



# Byron Bay High School Year 11 | 2022 Assessment Procedures and Schedules



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**Ms Janine Marcus**  
Principal

**Mr Warren Lee**  
Deputy Principal

**Mr Brian Oxley**  
Year Adviser

In this guide, we use the following abbreviations:

- **AQF** (Australian Qualifications Framework)
- **ATAR** (Australian Tertiary Admission Rank)
- **HSC** (Higher School Certificate)
- **NESA** (New South Wales Education Standards Authority)
- **RTO** (Registered Training Organisation)
- **VET** (Vocational Education and Training)

# Message from the Principal

## Our Vision

Byron Bay High School delivers a collaborative learning environment where students achieve excellence through our connection with community and land, creating holistic leaders of the future.

**Byron Bay High School respectfully acknowledges the Arakwal People of the Bundjalung Nation on whose land we learn and work together.**

Dear Year 11 students and parents

I would like to thank you for choosing Byron Bay High as your school. We are extremely proud of our school and our students' amazing achievements. In the next two years you have the opportunity to enjoy the very highest standards of academic, sporting and cultural success.

Byron Bay High School is a comprehensive, co-educational high school that focuses on achieving excellent student outcomes. We are fortunate to enjoy high quality buildings and facilities in a unique bush and beach setting. The school prides itself on developing outstanding citizens who have a strong sense of empowerment and add value to society.

This booklet contains the subject and assessment information for your preliminary courses. Please ensure that you read the information inside carefully. As your Principal I am required to certify that you have satisfactorily completed the program of study for your Preliminary HSC course. The following guidelines have been developed to ensure that every student has the opportunity to perform to the best of their ability in these assessment tasks.

You should keep this booklet in a safe place and refer to it regularly. Create your own yearly planner with all your assessment tasks clearly marked. Your attendance and application must be regular and genuine. A task does not have to be a formal assessment task to warrant a serious response from you. You cannot gain a preliminary certificate just by completing the assessment tasks. You will need to apply yourself diligently and with sustained effort throughout the duration of your course.

Please note carefully the rules in relation to malpractice, mobile phones and electronic devices. If and when you need help at any time do not hesitate to seek assistance from me, your year advisor or any of our staff.

Students have many expectations of senior school. They expect courses which provide learning opportunities, enriched social lives, positive relationships with peers and staff as well as recognition of their status as emerging adults. Staff and parents expect students to concentrate on their studies, balance their school and personal lives, contribute to our safe and friendly environment as well as embrace the ethics, values and standards of the school and community. When these expectations are met there is a guarantee of success.

I want to wish you well in your studies and encourage you to work hard to achieve your best possible result in your senior years at Byron Bay High School. You are lucky to attend a great school. Be positive and optimistic about your future. This will be a fantastic year and one you will never forget.

Good luck.

Ms Janine Marcus  
Principal

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# Introduction

The NSW Education Standard Authority (NESA) requires schools to monitor the satisfactory completion of Year 11 courses. In addition, schools are required to submit a grade for each of your courses. Teachers have published an assessment schedule for each course in Section Two of this document. The marks you achieve for these tasks will contribute to the grade you receive for your Preliminary (Year 11) Higher School Certificate Record of School Achievement (RoSA).

Schools are required to prepare and administer an assessment program in accordance with specifications provided by NESA. These specifications identify the components of the course to be assessed, the weightings and the timing of tasks. Schools are required to assess and rank all students doing the same course.

Assessment tasks are designed to measure knowledge, skills and understanding of a wide range of outcomes. Task types may include tests, written assignments, practical activities, oral tasks, fieldwork and projects.

Assessment of students for Stage 6 Life Skills courses is against the achievement of outcomes identified through the individual transition process.

It is your responsibility to read and refer to the information contained in this booklet of Assessment Procedures and Schedules, throughout the HSC year.

“Not knowing” about something that is printed in this booklet will not be accepted as an excuse.

## **Section One - Assessment Procedures**

## Satisfactory Completion of a Course

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

- 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 course outcomes' [ACE 8019]

### Attendance

At Byron Bay High School, **at least 90% attendance** is expected.

- The Principal may determine that, as a result of absence, the course completion criteria may not be met.
- Any extended leave requires the approval of the Principal prior to the student commencing their leave.
- There should be no unexplained absences.
- Unsatisfactory attendance impacts on a student's ability to satisfactorily complete course work.
- An Illness/Misadventure Application accompanied with appropriate documentation is required to explain absences:
  - on the day before an assessment task
  - during periods before an assessment task
  - for being late to school on the day of an assessment task
  - on the day of an assessment task.

Failure to provide documentation may result in zero marks being awarded for the assessment task.

### Participation

A **genuine attempt** must be made concerning the teaching and learning activities of a course.

- Participating in a course involves completing set tasks, homework and assignments, even if they are not assessment tasks. Work placement is a mandatory HSC requirement for Vocational Education Training (VET) courses.
- It is up to the teacher's professional judgment in collaboration with the Head Teacher, to determine what constitutes genuine participation.
- Those deemed unsatisfactory will be issued with an official NESA 'N' (Non-Completion) warning notice.
- 'N' (Non-Completion) Warnings are sent to parents in writing if this eventuality appears likely. Students are given an opportunity to rectify the situation.

### Completion of Assessment Tasks

A student must make a **genuine attempt** toward all Assessment Tasks in each course in which they are entered.

- Any student who fails to complete an Assessment Task will be issued with an official NESA 'N' (Non-Completion) warning notice. 'N' (Non-Completion) warning notices are sent to parents in writing via email and post. Students are given an opportunity to rectify the situation.
- Any student who fails to complete Assessment Tasks worth in excess of 50% of the available marks will be issued with an official NESA 'N' (Non-Completion) notice, which will disqualify him/her from the particular course. This may in turn disqualify the student from continuing onto Year 12 studies and/or receiving the HSC and/or an ATAR.

# Unsatisfactory Completion of a Course

## Notification

Parents will be notified by letter when students are not meeting requirements in a course. This formal warning is called an 'N' Warning.

## Students are given an opportunity to rectify the situation

- **Attendance** and **participation** in course teaching and learning activities may need to be improved.
- **Completion of an Assessment Task** may require students to complete a missed assessment task within a two week period.

## Second N-Warning Letter Sent

Students are given a second opportunity to rectify their situation.

