COFFS HARBOUR
SENIOR COLLEGE

2025 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*.

20.3.25

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Separate Insert – Summary of Assessment Tasks

COFFS HARBOUR SENIOR COLLEGE ASSESSMENT POLICY

Introduction

This booklet gives students, parents/carers information about Assessment at Coffs Harbour Senior College.

Preliminary HSC Assessment

From Term 1 in Year 11 until Week 2 of Term 4 in Year 11, students will complete coursework for the Award of the Preliminary Higher School Certificate. From Week 2, 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/carers 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

Preliminary HSC Assessment
From Term 1 in Year 11 until the end of Term 3 students will complete Assessment Tasks in all courses for the Award of Preliminary Higher School Certificate. The tasks will determine the student's assessment mark which is a measure of the student's achievement relative to the performance of other students in the same course. Each student will be ranked according to their performance in each course. The final rank will be available to students at the completion of their school-based assessment. An A-E Grade is submitted to NESA.

Preliminary HSC Maximum Number of Tasks
Each faculty translates its course requirements into student tasks. Schools may follow the assessment program provided by NESA, but have the authority to determine the number, type and weighting of the assessment tasks. At CHSC, there will be a maximum of four formal Assessment Tasks in Year 11. One of these tasks may be a formal written examination with a maximum weighting of 30% for the Year 11 course.

Preliminary HSC Start and Finish
For the HSC course, Assessment Tasks begin in Term 1 of the Year 11 calendar year. In-class assessment will cease two weeks before the Preliminary examinations.

HSC Commencement Date
NESA mandates that subjects need to satisfy 120 indicative hours in both Year 11 and Year 12. The school will set the dates at the beginning of the calendar year. Stage 6 VET courses do not need to distinguish between Preliminary and HSC. Mathematics Extension 1 HSC may be taught before all the topics of the Preliminary course. The school should not begin formal assessment for the Mathematics Extension 1 HSC course until the school program of HSC assessments for other courses begins.

Notification of Assessment Tasks
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 a date of an Assessment Task with due written notice to all relevant students.

It is the student's responsibility to be alert to the notification of the tasks by attending all lessons and monitoring online learning platforms such as SENTRAL and STILE. Students will sign for the receipt of the task, the submission of the task and the return of the task which will include the rank for the task and the cumulative rank.

Timing of Assessment Tasks

- Course guidelines and the assessment schedule 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 due and will inform students of the task and the outcomes to be assessed. Students will sign for the receipt of the task.
- Students will have a maximum of two Assessment Tasks per day to complete or submit.
- The time for the hand in of tasks is to be by 9.45am, unless completing a practical aspect in class as set out in the notification. If a student has a class at this time, they are expected to be in class and submit before 9am.
- For Year 12 there will be a two-week assessment free period prior to the Trial HSC examinations. This excludes subjects where there is a project component.
- Practical HSC examination dates and Language Oral Examinations will be advised by NESA in Term 3.

Completion of Assessment Tasks

- Students are expected to make a genuine attempt at all Assessment Tasks.
- 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.
- If a student has an upheld Illness/Misadventure Application, the school must provide the student with an opportunity to attempt the Assessment Task by either:
    - providing an extension of time to complete the original Assessment Task, or
    - providing the student with a substitute Assessment Task.

- The school must ensure the substitute Assessment Task is in accordance with the illness/misadventure provisions in the school's policies and procedures for school-based assessment.
- In exceptional circumstances where a student cannot complete the Assessment Task, the school may provide an estimate based on completed comparable Assessment Tasks which contain comparable outcomes, approved by the Principal and in line with the school's policies and procedures for school-based assessment.
- If a student does not complete an Assessment Task by the due date or attend a scheduled Assessment Task, and has their Illness/Misadventure Application declined, the school must record a zero mark for the task. There will be a function on Sentral Markbook to differentiate between a zero for non-completion, zero for unapproved late completion and zero for attempted but no marks scored.

Bibliographies and Reference Lists

As part of the assessment process, students are required to complete and submit a bibliography as proof of their research and evidence that the assessment is their own work. If the task specifically asks for a reference list, this will take the place of the bibliography. Coffs Harbour Senior College encourages the use of APA7th as the referencing system of choice. Students have access to scaffolds and guides to assist in referencing in this format. Referencing is an important element of academic rigour, and this will assist students in their learning and prepare them for a smooth transition into tertiary study.

