the appropriate course.

This process retains the school's judgement in relation to the rank and the relative differences between students, but adjusts the assessment to a common scale for all schools to ensure state-wide comparability.

For this reason, students are not given their final school assessment mark as submitted to the NESA as it most likely will change following the moderation process. The students rank within the course will not change following moderation.

## **Rights of Appeal**

Students are able to request a review of their final assessment ranking if they consider the school's order of merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks, or they believe that the senior college did not follow the procedures stated in the assessment program for that subject. The request for review must be made within two (2) days of the issue of assessment ranks. However, it is important that candidates (and parents) are aware of the grounds on which an appeal may be lodged.

***There are no grounds for appeal against the individual marks awarded for assessment tasks. There will be no attempt to look into the quality of work, nor to question the judgement of any teacher in arriving at marks for assessment tasks.***

The reviews carried out on appeal are limited to ensuring that:

- The weightings of the school assessment tasks conform to those in the subject assessment schedule.
- The senior college's procedures for determining assessments conform to its program.
- There are no clerical or computational errors.

Any appeal is therefore directed at the assessment **process**.

### **Marking Review**

A student may appeal to the class teacher or head teacher about the mark or result given to a completed task within two College days. No further appeal is allowed after this time. An *Application for Marking Review* form (Annexure 3 in this booklet) is to be completed.

### **Appeal Decision of an Illness/Misadventure Form**

A student may appeal in writing against any decision made concerning an illness/misadventure appeal within two (2) College days of notification of the outcome of that appeal. The outcome of this appeal will be determined by the Principal after giving consideration to the written evidence provided by the student. No further appeal will be considered after this time.

In some circumstances, an appropriate penalty or mark reduction may apply at the discretion of the Principal.

The Assessment Review Panel will consist of the Deputy Principal and the Head Teacher of subject. A student who is dissatisfied with the school's review procedures may appeal to New South Wales Standards Authority (NESA).

### **Progress in Course**

Where a student's progress in a course is deemed unsatisfactory, a "N" award will be recommended. The student has the right to appeal initially to the Principal and subsequently NESA.

### **Appeal HSC Assessment Rank**

Appeals regarding the HSC Assessment Rank Order Notice should be made to the Principal before the conclusion of the HSC examination period.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

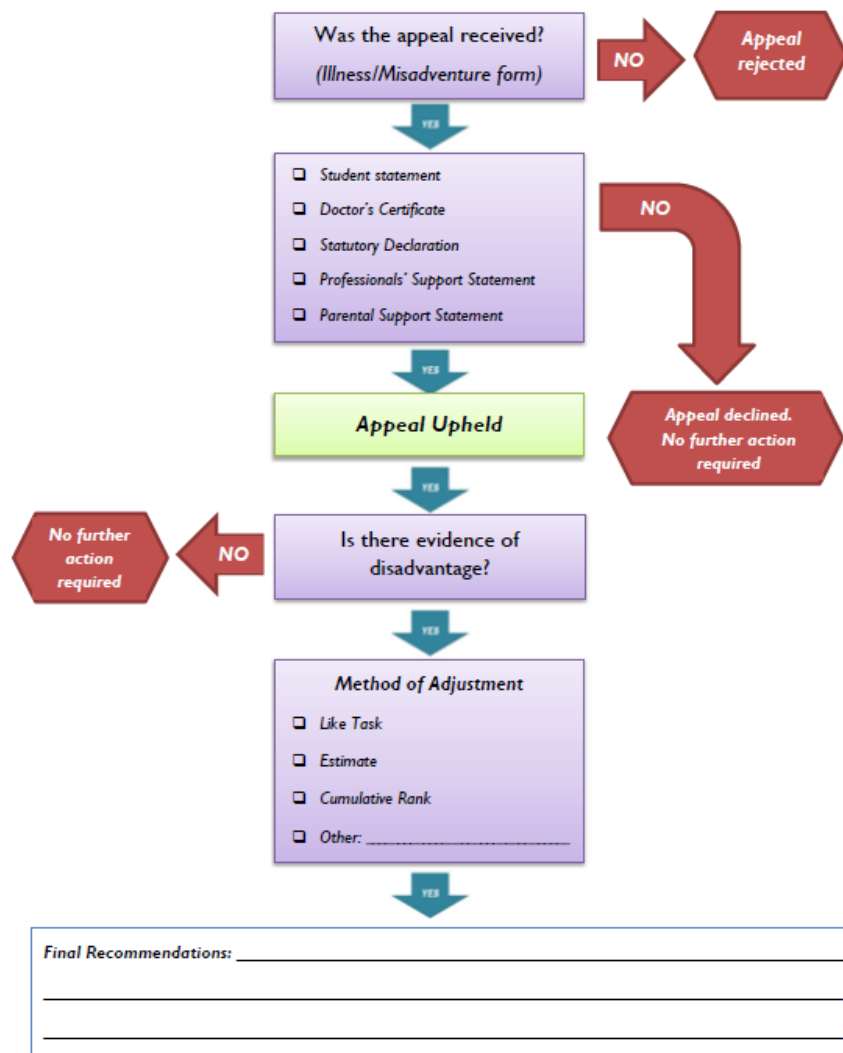
In conducting an assessment review it is necessary for the senior college to ascertain whether:

- a.** the weightings specified by the senior college in its assessment program conform with NESA requirements as detailed in the syllabus packages
- b.** the procedures used by the senior college for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
- c.** there are no computational or other clerical errors in the determination of the assessment mark.

Provided the senior college is satisfied that these conditions have been met, no change to the assessment will be made.

The senior college must inform the student of the outcome of the senior college review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

Student:	Course:	Faculty:	Task:
Panel members:			Date:



## Examination and Class Test Rules

### During the examination

Paper will be provided for examinations that require students to write their answers elsewhere other than in the examination booklet. Students are to start each new question on a new page. Their student number or name must be placed at the top of each page. It is useful for a student to have their own stapler to re-join examination papers that were separated during the examination. Any spare paper is to be left in the exam room.

All students are to remain for the full length of their examination. At the end of the examination all students are to remain seated until all papers have been collected and they are directed to leave by the supervising teacher. Where two or more examinations start at the same time but have differing finishing times, the students leaving early must endeavour to leave quietly so as to not distract the remaining students.

### Malpractice

- Due to the possibility of mobile phones being used to send or receive text messages students are not to be in possession of a mobile phone during an exam. All mobile phones are to be turned off and left on the designated table during the examination. Students found in

possession of a mobile phone during an examination may have their paper cancelled whether or not it can be proven that they were attempting to use the phone in any way. Similar restrictions apply to electronic translators and MP3 players.

- Any student caught cheating during an examination or who brings material into an examination or test room that may assist him or her may have some or all of his or her paper not included for assessment.
- No talking or other communication between students is allowed once in the examination room. Any students disrupting the running of the examination or who does not **follow instructions** from a teacher will face disciplinary action.

## **Disability Provisions (including use of technology for tasks and exams)**

Disability Provisions are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. In the Year 11 Course, the college follows NESA guidelines and requirements, granting specific provisions based on specific evidence about the student that demonstrates how the student's exam performance is affected by a diagnosed disability through the Learning Support Team. A Learning Support Meeting is held as the first step in the process of granting any provision and specific medical or other documentation is required.

In some circumstances, students may need to attempt tasks without provisions or with provisions that differ from those permitted in Years 9 and 10. This may be to enable the college to provide appropriate supporting documentation to NESA for an application for HSC examination provisions. It may also be necessary in order to determine the most appropriate provision for each student. It is important to note that any provision based on a Mental Health condition often requires evidence of ongoing treatment.

Students will not be granted disability Provisions for HSC courses unless the student has commenced an application to NESA.

Emergency Provisions are also available, for example, in the case of a broken arm or other unexpected, temporary disability.

Except in the case of Emergency Provisions, students are required to apply for senior college based provisions at least four weeks before any assessment or examination period.

The granting of any senior college based disability provision not give any guarantee of the outcome of a student's application to NESA.

For more details, refer to NESA website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

It is the policy of Coffs Harbour Senior College to only award disability provisions for HSC students on formal assessment tasks **following approval by NESA** except in obvious cases such as providing a writer for a student with a broken arm.

## **Exam Procedures – Final Assessment Period Year 11**

- Term 3 weeks 9 and 10 (usually)
- **Normal lessons will cease over the exam period.** Some lessons continue to operate for Pathways students. It is also anticipated that TAFE-delivered classes will operate as usual.