## Non-Completion of Course Determination (N-Award)

The process for the Principal to action a determination is managed by NESA and documentation is provided within the Year 11 N-Determination package on Schools Online. An unsatisfactory completion of a course will be determined by the Principal, in conjunction with the Deputy Principal and relevant Head Teacher(s).

The Principal will explain the reasons for the determination/s to the student and advise them of the consequences of this determination.

The Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form.

If the student is under 18 years of age the signature of the student's parent/guardian must also be obtained.

The student will be advised of their right to seek a reconsideration of this determination and the procedures involved to submit an appeal. The student will be provided with a blank Student Appeal Form and advised of the final date for submission of this form. If an appeal is lodged, a school review committee will determine the outcome, which will be advised to the student by the Principal.

This course(s) will not be listed on the student's Year 11 Record of Achievement, unless the student seeks a review of this determination, and the appeal is successful.

The 'N' determination in this course(s) may also affect the student's eligibility for the award of the Higher School Certificate and/or an ATAR. To be issued with an HSC a student must have successfully completed at least 12 units satisfactorily in the Preliminary (Year 11) pattern of study and 10 units in the HSC (Year 12) study pattern.



# Sample 'N' Warning Letter



## Byron Bay High School

2 Arakwal Court Byron Bay NSW 2481  
w: [www.byronbay-h.schools.nsw.edu.au](http://www.byronbay-h.schools.nsw.edu.au)  
e: [byronbay-h.school@det.nsw.edu.au](mailto:byronbay-h.school@det.nsw.edu.au)  
t: 02 6685 8188

Monday, 23rd November 2020

Charles & Isabelle Scott  
1 Devonshire Road  
Sunshine 3020

Dear Charles & Isabelle Scott,

**OFFICIAL WARNING**  
**NON-COMPLETION OF a PRELIMINARY COURSE**  
**Student's Name: Bon Scott**

I am writing to advise that your son Bon is in danger of not meeting the Course Completion Criteria for the Preliminary Course, Music.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **3rd official warning** we have issued concerning Music.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion) determination being made for a course.

**Course Completion Criteria:**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESA; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the students' Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he has not satisfactorily completed the Preliminary Course.

To date Bon has not satisfactorily met *A, B and C* of the Course Completion Criteria. The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved and/or for which a genuine attempt has not been made.

In order for Bon to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and /or achieved.

Please discuss this matter with Bon and contact the school if further information or clarification is needed.

Yours sincerely,

Ms Janine Marcus  
**PRINCIPAL**

John Smith  
**HEAD TEACHER**

Black Adder  
**CLASS TEACHER**

To satisfy the Course Completion Criteria the following tasks, requirements or outcomes need to be satisfactorily completed by Bon.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2020	Complete this essay and hand in	23/08/2020

*Please sign, detach and return to the school*

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**REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A  
PRELIMINARY COURSE  
Student's name: Bon Scott**

- I have received the letter dated Monday, 23rd November 2020 indicating that Bon is in danger of not having satisfactorily completed Music.
- I am aware that this course may not appear on his Record of Achievement.
- I am also aware that the 'N' determination may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: .....

Date: .....

Student's signature : .....

Date: .....

# Assessment in practice

## Notification of tasks

- The Assessment Schedules (Section Two) indicate specific dates scheduled for assessment tasks for each course from Term 1, 2022 to Term 3, 2022.
- Teachers will provide written notification for each assessment task, outlining specific task details and marking criteria, at least two weeks prior to the task due date. Teachers will use their professional judgement to ensure students have adequate time to prepare for each task.
- Students should refer to the assessment schedules for task types, task dates, weightings and outcomes to be assessed.
- Notification of changes (eg. of date due) will be given in writing and will require Deputy Principal approval.

## Submission of tasks

- Teachers will inform students in writing of the date and time the task is to be submitted by, and how the task is to be submitted.
- Students **must not** under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Any work not personally handed to the class teacher or a person nominated by the class teacher will be dealt with in the same manner as for failure to complete a task.
- Students must follow the procedures outlined in this booklet for absence from, or inability to submit, an assessment task on the due date, if this is due to illness or misadventure.

## Late submission of tasks

- Zero marks will be awarded for the task unless there is an approved illness misadventure.
- The task must still be submitted to meet course requirements. The task will be marked and returned to the student with feedback. However, the mark will not contribute to the aggregated assessment mark in that subject or course.
- Failure to submit an assessment task will lead to an 'N' (Non-Completion) Warning and may lead to an 'N' (Non-Completion) Determination for the course. This may affect a student's eligibility for: a Year 11 Record of School Achievement (RoSA), progression to Year 12 study, the award of a HSC and/or an ATAR.

## Reporting and task feedback

- All students will receive meaningful, timely feedback on their performance in each assessment task.
- Feedback after task submission may be provided as a comment, a grade, a raw mark, and/or ranked position within the course cohort.
- The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them. See Student Appeal page for more information.
- The school will provide each student with formal details of their ranked position within each course, reflecting this school's candidature, as part of their academic report.

NOTE: Feedback to students prior to task submission is not mandatory. Teachers may facilitate this assistance but in doing so can only provide feedback against the task criteria. The integrity of the assessment task must be maintained. Feedback may take a variety of forms suitable to the task type.

## Procedures for student absence from or inability to submit an Assessment Task on the due date

### Step 1

**NOTIFY** the Deputy Principal and/or relevant Head Teacher and/or class teacher on the morning of the task or task due-by date.



### Step 2

**OBTAIN** documentation:

- Illness - a Doctor's Medical Certificate will be required covering the absence.
- Technological Failure- Students will need to provide independent evidence of the technological failure, e.g. Attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc. to be granted. Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.
- Other documentation such as police reports in the case of accidents, hospital documents for family illness, school counsellors report or other equivalent professional (objective) documents can be used.



### Step 3

**SUBMIT** the task:

**Every effort is to be made to submit a hand-in task on the due date regardless of illness/misadventure on the due date.**

Parents can submit the task at the Front Office or you can contact the teacher or relevant Head Teacher and submit the task electronically. If this is not possible, **SUBMIT** the task the very next day you attend school to the Class Teacher or to the relevant Head Teacher even if there is **NO** scheduled lesson on that day.

**ORGANISE** an alternate date for an in-class task or examination the very next day you attend school with the Class Teacher or the relevant Head Teacher even if there is **NO** scheduled lesson on that day.



### Step 4

**COLLECT** and **COMPLETE** an Illness/Misadventure Form.

Forms can be collected from the Deputy Principal the very next day you attend school.

