

NORTHERN BEACHES SECONDARY COLLEGE

Manly Campus



Year 11

Assessment Policy and Schedules  
(Including Accelerated HSC Mathematics)

2020

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# NBSC Manly Campus

## Year 11 Assessment Policy

### Introduction

This booklet aims to give students, parents and caregivers information about Year 11 Assessment at NBSC Manly Campus.

### Year 11 Courses

From Term 1 in Year 11 until the last day of Term 3, students will complete assessment tasks (e.g. essays, assignments, tests, practical experiments) in all courses for the Year 11.

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

### Pattern of Study

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

- at least 12 units at Year 11 level and at least 10 units at HSC level
- at least 6 units that are Board Developed Courses
- at least 3 courses of 2 unit value or greater
- at least 4 subjects
- 2 units of English.

### Common Grade Scale

At the completion of the course, teachers make professional on-balance judgements on the basis of all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the Common Grade Scale for Year 11 courses and with reference to other material produced by NESAs to support the consistent awarding of grades.

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

## Other Requirements

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

#### 25 Hour Personal Development and Health Course, Life Ready

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

Skill development is central to learning in Life Ready. The development of the following skills will empower students to take positive action to be healthy, safe and well; promote positive and respectful relationships and transition confidently to post school independence, and participation in the community.

- *Communication and interpersonal skills.* These skills enable students to interact with others and understand the social norms that provide the foundation for socially responsible behaviour.
- *Decision-making, problem-solving and critical thinking skills.* Enhance students' ability to evaluate future consequences of their present actions and the actions of others. Students should be able to determine alternative solutions and to analyse the influence of their own values and the values of those around them.
- *Coping, transition and self-management skills.* Prepare students to navigate transitions and change. They enable students to see themselves as an agent for making a difference and for achieving a positive outcome in the future.

#### Extension Courses

Extension courses for Year 11 students are available in English and Mathematics. Students who show proficiency in either of these courses may choose to do an Extension course which builds on the content of the 2 unit course with an additional value of 1 unit.

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

#### Eligibility for Extension Courses

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

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

#### Category A and Category B Courses

The universities categorise HSC courses as A or B. The criteria for Category A courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies. All courses offered at Manly Campus are Category A courses.

To be eligible for an ATAR, no more than 2 units of category B course may be studied as part of the overall 10 units in Year 12.

# The School Assessment Policy

## The Assessment Process

From Term 4 in Year 11 until the end of Week 6 Term 3 in Year 12 students will complete assessment tasks in all courses for the **Award of Higher School Certificate**. The tasks will determine the student's assessment mark which is a measure of the student's achievement relative to the performance of other students in the same course. Each student will be **ranked** according to their performance in each course. The final rank will be available to students at the completion of their school based assessment and prior to their HSC examinations.

## Maximum Number of Tasks

Each faculty translates its course requirements into student tasks.

There will be a maximum of three formal assessment tasks in Year 11 and four in Year 12. There will be one formal written examination with a maximum weighting of 30% for each course.

## The Start and Finish

Assessment tasks for Year 11 begin mid Term 1 and end on the last day of Term 3.

For the HSC course, assessment tasks begin in Term 4 of the Year 11 calendar year. In-class assessment will cease two weeks before the Trial HSC examinations, with the exception of any course that requires submitted work, e.g. Extension 2 English, Society & Culture, Design and Technology, Science Extension, Textiles & Design, Visual Arts, Music 2, Music Extension, Dance and Drama. In addition, one English Advanced task may be due on the first day back in Term 3.

## Changes to the Assessment Calendar

So that students can be informed well in advance of their obligations an assessment calendar has been developed. See **Appendix 6**.

In *unforeseen exceptional* circumstances, the class teacher, after consultation with the Head Teacher and Deputy Principal, may change the date of the assessment task with due written notice to all students involved.

## Timing of Assessment Tasks

Course guidelines set out the Term and Week for each task. Class teachers will advise in writing of the precise timing **at least two weeks** before the task is to be administered, and will at the same time inform students of the nature of the task and the outcomes to be assessed. In addition there will be an assessment free period for two weeks prior to the Year 11 examinations. For Year 12 there will be a two week assessment free period prior to the Trial HSC examinations. Music practical examinations will be in the week preceding the main examination period for the Trial HSC.