- An examination timetable is supplied – students can note their own exam schedule by underlining or highlighting the names of courses studied.
- Students enrolled in Pathways or TAFE courses are required to attend these classes, or negotiate leave with the class teacher when an exam is on at the same time. Otherwise, examination candidates are required to attend College only at times of scheduled exams for their courses.
- Attendance slips are filled in at the start of each examination.
- Students require their College ID card. This is to be placed on the desk at the commencement of the exam.
- **Any student who considers he/she may qualify for disability provisions for exams (see Assessment Handbook) must first make application through the Learning Support Team.** For rooming of Disability Provisions Examinations, check ahead on your individual schedule.
- **All candidates will be provided with paper in all exams.** You are **NOT** to bring any paper into the exam room. Answers are to be written on only one side of each page (an essay plan/draft/outline or rough working may be written on the back of a page). Generally, candidates are to supply all other equipment including a stapler (see attached sample HSC Equipment List).
- A list of scientific calculators approved by NESA can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- Borrowing is not permitted during any examination.
- **Students are to be ready to enter 5-10 minutes prior to the advertised starting time,** but are to stay outside the exam room until called in by a supervisor.
- No food is to be consumed in the exam room, unless granted under a special provision – water will be available at front, or may be taken to a table if brought in a **clear plastic water bottle with label removed.**
- **Mobile telephones and electronic organisers should not be brought to College exams.** If they are, they are to be switched off and left in student's bag at the student's own risk.
- Bags are to be placed inside the exam room along a wall.
- **All equipment is to be carried by hand or in a clear plastic sleeve** – no folders, pencil cases, glass cases nor other containers are allowed in the exam room. Drink bottles must be transparent and without labels.
- A blank attendance slip, the exam paper, writing paper and answer book cover sheets (if applicable) will be on each table.
- Candidates are to write their student number on question papers, answer book covers and all writing pages used (numbering these pages is also advisable).
- The start/finish times and other details will be written up on the board at front – a clock will be visible in the exam room. **Candidates who bring their own watch are required to place it in clear view on their exam table.**
- **Talking is not permitted while any examination is in progress** – candidates must remain quietly seated throughout unless given permission to move by a supervisor.

- All questions are to be directed to a supervisor by raising a hand.
- Any form of cheating or malpractice will not be tolerated and may result in a zero score for that exam – at most, only one warning will be given to any student not following these (or a supervisor's) instructions.
- There will be 5 minutes' reading time before the commencement of all examinations (10 minutes for some courses) – **no writing or highlighting may be undertaken during reading time.**
- Prior to the "Time has expired, cease writing, sit quietly" instruction, papers are to be stapled together as required, and left face up on the table in readiness for collection of papers before students leave.
- All question papers and answer books will be collected, and returned together after marking. Label each page used with your name and staple together behind cover(s) supplied (or behind the question paper if no answer book cover is supplied) – hand in all paper written on, including any essay plan/draft/outline and or rough working.
- **No student may leave any examination early before time has expired** – so use all of the available time effectively.
- **Any student who misses an exam must contact the Head Teacher Administration by email immediately** and complete an Illness Misadventure form within 48 hours of your return to school. You will be allocated an alternative task as soon as practicable, and depending on your reasons may be either allocated the full marks that you achieved or awarded a mark of 2% to indicate you have sat the exam.

### **Excursions and Fieldwork**

Some subject rules require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of a concession is at the discretion of the Principal.

### **Senior College Leave and Assessment Tasks**

If a student knows in advance that they will be absent on the day a task is due, then the task should be handed in prior to the due date unless an alternate date has been negotiated with the relevant Head Teacher. When the task is to be completed in class, then arrangements must be made with the Head Teacher prior to the task. These arrangements need to be noted in writing and communicated to the student.

Extended Leave from senior college is granted by the Principal upon completion of a leave form on which details of course work to be completed whilst on leave and any assessment requirements are indicated. Parents and carers should not assume that leave will be granted for vacations taken outside normal school holidays or that extensions for assessment tasks will be granted due to "family leave".

### **Assessment Tasks scheduled while a Student is suspended from the senior college**

Unless forbidden by the Principal, a suspended student may be required to **attend the senior college for the time span only during which an in-school Assessment Task is being completed.** If the Assessment Task is in the form of a written assignment, it must be handed to the office on the due date set down. Failure to comply with the above will result in the usual penalties for lateness being awarded for the task.

### **Accelerated Students**

Accelerated students sitting a formal examination timetabled in an afternoon session may seek leave of absence from their normal lessons in the morning of that examination. Requests for leave of absence should be made to the Deputy Principal and noted with the office.



Where an accelerated student is required to sit a formal examination in a morning session, leave of absence from classes will automatically be granted for the duration of the examination, after which the student is expected to return to normal lessons.

## **Late Submission of Work**

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the learning process.

Printer/computer failure **is not** an acceptable reason for late submission of work. Assessment tasks must be submitted to the office by the end of recess on the due date.

**Where an assessment task is not submitted by the end of recess on the due date, the mark will be zero. However the task is still required to be completed and submitted.**

### **Request for Extension**

Students are provided with the opportunity to apply for an extension if they feel they have a genuine inability to meet a scheduled due date due to **exceptional circumstances**. These applications are to be expressed in writing using the Application for Illness/Misadventure Form (see Annexure 1) provided by the school. These forms are to be collected from the office and must be submitted to the relevant Head Teacher at least three (3) school days prior to the due date. The application must be accompanied by supporting evidence. For example: a doctor's certificate in the case of illness.

**Student absent when a task is handed out** will not be granted an extension on the basis of that absence. Note this includes absence due to TAFE commitments, sporting events or any other school-endorsed activity. It is each student's responsibility to request any task notification sheets from their teacher upon their return to class.

## **Absence from an Assessment Task Due to Illness or Misadventure**

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. **The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected.**

After successfully lodging an Illness/Misadventure application students may be granted an extension of time to complete/submit their assessment task or may be required to complete an alternative task. The appropriate Head Teacher will recommend and the Assessment Review Panel will determine the most appropriate option.

Only in exceptional circumstances (e.g. where the completion of a substitute task is not feasible, would be unreasonable or when a task is too difficult to duplicate) the Assessment Review Panel may authorise the use of an estimate for a task that has not been completed by the student.

Estimates will be arrived at after consultation with the Head Teacher and class teacher. They will consider a variety of indicators regarding the student's performance in this subject.

### **Specific Procedures in the Case of:**

#### **a. Absence due to illness/misadventure on the day of an 'in-school' assessment task.**

Students or parent/carers are requested to contact the school **on the morning the task is scheduled**. Contact can be by phone or email. Phone 66593054  
email: [coffsharbs-h.school@det.nsw.edu.au](mailto:coffsharbs-h.school@det.nsw.edu.au) .

In the case of illness, the student should obtain a medical certificate and ask the Doctor to complete Section 3 of the Illness/Misadventure Application Form or other appropriate documentation which clearly states that the student was unfit/unable to attend school for the assessment task.

In the case of misadventure, the student should provide relevant evidence and complete Section 4 of the Illness/Misadventure Application Form.

Students must report to the relevant subject Head Teacher on the morning of the **first day of their return to school and be prepared to complete the task on that first day if logistically possible**. The student must complete an Illness/Misadventure Application Form on the day of their return, (see Annexure 1). Forms are available at the office. This form, once it has been completed, must be submitted to the relevant Head Teacher.

**b. Absence due to illness/misadventure on the day a 'hand-in' type assessment task is due to be submitted.**

In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party. The student should obtain a medical certificate or other appropriate documentation which clearly states that the student was unfit/unable to attend school.

On the **first day of the student's return to school**, the student must complete Illness/Misadventure Application Form, (see Annexure 1). This form, once it has been completed, must be submitted to the relevant Head Teacher.

**c. Illness/misadventure DURING an in-school assessment.**

Students who become ill DURING an in-school assessment task must make known their condition to the supervisor of the task before leaving the room and collect an Illness/Misadventure Application Form from the office. The Illness/Misadventure Application Form is to be completed and submitted to the relevant Head Teacher on the day of the in-school task, unless the illness/misadventure resulted in the student going home. In this case, the form is to be submitted on the first day of the student's return to school.

If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.

**d. Illness/misadventure leading to absence from a formal examination.**

The student or family member is requested to contact the school **on the morning the examination is scheduled**. Contact can be by phone or email. Phone 66593054  
email: [coffsharbs-h.school@det.nsw.edu.au](mailto:coffsharbs-h.school@det.nsw.edu.au) .