Feedback
Teachers:

a. must assess the student's actual performance, not potential performance, and
b. must provide students with feedback on their performance in each Assessment Task, and indicate the student's marks in the task, relative to the outcomes.

When the Assessment Task is returned to the student, teachers will provide the result awarded and written comments indicating what the student has achieved, relative to the outcomes and what the student could do to improve this result. The template below may be used.

Things I am doing well:	*Areas for improvement:*	*How do I do it?*

Students will receive their rank for the task and the cumulative rank after each task. Students will sign for the return of the task.

Course Requirements
To have satisfactorily completed a course, students will:

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

The Principal may determine that because 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, the Head Teacher will allocate marking appropriately.

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
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 Preliminary Course and 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. See below for Malpractice Policy and Procedures.
The following 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.

Non-completion

- If a student submits a task which is deemed to be a non-serious attempt by the teacher, then zero marks may be awarded.
- 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.
- Students who fail to submit or attend an Assessment Task by the due date and time but who have a valid reason must complete the Illness and Misadventure Application Form. Students may be allocated an extension of time or an alternative task. In exceptional circumstances it may be necessary to give an estimated mark.

Late submission

- Tasks must be submitted by the due date prior to 9:45am, unless otherwise specified within school hours. Late submissions receive zero. If a student has a class at this time, they are expected to be in class and submit before 9am.

Illness/Misadventure

Absent the day *before* an Assessment Task or Partial Absence on the day of an Assessment Task

- When a student is absent due to illness or misadventure on the day before an Assessment Task is due, or part of the day of an Assessment Task, they must complete an Illness /Misadventure Application Form. In the case of illness, misadventure or an explained absence, they must describe and provide supporting documentation.
- If a student's absence is unexplained, they will receive zero mark for that Assessment Task
- 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.

Absent the due day of an Assessment Task

If a student is aware they will be absent, other than on school business, on the due date of a task, they must complete a Leave of Absence Form which are available from the Front Office. This must be completed as soon as the student knows of their upcoming absence. The student must contact the relevant Head Teacher to make alternative arrangements as soon as possible. They may be required to submit or complete before the published due date.

- If the student knows in advance that they will be absent on school business on the due date, they must contact the relevant Head Teacher to make alternative arrangements as soon as possible.
- On the first day of return to school after absence due to illness or misadventure, an Illness/ Misadventure Application Form must be obtained from the office, or printed from the school website, and returned with the required documents within two days to the relevant Deputy Principal. This must include a written explanation for their absence. Independent evidence of illness must be provided by a medical practitioner and supporting documentation is required for misadventures. The student may need to re-sit the task or a substitute task (which may be immediately if appropriate) or given an extension. In exceptional circumstances with Principal approval, an estimated mark may be used.
- Where a student becomes ill or experiences an incident that affects their performance during an Assessment Task, the Head Teacher should be notified immediately. The student will complete an Illness/Misadventure Application Form and return with the required documents within two days to

the relevant Deputy Principal. The student may need to re-sit the task or a substitute task, or an estimated mark may be used.

- Where a student requests an extension for an Assessment Task due to illness and/or misadventure prior to an Assessment Task, an Illness/Misadventure Application Form with relevant documentation must be completed and submitted to the relevant Deputy Principal.
- The relevant Head Teacher will inform the student of the outcome of the Illness/Misadventure Application.
- Failure to follow Illness and Misadventure policy may result in zero marks for that task.

Rules and Procedures for Examinations

- If a student misses Examinations 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.
- 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.
- 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.
- 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.
- 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.
    - Students may only use calculators that are NESA 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.

- 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/ Misadventure Application Form must be completed and a medical certificate and/or other supporting documents for the day of the examination attached. If the task cannot be completed during the assessment period, an estimated mark may be used.
- 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/Misadventure Application Form must be completed with an attached medical certificate and/or supporting documents for the day of the examination and/or an examination supervisor's report completed. The medical certificate must state the exact illness. It cannot 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.
- 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.

- 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.

- 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.

Disability Provisions for the HSC Examinations

NESA has strict requirements regarding disability provisions for the HSC. Schools use these to provide provisions in Year 11. Provisions are given to enable a person to access and complete an assessment/examination to account for the disability/ies as documented in their Learning Support Plan. A provision will not be given where NESA sees an advantage being gained. Provisions that may have been applied in a previous school may not be applied at CHSC.