It is the student's responsibility to be alert to the notification of the tasks. In case of absences from school, students will need to check with their teachers **immediately** upon their return and be ready to complete the missed task at the agreed time.

Students should only have a maximum of two tasks per day to complete at school; tasks set as assignments, research etc. may form an additional task for a specific day.

## Feedback

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



## **Course Requirements**

To have satisfactorily completed a course, students will:

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

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

## **'N' Determination**

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

Should this occur the Principal will notify NESAs that the student should be issued with an "N" determination. This could mean the non-award of the Year 11 Record of School Achievement or Higher School Certificate. A copy of the Official Warning letter from NESAs Non-completion of a Year 11 Higher School Certificate course is included in **Appendix 2**. The process used at Manly Campus is outlined in **Appendix 3**.

## **Students taught by parents**

Where students are taught by a parent, assessment tasks will be double marked.

## Rules and Procedures for Assessment Tasks

NESA hopes that, through the process of continuing assessment, it will be able to reward sustained effort on the part of senior students and sample a wider (and therefore more accurate) range of student attainments. Sound performances in Assessment Tasks over the four terms also help to prepare students for the actual HSC examinations which are used to moderate their school assessment.

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

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

The following rules will be followed at NBSC Manly Campus:

1. Students must demonstrate they are serious candidates for both the Year 11 and HSC Course by their regular attendance at school and in lessons and through their satisfactory performance in assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task at the time specified.
2. Take home tasks must be submitted by 9am on the due date unless prearranged with the teacher. Students must keep a copy of all their completed assessment tasks.
3. Students are expected to have a **back-up digital copy** of any work created digitally. Technology failure is not an acceptable excuse for missing an assessment task due date.
4. **All** assessment tasks must be submitted with a cover sheet with a completed declaration of All My Own Work statement (see **Appendix 4**).
5. All hand in tasks must contain a bibliography if appropriate. Guidelines are included in **Appendix 5**.
6. Students who **fail to submit or attend an Assessment Task** by the due date and time, or who fail to attend an Assessment Task with **no valid reason** will be given **zero**.
7. Students who **fail to submit or attend an Assessment Task** by the due date and time but who have a **valid reason** may be allocated an extension of time or an alternative task. In exceptional circumstances it may be necessary to give an estimated mark.
8. **Students who are absent from any Assessment Task** must submit an Illness and Misadventure form with a written explanation for their absence. A doctor's certificate must be attached for illness and supporting documentation may be required for misadventures. See **Appendix 1** Illness and Misadventure form.  
The Illness and Misadventure form must be handed in to the relevant Deputy Principal on the morning of the first day back at school. If the Head Teacher and Deputy Principal decide that the student should do the original or substitute task, the student may be required to sit for the task immediately. Failure to follow Illness and Misadventure policy may result in zero marks for that task.
9. Where a student requests an extension for an assessment task due to illness and/or misadventure, an Illness and Misadventure form must be completed and handed to the relevant Deputy Principal.
10. **Where a student is going to be absent from an assessment task with prior knowledge**, the student or parent/caregiver must contact the relevant Deputy Principal **before the task takes place**. If unexpectedly absent on the day of the task the student must phone the school and inform the relevant Deputy Principal.
11. **Where a student becomes ill or suffers an accident that affects their performance during an assessment task**, the task supervisor and Deputy Principal should be notified immediately. On return to school, an Illness and Misadventure form (see **Appendix 1**) must be completed with an attached doctor's certificate

for the day of the examination and/or supervisor's report completed. The student may need to re-sit the task or an estimated mark may be used.

12. If a student submits a task which is deemed to be a **non-serious** attempt by the teacher, then zero marks may be awarded.
13. **If a student misses any timetabled lessons** on the day an assessment task is due, **they will be awarded zero for that task.**
14. **Malpractice** – A zero mark will be recorded for tasks where malpractice is involved. Malpractice is defined as any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:
  - copying someone else's work in part or in whole, and presenting it as your own
  - using material directly from books, journals, CDs or the internet without reference to the source
  - building on the ideas of another person without reference to the source
  - buying, stealing or borrowing another person's work and presenting it as your own
  - submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
  - using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
  - paying someone to write or prepare material
  - breaching school examination rules
  - cheating in an examination
  - using non-approved aids during an assessment task
  - contriving false explanations to explain work not handed in by the due date
  - assisting another student to engage in malpractice
  - re-submitting a task you have previously submitted.