The student should obtain a medical certificate or other appropriate documentation which clearly states that the student was unfit/unable to attend school for examination.

Students must report to the relevant subject Head Teacher(s) on the **first day they are well enough to return to school**. The student must complete an Illness/Misadventure Application Form on the day of their return, (see Annexure 1), which can be obtained from the office. This form, once it has been completed, must be submitted to the relevant Head Teacher.

The Head Teacher(s) will liaise with the student and organise a rescheduling of the affected examination(s). If the missed task is during a set examination period (e.g. end of Year 11 course or Trial HSC) the student will be required, if able, to **reschedule the exam during the scheduled examination period** as it is generally not possible to extend the examination period.

**e. Group performance illness/misadventure.**

When a group music, dance or drama performance cannot go ahead on a scheduled date due to the illness or misadventure of one member, the students affected need to complete an Illness/Misadventure Application Form as a group. This form should be submitted to the relevant Head Teacher on the day the illness/misadventure is identified. The Head Teacher will reschedule an alternative date for the performance.

The student responsible for this group Illness/Misadventure application must complete an individual Illness/Misadventure Application Form outlining the nature of their application (illness or misadventure). Please note that this application will be considered separately to the group's application.

**In all the above cases (a-e):**

The Illness/Misadventure Application Form must be completed and submitted to the relevant Head Teacher on the day of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.

Where the reason for an absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity. Only in exceptional **circumstances** where undertaking the task or an alternative task is not feasible, the Principal may authorise the use of an estimate.

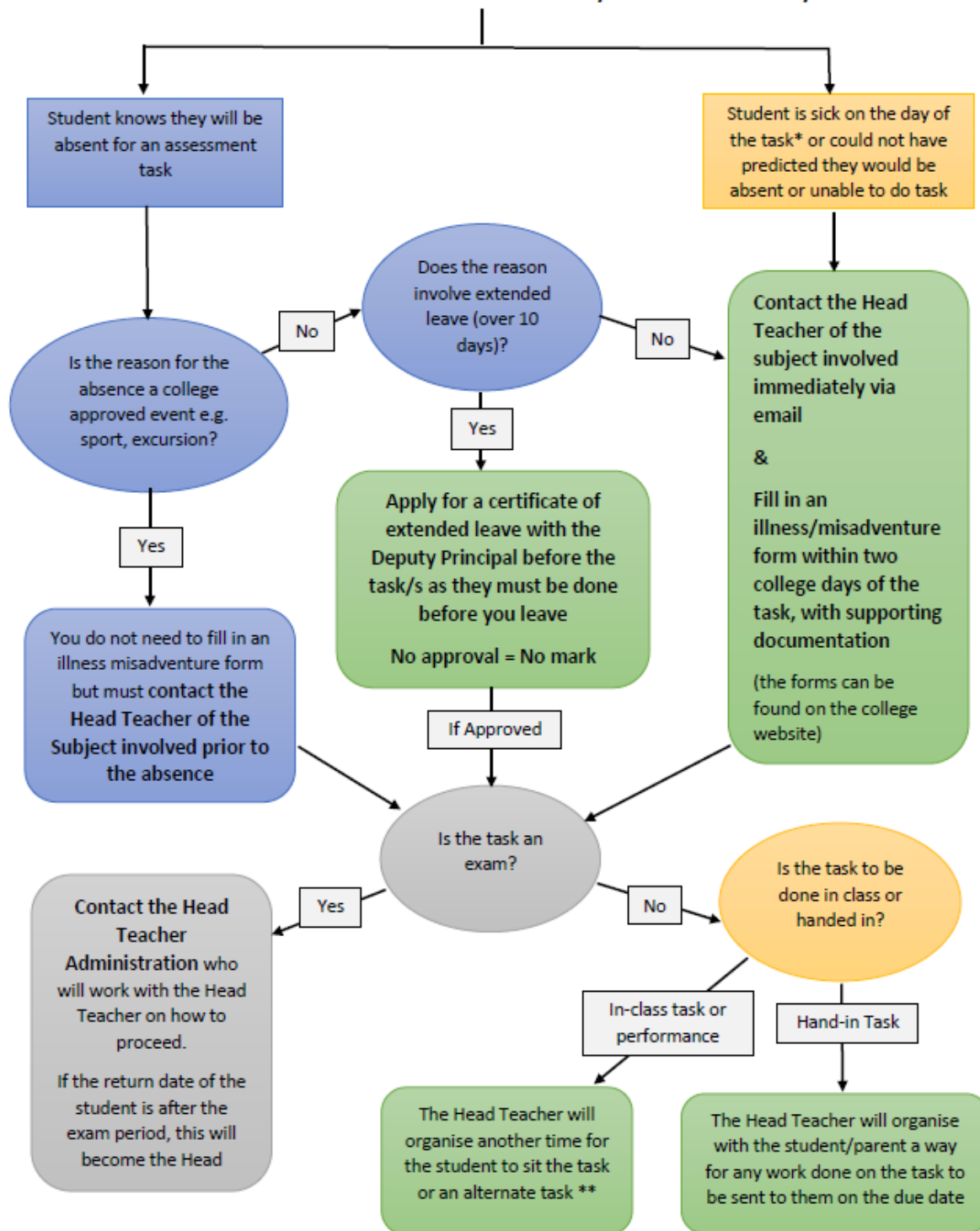
### **Outcome of Illness / Misadventure Application**

The Assessment Review Panel will consider all illness/misadventure cases. They will judge the presented evidence and decide whether the application is to be upheld or rejected. The decision will be conveyed to the student by the Head Teacher within two school days of receiving the application.

If the application is upheld:

1. The student(s) will be required to submit/complete the task/performance/examination or a substitute task at a negotiated time. The mark gained will be recorded as the mark achieved for this assessment task without penalty. OR
2. The student's performance in the task may be considered to be unaffected, and the student's original result will remain as marked. OR
3. In exceptional circumstances, where undertaking the original task or an alternative task is not possible, the Principal may determine that an estimate mark, based on appropriate evidence, will be calculated and recorded so that the student's relative assessment rank be maintained.
4. Students who wish to appeal the Assessment Review Panel's decision may do so within two days of the Panel's decision. Appeals are submitted to the Principal after completing Annexure 2 of the Illness/Misadventure Application Form.

## ASSESSMENT TASK PROCEDURE FOR ILLNESS/MISADVENTURE/ABSENCE



\*If a student is sick during a task they must let the supervisor know and start illness/misadventure procedure

\*\* If a student misses a re-set task they must start the whole illness/misadventure procedure over again

## Students Entering a Course Late

<b>Student:</b>	<b>Course:</b>	<b>Faculty:</b>	<b>Date:</b>
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Reason for  
entering course late



### Change of Schools

• Name previous school: \_\_\_\_\_

### Change of Course

• Name previous course: \_\_\_\_\_

• Reason for dropping: \_\_\_\_\_

### Other

• Description: e.g Out of school \_\_\_\_\_

\_\_\_\_\_

### Task Missed

• Name: \_\_\_\_\_

• Number: \_\_\_\_\_ Weighting: \_\_\_\_\_%

### Task Missed

• Name: \_\_\_\_\_

• Number: \_\_\_\_\_ Weighting: \_\_\_\_\_%

### Task Missed

• Name: \_\_\_\_\_

• Number: \_\_\_\_\_ Weighting: \_\_\_\_\_%

Date of arrival in  
new course:



Tasks missed



### ☐ Alternate Assessment Task

Alternate/Catch Up/Additional Task

☐ Task given: \_\_\_\_\_

☐ Sign for task: \_\_\_\_\_

☐ New due date: \_\_\_\_\_

☐ Other: \_\_\_\_\_

### ☐ Consideration – Tasks

*completed at previous school*

Method of adjustment

☐ Like task

☐ Estimate

☐ Cumulative rank

☐ Other: \_\_\_\_\_

### ☐ Supporting Evidence

Method of adjustment

☐ School report

☐ Copy of task

☐ Task feedback

☐ Other: \_\_\_\_\_

**Final Recommendations:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Hints for Assignments, Examinations and Research Tasks

