



COFFS HARBOUR
SENIOR COLLEGE

2024 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*.

Contents

Introduction	5
Preliminary HSC Course	5
Pattern of Study.....	5
Course Choice and Eligibility for the Australian Tertiary Admission Rank (ATAR).....	5
Extension Courses	5
Eligibility for Extension Courses.....	6
The School Assessment Policy: Assessment Process.....	6
Changes to the Assessment Calendar	6
Timing of Assessment Tasks	6
Feedback	6
Course Requirements	6
'N' Determination.....	7
Students taught by teacher parents	7
Exceptions and Variations to Policy	7
Rules and Procedures for Assessment Tasks	7
Rules and Procedures for Examinations.....	9
Illness and Misadventure.....	11
Timeline and initiating an appeal or request for review	12
In-school review of assessment marks.....	12
Assessment Reviews for HSC Rankings.....	12
Appeals	12
Assignment/Assessment Task Cover Sheet.....	14
Individual Course Assessment Schedules	15
2 Unit ABORIGINAL STUDIES	16
2 Unit ANCIENT HISTORY	17
2 Unit BIOLOGY.....	19
2 Unit BUSINESS STUDIES	20
2 Unit CHEMISTRY.....	21
2 Unit COMMUNITY & FAMILY STUDIES	22
2 Unit DANCE	23
2 Unit DESIGN & TECHNOLOGY.....	24
2 Unit DISTANCE EDUCATION COURSES	25
2 Unit DRAMA.....	26
2 Unit EARTH & ENVIRONMENTAL SCIENCE.....	27
2 Unit ECONOMICS.....	28
2 Unit ENGINEERING STUDIES	29
2 Unit ENGLISH STUDIES.....	30
2 Unit ENGLISH (Standard)	31
2 Unit ENGLISH (Advanced).....	32

1 Unit ENGLISH (Extension)	33
2 Unit ENTERPRISE COMPUTING	34
2 Unit FOOD TECHNOLOGY	35
2 Unit FRENCH BEGINNERS	36
2 Unit GEOGRAPHY	37
2 Unit INDUSTRIAL TECHNOLOGY	38
2 Unit INVESTIGATING SCIENCE	40
2 Unit LEGAL STUDIES	41
2 Unit MARINE STUDIES	42
2 Unit MATHEMATICS Standard	44
2 Unit MATHEMATICS Advanced	45
1 Unit MATHEMATICS Extension	46
2 Unit MODERN HISTORY	47
2 Unit MUSIC Course 1	48
2 Unit MUSIC Course 2	49
2 Unit PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION	50
2 Unit PHOTOGRAPHY, VIDEO & DIGITAL IMAGING	51
2 Unit PHYSICS	52
SCHOOL DELIVERED VET SUBJECTS	53
2 Unit SOCIETY & CULTURE	54
2 Unit SOFTWARE ENGINEERING	55
2 Unit TEXTILES & DESIGN	56
2 Unit VISUAL ARTS	57
Annexure 1	58
Annexure 2	60
Annexure 3	61

Separate Insert – Summary of Assessment Tasks

HSC AND PRELIMINARY ASSESSMENT POLICY

Introduction

This booklet aims to give students, parents and caregivers information about HSC Assessment at Coffs Harbour Senior College.

Preliminary HSC Course

From Term 1 in Year 11 until the end of Term 3 in Year 11, students will complete coursework for the Award of the Preliminary Higher School Certificate. From Term 4 in Year 11 until the end of Term 3 in Year 12, students will complete coursework for the Award of the Higher School Certificate (HSC). The satisfactory completion of an HSC course requires the school principal to have sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- 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 outcomes.

Students, parents and caregivers are urged to read this booklet carefully. Students who are uncertain about procedures or their responsibilities should contact their Year Adviser, Careers Adviser or relevant Deputy Principal.

Pattern of Study

To qualify for the Higher School Certificate students must complete both Year 11 and HSC courses. The Year 11 and HSC patterns must include:

- at least 12 units at Preliminary Level and at least 10 units at HSC level
- at least 6 units that are Board Developed Courses
- at least 3 courses of 2 unit value or greater
- at least 4 subjects
- 2 units of English in Preliminary and 2 units of English in HSC
- Successfully completed HSC Minimum Standard Tests

Course Choice and Eligibility for the Australian Tertiary Admission Rank (ATAR)

Students must meet the following requirements to be eligible for an Australian Tertiary Admissions Ranking:

- 10 Units of Study in Year 12 (at least 6 units must be NESA Developed including mandatory English.)
- At least 4 subjects
- 3 courses of 2 Units or greater.
- All of the above requirements AND 10 Units of NESA Developed study with examinations.

Please note that NESA Endorsed Courses are not eligible for ATAR Calculation.

Extension Courses

Extension courses for Year 11 students are available in English and Mathematics.

In Year 12 English and Mathematics, a second extension course is available which goes beyond the standard of Extension 1. In addition to English and Mathematics, extension courses are available in Science, History, Music and some languages. Students should discuss their interest in studying an extra extension unit with their teacher and Head Teacher of the relevant course.