Complete the form within two school days of your return to school.

Attach the relevant documentation and collect all required signatures.



## Step 5

**SUBMIT** the Illness/Misadventure form and documentation to the Deputy Principal. On return to school, students will be given **two school days** to submit the form and documentation. If circumstances (e.g. class teacher or Head Teacher absent) prevent this you must notify the Deputy Principal within the two-day period.

The Deputy Principal will notify the student and relevant Head Teacher of the decision regarding the illness/misadventure application within **two school days** of submission.

If the **application is successful** an extension of time may be granted and the task marked without penalty, or a mark may be awarded based on a substitute task. In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate) the principal should authorize the use of an estimate based on other appropriate evidence. An estimate will only be applied at the end of the course. If the **application is unsuccessful** the task is marked and awarded 'zero'.



## Step 6

If the student's application is unsuccessful, students are entitled to lodge an appeal by completing the Student Appeal form and submitting it to the Deputy Principal within **two school days** of being informed of the illness/misadventure application decision.

The appeal will be considered within two school days of being submitted to the Deputy Principal, in consultation with the Principal and relevant Head Teacher.

If the student's appeal is successful, the student will be informed, and marks awarded. If the student's appeal is unsuccessful, the student will be informed, and no further actions are available.

# Sample Absence from an Assessment Task due to Illness/Misadventure Form



## Illness / Misadventure Application

- ☐ Stage 5 (Year 10)
- ☐ Preliminary
- ☐ HSC Assessment Task

*This form MUST be used for all Illness / Misadventure Applications. Refer to the Assessment Policy.*

Name: \_\_\_\_\_ Date of Task: \_\_\_\_\_  
Course: \_\_\_\_\_ Assessment Task Number: \_\_\_\_\_  
Teacher: \_\_\_\_\_

- ☐ Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity) Reason for application (please tick): ☐ **Illness** or ☐ **Misadventure**
- ☐ Extension to submit or complete an Assessment Task
  - ☐ Absent on the day before an Assessment Task
  - ☐ Absent from school on the day an Assessment Task is due to be handed in
  - ☐ Absent from school on the day of an Assessment Task
  - ☐ Misadventure adversely affected performance during an Assessment Task
  - ☐ Illness during the completion of an Assessment Task at school. (Note: A medical certificate MUST be obtained.)

**Reasons supporting application (to be completed by the student):**

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I have attached evidence to support my application (please tick and complete ONE selection from below):

**Evidence of Illness:**

- ☐ Medical Certificate (attached)

Dated: \_\_\_\_\_

**Evidence of Misadventure:** (eg. Police report, Hospital document outlining family member illness, independent evidence of technical or mechanical failure).

☐

Dated: \_\_\_\_\_

☐

Dated: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Teacher and Head Teacher:**

- ☐ Date issued \_\_\_\_\_
- ☐ Lessons missed \_\_\_\_\_
- ☐ Feedback given \_\_\_\_\_
- ☐ Comments \_\_\_\_\_

**Signatures**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Deputy Principal Recommendation:**

- ☐ Zero marks awarded \_\_\_\_\_
- ☐ No loss of marks for being absent on the day before an assessment task. (document attached)
- ☐ No loss of marks. Extension granted. Assessment task to be submitted by: \_\_\_\_\_
- ☐ No loss of marks. Completion of original task on: \_\_\_\_\_
- ☐ No loss of marks. Completion of substitute task on: \_\_\_\_\_
- ☐ Estimate (with Principal approval only) calculated at completion by HT, DP). Principal (estimate only)
- ☐ Task completed      ☐ Task NOT completed

**Signatures**

Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Principal (estimate only): \_\_\_\_\_ Date: \_\_\_\_\_

**OFFICE USE**

- ☐ Approved
- ☐ Not Approved (Principal Signature)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ☐ Sentral entry # \_\_\_\_\_
- ☐ Documents attached

**NOTIFY**

- ☐ Head Teacher
- ☐ Class teacher
- ☐ Head Teacher Wellbeing
- ☐ Counsellor
- ☐ Parents
- ☐ Learning Support Teacher

## Malpractice

**All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own OR be acknowledged appropriately.**

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice eg: by sharing your own work
- unexplained absences:
  - on the day before the task
  - during periods before the task
  - late to school on the day of the task

### **If Malpractice is suspected by a teacher**

The student's work in question will be referred to the Head Teacher and/or Deputy Principal for further investigation.



### **If malpractice is confirmed**

The task will be awarded a zero mark and the student/s and parent/s advised accordingly. A school letter will be sent home and the student's name and details relating to the episode of malpractice will be recorded on the Sentral malpractice register.



### **The mark awarded is a zero**

Students will be expected to complete and submit a genuine attempt at the task on an alternate date to demonstrate satisfactory completion of the course.

**Malpractice could lead to you receiving zero marks and may jeopardise your HSC or ATAR results**



## **Award of Zero**

Zero will be awarded for any task when:

- the student is absent from an in-class or examination task without a valid illness/misadventure.
- a task is submitted more than two days after the due date without a valid illness/misadventure.
- there is sufficient evidence of malpractice.
- there is sufficient evidence of breaching school examination rules.
- there is sufficient evidence of a non-serious attempt. Any non-serious attempts will be referred to the Head Teacher and Deputy Principal for review.

## **Invalid Task**

All assessment tasks and schedules should be set with integrity and conducted in fairness to ensure equity for all students. A student should not be advantaged nor disadvantaged by school assessment procedures. If a situation is reported and found to be in contrast to this, an assessment task may be deemed invalid.

Students, staff or parents may report any concerns regarding assessment practice to the Deputy Principal or Principal for investigation.

The school reserves the right to deem a task invalid. The Principal, in consultation with the relevant Head Teacher and/or Deputy Principal, will consider the circumstances and determine whether the integrity of the task has been or can be maintained. If not, appropriate action will be taken to reschedule or set a substitute task.

The decision and details regarding the rescheduled task will be communicated to affected students and their parents/carers. The responsibility to communicate these changes will be with the relevant Head Teacher and Teacher, approved by the Deputy Principal, and will adhere to school procedure regarding notification ie: written notification with 2 weeks' notice.

A copy of the amended assessment schedule will be made available to the cohort.