Year 11
Students apply for provisions using a form. In some cases, provisions will be applied in the first task in a subject. However, in most instances in the first task, there will be no provisions. This enables the school to collect evidence and ascertain what provisions are required when applications to NESA are made.

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/carers must email the Deputy Principal and relevant Head Teacher with a completed Appeal Request Form.

In-school review of assessment marks

- Students who think 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 Preliminary 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 performances 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 judgement 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 thinks:

- 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.

HSC and Preliminary HSC Malpractice Policy and Procedures

The following guidelines give an overview of HSC Malpractice Policy and Procedures at Coffs Harbour Senior College:

- Cases of Malpractice will be dealt with on a case by case basis, in line with the decisions of the School Executive, the NESA Board and the ACE Manual. In some cases it may be necessary to call an Assessment Review Panel to review malpractice cases. The panel will review each malpractice case on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the principal who is the final decision maker in all matters of assessment at the College.
- Candidates for the HSC, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC school-based assessment and exams.
- Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice including:
    - All My Own Work (and/or its equivalent), and
    - HSC Rules and Procedures Guide,
    - HSC minimum standard: Malpractice and breaches of test rules
    - HSC practical exams.
    - HSC practical exams: Malpractice and breaches of test rules
    - CHSC Assessment Rules and Procedures
- Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable at Coffs Harbour Senior College. Coffs Harbour Senior College and NESA treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the Preliminary HSC, RoSA or the HSC.
- Schools must act on any form of malpractice that is brought to their attention. Where a student is found to have engaged in malpractice in an HSC school-based Assessment Task, this may be recorded in the NESA Malpractice Register. Students will be provided with the school's malpractice policy at the commencement of their Preliminary studies. Students and parents/carers are responsible for familiarising themselves with NESA and the school's malpractice policy.
- 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. Breach of Assessment Rules or Conditions, Collusion, Misrepresentation and Plagiarism could include, but are 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 submissible 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. The use of AI Generated work without appropriate referencing and permission will constitute malpractice in the form of collusion and may result in the student receiving zero marks for that task.
- Any assignments/Assessment Tasks submitted must be 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). Where advised by the teacher, students will be required to submit their assessment with an HSC: All My Own Work declaration form. These are included in all assessment notifications at the College.
- 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.
- 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.
- 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.
- Students found to have engaged in Malpractice will be entered into the NESA Malpractice Register and may receive a zero grade.
- 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.
- All hand-in tasks must contain a bibliography if requested by the teacher.
- If a student submits a task which is deemed to be a non-serious attempt by the teacher, then zero marks may be awarded.
- 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. 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.

Definitions:

All My Own Work (AMOW): AMOW is an educational program designed to instruct students about scholarship principles and ethical practices, and comprises content across 4 topics related to locating and acknowledging sources of information, plagiarism, copyright, and working with others. To be eligible for entry into a Preliminary and/or HSC course, and for the award of the HSC, all students must complete All My Own Work (AMOW) or its equivalent, and all other eligibility requirements.

Breach Of Assessment Conditions: A breach of assessment conditions includes any breach of HSC exam rules and procedures, HSC Assessment Procedures and HSC minimum standard test rules and procedures.
Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage. It can include some or all of the following: Breach of Assessment Rules or Conditions, Collusion, Misrepresentation and Plagiarism.

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

- Misrepresentation can include but is not limited to:
- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Non-serious attempt is when a student does not display a minimum engagement with an assessment or examination. To meet the eligibility requirements for the HSC, students must attend and make a serious attempt in all their HSC exams. For an HSC exam or HSC minimum standard attempt to be considered a serious attempt, students must respond to and demonstrate academic engagement with the task. Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- responses containing objectionable material:
- abuse directed at a member of school staff, Presiding Officer(s) or NESA, and/or
- obscene symbols, drawings, or comments.