Eligibility for Extension Courses

Students will need to meet with their subject teacher and relevant Head Teacher to discuss enrolment in an extension course for Year 12.

We strongly recommend that students picking up new extension courses in Year 12 (Extension 2 Mathematics, Extension 2 English, Science Extension, History Extension, Music Extension and Japanese Extension) **do not include** these as part of their first 10 units of study. These students should carry additional units until after Term 4 Year 11 when individual cases will be considered dependent upon performance.

Mathematics Extension 1 and English Extension 1 may be counted in the first 10 units of study as students have already proven themselves in Year 11. However, students identified at the end of the Year 11 Course as performing poorly in Extension 1 Mathematics and/or Extension 1 English will be advised to not count these courses in their first 10 units. These students must carry additional units.

The School Assessment Policy: Assessment Process

Changes to the Assessment Calendar

So that students can be informed well in advance of their obligations, an assessment calendar has been developed. In unforeseen exceptional circumstances, the class teacher, after consultation with the Head Teacher and Deputy Principal, may change the date of the assessment task with due written notice to all students involved.

Timing of Assessment Tasks

Course guidelines set out the Term and Week for each task. Class teachers will advise in writing the precise timing at least two weeks before the task is administered and will inform students of the task and the outcomes to be assessed.

It is the student's responsibility to be alert to the notification of the tasks by monitoring the school, this means attending all lessons and monitoring online learning platforms such as SENTRAL and STILE.

In case of absences from school, students will need to check with their teachers immediately upon their return and be ready to complete the missed task at the agreed time.

Students should only have a maximum of two assessment tasks per day to complete or submit at school.

Feedback

When the assessment task is returned to the student, teachers will supply the result awarded and written comments indicating what the student has achieved and what the student could do to improve this result.

Course Requirements

To have satisfactorily completed a course, students will:

- follow the course developed or endorsed by NESAs
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieve some or all of the course outcomes.

The Principal may determine that as a result of absence or unsatisfactory performance, the course completion criteria may not be met. Due warning will be given to students whose attendance or performance is unsatisfactory.

'N' Determination

Students who have not complied with the student responsibilities and course requirements cannot be regarded as having satisfactorily completed the course.

Should this occur, the Principal will notify NESA that the student should be issued with an "N" determination. This could mean the non-award of the Year 11 Record of School Achievement or Higher School Certificate.

Students taught by teacher parents

Where students are taught by a parent who is also a teacher, assessment tasks will be double marked.

Exceptions and Variations to Policy

The Principal reserves the right to alter the school assessment policy should exceptional circumstances present themselves. In such cases, advice from NESA will guide variations.

Rules and Procedures for Assessment Tasks

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable. Coffs Harbour Senior College takes allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

The following rules will be followed at Coffs Harbour Senior College:

1. Students must demonstrate they are serious candidates for both the Year 11 and HSC course by their regular attendance at school and in lessons and through their satisfactory performance in assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task at the time specified.
2. Students are expected to have a back-up digital copy of any work created digitally. Technology failure is not an acceptable excuse for missing an assessment task due date.
3. All assessment tasks must be submitted with a cover sheet with a completed declaration of All My Own Work statement if requested by the class teacher.
4. All hand-in tasks must contain a bibliography if requested by the teacher.
5. Students who fail to submit or attend an Assessment Task by the due date and time, or who fail to attend an Assessment Task with no valid reason will be given zero.
6. Students who fail to submit or attend an Assessment Task by the due date and time but who have a valid reason may be allocated an extension of time or an alternative task. In exceptional circumstances it may be necessary to give an estimated mark.
7. Students who are absent from any Assessment Task must submit an Illness and Misadventure form with a written explanation for their absence. A doctor's certificate must be attached for illness and supporting documentation may be required for misadventures. See Illness and Misadventure form.
8. The Illness and Misadventure form must be handed in to the Front Office relevant Head Teacher on the morning of the first day back at school. If the Head Teacher and Deputy Principal decide that the student

should do the original or substitute task, the student may be required to sit for the task immediately. Failure to follow Illness and Misadventure policy may result in zero marks for that task.

9. Where a student requests an extension for an assessment task due to illness and/or misadventure, an Illness and Misadventure form must be completed and handed to the relevant Deputy Principal.
10. If a student is aware they will be absent on the due date of a task, they must complete a leave of absence form (these are available from the Front Office.)
11. Where a student becomes ill or suffers an accident that affects their performance during an assessment task, the task supervisor and Deputy Principal should be notified immediately. On the first day of return to school, an Illness and Misadventure Form must be completed with an attached doctor's certificate for the day of the examination and/or supervisor's report completed. The student may need to re-sit the task or an estimated mark may be used. Student must submit their IM form within two days of returning to school.
12. If a student submits a task which is deemed to be a non-serious attempt by the teacher, then zero marks may be awarded.
13. Tasks must be submitted by the due date prior to 9:45am unless otherwise specified. In this case tasks must be submitted by the specified time. If the student knows in advance that they will be absent on the due date, the task must be submitted in advance or arrangements made to ensure the task is submitted on the due date and time.
14. Students must keep a copy of their assessment task and if requested, students must be able to provide evidence that their work is their own. This could include drafts, evidence of planning, a timestamped document or a version and edit history.
15. If a student misses any timetabled lesson, for an unexplained reason, on the day an assessment task is due, they will receive zero mark for that task. If a student is not present at school the day before an Assessment Task is due their parent must submit a valid reason for the absence, which should be from an independent source such as a Doctor's Certificate).
16. When a student is absent on the day before an assessment task is due they must have a medical certificate in case of illness. In the case of Misadventure or an explained absence, they must supply supporting documentation. If a student's absence is unexplained, they will receive zero mark for that assessment task.
17. Malpractice – A zero mark may be recorded for tasks where malpractice is involved. Malpractice is defined as any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as your own
 - using material directly from books, journals, CDs or the internet without reference to the source
 - building on the ideas of another person without reference to the source
 - buying, stealing or borrowing another person's work and presenting it as your own
 - submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
 - using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
 - paying someone to write or prepare material
 - breaching school examination rules
 - cheating in an examination
 - using non-approved aids during an assessment task
 - contriving false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice

- re-submitting a task you have previously submitted.
- the use of computer-generated text or other content from sources such as Bard or ChatGPT may only be used when explicit consent to do so has been stated clearly in a task notification. This applies to any assessable task, including formative, summative, informal or formal assessment. If permission is given to use AI, then explicit referencing must be provided by students. This must accurately identify any or all use of AI generated text.

18. Any assignments/Assessment Tasks submitted must be the student's own work. Plagiarism is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own. Plagiarism may result in the student receiving zero marks for that task. Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive zero marks for that task.

Students found to have copied another student's work will also receive a NESA 'N' determination Official Warning Letter. All students have the responsibility to protect their intellectual property (their own work).

Students found to have used computer-generated text or other content from sources such as Bard or Chat GPT for some or all of their work may result in the student receiving zero marks for that task.

Where advised by the teacher, student will be required to submit their assessment with an HSC: All My Own Work declaration form.

19. If requested, students must be able to provide evidence that their work is their own. This could include drafts, evidence of planning, a timestamped document or a version and edit history.
20. Coffs Harbour Senior College 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. Set a substitute task if, for any reason, the initial task fails to discriminate or is found to be invalid.
21. If a problem occurs during an in-class, test, performance or other timed assessment task, the student should attempt to complete the task and afterwards request that its validity be determined by the assessment review panel.

Rules and Procedures for Examinations

1. If a student misses examinations simply because they have misread the timetable, they will receive zero for the examination mark in that course. The final version of a timetable will be distributed to students in advance of the examinations.
2. Behaviour in examinations. - students must remain for the entire length of the examination. Any student found to be disturbing the examination may receive zero marks for that task.
3. Students found with notes, paper, unauthorised material, any communication device, mobile phone or similar in the examination room may have a penalty imposed, such as zero for this examination, or no result for the course.
4. If a student accidentally brings into the examination room anything with notes on it, paper or other unauthorized material or equipment, they are to hand them to the supervisor before the examination starts. There will be no penalty.

Equipment for tests and examinations needs to be clarified with the classroom teacher prior to the examination. It is the student's responsibility to make sure they obtain this information.

Examination supervisors will inspect any equipment brought into the examination room. Students must bring their equipment into the examination room in a **clear container** (such as a zip lock bag or plastic sleeve). Equipment should bear only the original inscribed information. Students must supply materials

which are in working order (this includes calculators). Students cannot appeal on the grounds that their examination equipment did not work correctly.

Students may bring an unmarked bottle of water in a clear bottle into the examination room.

5. Students may only use calculators that are NESAs approved. Well before the examination, students should verify with their teachers that their calculator is approved. **Students are not permitted to borrow equipment during examinations.**
6. **Where a student misses an examination task** because of illness or misadventure, the school should be contacted prior to the task or examination. If possible, the student will be expected to sit for that missed task during the assessment period. On return to school an Illness and Misadventure form must be completed and a doctor's certificate for the day of the examination attached. If the task cannot be completed during the assessment period, an estimated mark may be used.
7. **When a student becomes ill or suffers an accident that affects their performance during a task or examination**, the front office should be notified as soon as possible. On return to school an Illness and Misadventure form must be completed with an attached doctor's certificate for the day of the examination and/or an examination supervisor's report completed. The medical certificate must state the exact illness. It can not say that the student was absent due to 'A medical condition'. The student may need to re-sit the examination or an estimated mark may be used.
8. Leave for absence other than Illness and Misadventure will not be granted for the examinations unless in exceptional circumstances, and with the approval of both the relevant Deputy Principal and the Principal, leave applications will be considered provided all examinations can be completed within the examination period.
9. **If a student sits for an examination and also has an Illness and Misadventure appeal upheld**, the student's rank in other assessment tasks may be used to determine their examination mark.
10. **Accelerated Students** sitting a formal examination will be granted a leave of absence from their normal lessons for the day prior to and day of their examination. Requests for leave of absence should be to the Head Teacher Administration.