## Senior Board of Review

A Senior Board of Review will consist of the relevant Deputy Principal, the Head Teacher Administration and the relevant Year Adviser. It will formally convene in Term 2 Week 4 and Term 3 Week 4 to interview senior students whose effort, results and attitude indicate a lack of acceptable progress in the Year 11 course, normally in two or more subjects.

### The purpose and function of the Senior Board of Review

- To warn the student that their progress in the Year 11 course may be jeopardised, and that they may be at risk of non-completion.
- To discuss the pertinent issues with the student, agreed solutions/strategies and the time frame for remedial action.
- To review student attendance.
- To review any other relevant material.
- To inform parents/caregivers in writing of the determination of the Senior Board of Review.
- To monitor subsequent progress or lack thereof through written classroom teacher feedback.
- To interview the student at a subsequent Senior Board of Review (or sooner if necessary) when a student is clearly failing to fulfil the agreed conditions.
- To recommend to the Principal that a student be warned of expulsion from school for unsatisfactory participation in learning.

### The Process

- The Deputy Principal will ask for referrals from classroom teachers and Head Teachers for students who are at risk of unsatisfactory participation and/or are an attendance concern.
- A letter advising the student of the date, time and place of interview will be hand delivered to the student by the Deputy Principal or delegated staff member.
- The interview will be conducted by the Deputy Principal, together with the Year Adviser, the student and their parent/s and any other relevant parties.
- Feedback regarding determinations of the Senior Board of Review will be summarised by the Deputy Principal and distributed to Faculty Head Teachers after the interview day.
- Letters summarising the determination of the Senior Board of Review and agreed solutions, strategies and timeframes, as well as consequences for non-compliance, will be prepared by the Deputy Principal and emailed or posted to parents after the interview day.

### The Benefits

- To support student engagement and academic progress.
- To provide consistent whole school monitoring of senior student progress, including the collation of cross-faculty data on a student over time.
- To facilitate the efficient identification, intervention and monitoring of students requiring assistance and guidance.
- For staff to have an overview of a student's progress.

## **Student Support**

### **For students transferring from other schools/courses**

- Assessment will commence at the time of transfer to Byron Bay High School.
- For students transferring from other schools, advice will be sought from the previous school.
- Students transferring from other courses may be required to complete any missed coursework and/or assessment tasks to meet the eligibility requirements of the newly enrolled course.
- Final assessment determinations will be made on available evidence.

### **Special Provisions**

- Upon application and approval, students with a diagnosed disability or medical condition will be given special provision as approved by NESA.
- If a student believes they qualify for special provisions they must see the Deputy Principal or the Head Teacher of the course concerned.
- Students will be required to complete an Application for Special Provisions and submit it for approval, together with supporting documentation eg. Medical report.

## Sample Application for Special Provision during Examinations and In-Class Tasks



### Application for Special Provision during Examinations and In-Class Tasks

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

**Reasons for the application: (to be completed by the student)**

(Describe how the illness and/or disability effects your ability to sit the examinations and in class tasks.)

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**Note:** Additional pages may be stapled onto this form. You will need to include a recent report (within the last 12 months) from a medical practitioner outlining your needs. A separate application will need to be lodged for the HSC examinations through NESA and they will only accept medical reports from within the last 12 months. The school will assist with this process.

Have you notified the Head Teacher Welfare? ☐ Yes ☐ No

Have you attached a recent medical report? ☐ Yes ☐ No

Have any alternative arrangements been made by class teachers for examinations and in class task?

☐ Yes ☐ No

If yes, what:

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**Signatures**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**TO BE COMPLETED BY THE LEARNING SUPPORT TEAM**

**Reason:** ☐ Approved ☐ Not approved

**Comment:**

**Recommendation:**

☐ Extra time

☐ Separate supervision

☐ Time to rest

☐ A reader

☐ A writer

☐ Other \_\_\_\_\_

**Signatures**

Head Teacher Welfare: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**TO BE COMPLETED BY THE DEPUTY PRINCIPAL**

☐ Approved

☐ Not Approved (Principal Signature)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

☐ Sentral entry # \_\_\_\_\_

☐ Documents attached

**NOTIFY**

☐ Head Teacher

☐ Class teacher

☐ Head Teacher Wellbeing

☐ Counsellor

☐ Parents

☐ Learning Support Teacher

# Appeal Procedures

## Assessment Task Review

Once an assessment task has been assessed and the mark accepted, i.e., recognised by both teacher and student, then it constitutes an “agreed mark” and cannot be altered - nor does the work have to be kept by the teacher as it is ineligible for remark.

If the student does not accept the mark i.e. there is not an ‘agreed mark’, students are entitled to lodge an appeal by completing a Student Appeal Form available from the Deputy Principal. The form must be submitted to the Principal within 2 school days of the task being returned after marking.

The appeal will be considered by the Deputy Principal, in consultation with the Principal and relevant Head Teacher, within 2 school days of being submitted.

If the student’s appeal is successful, the student will be informed and other students in the course will be informed of subsequent changes (if any) in relative positions within the cohort.

If the student’s appeal is unsuccessful, the student will be informed, and no further actions are available.

All appeal procedures and outcomes are recorded on Sentral by the Deputy Principal.

## Appeal of Determinations of Non-Completion of Course Requirements

When an ‘N’ (Non-Completion) determination for a course is made, the *Principal’s Determination Form* should be completed and a copy given or sent, together with the *Student Appeal Form*, to the student. The determination is recorded via Schools Online. A student wishing to appeal will complete the *Student Appeal Form* and submit it to the Principal promptly.

An in-school appeal will be considered by the Principal in consultation with the Deputy Principal and relevant Head Teacher.

If the student’s appeal is successful at the school level, the student will be advised and the school will adjust the student’s record via Schools Online.

If the student’s appeal is unsuccessful at the school level, a student can request a NESA review of appeal by signing and submitting the appropriate declaration on *School Review – Principal’s Report Form*. The *Principal’s Determination Form*, the *Student Appeal Form* and any other relevant documentation will be submitted to NESA. NESA will conduct a review, make a final decision and notify the student of the outcome. This appeal must be made no later than the closing date as advised each year by NESA. The Principal will inform the student of this date.

# Sample Student Appeal Form



## Student Appeal Form

### ☐ Arising from an Assessment task

This form should be completed only if the student does not accept the mark received in an individual assessment task i.e. there is not an 'agreed mark'.

This form is to be completed and signed by the student within 2 school days after the marked task is returned to the student. The assessment task will be retained by the teacher and given to the Head Teacher until the appeal is considered.