- Time management is one of the single most important factors affecting success in the senior years. All students will benefit greatly from allocating time appropriately and working consistently on all assessment tasks during each course. Consistent effort will be rewarded by greater learning, higher marks and reduced stress. **Parents** are urged to become familiar with the requirements and timing of the assessment tasks to be performed and/or completed by their son/daughter to more adequately support them during this stressful time.
- Assignment/research tasks should always be completed using the sub-headings given and in the order given. Students should not simply copy down information from a book or the internet and present it as their own. This is called plagiarism; copying work from another student is also plagiarism. Marks will be deducted or a zero awarded for the assignment/research task if plagiarism has occurred. The assignment/research task is determining whether students can locate, select and organise information for themselves.
- Students should not rely on one source of information, as it may be biased or incomplete. Students should use at least two sources of information and they should not all be the same, that is, not all Internet sites or all books. The types of information sources students can use include: encyclopaedias, books, the Internet, magazines, newspapers and textbooks.
- Before submitting work for marking students are advised to have another person (e.g. parents) proof read and spell check an assignment.
- Students should always use metric measurements. Australia is a metric country so size, weight, distance and dimension information should be given in metric measurements. If your source uses the imperial (inches, pounds) system it is a student's responsibility to change the figures unless presenting historical information or direct quotes.
- All maps, pictures, diagrams or graphs should have a caption/description/heading.
- All assignments and research tasks, whether or not it is specifically stated in the instructions, should include a bibliography.
- Students should make sure their name or student number (if applicable) is on all work submitted for marking. For written assignments this should be included in the header or footer of each page.
- Students must read and implement the instructions for presentation of a task or assignment carefully.
- If for any reason an assignment is not submitted on time students must complete an Illness/Misadventure form and submit it to the Head Teacher of the relevant course with the assignment for consideration.

## Hints for Oral Presentations

Many courses ask students to present the findings of research as an oral report. Consequently, developing and practising public speaking skills is essential for such tasks.

The fear of speaking to a large group is very common, and there are ways of overcoming it. One way is to carefully plan and prepare a presentation:

- Students should clearly understand the purpose of the oral report being prepared. The most common purpose of an oral report is to inform an audience.
- **Know the audience.** The more a student knows about an audience the more appropriate and focused the oral report will be. For example, if the audience already has a good knowledge of the topic some information may not be needed in the presentation.
- **Organise the information well.** The most successful oral reports have a structure similar to an extended response or essay, that is, they have an introduction, a body and a conclusion.

**Introduction:** the first part of an oral report tells the audience the topic. It is best to communicate this in a way that gains the audience's attention and relaxes the speaker. A good way to do this is to make a formal opening statement that outlines the focus of the report. Humour can be used to gain the audience's attention or a visual aid such as a picture, a slide or video extract.

**Body:** The body of the oral report should be the focus of the presentation. It develops the main ideas and supports them with examples, quotations, analogies and statistical information. These will make the presentation more interesting and memorable.

**Conclusion:** Let the audience know when the end of the presentation is near by using words such as "in conclusion" or "to sum up". In the conclusion, briefly highlight the main points made during the presentation.

- **Using Speakers' Notes**

Rather than simply reading a prepared speech, it is often more effective to use a series of words or phrases that act as cues for a presentation. Make sure, however, that the words and phrases are written in large print and that there are not too many points on a page. It is also a good idea to number the points. Different colours and highlighter pens may prove useful in these notes.

## Delivering your oral presentation.

To avoid stage fright, students should check through these points before delivering an oral presentation:

- know the topic thoroughly
- use numbered points on small, palm sized, speaking cards
- practise the speech several times, especially if there is a set time limit
- do not rush the presentation, speak slowly and clearly
- use appropriate gestures and maintain good posture
- make eye contact with members of the audience
- vary voice tone/modulation throughout the presentation
- stand still

## Hints for Multimedia Presentations

Multimedia presentations combine various types of media, including text, graphics, clip art, digital photographs, video, sound effects and music.

The most widely used multimedia presentation tool is *PowerPoint*. *PowerPoint* is a powerful software tool used for presenting information in a slide-show format. A *PowerPoint* display is usually supported by an oral presentation.

### Main features of a *Multimodal* presentation:

**Text** – think about what needs to be included, and choose an appropriate font, size and colour. Use the same font throughout the presentation. It is important not to include too much text on each slide.

**Sounds** – sound effects can be used when text and/or objects appear in each slide, as well as during slide transitions. Be careful, however, as too much sound can detract from the oral presentation.

**Content** – avoid overcrowding. Include only key points. Use the narration to add detail.

**Animations** – text and objects can be animated, as can the transition between slides, but be careful not to overdo it.

**Slide layout and backgrounds** – readymade designs can be used from the *PowerPoint* software or custom designs can be made using different colour backgrounds and effects. It is important that only one background style or theme is used throughout the presentation. This helps to avoid confusion.

**Illustrations** – Use a variety of illustrations to make the slides interesting and informative, including clip art, digital images (photographs taken with digital cameras, scanned photographs, the Internet, CD-ROM collections of digital images) and maps.

## A Guide for successful *Multimodal* presentations

### General guidelines:

- plan the *PowerPoint* presentation carefully
- use a common design template throughout the presentation
- limit the number of slides used – too many slides can bore and confuse the audience
- include only essential information
- standardise the position, colours and styles of headings, text and images
- use colours that contrast; for example, yellow or white text on a dark blue background works well
- be consistent with sound effects, transitions and animations.

### Text guidelines

- generally it is best to have no more than six lines of text per slide, with no more than six words per line
- avoid long sentences
- use a larger font to highlight key points
- select a suitable font size – in the range of 18 to 48 point
- avoid fancy fonts as they can be hard to read



- be sure the text contrasts with the background
- avoid capitalising all letters as they are hard to read.

### ***Clip art, photographs and graphics***

- ensure these balance the slide and enhance and complement the text, not overwhelm it
- present any data as a graphic
- include no more than two graphics per slide.

### ***Presenting your Multimodal presentation***

- practise and time the presentation
- speak confidently and clearly
- remember to include a bibliography.

## Glossary of Words from NESA

<b>Account</b>	account for, state reasons for, report on. Give an account of, narrate a series of events or transactions
<b>Analyse</b>	identify components and the relationship between them, draw out and relate implications
<b>Apply</b>	use, utilise, employ in a particular situation
<b>Appreciate</b>	make a judgment about the value of
<b>Assess</b>	make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	ascertain/determine from given facts, figures or information
<b>Clarify</b>	make clear or plain
<b>Classify</b>	arrange or include in classes/categories
<b>Compare</b>	show how things are similar or different
<b>Construct</b>	make: build: put together items or arguments
<b>Contrast</b>	show how things are different or opposite
<b>Critically analyse / evaluate</b>	add degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis / evaluation
<b>Deduce</b>	draw conclusions
<b>Define</b>	state meaning and identify essential qualities
<b>Demonstrate</b>	show by example
<b>Describe</b>	provide characteristics and features
<b>Discuss</b>	identify issues and provide points for and/or against
<b>Distinguish</b>	recognize or note/indicate as being distinct or different from; note differences between
<b>Evaluate</b>	make judgment based on criteria; determine the value of
<b>Examine</b>	inquire into
<b>Explain</b>	relate cause and effect; make the relationships between things evident; provide why and or how
<b>Extract</b>	choose relevant and/or appropriate details
<b>Extrapolate</b>	infer from what is known
<b>Identify</b>	recognize and name
<b>Interpret</b>	draw meaning from
<b>Investigate</b>	plan, inquire into and draw conclusions about
<b>Justify</b>	support an argument or conclusion
<b>Outline</b>	sketch in general terms; indicate the main features of
<b>Predict</b>	suggest what may happen based on available information

# **Individual Course Assessment Schedules**

## 2 Unit ABORIGINAL STUDIES

**Syllabus:** <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies>

### Course Outcomes:

*A student:*

- P1.1:** identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2:** explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3:** explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1:** explains the meaning of the Dreaming to Aboriginal peoples
- P2.2:** explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1:** describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2:** explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3:** explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1:** plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2:** undertakes community consultation and fieldwork and applies ethical research practices
- P4.3:** investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

### Task Schedule

Nature of task	Source Analysis	Comparative Research Task	Final Exam	
Timing	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P2.2	P1.2, P2.2, P3.2, P4.1, P4.3	P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.2	
Components	Weighting %			
Knowledge and understanding of course content			40	<b>40</b>
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	10	5		<b>15</b>
Research and inquiry methods, including aspects of the Major Project	10	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms	10	15		<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit ANCIENT HISTORY

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>

### Course Outcomes:

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

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	In-class Source Analysis	Historical Investigation	Final Exam	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	AH11-3, 11-4, 11-6, 11-7	AH11-2, 11-3, 11-8, 11-9, 11-10	AH11-1, 11-4, 11-5, 11-6, 11-9, 11-10	
Components	%			Weighting
Knowledge & understanding of course content	15		25	<b>40</b>
Historical skills in the analysis and evaluation of sources & interpretations	15		5	<b>20</b>
Historical Enquiry & Research		20		<b>20</b>
Communication of historical understanding		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit **BIOLOGY**

**Syllabus:** Go to [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)

### Course Outcomes:

#### Working Scientifically Skills

Develop skills in applying the processes of **Working Scientifically**

**Questioning and predicting** -BIO11/12-1 develops and evaluates questions and hypotheses.

**Planning investigations** -BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

#### **Conducting investigations**

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data.