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

For more information:

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work
https://curriculum.nsw.edu.au/ace-rules/ace2/hsc-practicals
https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice
https://curriculum.nsw.edu.au/ace-rules/ace3/course-commencement
https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_reporting_malpractice_in_school_based_assess&part=content_0

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

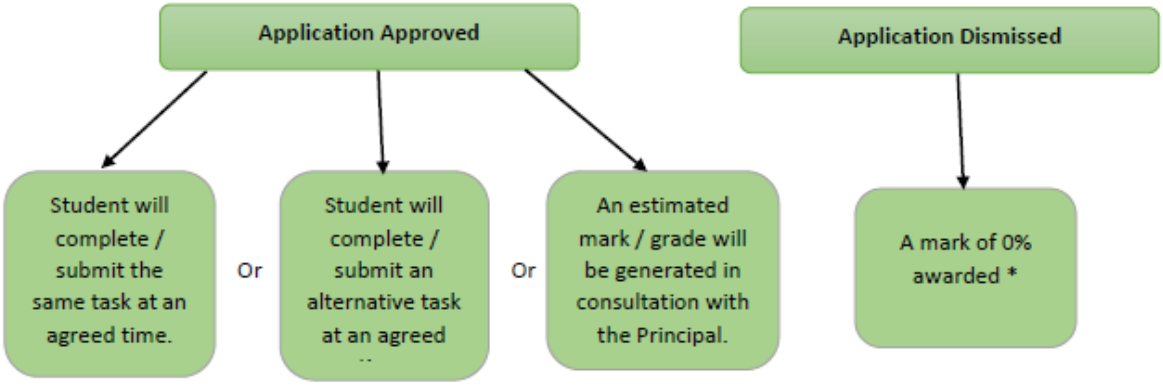
Complete and Submit IM Form immediately or within 2 days of return to school.
To the Office

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.

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: Go to 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

NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%
C - Research and inquiry methods, including aspects of the Major Project	20%
D - Communication of information, ideas and issues in appropriate forms	25%

Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Extended response: Aboriginality and the Land	Māori Comparative Research Task	Final Exam	
Timing	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 9-10	
Outcomes assessed	P1.2, 2.2, 3.1	P3.2, 4.1, 4.3	P1.1, 1.3, 3.1, 3.2, 3.3, 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**
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

NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Historical skills in the analysis and evaluation of sources & interpretations	20%
C - Historical Enquiry & Research	20%
D - Communication of historical understanding	20%

Schedule of Tasks:

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**
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

Summary of Course Content:

Brief overview of course:

Module 1 Cells as the Basis of Life - Students examine the structure and function of organisms at both the cellular and tissue levels in order to describe how they facilitate the efficient provision and removal of materials to and from all cells in organisms. They are introduced to and investigate biochemical processes and the study of microbiology.

Module 2 Organisation of Living Things – Students investigate organisms and transport systems that range in complexity. Students examine the relationship between these transport systems and model these modes of transport systems and structures.

Module 3 Biological Diversity - Students investigate the Earth's biodiversity and how the Theory of Evolution by Natural Selection can be used to explain increases and decreases in populations and diversity. Students explore how monitoring biodiversity is key to predicting future change.

Module 4 Ecosystem Dynamics – Students investigate how scientists use evidence to explain biotic and abiotic relationships in ecosystems. Students study past ecosystems to create models of possible future ecosystems so that human impact on biodiversity can be minimised.

Course Outcomes:

A student

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

Working Scientifically are outcomes 1–7. Knowledge and Understanding outcomes are numbered 8 –11.

NESA Assessment Components:

A - Skills in Working Scientifically	60%
B - Knowledge and understanding	40%

Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Investigation	Depth Study – Ecosystem Field Study	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	BIO 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8	BIO 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-11	BIO 11-1, 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	30	20	10	**60**
Knowledge and understanding	10	10	20	**40**
Total %	**40**	**30**	**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.

NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Stimulus based skills	20%
C - Inquiry and research	20%
D - Communication of business ideas in appropriate forms	20%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	**Research Task** Nature of Business	**Case Study** Business Management	**Small Business Plan** Business Planning	
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Week 7	
Outcomes assessed	P1, 2, 7	P4, 5, 8, 9, 10	P3, 6, 8, 9, 10	
Components				**Weighting %**
Knowledge and understanding of course content	10	10	20	**40**
Stimulus based skills		10	10	**20**
Inquiry and research	10	10		**20**
Communication of business ideas in appropriate forms	10		10	**20**
Total %	**30**	**30**	**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

Summary of Course Content:

Module 1 Properties and Structure of Matter – Students analyse trends and patterns in relation to the properties of pure substances and use these to make predictions. Students use this knowledge to further examine the trends and patterns in the periodic table of elements.