### ☐ Arising from Illness/Misadventure Application

This form should be completed only if the student does not accept the decision on absence from an assessment task and illness/misadventure application.

This form is to be completed and signed by the student within two days of being informed of the illness/misadventure application decision.

Name: _____	Date of Task: _____
Course: _____	Assessment Task Number: _____
Teacher: _____	

#### Student Statement in Support of Appeal:

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*(Additional pages may be stapled on to this form if more space is needed)*

The appeal will be considered by the Deputy Principal in consultation with the Principal and the relevant Head Teacher within 2 school days of it being submitted to the relevant Deputy Principal.

The Deputy Principal will advise you of the outcome of the school review of your appeal. If the student's appeal is successful, the student will be informed and other students in the course informed of changes (if any) in relative positions within the course group.

If the student's appeal is unsuccessful, the student will be informed and no further actions are available.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

*(Deputy Principal Signature)*

TO BE COMPLETED BY THE DEPUTY PRINCIPAL		NOTIFY
<input type="checkbox"/> Approved	<input type="checkbox"/> Sentral entry # _____	<input type="checkbox"/> Head Teacher
<input type="checkbox"/> Not Approved (Principal Signature)	<input type="checkbox"/> Documents attached	<input type="checkbox"/> Class teacher
_____		<input type="checkbox"/> Head Teacher Wellbeing
_____		<input type="checkbox"/> Counsellor
_____		<input type="checkbox"/> Parents
		<input type="checkbox"/> Learning Support Teacher

## Section Two - Assessment Schedules

This section contains a calendar of all tasks due throughout the year, followed by an assessment schedule for each course.

### Introduction to Assessment Schedules

The course assessment schedules are organised into Board Developed Courses and Board Endorsed Courses then listed alphabetically within these groups.

Each course assessment schedule indicates the syllabus components and weightings, the task number, type, and due date (Term and Week).

Each course has the syllabus outcomes listed below the schedule for your reference.

All syllabus outcomes should be taught within a course, but there is no requirement to formally assess all outcomes. The course outcomes to be assessed are identified under each task. Often a number of outcomes can be addressed by a single task. Course outcomes relating to values and attitudes should not be formally assessed.

For further information on assessment schedules for individual courses, the Class Teacher or Head Teacher of the subject should be contacted via phone on 6685 8188 or email [byronbay-h.school@det.nsw.edu.au](mailto:byronbay-h.school@det.nsw.edu.au)



## Section Two - Assessment Schedules

### Year 11 Assessment Task Calendar | Term 1 2022 and Term 2 2022

Term 1 2022		Term 2 2022	
Week Beginning	Scheduled Tasks	Week Beginning	Scheduled Tasks
1 28/01/22	No tasks due this week	1 25/04/22	No tasks due this week
2 01/02/22	No tasks due this week	2 02/05/22	No tasks due this week
3 07/02/22	No tasks due this week	3 09/05/22	<b>Lines 6 and 7</b> Agriculture Drama
4 14/02/22	No tasks due this week	4 16/05/22	<b>Lines 3 and 4</b>
5 21/02/22	No tasks due this week	5 23/05/22	<b>Lines 2 and 5</b> Legal Studies VET Entertainment VET Hospitality
6 28/02/22	<b>Lines 1 and 5</b> Society and Culture Marine Studies	6 30/05/22	<b>Offline courses</b> Mathematics Extension
7 07/03/22	<b>Lines 2 and 6</b> Biology Chemistry Design and Technology Industrial technology Timber Modern History PDHPE	7 06/06/22	<b>Lines 1 and 7</b> Agriculture Economics Music 1
8 14/03/22	<b>Lines 3 and 4</b> English Advanced English Standard Mathematics Advanced Mathematics Standard	8 13/06/22	<b>Lines 5 and 1</b> Ancient History English Extension* Society and Culture Marine Studies Sport, Lifestyle and Recreation Studies
9 21/03/22	<b>Lines 5 and 2</b> Legal Studies Physics Sport, Lifestyle and Recreation Studies	9 20/06/22	<b>Lines 3 and 4</b> English Advanced English Standard Mathematics Advanced Mathematics Standard
10 28/03/22	<b>Lines 7 and 1</b> Ancient History Business Studies Music 1 Visual Arts	10 27/06/22	<b>Lines 2 and 6</b> Biology Chemistry Drama Modern History PDHPE
11 4/4/22	<b>Offline courses</b> English Extension Mathematics Extension VET Hospitality	Tasks marked with an asterisk (*) are scheduled outside of their allocated Line structure.	

## Year 11 Assessment Task Calendar | Term 3 2022

Term 3 2022	
Week Beginning	Scheduled Tasks
1 18/07/22	No tasks due this week
2 25/07/22	No tasks due this week
3 01/07/22	<b>Lines 1 and 7</b> Business Studies Economics Marine Studies Visual Arts
4 08/08/22	<b>Lines 3 and 4</b> VET Hospitality mandatory Work Placement
5 15/08/22	<b>Lines 2 and 6</b> Design and Technology Industrial Technology Timber PDHPE
6 22/08/22	<b>Line 5</b> English Studies* Physics Sport, Lifestyle and Recreation Studies
7 29/08/22	<b>Offline courses</b> English Extension VET Entertainment VET Hospitality
8 05/09/22	No tasks due this week
9 12/09/22	Yearly Examinations
10 19/9/22	Yearly Examinations

## Board Developed Courses - Category A

# Agriculture

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 2 Week 3	<b>Date Due:</b> Term 2 Week 7	<b>Date Due:</b> Term 3 Weeks 9 - 10
		<b>Task:</b> Experimental Design	<b>Task:</b> Farm Case Study	<b>Task:</b> Yearly Examination
		P1.2, P2.1, P2.2, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.2, P2.3, P3.1, P4.1, P5.1
<b>Syllabus Outcomes</b>				
Knowledge and understanding of course content	<b>40%</b>	5%	15%	20%
Knowledge, understanding and skills required to manage agricultural production systems	<b>40%</b>	5%	20%	15%
Skills in effective research, experimentation and communication	<b>20%</b>	10%	5%	5%
<b>WEIGHTING</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

### Course outcomes

#### A student:

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit of production
- P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1 applies the principles and procedures of experimental design and agricultural research
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