#### **Processing data and information**

BIO11/12-4 selects and processes appropriate qualitative and quantitative data.

#### **Analysing data and information**

BIO11/12-5 analyses and evaluates primary and secondary data and information

#### **Problem solving**

BIO11/12-6 solves scientific problems using primary and secondary data.

#### **Communicating**

BIO11/12-7 communicates scientific understanding using suitable language and terminology.

### Knowledge and Understanding Outcomes

**BIO11-8** describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

**BIO11-9** explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

**BIO11-10** describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

**BIO11-11** analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

### **NESA Assessment Components**

A – Skills in Working Scientifically      60%

B – Knowledge and Understanding      40%

### **Assessment Task Schedule**

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study / Field Study / Data Analysis activity	Practical Investigation	Examination	
Timing	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO 11-6 BIO 11-7, BIO-11-11	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO 11-6 BIO 11-7, BIO11-10	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO 11-6 BIO 11-7, BIO-11-8 BIO 11-9, BIO11-10 BIO11-11	
Components	Weighting %			
Skills in Working Scientifically	20	30	10	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## 2 Unit **BUSINESS STUDIES**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

### Course Outcomes:

*The student:*

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

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Media File	Business Proposal In class exam	Business Proposal	
<b>Timing</b>	Term 2 Week 2	Term 3 Week 4	Term 3 Week 8	
<b>Outcomes assessed</b>	P1 P2 P4 P7 P8 P9	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	P1 P2 P3 P7 P8 P9	
Components	Weighting %			
Knowledge and understanding of course content	5	25	10	<b>40</b>
Stimulus based skills	5	5	10	<b>20</b>
Inquiry and research	5	5	10	<b>20</b>
Communication of business ideas in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## 2 Unit CHEMISTRY

**Syllabus:** Go to [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)

### Working Scientifically Skills;

**Questioning and predicting:** CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

**Planning investigations:** CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations:** CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

**Processing data and information:** CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**Analysing data and information:** CH11/12-5 analyses and evaluates primary and secondary data and information

**Problem solving:** CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**Communicating:** CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

### Knowledge Outcomes

**Properties and Structure of Matter:** CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

**Introduction to Quantitative Chemistry:** CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric

**Reactive Chemistry:** CH11-10 explores the many different types of chemical reactions and the factors that affect the rate of chemical reactions

**Drivers of Chemical Reactions:** CH11-11 analyses the energy considerations in the driving force for chemical reactions

### NESA Assessment Components

A – Skills in Working Scientifically

60%

B – Knowledge and Understanding

40%

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Practical Investigation and Data Interpretation</b>  Module 1 Module 3	<b>Mid-Course Examination</b>  Module 1 Module 2 Module 3	<b>Depth Study Report</b>  Module 2 Module 3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	CH11/12-1 CH11/12-2 CH11/12-4, CH11/12-7, CH11-8	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	CH11/12-1, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH11-9	
Components	Weighting %			
Skills in Working Scientifically	20	10	30	60
Knowledge and understanding	10	20	10	40
Total %	30	30	40	100



## 2 Unit **COMMUNITY & FAMILY STUDIES**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

### Summary of course content

Resource Management 20%  
 Individuals and Groups 40%  
 Families and Communities 40%

### Course Outcomes

- 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
- P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2 develops a sense of responsibility for the wellbeing of themselves and others
- P7.3 appreciates the value of resource management in response to change
- P7.4 values the place of management in coping with a variety of role expectations

### NESA Assessment components

Knowledge and understanding 40%  
 Skills in critical thinking, research methodology, analysing and communicating 60%

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Case Study	In Class Task	Final Exam	
Timing	Term 1 Weeks 8	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2	P2.1, P2.3	P2.3, 2.4, 3.1, 3.2, 5.1, 6.1, 6.2	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit DANCE

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus>

In the Year 11 course, students study dance as an artform with core studies in the interrelated components of Performance, Composition and Appreciation. The body is the instrument through which dance is experienced and realised. Therefore physical training and preparation of the body is fundamental and of paramount importance. This training informs all three components of the course.

### Course Outcomes:

A student:

- 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

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Performance	Composition	Performance and Essay	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 2.6, 3.1, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5	
Components	Weighting %			
Core Performance	25		15	40
Core Composition		25	5	30
Core Appreciation		10	20	30
<b>Total%</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## 2 Unit **DESIGN & TECHNOLOGY**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus>

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Designer Case Study	Year 11 Project 1	Year 11 Project 2	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	
<b>Outcomes assessed</b>	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	10	20	30	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## **2 Unit DISTANCE EDUCATION COURSES**

Distance Education courses will be assessed by either the Camden Haven Distance Education Centre (CHDE) or the Open High School (OHS).

## 2 Unit **DRAMA**

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

Drama skills and knowledge are developed simultaneously through participation in creative activity, providing a framework for students to develop effective higher-order thinking skills considered essential for further education, work and everyday life. Key competencies are embedded in the Drama syllabus to enhance student learning.

In the Making, Performing, and Critically Studying practices within the Drama syllabus, student learning involves enquiry, research, analysis, experimentation and reflection contributing to the development of the key competency solving problems.

### Course Outcomes: Assessable Outcomes

- P1.1** develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2** explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3** demonstrates performance skills appropriate to a variety of styles and media
- P1.4** understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5** understands, demonstrates and records the process of developing and refining ideas and scripts to performance
- P1.6** demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.1** understands the dynamics of actor-audience relationship
- P2.2** understands the contributions to a production of the playwright, director, dramaturge, designers, front-of-house staff, technical staff and producers
- P2.3** demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4** performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P3.1** critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2** understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3** analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Group Devised Performance Logbook	Individual Project with Rationale and Logbook to be submitted	Final Essay Examination	
Timing	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, 1.2, 1.3, 1.5, P2.1, 2.3, 2.4	P1.4, 1.5, 1.6, P2.1, 2.2, 2.3	P3.1, 3.2, 3.3	
Components	Weighting %			
Making	20	20		<b>40</b>
Performing	15	15		<b>30</b>
Critically Studying			30	<b>30</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## 2 Unit EARTH & ENVIRONMENTAL SCIENCE

**Syllabus:** Go to [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)

### Course Outcomes:

**Working Scientifically Skills**-Develop skills in applying the processes of Working Scientifically

**Questioning and predicting** - EES11/12-1 develops and evaluates questions and hypotheses.

**Planning investigations** - EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations** - EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data.

**Processing data and information** - EES11/12-4 selects and processes appropriate qualitative and quantitative data.

**Analysing data and information** - EES11/12-5 analyses and evaluates primary and secondary data and information

**Problem solving** - EES11/12-6 solves scientific problems using primary and secondary data.

**Communicating** - EES11/12-7 communicates scientific understanding using suitable language and terminology.

### Knowledge Outcomes

EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

### NESA Assessment Components:

A – Skills in Working Scientifically 60%

B – Knowledge and understanding 40%

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Practical Skills Task	Research Task Depth Study (Submission)	Final Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	EES11/12-3, EES11/12-4 EES11/12-5, EES11/12-7 EES11-8	EES11/12-1, EES11/12-2 EES11/12-3, EES11/12-4 EES11/12-5, EES11/12-6 EES11/12-7, EES11-10 EES11-11	EES11/12-2, EES11/12-4 EES11/12-5, EES11/12-6 EES11-8, EES11-9 EES11-10, EES11-11	
Components	Weighting %			
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit **ECONOMICS**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics>

### **Course Outcomes:**

A student:

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

### **Task Schedule**

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Research Task: Japan/Australia	Budget Report Research based	End of Course Exam	
<b>Timing</b>	Term 1 Week 9	Term 2 Approx. Week 6	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P4, P5, P6, P8, P9, P10, P12	P1, P2, P5, P6, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	
Components	Weighting %			
Knowledge and understanding of course content	5	10	25	<b>40</b>
Stimulus-based skills	5	10	5	<b>20</b>
Inquiry and research	5	10	5	<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## 2 Unit **ENGINEERING STUDIES**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus>