Module 2 Introduction to Quantitative Chemistry – Students are introduced to the quantitative nature of chemistry. They study the mole concept and apply appropriate mathematical representations to solve problems. Students further develop their understanding of the universal language of chemistry.

Module 3 Reactive Chemistry – Students study how chemicals react, the changes in matter and energy that take place during these reactions, and how these chemical reactions and changes relate to the chemicals that are used in everyday life.

Module 4 Drivers of Reactions – Students investigate factors that initiate and drive a reaction. Students are provided opportunities to understand that chemical reactions involve the creation of new substances and involve energy transformations. Students conduct investigations to measure heat energy changes that occur in chemical reactions.

Course Outcomes:

A student:

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

Working Scientifically are outcomes 1–7. Knowledge and Understanding outcomes are numbered 8–11.

NESA Assessment Components:

A - Skills in Working Scientifically	60%
B - Knowledge and understanding	40%

Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of Task	First-hand investigation and validation test	Depth Study	Final Examination	
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 9-10	
Outcomes assessed	CH 11-3, 11-4, 11-5, 11-6, 11-7, 11-8	CH 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-9	CH 11-1, 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 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.

NESA Assessment Components:

A - Knowledge and understanding of course content 40%
B - Skills in critical thinking, research methodology, analysing and communicating 60%

Schedule of Tasks:

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.

NESA Assessment Components:

A – Core Performance 45%
B – Core Composition 35%
C – Core Appreciation 20%

Schedule of Tasks:

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.

NESA Assessment Components:

A – Knowledge and understanding of course content 40%
B – Knowledge and skills in designing, managing, producing and evaluating design projects 60%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Designer Case Study	Product Design and Analysis	Environment Design Project	
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.

NESA Assessment Components:

A – Making	40%
B – Performance	30%
C – Critically Studying	30%

Schedule of Tasks:

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

Summary of Course Content:

Brief overview of course:

Module 1 Earth's Resources - Students explore science as a human endeavour in relation to the work of geologists, including the significance of this work to the mining of non-renewable resources. They also explore technologies used to gather and interpret data, including absolute and relative dating of rocks.

Module 2 Plate Tectonics – Students investigate how the theory of plate tectonics can explain not only the location and causes of earthquakes and volcanoes, but also the location of mountain ranges (both above and under the oceans) and deep ocean floor trenches. This theory also helps to explain many aspects of climate, evolution and extinction, and supports predictions about the future.

Module 3 Energy Transformations – Students investigate how the knowledge of the Earth's processes and of energy transfer allows scientists to explain phenomena and predict areas at risk.

Module 4 Human Impacts – Students investigate how scientific knowledge enables efficient use of resources and also the rehabilitation of damaged ecosystems. Healthy ecosystems provide renewable resources, purify air and water, regulate climate and provide cultural services.

Course Outcomes:

A student

EES 11-1	develops and evaluates questions and hypotheses for scientific investigation
EES 11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES 11-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES 11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES 11-5	analyses and evaluates primary and secondary data and information
EES 11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES 11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES 11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES 11-9	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

Working Scientifically are outcomes 1–7. Knowledge and Understanding outcomes are numbered 8 –11.

NESA Assessment Components:

A - Skills in Working Scientifically	60%
B - Knowledge and understanding	40%

Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Skills Task	Research Task – Depth Study	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9-10	
Outcomes assessed	EES 11-8, 11-2, 11-3, 11-4, 11-5, 11-6	EES 11-1, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11	EES 11-1, 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	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.

NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Stimulus-based skills	20%
C - Inquiry and research	20%
D - Communication of economic information, ideas and issues in appropriate forms	20%

Schedule of Tasks:

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.

NESA Assessment Components:

A - Knowledge and understanding of course content 60%
B - Knowledge and skills in research, problem solving and communication related to engineering practice 40%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Engineering Drawing and Product Anaylsis	Engineering Investigation 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

NESA Assessment Components:

A – Knowledge and understanding of course content 50%

B – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

Schedule of Tasks:

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/stage-6-learning-areas/stage-6-english/english-standard-2017

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

NESA Assessment Components:

A – Knowledge and understanding of course content 50%
B – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Response and Reflection	Multimodal Presentation	Written Exam	
Timing	Term 1 Week 11	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

NESA Assessment Components:

A – Knowledge and understanding of course content 50%

B – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Response and Reflection	Multimodal Presentation	Written Exam	
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 9 -10	
Outcomes assessed	EA11-1, 11-3, 11-5, 11-9	EA 11-2, 11-3, 11-6, 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.