# Ancient History

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 10	<b>Date Due:</b> Term 2 Week 8	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Source Analysis and research task Investigating Ancient History	<b>Task:</b> Historical Investigation Research and Essay	<b>Task:</b> Yearly Examination
		AH11-6 AH11-8 AH11-9 AH11-10	AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9
<b>Syllabus Outcomes</b>				
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	5%	5%	10%
Historical inquiry and research	<b>20%</b>	10%	10%	
Communication of historical understanding in appropriate forms	<b>20%</b>	5%	5%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Course outcomes

### A student:

- 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

# Biology

## Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 7	<b>Date Due:</b> Term 2 Week 10	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Enzyme Practical Task	<b>Task:</b> Depth Study	<b>Task:</b> Yearly Examination
		BIO11-1 BIO11-3 BIO11-4 BIO11-5 BIO11-7 BIO11-8	BIO11-2 BIO11-3 BIO11-4 BIO11-5 BIO11-7 BIO11-11	BIO11-1 BIO11-2 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11
<b>Syllabus Outcomes</b>				
Knowledge and understanding of course content	<b>40%</b>	10%		30%
Skills in working scientifically	<b>60%</b>	30%	20%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

### Course outcomes

#### A student:

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

# Business Studies

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 10	<b>Date Due:</b> Term 3 Week 3	<b>Date Due:</b> Term 3 Week 9-10
		<b>Task:</b> Case Study Nature of Business management	<b>Task:</b> Business Plan (Hypothetical Business) Business planning	<b>Task:</b> Yearly Examination
<b>Syllabus Outcomes</b>		P5, P6, P7, P8, P9	P3, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge and understanding of course content	<b>40%</b>	5%	10%	25%
Stimulus-based skills	<b>20%</b>	10%		10%
Inquiry and research	<b>20%</b>	5%	15%	
Communication of business information, ideas and issues in appropriate forms	<b>20%</b>	5%	10%	5%
<b>WEIGHTING</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

## 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

# Chemistry

## Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 7	<b>Date Due:</b> Term 2 Week 10	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Practical Task Metallic ions flame testing	<b>Task:</b> Depth Study Reaction Rate	<b>Task:</b> Yearly Examination
		CH11-1 CH11-2 CH11-3 CH11-6 CH11-7 CH11-8	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-7 CH11-10	CH11-1 CH11-2 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-9 CH11-10 CH11-11
<b>Syllabus Outcomes</b>				
Knowledge and understanding of course content	<b>40%</b>		10%	30%
Skills in working scientifically	<b>60%</b>	20%	30%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

### Course outcomes

#### A student:

CH11-1	develops and evaluates questions and hypotheses for scientific investigation
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	analyses and evaluates primary and secondary data and information
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

# Design and Technology

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 7	<b>Date Due:</b> Term 3 Week 5	<b>Date Due:</b> Term 3 Week 9-10
		<b>Task:</b> Research Project	<b>Task:</b> Preliminary Project	<b>Task:</b> Yearly Examination
<b>Syllabus Outcomes</b>		P1.1, P2.2, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	<b>60%</b>	20%	30%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## Course outcomes

### A student:

- 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



# Drama

## Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 2 Week 3	<b>Date Due:</b> Term 2 Week 10	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Playbuilding progress and Process Diary	<b>Task:</b> Production tech-rehearsal: Performance Reflection	<b>Task:</b> Yearly Examination
		P1.1, P1.2, P1.4, P1.5, P1.6, P2.1, P2.2, P3.1, P3.2	P1.1, P1.4, P1.6, P2.1, P2.3, P2.4, P3.1	P3.1, P3.2, P3.3
<b>Syllabus Outcomes</b>				
Making Drama	40%	25%	15%	
Performing Drama	30%	10%	20%	
Critically Studying Drama	30%	5%	5%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>

*NB: Teachers may select appropriate outcomes based on Individual Project Options selected by each student*

### Course outcomes

#### A student:

- 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 through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, 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
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- 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 synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

# Economics

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 2 Week 7	<b>Date Due:</b> Term 3 Week 3	<b>Date Due:</b> Term 3 Week 9-10
		<b>Task:</b> Topic test Markets	<b>Task:</b> Research Blog Labour Markets; Financial Markets	<b>Task:</b> Yearly Examination
		P1, P2, P3, P5, P8, P11	P1, P2, P3, P5, P6, P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11
<b>Syllabus Outcomes</b>				
Knowledge and understanding of course content.	<b>40%</b>	10%	10%	20%
Stimulus-based skills	<b>20%</b>	10%		10%
Inquiry and research	<b>20%</b>		20%	
Communication of information, ideas and issues in appropriate forms	<b>20%</b>		10%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

## 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

# English Advanced

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 8	<b>Date Due:</b> Term 2 Week 9	<b>Date Due:</b> Term 3 Week 9-10
		<b>Task:</b> <b>Common Module</b> Reading to Write  Portfolio (Critical and Creative)	<b>Task:</b> <b>Module A</b> Narratives that shape our World  Multimodal presentation (Website construction)	<b>Task:</b> <b>Module B</b> Critical Study of Literature  Extended critical, creative and reflective response under exam conditions
		EA11-1 EA11-3 EA11-7 EA11-8 EA11-9	EA11-2 EA11-4 EA11-7 EA11-8 EA11-9	EA11-5 EA11-6 EA11-8
<b>Syllabus Outcomes</b>				
Knowledge and understanding of course content	<b>50%</b>	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	15%	20%	15%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## 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

# English Extension

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 11	<b>Date Due:</b> Term 2 Week 8	<b>Date Due:</b> Term 3 Week 7
		<b>Task:</b> <b>Common Module</b> Texts, Culture and Value  Appropriated narrative using character from a canonical text + Reflective writing	<b>Task:</b> <b>Common Module</b> Texts, Culture and Value  Extended critical response to set text and related material	<b>Task:</b> <b>Independent Related Project</b>  Multimodal presentation
		EE11-3 EE11-5 EE11-6	EE11-2 EE11-5	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5
<b>Syllabus Outcomes</b>				
Knowledge and understanding of complex texts and of how and why they are valued	<b>50%</b>	10%	20%	20%
Skills in complex analysis, sustained composition and independent investigation	<b>50%</b>	20%	10%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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