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Engineering Drawing	Frictional Resistance Collaborative	Bio-Engineering Individual Report	
<b>Timing</b>	Term 2 Week 1	Term 2 Week 10	Term 3 Week 8	
<b>Outcomes assessed</b>	P1.2, P2.1, P3.1, P3.3, P5.3, P6.1, P6.2	P2.1, P3.1, P3.2, P4.1, P4.2, P6.2	P1.1, P2.2, P3.2, P3.3, P4.3, P5.2	
Components	Weighting %			
Knowledge and understanding of course content	10	10	40	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## 2 Unit ENGLISH STUDIES

**Syllabus:** Go to <https://syllabus.nesa.nsw.edu.au/stage-6/>

### Course Outcomes:

A student:

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

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Multimodal Presentation – Job Interview	Writing Portfolio	Written Exam	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	ES11-3, 11-4, 11-6, 11-10	ES11-1, 11-4, 11-6, 11-7	ES11-2, 11-5, 11-7, 11-8, 11-9	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in comprehending, communicating ideas and using language accurately, appropriately and effectively	20	15	15	50
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## 2 Unit ENGLISH (Standard)

**Syllabus:** Go to <https://syllabus.nesa.nsw.edu.au/stage-6/>

### Course Outcomes:

A student:

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

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Response and Reflection	Multimodal Presentation	Written Exam	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	EN11-1, 11-3, 11-5, 11-9	EN11-2, 11-4, 11-6, 11-7	EN11-1, 11-3, 11-5	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## 2 Unit **ENGLISH (Advanced)**

**Syllabus:** Go to <https://syllabus.nesa.nsw.edu.au/stage-6/>

### **Course Outcomes:**

A student:

**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

### **Task Schedule**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	Response and Reflection	Multimodal Presentation	Written Exam	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9 -10	
<b>Outcomes assessed</b>	EA11-1, 11-3, 11-5, 11-9	EA11-1, 11-2, 11-3, 11-4, 11-7	EA11-1,11-3, 11-5, 11-6, 11-8	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# 1 Unit ENGLISH (Extension)

**Syllabus:** Go to <https://syllabus.nesa.nsw.edu.au/stage-6/>

## Course Outcomes:

A student:

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

## Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Writing Portfolio	Comparative Essay	Multimodal Presentation and Reflection	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	EE11-1, 11-2, 11-3	EE11-1, 11-2, 11-3, 11-5	EE11-1, 11-2, 11-3, 11-4, 11-5, 11-6	
Components	Weighting %			
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit **FOOD TECHNOLOGY**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus>

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Research In Class Task	Food Experiments	Final Exam	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1.1, P3.2	P2.2, P3.2, P4.1, P4.4 P 5.1	P1.1, P1.2, P2.2, P3.1, P4.2, P4.3, P4.4, P5.1	
Components	Weighting %			
Knowledge and understanding of course content	20	10	10	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	5	15	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts		15	15	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit FRENCH BEGINNERS

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/french-beginners-syllabus>

### Course Outcomes:

A student:

- P1.1 establishes and maintains communication in French
- P1.2 manipulates linguistic structures to express ideas effectively in French
- P1.3 sequences ideas and information
- P1.4 applies knowledge of the culture of French-speaking communities to interact appropriately
- P2.1 understands and interprets information in texts using a range of strategies
- P2.2 conveys the gist of and identifies specific information in texts
- P2.3 summarises the main points of a text
- P2.4 draws conclusions from or justifies an opinion about a text
- P2.5 identifies the purpose, context and audience of a text
- P2.6 identifies and explains aspects of the culture of French-speaking communities in texts
- P3.1 produces texts appropriate to audience, purpose and context
- P3.2 structures and sequences ideas and information
- P3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas
- P3.4 applies knowledge of the culture of French-speaking communities to the production of texts

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Response to Written Text	Oral Presentation	Final Exam	
Timing	Term 1 Week 11	Term 2 Week 7	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5	P2.2, 2.3, 2.6, 3.1, 3.2, 3.3	All outcomes	
Components	Weighting %			
Reading	20		10	30
Listening		20	10	30
Writing	10		10	20
Speaking		10	10	20
Total %	30	30	40	100

## 2 Unit GEOGRAPHY

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography>

### Course Outcomes:

*A student:*

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

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Fieldwork Report	Senior Geography Project	Final Exam	
Timing	Term 1 Week 8	Term 3 Week 3	Term 3 Weeks 9-10	
Outcomes assessed	P 2,3,9,12	P 7,8,9,10,11,12	P1,2,4,5,6,7,8,10	
Components	Weighting %			
A - Knowledge and understanding of course content		20	20	40
B - Geographical tools and skills	10	10		20
C - Geographical inquiry and research, including research	10	10		20
D - Communication of geographical information, ideas and issues in appropriate forms	5		15	20
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

## 2 Unit **INDUSTRIAL TECHNOLOGY**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Study	Practical Skills Project	Year 11 Practical Project	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	
Outcomes assessed	P1.1, P1.2, P2.1, P6.1	P3.1, P3.3, P5.1, P5.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	
Components	Weighting %			
Knowledge and understanding of course content	10	20	10	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	20	30	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



## 2 Unit **INFORMATION PROCESSES & TECHNOLOGY**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/information-processes-technology-syllabus>

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Individual Project	Group Project Reflection	Final Examination	
<b>Timing</b>	Term 1 Week 10	Term 3 Week 6	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1.1, 1.2, 2.1, 3.1, 5.1, 6.1, 6.2, 7.1	P1.1, 1.2, 2.1, 3.1, 5.1, 6.1, 6.2, 7.1, 7.2	P1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 6.1, 6.2, 7.1, 7.2	
Components	Weighting %			
Knowledge and understanding of course content	15	15	30	<b>60</b>
Knowledge and skills in the design and development of information systems	15	15	10	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit INVESTIGATING SCIENCE

**Syllabus:** Go to [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)

### Course Outcomes:

#### Working Scientifically Skills

**Questioning and predicting:** INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

**Planning investigations:** INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations:** INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

**Processing data and information:** INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**Analysing data and information:** INS11/12-5 analyses and evaluates primary and secondary data and information

**Problem solving:** INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**Communicating:** INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### Knowledge Outcomes

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed

### NESA Assessment Components:

A – Skills in Working Scientifically

60%

B – Knowledge and Understanding

40%

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Working Scientifically Skills focusing on Data Analysis	Making a model (Depth Study)	Final Exam	
Timing	Term 1 Week 9	Term 3 Week 2	Term 3 Weeks 9-10	
Outcomes assessed	INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7 INS11-8	INS11/12-1, INS11/12-2 INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS11-11	INS11/12-1, INS11/12-2 INS11/12-3 INS11/12-7 INS11-8, INS11-9 INS11-10, INS11-11	
Components	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

## 2 Unit **LEGAL STUDIES**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

### **Course Outcomes:**

A student:

- 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

### **Task Schedule**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	Media File	Oral Task	Final Exam	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P8, P9	P1, P4, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding	5	15	20	<b>40</b>
Research	10	15	10	<b>40</b>
Communication	5	5	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## 2 Unit MARINE STUDIES

**Syllabus:** Go to [https://educationstandards.nsw.edu.au/wps/wcm/connect/9d8c1fa3-d3cc-481d-96d9-d7b8490d8421/marinestudies\\_cec\\_syl.pdf?MOD=AJPERES&CVID=](https://educationstandards.nsw.edu.au/wps/wcm/connect/9d8c1fa3-d3cc-481d-96d9-d7b8490d8421/marinestudies_cec_syl.pdf?MOD=AJPERES&CVID=)

### Summary of Course Content:

- Humans in Water and Life in the Sea (SCUBA)
- Marine and Maritime Employment – Deckhand Certificate
- The Marine Environment and Human Impact (Recreational Boat Licence)
- Marine Safety, Dangerous Marine Creatures, Survival at Sea and First Aid (Royal Life Saving Australia 1<sup>st</sup> Aid certificate)

### Course Outcomes:

A student will develop:

- knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment
- the ability to co-operatively manage activities and communicate in a maritime context
- an ability to apply the skills of critical thinking, problem solving, research and analysis
- knowledge and understanding of maritime industries and their interaction with society, the environment, commercial and with leisure pursuits
- knowledge, understanding and skills to promote safe practices in the marine context and the maritime industry.