Illness and Misadventure

ASSESSMENT TASK PROCEDURE FOR ILLNESS/MISADVENTURE/ABSENCE

Have you missed or will you miss an assessment task / exam?
Contact the administration office on 66593054 or email coffsharbs-h.school@det.nsw.edu.au
The office will inform the relevant Head Teacher and ask that you submit an Illness Misadventure Form

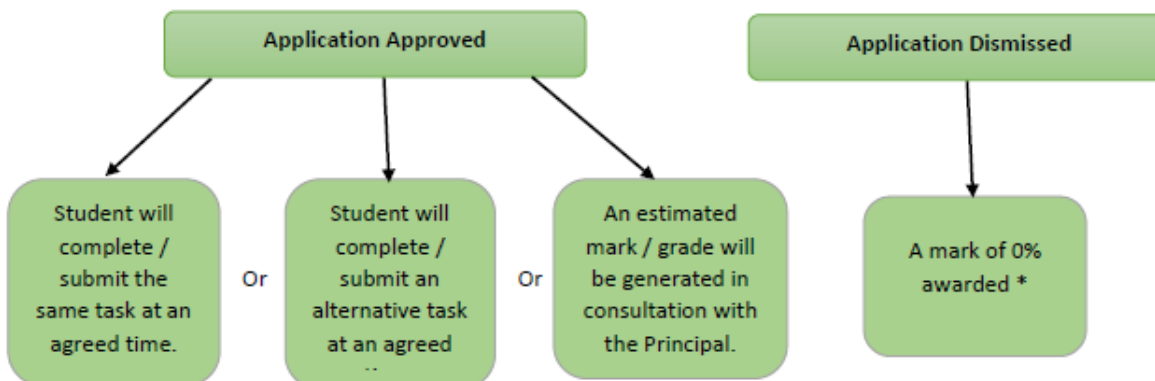
Complete and Submit IM Form immediately or within 2 days of return to school.
To the Office

The Deputy Principal will liaise with Teacher / Head Teacher about the Application. (IM forms can be found on the college website or the administration office).

The Teacher / Head Teacher will contact you with the result of the Application and discuss the required resolution.

Note: You do not need to fill in an illness misadventure form if your absence is due to a College approved activity (Excursion / Sport) but you **MUST** contact the Head Teacher of the Subject involved prior to the absence to organise for the task to be completed.

Possible Outcomes of an Illness Misadventure Application



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

*An appeal process exists for this outcome.

Appeal and Review

Timeline and initiating an appeal or request for review

Students may request a review within five school days of a task being returned. Students or parents must email the Deputy Principal and relevant Head Teacher with a completed appeal request form.

In-school review of assessment marks

Students who feel that they have a valid reason to appeal the final mark that they have been allocated for a task must first refer to the marking criteria. Students may request an 'Assessment Review Form' from the Front Office within five days of feedback being returned to students.

The Head Teacher and Deputy Principal will confer, and the appeal will either be upheld or declined. Written notification will be given to the student. If the appeal is upheld the assessment task will be remarked by a second teacher or Head Teacher and the student will be awarded the agreed mark from both markers

Should the student believe that they have reasonable grounds to appeal the decision again, they may request a meeting with the Principal.

Assessment Reviews for HSC Rankings

Students may ask for a review of their assessment rank if the school's ranking (order of merit) is significantly different from their expected ranking, based on feedback from their performance on Assessment Tasks throughout the year.

Any review will be concerned with the student's ranking. Students cannot ask for a review of a teacher's judgment on individual tasks.

The review of a student's ranking will occur after the last internal assessment tasks have been submitted. The review will be carried out by the school's Assessment Review Committee which will consist of:

- Deputy Principal(s)
- Head Teacher(s) of the course in question or a nominee.

Appeals

Appeals can be made if the student feels:

- the weighting of the tasks did not fit NESA requirements
- the procedure of the assessment did not conform to the assessment program
- computational or clerical error was responsible for an incorrect ranking
- the conduct of the review was not proper.

Disability Provisions for the HSC Examinations

Disability Provisions are granted by NESA to students sitting the Higher School Certificate examinations to address the effects of a special need on examination performance.

Regardless of the nature of the special need, the provisions granted are solely determined by the implications of that need on examination performance. Provisions include Braille papers, large print papers, use of a reader and/or writer, extra time, rest breaks, use of a personal computer etc.

The due date for Disability Provisions application forms is always the last day of Term 1 of the HSC examination year. In exceptional circumstances and with new information, students may receive permission at a later date. Please note that NESA does not approve all requests for adjustments or special provisions and there is no guarantee a student will be provided with their preferred choice of special provisions.

At Coffs Harbour Senior College application forms for Disability Provisions are available from the Learning and Support Teacher.

Any additional supports or adjustments must be arranged with the Learning and Support Teacher and should be noted in a students Learning and Support Plan.

Assignment/Assessment Task Cover Sheet

Please attach this signed cover sheet to every assignment/assessment task you submit.

NESA Student Number:	
Subject:	Due Date:
Task Title:	Date of Submission:

All My Own Work

1. Acknowledgement of sources by compiling a bibliography

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. Avoiding plagiarism

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts.

DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Initial /Confirmation: Date:

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:

Task number	Task 1	Task 2	Task 3	
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, 1.2, 2.2	P1.2, 2.2, 3.2, 4.1, 4.3	P1.3, 2.1, 2.2, 3.1, 3.2, 3.2, 4.2	
Components				Weighting %
Knowledge and understanding of course content			40	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	10	5		15
Research and inquiry methods, including aspects of the Major Project	10	10		20
Communication of information, ideas and issues in appropriate forms	10	15		25

Task number	Task 1	Task 2	Task 3	
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, 1.2, 2.2	P1.2, 2.2, 3.2, 4.1, 4.3	P1.3, 2.1, 2.2, 3.1, 3.2, 3.2, 4.2	
Components	Weighting %			
Total %	30	30	40	100

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	
Nature of task	In-class Source Analysis	Historical Investigation	Final Exam	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	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	40

Task number	Task 1	Task 2	Task 3	
Nature of task	In-class Source Analysis	Historical Investigation	Final Exam	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	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 %
Historical skills in the analysis and evaluation of sources & interpretations	15		5	20
Historical Enquiry & Research		20		20
Communication of historical understanding		10	10	20
Total %	30	30	40	100

2 Unit **BIOLOGY**

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

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

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, 11-2,11-3, 11-4, 11-5, 11-6, 11-7, 11-11	BIO11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-10	BIO11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8 11-9, 11-10, 11-11	
Components	Weighting %			
Skills in Working Scientifically	20	30	10	60
Knowledge and understanding	10	10	20	40
Total %	30	40	30	100

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	
Nature of task	Media File	Business Proposal In class exam	Business Proposal	
Timing	Term 2 Week 2	Term 3 Week 3	Term 3 Week 8	
Outcomes assessed	P1, 2, 4, 7, 8, 9	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	P1, 2, 3, 7, 8, 9	
Components	Weighting %			
Knowledge and understanding of course content	5	25	10	40
Stimulus based skills	5	5	10	20
Inquiry and research	5	5	10	20
Communication of business ideas in appropriate forms	5	5	10	20
Total %	20	40	40	100

2 Unit CHEMISTRY

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

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.

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Investigation and Data Interpretation	Mid-Course Examination	Depth Study Report	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	CH11/12-1 11/12-2 11/12-4, 11/12-7, 11-8	CH11/12-1 to 11/12-7 And 11-8 to 11-11	CH11/12-1, 11/12-4 11/12-5, 11/12-6 11/12-7, 11-9	
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>

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.

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Case Study	In Class Task	Final Exam	
Timing	Term 1 Week 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, 2.3	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	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	30	40	100

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	Written Exam	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9-10	
Outcomes assessed	P1.2, 2.1, 2.3, 2.4, 2.5	P1.3, 3.2, 3.4, 3.5	P1.1, 1.2, 1.4, 2.1, 3.1, 4.2, 4.4	
Components				Weighting %
Core Performance	35		10	45
Core Composition		30	5	35
Core Appreciation			20	20
Total%	35	30	35	100

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>

Course Outcomes:

- P1.1** examines design theory and practice and considers the factors affecting designing and producing in design projects.
- P2.1** identifies design and production processes in domestic, community, industrial and commercial settings.
- P2.2** explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.
- P3.1** investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
- P4.1** uses design processes in the development and production of design solutions to meet identified needs and opportunities.
- P4.2** uses resources effectively and safely in the development and production of design solutions.
- P4.3** evaluates the processes and outcomes of designing and producing.
- P5.1** uses a variety of management techniques and tools to develop design projects.
- P5.2** communicates ideas and solutions using a range of techniques.
- P5.3** uses a variety of research methods to inform the development and modification of design ideas.
- P6.1** investigates a range of manufacturing and production processes and relates these to aspects of design projects.
- P6.2** evaluates and uses computer-based technologies in designing and producing.

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Designer Case Study	Year 11 Project 1	Year 11 Project 2	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	
Outcomes assessed	P1.1, 2.1, 2.2, 6.1	P3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2	P3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	10	20	30	60
Total %	20	40	40	100

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		40
Performing	15	15		30
Critically Studying			30	30
Total %	35	35	30	100

2 Unit EARTH & ENVIRONMENTAL SCIENCE

Syllabus: Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017>

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.

Task Schedule:

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

2 Unit **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	
Nature of task	Research Task: Japan/Australia	Budget Report Research based	End of Course Exam	
Timing	Term 1 Week 9	Term 2 Approx. Week 6	Term 3 Weeks 9-10	
Outcomes assessed	P1, 2, 4, 5, 6, 8, 9, 10, 12	P1, 2, 5, 6, 8, 9, 10, 12	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	
Components	Weighting %			
Knowledge and understanding of course content	5	10	25	40
Stimulus-based skills	5	10	5	20
Inquiry and research	5	10	5	20
Communication of economic information, ideas and issues in appropriate forms	5	10	5	20
Total %	20	40	40	100

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>

Course Outcomes:

A student:

- P1.1** identifies the scope of engineering and recognises current innovations.
- P1.2** explains the relationship between properties, structure, uses and applications of materials in engineering.
- P2.1** describes the types of materials, components and processes and explains their implications for engineering development.
- P2.2** describes the nature of engineering in specific fields and its importance to society.
- P3.1** uses mathematical, scientific, and graphical methods to solve problems of engineering practice.
- P3.2** develops written, oral and presentation skills and applies these to engineering reports.
- P3.3** applies graphics as a communication tool.
- P4.1** describes developments in technology and their impact on engineering products.
- P4.2** describes the influence of technological change on engineering and its effect on people.
- P4.3** identifies the social, environmental and cultural implications of technological change in engineering.
- P5.1** demonstrates the ability to work both individually and in teams.
- P5.2** applies management and planning skills related to engineering.
- P6.1** applies knowledge and skills in research and problem-solving related to engineering.
- P6.2** applies skills in analysis, synthesis and experimentation related to engineering.