NESA Assessment Components:

A – Knowledge and understanding of course content 50%

B – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

Schedule of Tasks:

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 8	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.

NESA Assessment Components:

A – Knowledge and understanding of course content 50%
B – Knowledge and skills in the practical application of the content 50%

Schedule of Tasks:

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

NESA Assessment Components:

A – Knowledge and understanding of course content	40%
B – Knowledge and skills in designing, researching, analysing and evaluating	30%
C - Skills in experimenting with and preparing food by applying theoretical concepts	30%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Research In Class Task	Food Experiments	Final Exam	
Timing	Term 1 Week 6	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.

NESA Assessment Components:

A – Reading 30%
B – Listening 30%
C – Writing 20%
D – Speaking 20%

Schedule of Tasks:

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

2 Unit GEOGRAPHY

Syllabus: Go to 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.

NESA Assessment Components:

A – Knowledge and understanding of course content 40%
B – Geographical tools and skills 20%
C – Geographical inquiry and research, including research 20%
D - Communication of geographical information, ideas and issues in appropriate forms 20%

Schedule of Tasks:

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 %**
Knowledge and understanding of course content	5	10	25	**40**
Geographical tools and skills	10	5	5	**20**
Geographical inquiry and research, including research	10	10	N/A	**20**
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	**20**
Total %	**30**	**30**	**40**	**100**

2 Unit HEALTH AND MOVEMENT SCIENCE

Syllabus: Go to https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview

Course Outcomes:

A student:

HM-11-01 interprets meanings, measures and patterns of health experienced by Australians
HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03 analyses the systems of the body in relation to movement
HM-11-04 investigates movement skills and psychology to improve participation and performance
HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts
HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts

NESA Assessment Components:

A – Knowledge and understanding of course content 40%
B – Skills in critical thinking, research, analysis and communicating 60%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Depth Study Task	Collaborative Investigation	Formal Written Examination	
Timing	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 9-10	
Outcomes assessed	HM-11-03, 11-04, 11-05, 11-06, 11-07, 11-08, 11-09, 11-10	HM-11-01, 11-02, 11-05, 11-06, 11-07, 11-08, 11-09, 11-10	HM-11-01, 11-02, 11-03, 11-04, 11-05 11-06, 11-07, 11-08, 11-09, 11-010	
Components				**Weighting %**
Knowledge and understanding of course content	10	10	20	**40**
Skills in critical thinking, research, analysis and communicating	20	20	20	**60**
Total %	**30**	**40**	**30**	**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.

NESA Assessment Components:

A – Knowledge and understanding of course content 40%
B – Knowledge and skills in the management, communication and production of projects 60%

Schedule of Tasks:

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

Summary of Course Content:

Brief overview of course:

MODULE 1 Cause and Effect – Observing – Students explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations. They conduct their own practical investigations, making accurate observations, determining the types of variables and formulating testable scientific hypotheses.

MODULE 2 Cause and effect – Inferences and Generalisations – Students consider primary and secondary-sourced data and its influence on scientific investigations. They engage in gathering primary and secondary-sourced data to assist them in conducting and reporting on investigations

MODULE 3 Scientific Models - Students recognise that many scientific models have limitations and are modified as further evidence comes to light. Students construct and evaluate their own models, which are generated through practical investigation.

MODULE 4 Theories and Laws – Students examine how complex models and theories often require a wide range of evidence, which impacts on society and the environment. They will engage in practical and secondary investigations that are related to major theories or laws and their application.

Course Outcomes: *A student*

INV11-1	develops and evaluates questions and hypotheses for scientific investigation
INV11-2	designs and evaluates investigations to obtain primary and secondary data and information
INV11-3	conducts investigations to collect valid and reliable primary and secondary data and information
INV11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INV11-5	analyses and evaluates primary and secondary data and information
INV11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INV11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INV11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INV11-9	examines the use of inferences and generalisations in scientific investigations
INV11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INV11-11	describes and assesses how scientific explanations, laws and theories have developed

Working Scientifically Skills are outcomes 1–7. Knowledge and Understanding outcomes are numbered 8 –11.