### NESA Assessment Components:

A - Knowledge and understanding outcomes and course content 45%

B - Skills outcomes and content 55%

### Schedule of Tasks:

Task	Due Date	Name and Nature of Task	Component Weightings		Total Task Marks
			A	B	
	TERM ONE				
1	Week 7	Ongoing weekly SCUBA chapter review tests Scuba Exam - Official PADI Scuba theory test delivered by Jetty Dive	10	10	20
2	Week 8	Dangerous Marine Creatures Research Project	5	0	5
	TERM TWO				
2	Week 3	Certificate I Maritime Operations (joint delivery with TAFE) Fight Fires and Survival at Sea Elements of Competency (Theory Assignments and Practicals)	10	10	20
3	Week 10	Boat License Test - Recreational Boat License test / Australian Marine Safety Authority Collision Regulations test	5	5	10
	TERM THREE				
4	Week 6	First Aid Certificate Exam (As part of maritime Operations Cert 1)	5	10	15
5	Week 9	The Marine Environment Assignment – Photo-essay of Marine Habitats / Human impact study.	10	20	30
		Total %:	45	55	100

## 2 Unit **MATHEMATICS Standard**

**Syllabus:** Go to <http://syllabus.nesa.nsw.edu.au/mathematics-standard-stage6/>

### Summary of Course Content:

Financial Mathematics  
Statistical Analysis  
Measurement  
Algebra

### Course Outcomes:

A student

- 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

### NESA Assessment Components:

- A - Knowledge and Skills 50%
- B - Applications 50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Assessment Task	Assessment Task	Final Exam	
Timing	Term 1 Week 9 Session 1	Term 2 Week 6 Session 1	Term 3 Weeks 9-10	
Outcomes assessed	MS11 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	MS11 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	MS11 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Components	Weighting %			
Knowledge and skills	15	15	20	50
Applications	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit MATHEMATICS Advanced

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017pdf>

### Summary of Course Content:

Functions  
Trigonometric Functions  
Calculus  
Exponential and Logarithmic Functions  
Statistical Analysis.

### Course Outcomes:

A student

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and 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

### NESA Assessment Components:

A - Knowledge and Skills                      50%  
B - Applications                                      50%

### Schedule of tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Assessment Task 1	Assessment Task 2	Final Exam	
Timing	Term 1 Week 9 Session 1	Term 2 Week 6 Session 1	Term 3 Weeks 9-10	
Outcomes assessed	MA11 – 1, 2, 3, 9	MA11 – 1, 2, 3, 4, 5, 6, 7, 8, 9	MA11 – 1, 2, 3, 4, 5, 6, 7, 9	
Components	Weighting %			
Knowledge and skills	15	15	20	50
Applications	15	15	20	50
Total %	30	30	40	100

# 1 Unit MATHEMATICS Extension

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

## Summary of Course Content:

All Mathematics Advanced topics  
 Functions  
 Trigonometric Functions  
 Calculus  
 Combinatorics

## Course Outcomes:

A student

- ME11-1** uses algebraic and graphical concepts in the modeling 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

## NESA Assessment Components:

- A - Knowledge and Skills 50%
- B - Applications 50%

## Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Assessment Task	Assessment Task	Final Exam	
Timing	Term 1 Week 10 Session 1	Term 2 Week 10 Session 1	Term 3 Weeks 9-10	
Outcomes assessed	ME11 – 1, 2, 5, 7	ME11 – 1, 2, 3, 4, 5, 7	ME11 – 1, 2, 3, 4, 5, 7	
Components	Weighting %			
Knowledge and skills	15	15	20	50
Applications	15	15	20	50
Total %	30	30	40	100

## 2 Unit MODERN HISTORY

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

### Course Outcomes:

*A student:*

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

### Task Schedule:

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Historical Presentation	Media Investigation	Final Exam	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	MH11-6, 11-7, 11-9, 11-10	MH11-2, 11-5, 11-9	MH:11-1, 11-2, 11-3, 11-4, 11-5, 11-10	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## 2 Unit MUSIC Course 1

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

Students will develop knowledge and understanding about the use of the following musical concepts:

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure through performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Course Outcomes:

A student:

- P1** performs music that is characteristic of the topics studied
- P2** observes, reads, interprets and discusses simple musical scores characteristic of topics studies
- 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 studies
- 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

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Submitted Composition Portfolio and Aural Analysis.  Topic: Methods of Notating Music	Solo Performance with STILE Uploaded Viva Voce on Performance Piece  Topic: Music for Small Ensembles	Solo Performance & Aural Examination  TOPIC OPTIONS: Australian Music/Film, TV, Radio/Jazz Music	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1,2,3,4,11	P1,2,3,4,9,10	P5,6,7,8,	
Components	Weighting %			
Performance		10	15	<b>25</b>
Composition	25			<b>25</b>
Musicology		25		<b>25</b>
Aural	5		20	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## 2 Unit MUSIC Course 2

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-2-syllabus>

Students will study the mandatory topic and ONE additional topic.

Mandatory Topic: Music 1600-1900

Additional Topics: Australian music / Music of a culture / Medieval music / Renaissance music  
Music 1900 – 1945 / Music 1945 to Music 25 years ago

### Course Outcomes:

A student:

- P1** confidently performs repertoire that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2** demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3** composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4** creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5** analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6** discusses and evaluates music making constructive suggestions about performances and compositions
- P7** observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8** understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
- P9** identifies, recognises, experiments with and discusses the use of technology in music
- P10** performs as a means of self expression and communication
- P11** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12** demonstrates a willingness to accept and use constructive criticism

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Musicology and Aural Skills Task	Submission of Composition and Portfolio	Performance and Musicology/Aural	
<b>Timing</b>	Term 1 Week 10	Term 2 Weeks 6-7	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P2, P5, P6, P7	P2, P3, P4, P5, P7	P3, P4, P5, P6, P7, P8, P9	
Components	Weighting %			
Performance		10	15	<b>25</b>
Composition		25		<b>25</b>
Musicology	15		10	<b>25</b>
Aural	10		15	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## 2 Unit PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

### Summary of Course Content:

Core 1: Better Health for Individuals

Core 2: The Body in Motion

Option: Fitness Choices

Option: First Aid

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Analysis Task	Mid Course Exam	First Aid Task	
Timing	Term 1 Weeks 8-9	Term 2 Week 9	Term 3 Week 8	
Outcomes assessed	P7, P8, P9, P17	P1, P2, P3, P5, P6, P11	P6, P12, P15, P16	
Components	Weighting %			
Knowledge and understanding of course content	10	20	10	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## 2 Unit PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/photography-video-and-digital-imaging>

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that makes use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

### Course Outcomes:

A student:

- M1** generates a characteristic style that is increasingly self reflective in their photographic, video and 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, videos and digital images
- M4** generates images and ideas as representations/simulations in the making of photographs, videos and digital images
- M5** develops different techniques suited to artistic intentions in the making of photographs, videos and digital images
- M6** takes into account issues of work health and safety in the making of photographs, videos and digital works
- CH1** generates in their critical and historical practice ways to interpret and explain photography, video and 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, narratives and other accounts can be built to explain practices and interests in the fields of photography, video and digital imaging
- CH5** recognises how photography, video and digital imaging are used in various fields of cultural production

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Making Task Portfolio of work	Written analysis	Making Task Portfolio of work	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 8	Term 3 Week 6	
<b>Outcomes assessed</b>	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5,	M1, M2, M3, M4, M5, M6	
Components	Weighting %			
Making	35		35	<b>70</b>
Critical & Historic Studies		30		<b>30</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## 2 Unit PHYSICS

**Syllabus:** Go to [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)

### Course Outcomes:

#### Working Scientifically Skills

**Objective:** Students: develop skills in applying the processes of Working Scientifically

#### Stage 6 course outcomes

A student:

**Questioning and predicting** PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

**Planning investigations** PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations** PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

**Processing data and information** PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**Analysing data and information** PH11/12-5 analyses and evaluates primary and secondary data and information

**Problem solving** PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**Communicating** PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### Knowledge Outcomes

#### Year 11 course

**Objective:** Students: develop knowledge and understanding of fundamental mechanics

#### Year 11 course outcomes

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

**Objective:** Students: develop knowledge and understanding of energy

#### Year 11 course outcomes

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry, and magnetism

### NESA Assessment Components:

A – Skills in Working Scientifically

60%

B – Knowledge and understanding

40%

### Task Schedule:

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

# SCHOOL DELIVERED VET SUBJECTS

## Framework Courses

Courses within Industry Curriculum Frameworks (Frameworks) count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR.