# English Standard

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b>	<b>Date Due:</b>	<b>Date Due:</b>
		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10
		<b>Task:</b> <b>Common Module</b> Reading to Write  Portfolio (Critical and Creative)	<b>Task:</b> <b>Module A</b> Contemporary Possibilities  Multimodal presentation	<b>Task:</b> <b>Module B</b> Close Study of Literature  Extended critical, creative and reflective response under exam conditions.
<b>Syllabus Outcomes</b>		EN11-1 EN11-3 EN11-4 EN11-5 EN11-9	EN11-1 EN11-2 EN11-3 EN11-4 EN11-6 EN11-7 EN11-9	EN11-1 EN11-3 EN11-5 EN11-7 EN11-8
Knowledge and understanding of course content	<b>50%</b>	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	15%	20%	15%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## 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

# Industrial Technology Timber

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 7	<b>Date Due:</b> Term 3 Week 5	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Industry Case Study	<b>Task:</b> Preliminary Project	<b>Task:</b> Yearly Examination
<b>Syllabus Outcomes</b>		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Knowledge and skills in the management, communication and production of projects	<b>60%</b>	10%	30%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

## 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

# Legal Studies

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 9	<b>Date Due:</b> Term 2 Week 5	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> In Class Extended Response The Legal System: Law Reform	<b>Task:</b> Media Presentation	<b>Task:</b> Yearly Examination
<b>Syllabus Outcomes</b>		P1, P4, P5, P6, P7, P8, P9, P10	P1, P5, P6, P7, P8, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Analysis and evaluation	<b>20%</b>	5%	5%	10%
Inquiry and research	<b>20%</b>	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	<b>20%</b>	5%	5%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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.

# Mathematics Advanced

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 8	<b>Date Due:</b> Term 2 Week 9	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Summary Sheet In-class test	<b>Task:</b> Investigation Assignment	<b>Task:</b> Yearly Examination
		MA11-1 MA11-2 MA11-9	MA11-3 MA11-8 MA11-9	MA11-1 to MA11-9
Syllabus Outcomes				
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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



# Mathematics Extension

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 11	<b>Date Due:</b> Term 2 Week 6	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Summary Sheet In-class test	<b>Task:</b> Investigation Assignment	<b>Task:</b> Yearly Examination
		ME11-1 ME11-2 ME11-6 ME11-7	ME11-5 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-6 ME11-7
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Course outcomes

### A student:

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

# Mathematics Standard

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 8	<b>Date Due:</b> Term 2 Week 9	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Summary Sheet In-class test	<b>Task:</b> Investigation Assignment	<b>Task:</b> Yearly Examination
		MS11-1 MS11-2 MS11-5 MS11-6	MS11-3 MS11-4 MS11-9 MS11-10	MS11-1 to MS11-10
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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 and three-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

# Modern History

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b>	<b>Date Due:</b>	<b>Date Due:</b>
		Term 1 Week 7	Term 2 Week 10	Term 3 Week 9-10
		<b>Task:</b> Case Study Topic Test Investigating Modern History	<b>Task:</b> Research Report Historical Investigation	<b>Task:</b> Yearly Examination
<b>Syllabus Outcomes</b>		MH11-6 MH11-7 MH11-9 MH11-10	MH11-2 MH11-4 MH11-6 MH11-8 MH11-9	MH11-1 MH11-3 MH11-5 MH11-9
Knowledge and understanding of course content	<b>40%</b>	10%	5%	25%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>		10%	10%
Historical inquiry and research	<b>20%</b>	10%	10%	
Communication of historical understanding in appropriate forms	<b>20%</b>	10%	5%	5%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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

# Music 1

## Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 10	<b>Date Due:</b> Term 2 Week 7	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Viva Voce	<b>Task:</b> Composition	<b>Task:</b> Yearly Examination
		P1, P4, P5, P6, P7, P9, P10, P11	P2, P3, P5, P7, P8	P1, P2, P4, P5, P6, P9, P10, P11
<b>Syllabus Outcomes</b>				
Performance	<b>25%</b>	5%	5%	15%
Composition	<b>25%</b>		25%	
Musicology	<b>25%</b>	25%		
Aural	<b>25%</b>			25%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Course outcomes

#### Through activities in performance, composition, musicology and aural, a student:

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied:
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

# Personal Development, Health and Physical Education

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 7	<b>Date Due:</b> Term 2 Week 10	<b>Date Due:</b> Term 3 Week 5
		<b>Task:</b> Body in Motion Analysis Task	<b>Task:</b> Better Health for Individuals Report	<b>Task:</b> Options Task Program
		P7, P8, P9, P11, P17	P1, P2, P3, P4, P15	P6, P10, P11, P16
<b>Syllabus Outcomes</b>				
Knowledge and understanding of course content	<b>40%</b>	15%	15%	10%
Skills in critical thinking, research, analysis and communicating	<b>60%</b>	20%	20%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## Course outcomes

### A student:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

# Physics

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 9	<b>Date Due:</b> Term 3 Week 6	<b>Date Due:</b> Term 3 Weeks 9-10
		<b>Task:</b> Depth Study Razor Drop Energy Activity	<b>Task:</b> Practical Task Ohm's Law of Electrical resistance	<b>Task:</b> Yearly Examination
		PH11-1 PH11-2 PH11-3 PH11-5 PH11-6 PH11-7 PH11-8	PH11-3 PH11-4 PH11-7 PH11-11	PH11-1 PH11-2 PH11-4 PH11-5 PH11-6 PH11-7 PH11-8 PH11-9 PH11-10 PH11-11
<b>Syllabus Outcomes</b>				
Knowledge and understanding of course content	<b>40%</b>	10%		30%
Skills in working scientifically	<b>60%</b>	30%	20%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

## Course outcomes

### A student:

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

# Society and Culture

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 6	<b>Date Due:</b> Term 2 Week 8	<b>Date Due:</b> Term 3 Week 9-10
		<b>Task:</b> Research task The social and cultural world – fundamental course concepts	<b>Task:</b> Research and analysis task Personal and social identity – social theories	<b>Task:</b> Yearly Examination
<b>Syllabus Outcomes</b>		P1, P3, P6, P9, P10	P2, P3, P5, P7, P8	P1, P5, P6, P9, P10
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Application and evaluation of social and cultural research methods	<b>30%</b>	5%	10%	15%
Communication of information, ideas and issues in appropriate forms	<b>20%</b>	5%	10%	5%
<b>WEIGHTING</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