NESA Assessment Components:

A - Skills in Working Scientifically	60%
B - Knowledge and understanding	40%

Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Working Scientifically Skills (Data Analysis)	Depth Study (Making a Model)	Final Examination	
Timing	Term 1 Week 6	Term 3 Week 2	Term 3 Weeks 9-10	
Outcomes assessed	11-4, 11-5, 11-6, 11-7, 11-8	INV 11-1, 11-2, 11-3,	11-4, 11-5, 11-6, 11-7, 11-8	
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

NESA Assessment Components:

A - Knowledge and understanding	40%
B - Analysis and evaluation	20%
C - Inquiry and research	20%
D - Communication of legal information, ideas and issues in appropriate forms	20%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	**Research Task** The Legal System	**Case Study** The Individual and the Law	**Final Exam**	
Timing	Term 1 Week 9	Term 2 Week, 9	Term 3 Weeks 9-10	
Outcomes assessed	P1, 2, 3, 4	P5, 6, 7, 8	P1, 2, 9, 10	
Components				**Weighting %**
Knowledge and understanding	10	10	20	**40**
Analysis and evaluation		10	10	**20**
Inquiry and research	10	10		**20**
Communication of legal information, ideas and issues in appropriate forms	10	10		**20**
Total %	**30**	**40**	**30**	**100**

2 Unit MARINE STUDIES

Syllabus: Go to https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/marine-studies

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

Course Outcomes:

A student:

1.1 relates with a safe, respectful and caring attitude to the ocean and its life forms
1.2 identifies the roles of individuals or groups involved in maritime activities
1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.4 recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea
1.5 demonstrates an awareness of the value of the ocean as a source of historical information
2.1 appreciates the importance of effective management practice
2.2 works effectively and safely within a group
2.3 communicates information by writing reports, demonstrating safe use and contributing to discussions
3.1 evaluates information, situations, equipment manuals and written or manual procedures
3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
3.3 generates information from data by calculating, inferring, interpreting and generalising
3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
4.1 identifies marine and Maritime vocations and a range of leisure pursuits
4.2 appreciates marine environments as sources of employment and leisure
5.1 values the rules and operating principles of marine and maritime equipment and applies them
5.2 applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
5.3 interprets and follows instructions, with accuracy
5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Note: not all outcomes are assessed in the two assessment tasks for this course

NESA Assessment Components:

A - Knowledge and understanding outcomes and course content 45%
B - Skills outcomes and content 55%

2 Unit MARINE STUDIES continued

Schedule of Tasks:

Task Number	Task 1	Task 2	
Nature of Task	SCUBA / PADI written examination	Research Task	
Timing	Term 2, 2025 Week 5	Term 3 Week 4	
Outcomes assessed	1.1, 1.4, 2.2, 2.3, 3.1, 3.2, 4.2, 5.1, 5.4	1.1, 1.3, 1.5, 2.3, 3.1, 3.2, 3.3, 3.4	
Components			**Weightings %**
Knowledge and understanding outcomes and course content	20	25	**45**
Skills outcomes and content	30	25	**55**
Total %	**50**	**50**	**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.

NESA Assessment Components:

A – Knowledge and skills 50%
B – Applications 50%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Assessment Task	Assessment Task	Final Exam	
Timing	Term 1 Week 9	Term 2 Week 6	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.

NESA Assessment Components:

A – Knowledge and skills 50%
B – Applications 50%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Assessment Task 1	Assessment Task 2	Final Exam	
Timing	Term 1 Week 9	Term 2 Week 6	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

NESA Assessment Components:

A – Knowledge and skills 50%
B – Applications 50%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Assessment Task	Assessment Task	Final Exam	
Timing	Term 1 Week 10	Term 2 Week 10	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

NESA Assessment Components:

A – Knowledge and understanding of course content	40%
B – Historical skills in the analysis and evaluation of sources and interpretations	20%
C – Historical inquiry and research	20%
D - Communication of historical understanding in appropriate forms	20%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Source analysis	Historical Investigation	Final Exam	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes assessed	MH11-2, 11-6, 11-7, 11-10	MH11-1, 11-5, 11-8, 11-9	MH:11-3, 11-4, 11-5, 11-9	
Components				**Weighting %**
Knowledge and understanding of course content	5	10	25	**40**
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	**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.