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Engineering Product Analysis	Engineering Solution and Report	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1.2, 2.1, 4.1, 4.2	P1.1, 2.2, 3.1, 3.2, 5.1, 6.2	P1.2, 2.1, 3.1, 3.3, 4.2, 4.3, 6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total %	30	30	40	100

2 Unit ENGLISH STUDIES

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

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 11	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
Total %	35	35	30	100

2 Unit ENGLISH (Standard)

Syllabus: Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

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 10	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
Total %	30	40	30	100

2 Unit ENGLISH (Advanced)

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

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:

Task number	Task 1	Task 2	Task 3	
Nature of task	Response and Reflection	Multimodal Presentation	Written Exam	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 -10	
Outcomes assessed	EA11-1, 11-3, 11-5, 11-9	EA 11-2, 11-3, 11-4, 11-6, 11-7	EA11-1,11-3, 11-5, 11-8	
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
Total %	30	40	30	100

1 Unit ENGLISH (Extension)

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

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	
Nature of task	Writing Portfolio	Comparative Essay	Multimodal Presentation and Reflection	
Timing	Term 1 Week 11	Term 2 Week 7	Term 3 Weeks 9-10	
Outcomes assessed	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	50
Skills in complex analysis, sustained composition and independent investigation	15	15	20	50
Total %	30	30	40	100

2 Unit ENTERPRISE COMPUTING

Syllabus: Go to <https://curriculum.nsw.edu.au/learning-areas/tas/enterprise-computing-11-12-2022/overview>

Course Outcomes:

- EC-11-01** describes how systems are used in a range of enterprises.
- EC-11-02** describes the function of data and information within enterprise computing systems.
- EC-11-03** describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems.
- EC-11-04** describes how data is used in enterprise computing systems.
- EC-11-05** applies tools and resources to analyse datasets.
- EC-11-06** explains how innovative technologies have influenced enterprise computing systems.
- EC-11-07** explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment.
- EC-11-08** selects and uses tools and resources to design and develop an enterprise computing system
- EC-11-09** documents the management and evaluates the development of an enterprise solution.
- EC-11-10** investigates the effectiveness of an enterprise computing system.
- EC-11-11** communicates an enterprise computing solution to an intended audience.

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Interactive media and the UX project	Networking systems and social computing project	Formal examination	
Timing	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	EC-11-04, 11-08 11-09, 11-11	EC-11-01, 11-03 11-04, 11-06, 11-07, 11-09	EC-11-01, 11-02 11-03, 11-05, 11-06, 11-07, 11-08, 11-09, 11-10, 11-11	
Components	Weighting %			
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the practical application of the content	15	25	10	50
Total %	25	35	40	100

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>

Course Outcomes:

A student:

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

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Research In Class Task	Food Experiments	Final Exam	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, 3.2	P2.2, 4.1, 4.4	P1.1, 1.2, 2.2, 3.1, 4.2, 4.3, 4.4, 5.1	
Components	Weighting %			
Knowledge and understanding of course content	20	10	10	40
Knowledge and skills in designing, researching, analysing and evaluating	10	5	15	30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15	30
Total %	30	30	40	100

2 Unit FRENCH BEGINNERS

Syllabus: Go to <https://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: <https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/overview>

Course Outcomes:

A student:

GE-11-01 examines places, environments, and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time.

GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environment.

GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses.

GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability.

GE-11-05 analyses and synthesises relevant geographical information from a variety of sources.

GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world.

GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments.

GE-11-08 applies mathematical ideas and techniques to analyse geographical data.

GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms, and tools, in appropriate forms.

The [geographical inquiry skills](#) and [geographical tools](#) content is to be integrated throughout the course.

This content can be found in the syllabus.