## 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

# Visual Arts

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 10	<b>Date Due:</b> Term 3 Week 3	<b>Date Due:</b> Term 3 Week 9-10
		<b>Task:</b> Modernism <b>Part A</b> Portfolio of Works <b>Part B</b> Artist Research and short answer examination	<b>Task:</b> Post Modernism <b>Part A</b> Portfolio of Experimental Works & accompanying VAPD including evidence of material and conceptual experimentation. <b>Part B</b> Artist research and essay	<b>Task:</b> Patterns of Practice  Yearly Examination Art Criticism and Art History
<b>Syllabus Outcomes</b>		P1, P2, P3, P4, P7, P10	P1, P3, P4, P5, P6	P7, P8, P9, P10
Artmaking	<b>50%</b>	20%	30%	
Art Criticism and History	<b>50%</b>	15%	10%	25%
<b>WEIGHTING</b>	<b>100%</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>

## Course outcomes

### A student:

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



# Board Developed Courses - Category B

## English Studies

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 8	<b>Date Due:</b> Term 2 Week 9	<b>Date Due:</b> Term 3 Week 6
		<b>Task:</b> <b>Mandatory Module</b> Achieving through English Career development Task	<b>Task:</b> <b>Module K</b> The Big Screen Multimodal presentation – student produced film	<b>Task:</b> <b>Module I</b> Who do you think I am? Digital portfolio representing a collection of class work across modules
		ES11-1 ES11-3 ES11-4 ES11-8	ES11-2 ES11-9 ES11-10	ES11-5 ES11-6 ES11-7
<b>Syllabus Outcomes</b>				
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	<b>50%</b>	15%	15%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### 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, media, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

## Important notes relating to Assessment in VET Courses

VET courses can have dual accreditation - they count as 2 units from NESA toward your HSC AND the successful achievement of competencies may award students with a Vocational Qualification (ie. Certificate II or III) or a Statement of Attainment toward a qualification, if only some competencies have been achieved.

Students are to note that the information in the following table relates only to the School-based (Internal) assessment to satisfy requirements for NESA. Completion of mandatory Work Placement is also required by NESA (70 hours in total – typically 35 hours in each of Year 11 and 12)

### Competency-based Assessment

As this is a competency-based course, all students must work consistently throughout the course to develop the competencies, skills and knowledge as described in the Industry Framework to gain an AQF qualification.

**As such, all VET coursework is assessable and students will be given progressive assessment tasks during the course.** These will be used to demonstrate their ability and be deemed either 'competent' or 'not yet competent'. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry environment.

**Students will be given more specific information regarding competency-based assessment tasks in class time rather than in this booklet.** Competency-based assessment tasks relate to the award of a vocational qualification rather than NESA requirements.

Students must allow time to manage the completion of progressive competency tasks and coursework throughout the year, in conjunction with the internal assessments outlined in this booklet.

### External Assessment (optional HSC examination)

Students may choose to sit the HSC exam for VET courses. If it is a student's only Category B course it may also contribute to the award of an ATAR. **Advice must be sought from the Careers Advisor and your teacher before electing not to sit the HSC exam.**

However, the examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

# Entertainment

Byron Bay High School

RTO 90162 Public Schools NSW, Tamworth

COURSE: Entertainment - Preliminary

2022 -2023

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Work Placement 1*	Preliminary Yearly Exam**
			Week to be arranged with external provider	Term 2 2022 Week 5	Term 3 2022 Week 7	Ongoing with work placement	Ongoing	Term 3 2022 Week 9 – 10
Cluster	Code	Unit of Competency						
1	CPCCWHS1001	Prepare to work safely in the construction industry	x					
2	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations		x				
3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows			x			
4	CUAIND311	Work effectively in the creative arts industry				x		

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

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

# Hospitality

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Work Placement 1*	Cluster 3	Yearly Exam**
			Term 1 Week 11	Term 2 Week 5	Term 3 Week 4	Term 3 Week 7	Term 3 Weeks 9 - 10
Cluster	Code	Unit of Competency					
<b>Cluster 1</b> Cook Safe, Work Safe, Eat Safe	<a href="#">SITXWHS001</a> <a href="#">SITXFSA001</a>	Participate in safe work practices Use hygienic practices for food safety					
<b>Cluster 2</b> Communication is key	<a href="#">SITXCOM002</a> <a href="#">BSBCMM201</a>	Show social and cultural sensitivity Communicate in the workplace					
<b>Cluster 3</b> Drinks galore	<a href="#">SITHFAB004</a> <a href="#">SITHFAB007</a>	Prepare and serve non-alcoholic beverages Serve food and beverages					
<b>Cluster 8 (A)</b> Working in industry (work placement 1)	<a href="#">SITHIND003</a> <a href="#">BSBSUS201</a>	Use Hospitality skills effectively Participate in environmentally sustainable work practices					

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate II in Hospitality or a Statement of Attainment towards a SIT20316 Certificate II in Hospitality.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

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

# Content and Board Endorsed Courses

These courses do not count towards an ATAR

## Marine Studies

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due</b>	<b>Date Due</b>	<b>Date Due</b>
		Term 1 Week 6	Term 2 Week 8	Term 3 Week 3
		<b>Task</b> Scenario Assessment Written Report	<b>Task</b> Examination	<b>Task</b> Research presentation
<b>Syllabus Outcomes</b>		1.1, 2.1, 3.3, 4.2, 5.1	1.2, 3.1, 5.3	1.3, 2.3, 5.4
Knowledge and understanding outcomes and course content	<b>50%</b>	20%	10%	20%
Skills outcomes and content	<b>50%</b>	10%	30%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

### Course outcomes

#### A student:

- 1.1 relates with a 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 towards 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 within a group
- 2.3 communicates information by writing reports, giving short talks 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 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 equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

# Sport, Lifestyle and Recreation

Assessment Schedule | Year 11 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		<b>Date Due:</b> Term 1 Week 9	<b>Date Due:</b> Term 2 Week 8	<b>Date Due:</b> Term 3 Week 6
		<b>Task:</b> Aquatics and First Aid Scenarios	<b>Task:</b> Individual Fitness	<b>Task:</b> Case Study Athlete Health Plan
		1.3, 3.6, 4.4, 4.5	1.1, 2.1, 2.2, 2.5, 3.2	1.5, 3.5, 4.3
<b>Syllabus Outcomes</b>				
Knowledge and understanding	<b>50%</b>	10%	10%	30%
Skills	<b>50%</b>	30%	20%	
<b>WEIGHTING</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

## Course outcomes

### A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

**End of Document**