NESA Assessment Components:

A – Performance 25%
B – Composition 25%
C – Musicology 25%
D - Aural 25%

2 Unit MUSIC Course 1 continued

Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Submitted Composition & Portfolio Topic: Methods of Notating Music	One Performance with Viva Voce on Performance Piece Topic: Music for Small Ensembles	One Performance & Aural Examination TOPIC OPTIONS: Australian Music/Film, TV, Radio/Jazz Music	
Timing	Term 1 Week 11	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			25	**25**
Total %	**25**	**35**	**40**	**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.

NESA Assessment Components:

A – Performance 25%
B – Composition 25%
C – Musicology 25%
D - Aural 25%

Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	**Musicology + Aural** Mandatory Topic: Music 1600-1900 1.Musicology + 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 11	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 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.

NESA Assessment Components:

A – Making 70%
B – Critical & Historic Studies 30%

Schedule of Tasks:

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

Summary of Course Content:

Brief overview of course:

Module 1 Kinematics – Kinematics is the study of motion, highlighting analysis without considering forces or masses. It focuses on uniformly accelerated motion, characterised by relationships among displacement, speed, velocity, acceleration, and time. This module teaches students how scientific knowledge enables valid explanations and reliable predictions about an object's movement.

Module 2 Dynamics –. Students apply Newton's laws, the conservation of momentum, and mechanical energy to analyse forces and their interactions using vectors and equations. The module highlights the rates of change in displacement, velocity, and energy, fostering an understanding of the benefits and limitations of modelling in physics.

Module 3 Waves and Thermodynamics – Students explore wave characteristics such as wavelength, frequency, period, velocity, and amplitude. Whilst also learning about reflection, refraction, diffraction, and interference. The module also introduces thermodynamics, focusing on the relationship between energy, work, temperature, and matter, enhancing understanding of particle motion.

Module 4 Electricity and Magnetism – Students analyse interactions through electric fields using models to predict object behaviour while exploring their limitations. They also study electrical circuits, focusing on energy transfer and conversion, which informs a range of technological applications as well as magnetism.

Course Outcomes:

A student

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
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
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

Working Scientifically are outcomes 1–7. Knowledge and Understanding outcomes are numbered 8 –11.

NESA Assessment Components:

A - Skills in Working Scientifically	60%
B - Knowledge and understanding	40%

Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Skills and Problem Solving Kinematics	Depth Study Waves & Thermodynamics	Final Examination All modules	
Timing	Term 1 Week 7	Term 2 Week 8	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, 11/12-7, 11-8	PH11/12-1, 11/12-3, 11/12-6, 11/12-7 11-10	PH11/12-1, 11/12-2, 11/12-3, 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, organises and considers information from a variety of sources for usefulness, validity and bias
P8 plans and conducts ethical social and cultural research.
P9 uses appropriate course language and concepts suitable for different audiences and contexts.
P10 communicates information, ideas and issues using appropriate written, oral, and graphic forms.

NESA Assessment Components:

A - Knowledge and understanding of course content 50%
B - Application and evaluation of social and cultural research methods 30%
C - Communication of information, ideas and issues in appropriate forms 20%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Concepts, methods and research	Research Report	Final Exam	
Timing	Term 2 Week 1	Term 2 Weeks 8	Term 3 Weeks 9-10	
Outcomes assessed	P1, 3, 6, 7	P2, 5, 8, 10	P1, 2, 4, 6, 9, 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.

NESA Assessment Components:

A - Knowledge and understanding of course content 50%
B - Knowledge and skills in the practical application of the content 50%

Schedule of Tasks:

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.

NESA Assessment Components:

A - Knowledge and understanding of course content 50%
B - Skills and knowledge in the design, manufacture and management of textiles projects 50%

Schedule of Tasks:

Task number	**Task 1**	**Task 2**	**Task 3**	
Nature of task	Project 1 and documentation	Project 2 and documentation	Final Exam	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Week 3	
Outcomes assessed	P1.1, 1.2, 2.1, 2.2, 3.2	P1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1	P1.1, 1.2, 3.1, 3.2, 5.1	
Components				**Weighting %**
Knowledge and understanding of course content	10	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.

NESA Assessment Components:

A - Artmaking 50%
B – Art Criticism & Art History 50%

Schedule of Tasks:

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**

Annexure 1

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: ___ / ___ / _____

Annexure 2

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: ___ / ___ / ___

8/2019

Annexure 3

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 _____