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Fieldwork Report	Geographical Investigation	Final Exam	
Timing	Term 1 Week 9	Term 3 Week 4	Term 3 Weeks 9-10	
Outcomes assessed	GE11-1, 11-3, 11-7, 11-8, 11-9	GE11-4, 11-5, 11-6, 11-7, 11-8, 11-9	GE11-1, 11-2, 11-4, 11-5, 11-8, 11-9	
Components				Weighting %
A - Knowledge and understanding of course content	5	10	25	40
B - Geographical tools and skills	10	5	5	20
C - Geographical inquiry and research, including research	10	10	N/A	20
D - Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

2 Unit INDUSTRIAL TECHNOLOGY

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

Course Outcomes:

A student:

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

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, 1.2, 2.1, 6.1	P3.1, 3.3, 5.1, 5.2	P2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.2	
Components				Weighting %
Knowledge and understanding of course content	10	20	10	40
Knowledge and skills in the management, communication and production of projects	10	20	30	60
Total %	20	40	40	100

2 Unit INVESTIGATING SCIENCE

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

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

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, 11/12-5 11/12-6, 11/12-7 11-8	INS11/12-1, 11/12-2 11/12-3, 11/12-4 11/12-5, 11/12-6 11/12-7, 11-11	INS11/12-1, 11/12-2 11/12-3 11/12-7, 11-8, 11-9, 11-10, 11-11	
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:

Task number	Task 1	Task 2	Task 3	
Nature of task	Media File	Oral Task	Final Exam	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	P1, 2, 8, 9	P1, 4, 8, 9, 10	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Components	Weighting %			
Knowledge and understanding	5	15	20	40
Research	10	15	10	40
Communication	5	5	10	20
Total %	20	40	40	100

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=

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 1st 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%

Task Schedule:

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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

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.

Task Schedule:

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
Total %	30	30	40	100

2 Unit MATHEMATICS Advanced

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

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.

Task Schedule:

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 <https://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

Task Schedule:

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	
Nature of task	Historical Presentation	Media Investigation	Final Exam	
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes assessed	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	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

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	
Nature of task	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	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	P1,2,3,4,11	P1,2,3,4,9,10	P5,6,7,8,	
Components				Weighting %
Performance		10	15	25
Composition	25			25
Musicology		25		25
Aural	5		20	25
Total %	30	35	35	100

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>

Summary of Course content: Students will gain understanding of the musical concepts through the integration of experiences in performance, composition, musicology and aural. The objectives of Music 2 are:

- to continue to develop musical knowledge and skills, an understanding of music in social, cultural, and historical contexts, and music as an art form through performance, composition, musicology and aural activities.
- to develop the ability to synthesise ideas and evaluate music critically.
- to develop an awareness and understanding of the impact of technology on music
- to develop personal values about music.

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 uses current technologies as 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	
Nature of task	Musicology and Aural Mandatory Topic: Music 1600-1900 Musicology task + Aural Analysis	Composition/Portfolio + Performance Mandatory Topic: Music 1600-1900 1. Submit composition + portfolio 2. Performance of one piece	Performance + Musicology and Aural Mandatory Topic: Music 1600-1900 and Additional Topic 1. Performance of one piece (Additional Topic) plus sight singing. 2. Aural/Musicology Paper	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9-10	
Outcomes assessed	P2, 5, 6, 7	P1, 2, 3, 4, 5, 6, 7, 10	P1, 5, 6, 7, 10, 11, 12	
Components	Weighting %			
Performance		10	15	25
Composition		25		25
Musicology	15		10	25
Aural	10		15	25
Total %	25	35	40	100

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>

Course Outcomes:

A student:

- P1** identifies and examines why individuals give different meanings to health.
- P2** explains how a range of health behaviours affect an individual's health.
- P3** describes how an individual's health is determined by a range of factors.
- P4** evaluates aspects of health over which individuals can exert some control.
- P5** describes factors that contribute to effective health promotion.
- P6** proposes actions that can improve and maintain an individual's health.
- P7** explains how body systems influence the way the body moves.
- P8** describes the components of physical fitness and explains how they are monitored.
- P9** describes biomechanical factors that influence the efficiency of the body in motion.
- P10** plans for participation in physical activity to satisfy a range of individual needs.
- P11** assesses and monitors physical fitness levels and physical activity patterns.
- P12** demonstrates strategies for the assessment, management, and prevention of injuries in first aid settings.

(Option 1)

- P13** develops, refines, and performs movement compositions in order to achieve a specific purpose.

(Option 2)

- P14** demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15** forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16** uses a range of sources to draw conclusions about health and physical activity concepts.
- P17** analyses factors influencing movement and patterns of participation.

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Analysis Task	Mid Course Exam	First Aid Task	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8	
Outcomes assessed	P7, 8, 9, 17	P1, 2, 3, 5, 6, 11	P6, 12, 15, 16	
Components	Weighting %			
Knowledge and understanding of course content	10	20	10	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
Total %	30	40	30	100

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	
Nature of task	Making Task Portfolio of work	Written analysis	Making Task Portfolio of work	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 6	
Outcomes assessed	M1, 2, 3, 4, 5, 6	CH1, 2, 3, 4, 5,	M1, 2, 3, 4, 5, 6	
Components				Weighting %
Making	35		35	70
Critical & Historic Studies		30		30
Total %	35	30	35	100

2 Unit PHYSICS

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

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.