As such, students undertaking these subjects will be assessed through competencies throughout the course and also sit an examination at the end of the course. Additionally, they will also have the option to sit a HSC examination in the chosen course for inclusion in ATAR calculations.

At the college, these include the following subjects:

- Business Services
- Entertainment Industry
- Hospitality
- Retail Services
- Skills for Work

Note: All of these courses also have a mandatory 35 hours of work placement for each year in both the Year 11 and Year 12 courses.

## Board Endorsed Courses

These courses are competency based and are reported without a mark. There are no formal, written assessments for these courses.

At the college, these include the following subjects:

- Maritime Operations
- Sport Coaching

Note: Sport Coaching includes a mandatory 35 hours of work placement

## Content Endorsed Courses

These courses are competency based and are reported without a mark. There are no formal, written assessments for these courses.

At the college, these include the following subjects:

- Marine Studies
- Photography, Video and Digital Imaging

## 2 Unit **SOCIETY & CULTURE**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

### Course Outcomes:

*A student:*

- 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, organizes 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

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Concepts, methods and research	Oral Task	Final Exam	
Timing	Term 2 Week 1	Term 2 Weeks 8	Term 3 Weeks 9-10	
Outcomes assessed	P1, 3, 6, 8	P2, 3, 5, 8, 10	P1, 2, 3, 4, 5, 6, 7, 10	
Components	Weighting %			
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	15	10	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit **SOFTWARE DESIGN & DEVELOPMENT**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/software-design-development>

### Task Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Working as a Developer Task	Year 11 Project	Final Examination	
Timing	Term 1 Week 9	Term 3 Week 3	Term 3 Weeks 9-10	
Outcomes assessed	P1.2, P.1, P4.1, P5.2, P6.1, P6.2	P1.2, P4.2, P5.1, P5.2, P6.2, P6.3	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	
Components	Weighting %			
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the design and development of software solutions	10	30	10	50
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



# 1 Unit STUDIES OF RELIGION I

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1>

## Course Outcomes:

- P1** describes the characteristics of religion and belief systems
- P2** identifies the influence of religion and belief systems on individuals and society
- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

## Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Nature of Religion Research Task	Religious Tradition Comparison	Final Exam	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P2, 5, 6, 7, 8, 9	P1, 3, 4, 8, 9	P1, 2, 3, 4, 5, 6, 8, 9	
Components	Weighting %			
Knowledge & understanding of course content	5	15	20	<b>40</b>
Source based skills	5	5	10	<b>20</b>
Investigation & research	15	5		<b>20</b>
Communication of information, ideas & issues	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit **STUDIES OF RELIGION II**

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1>

### Course Outcomes:

- P1** describes the characteristics of religion and belief systems
- P2** identifies the influence of religion and belief systems on individuals and society
- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

### Task Schedule:

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Religion of Ancient Origin Presentation	Religious Tradition Research	Final Exam	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1, 6, 7, 8, 9	P3, 4, 5, 7, 8, 9	P1, 2, 3, 4, 5, 8, 9	
Components	Weighting %			
Knowledge & understanding of course content	5	10	25	<b>40</b>
Source based skills	10		10	<b>20</b>
Investigation & research	5	15		<b>20</b>
Communication of information, ideas & issues	10	5	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 2 Unit TEXTILES & DESIGN

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus>

### Task Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Sampler Folio and Item	Mid Course Exam	Project and Supporting Documentation	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3	
<b>Outcomes assessed</b>	P2.1, P2.2, P3.2	P1.1, P1.2, P3.1, P3.2, P5.1	P1.1, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	
Components	Weighting %			
Knowledge and understanding of course content	10	20	20	<b>50</b>
Skills and knowledge in the design, manufacture and management of textiles projects	15	15	20	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## 2 Unit **VISUAL ARTS**

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

### Summary of Course Content:

Students learn about:

- the nature of practice in art making, art criticism, and art history through different investigations.
- agencies in the art world – artist, artwork, world, audience
- the frames and how students might develop their own informed points of view
- how they might develop meaning and interest in their work
- building understanding over time through various investigations and through work in different forms. The Practices include art criticism, art history and art making.

### Course Outcomes:

A student:

- P1 explores the conventions of practice in art making
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in art making
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	2D Body of Work	Body of Work + written analysis	Final Exam	
<b>Timing</b>	Term 2 Week 2	Term 3 Week 4	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P5, P6	P1, P2, P3, P4, P5, P6, P7	P7, P8, P9, P10	
Components	Weighting %			
Artmaking	25	25		<b>50</b>
Art Criticism & Art History		10	40	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



# Illness / Misadventure Application Form

(Refer to Assessment Handbook)

**A separate form is required for each task / course**

## SECTION 1: Student to Complete

STUDENT: \_\_\_\_\_ Year: \_\_\_\_\_

Is this an end of year examination task? Yes ☐ No ☐

Course	Class Teacher	Task Description (Exam, Practical, Research etc.)	Due Date
			/ /

Select one

- ☐ I have been unable to submit the task by the required date
- ☐ I have been unable to attempt a task/s or examination/s on the required date.

Reason for Application

- ☐ Illness – Please have your Doctor / Medical Practitioner complete
- ☐ Misadventure – Please attach independent evidence of the Misadventure

Description of Illness / Misadventure: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SECTION 2: Teacher / Head Teacher / Exam Coordinator to Complete

☐ I confirm that the student has submitted evidence of work completed up to time of illness / misadventure.

Teacher Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

APPLICATION DECISION (based on all evidence supplied):

### UPHELD

- (a) Further extension of time: until new due date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ ☐
- (b) Alternative task to be undertaken ☐
- (c) Estimate to be given ☐
- (d) No penalty, because of acceptable extenuating circumstances ☐

### DISMISSED

- (e) Because of lateness, result to be reduced by \_\_\_\_ % ☐
- (f) Submitted late without acceptable reason, so mark of 2% to be recorded ☐
- (g) Zero mark for non-attempt to be recorded for this task ☐

Head Teacher / Exam Coordinator: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Entered in Sentral Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



Submission Receipt:

Student name \_\_\_\_\_ Received in Admin: Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

OFFICE  
USE



## Illness / Misadventure Application Form

(Refer to Assessment Handbook)

### SECTION 3: To be completed by Medical Practitioner

#### **INDEPENDENT EVIDENCE OF ILLNESS**

(To be completed by a medical practitioner. Please note that any fee for providing this report is the responsibility of the student)

Diagnosis of medical condition		Date of onset of illness	
Date(s) and times(s) of all consultations / meetings related to this illness:			
Please describe how the student's condition / symptoms could affect their assessment / examination performance. (If the student was unable to attend an assessment / examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to this application)			
Name:		Date:	
Profession:		Telephone:	
Place of Work:			

### SECTION 4: **INDEPENDENT EVIDENCE OF MISADVENTURE**

Type of Misadventure:		Date of Misadventure	
Please describe how the student's misadventure affected their assessment / examination performance. (If the student was unable to attend an assessment / examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to this application. Please attach any additional supporting documentation)			
Name:		Date	
Profession:		Telephone:	
Place of Work:			

**Original form to be given to Administration when completed**



## Illness / Misadventure Appeal Form

**Student name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Nature of Task:** \_\_\_\_\_

**Head Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Reason to appeal must be lodged within two college days of receiving the above decision**

**Date lodged at front office (Office Stamp):**

I wish to appeal the above decision. Reason for appeal: (attach extra documentation to support appeal)

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**Students signature:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Parents signature:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Result of appeal:**

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**Principals signature:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

8/2019

## Coffs Harbour Senior College

**APPLICATION FOR MARKING REVIEW**

[This application must be submitted within two College working days of the task being returned]

**STUDENT SECTION**

STUDENT \_\_\_\_\_ CLASS \_\_\_\_\_

COURSE \_\_\_\_\_ TASK \_\_\_\_\_

Date of Task: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date Task Returned for Student to Retain: \_\_\_\_/\_\_\_\_/\_\_\_\_

Which Question/Section/Part AND/OR which aspect of the Marking Criteria is involved in this requested marking review?

Why do you think your response is deserving of a higher mark AND/OR how do you believe you have met this criteria at a higher level than is indicated by the allocated mark?

Student's SIGNATURE \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

[Now forward this completed form with the whole task to your teacher for consideration]

**TEACHER SECTION**

Date Application was Lodged: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date of Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

DECISION (circle one):      Mark Stands

Mark Altered (to new mark: \_\_\_\_\_ )

Name of Teacher \_\_\_\_\_

Signature of Teacher \_\_\_\_\_

Endorsement of Head Teacher \_\_\_\_\_