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 7	Term 2 Week 9	Term 3 Weeks 9/10	
Outcomes assessed	PH11/12-1, 11/12-2 11/12-3, 11/12-4 11/12-5, 11/12-6, 11-8	PH11/12-4, 11/12-5 11/12-6, 11/12-7, 11-11	PH11/12-1, 11/12-4 11/12-5, 11/12-6, 11/12-7, 11-8, 11-9, 11-10, 11-11	
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
Total %	30	30	40	100

2 Unit SOFTWARE ENGINEERING

Syllabus: Go to <https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022/overview>

Course Outcomes:

- SE-11-01** describes methods used to plan, develop, and engineer software solutions.
- SE-11-02** explains how structural elements are used to develop programming code.
- SE-11-03** describes how current hardware, software and emerging technologies influence the development of software engineering solutions.
- SE-11-04** applies safe and secure practices to collect, use and store data.
- SE-11-05** describes the social, ethical, and legal implications of software engineering on the individual, society, and the environment.
- SE-11-06** applies tools and resources to design, develop, manage, and evaluate software.
- SE-11-07** implements safe and secure programming solutions.
- SE-11-08** applies language structures to refine code.
- SE-11-09** manages and documents the development of a software project.

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Programming Fundamentals	Blended Mechatronics/OOP Project	Final Examination	
Timing	Term 2 Week 1	Term 3 Week 5	Term 3 Weeks 9-10	
Outcomes assessed	SE-11-01, 11-02 11-06, 11-07	SE-11-01, 11-02, 11-03, 11-06, 11-07, 11-08, 11-09	SE-11-01, 11-03 11-04, 11-05, 11-06, 11-08	
Components	Weighting %			
Knowledge and understanding of course content	10	15	25	50
Knowledge and skills in the practical application of the content	20	25	5	50
Total %	30	40	30	100

2 Unit TEXTILES & DESIGN

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

Course Outcomes:

A student:

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

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	Sampler Folio and Item	Mid Course Exam	Project and Supporting Documentation	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3	
Outcomes assessed	P1.1, 1.2, 2.1, 2.2, 3.2	P1.1, 1.2, 3.1, 3.2, 5.1	P1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1	
Components	Weighting %			
Knowledge and understanding of course content	10	20	20	50
Skills and knowledge in the design, manufacture and management of textiles projects	15	15	20	50
Total %	25	35	40	100

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>

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.

Task Schedule:

Task number	Task 1	Task 2	Task 3	
Nature of task	2D Body of Work	Collection of Work + written analysis	Final Exam	
Timing	Term 2 Week 2	Term 3 Week 4	Term 3 Weeks 9-10	
Outcomes assessed	P1, 2, 3, 4, 5, 6	P1, 2, 3, 4, 5, 6, 7	P7, 8, 9, 10	
Components	Weighting %			
Artmaking	25	25		50
Art Criticism & Art History		10	40	50
Total %	25	35	40	100



Illness / Misadventure Application Form

(Refer to Assessment Handbook)

A separate form is required for each task / course.

SECTION 1: Student and Parent / Carer to complete

STUDENT NAME: _____ **YEAR:** _____

Reason for Application (tick all that apply):

- Absent the day before a task - Please provide the evidence detailed in [Section 2](#)
- Absent the day of a task
- Non-submission
- Late submission

Course	Class Teacher	Task Description (Exam, In Class, Hand In)	Due Date
			/ /

Nature of Application:

- School Approved Activity (Sport / Excursion) or School Approved Leave.** Contact relevant Head Teacher to arrange alternative arrangements as soon as possible.
- Illness** – provide the evidence in [Section 3](#)
- Misadventure** – provide the evidence detailed in [Section 4](#)

Description of Illness / Misadventure:

Student Signature: _____ **Date** __/__/__

Parent / Carer Signature: _____ **Date** __/__/__

SECTION 2: ABSENT THE DAY BEFORE A TASK, PARTIAL ABSENCE THE DAY OF THE TASK

Please attach the following supporting information:

- Date/s of illness or misadventure
- Impact on student's ability to attend school
- Any additional information

SECTION 3: INDEPENDENT EVIDENCE OF ILLNESS

Please attach a Medical Certificate detailing the following information:

- Date/s of illness
- Impact on student's ability to participate of complete the Assessment Task on or by the due date.

Please note, Medical Certificates can be issued from TeleHealth Providers, a General Practitioner, Hospital, Allied Health Provider or a Pharmacist.

SECTION 4: INDEPENDENT EVIDENCE OF MISADVENTURE

Please attach independent evidence of Misadventure. This may include, but is not limited to:

- Police Report.
- Roadside Assistance / Insurance Report
- SES Report

Deputy Principal Approval Check.

In Class Task Hand In Task Examination Task

Teacher / Head Teacher Notes

APPLICATION DECISION (based on all evidence supplied):

UPHELD

- (a) Task now due for completion / submission ___ / ___ / ___
- (b) Estimate generated in consultation with Principal.
- (c) Other: _____

DISMISSED

- (d) Zero mark for non-attempt to be recorded for this task
- (e) Other: _____

Deputy Principal: _____

Date: ___ / ___ / ___

Head Teacher: _____

Date: ___ / ___ / ___

Class Teacher: _____

Date: ___ / ___ / ___

Office Staff: Hardcopy added to Student File

Date: ___ / ___ / ___



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)

Students signature: _____ **Date:** ___ / ___ / ___

Parents signature: _____ **Date:** ___ / ___ / ___

Result of appeal:

Principals signature: _____ **Date:** ___ / ___ / ___

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 _____