15. Any assignments/Assessment Tasks submitted must be the student's own work. **Plagiarism** is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own.

Plagiarism may result in the student receiving zero marks for that task. Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive zero marks for that task.

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

Where advised by the teacher, all hand-in assessment tasks must be submitted electronically via the program "Turnitin" available on <https://www.turnitinadmissions.com/login> as well as providing a hard copy with HSC: All My Own Work declaration form (Appendix 4).

## Rules and Procedures for Examinations

1. If a student misses examinations simply because they have misread the timetable, they will receive zero for the examination mark in that course. The final version of a timetable will be marked as such and will be distributed on coloured paper.
2. **Behaviour in Year 11 and Trial HSC Examinations.** - Students must remain for the entire length of the examination. Any student found to be disturbing the examination may receive zero marks for that task.

3. Students found with notes, paper or unauthorised material, any communication device such as a programmable watch, MP3 player or similar, or a mobile telephone in the examination room may have a penalty imposed, such as zero for this examination, or no result for the course.

If a student accidentally brings into the examination room anything with notes on it, paper or other unauthorised material or equipment, they are to hand them to the supervisor before the examination starts. There will be no penalty.

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

Examination supervisors will inspect any equipment brought into the examination room. Students must bring their equipment into the examination room in a **clear container** (such as a zip lock bag or plastic sleeve). Equipment should bear only the original inscribed information. Students must supply materials which are in working order (this includes calculators). Students cannot appeal on the grounds that their examination equipment did not work correctly.

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

Students may only use calculators that are NESAs approved. Well before the examination, students should verify with their teachers that their calculator is approved. **Students are not permitted to borrow equipment during examinations.**

5. **Where a student misses a Year 11 or Trial HSC Examination** because of illness or misadventure the school must be contacted prior to the task or examination. If possible the student will be expected to sit for that missed task during the assessment period. On return to school an Illness and Misadventure form (see **Appendix 1**) must be completed and a doctor's certificate for the day of the examination attached. If the task cannot be completed during the assessment period, an estimated mark may be used.
6. **Where a student becomes ill or suffers an accident that affects their performance during a task in the Year 11 Trial HSC Examination**, the examination supervisor and Deputy Principal should be notified immediately. On return to school an Illness and Misadventure form (see **Appendix 1**) must be completed with an attached doctor's certificate for the day of the examination and/or an examination supervisor's report completed. The student may need to re-sit the examination or an estimated mark may be used.
7. **Leave for absence** other than Illness and Misadventure **may not be granted** for the Year 11 Trial HSC Examinations. In exceptional circumstances, and with the approval of both the relevant Deputy Principal and the Principal, leave applications will be considered provided all examinations can be completed within the examination period.
8. **If a student sits for an examination and also has an Illness and Misadventure appeal upheld**, the student's rank in other assessment tasks may be used to determine their examination mark.

# Reviews and Appeals

## In-school review of assessment marks

Students who feel that they have a valid reason to appeal the final mark that they have been allocated for a task must first refer to the marking criteria.

If they then feel that their case is genuine they are required to complete an Illness and Misadventure Appeal form and submit it to the Head Teacher of that course.

The Head Teacher and Deputy Principal will confer and the appeal will either be upheld or declined. Written notification will be given to the student. If the appeal is upheld the assessment task will be remarked by a second teacher or Head Teacher and the student will be awarded the agreed mark from both markers. No further negotiations will be entered into.

## Assessment Reviews for HSC Rankings

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

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

The review of a student's ranking will occur after the last internal assessment tasks have been submitted.

The review will be carried out by the school's Assessment Review Committee which will consist of:

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

## Appeals

Appeals can be made if the student feels:

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

## **Disability Provisions for the HSC Examinations**

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

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

The due date for Disability Provisions application forms is always the last day of Term 1 of the HSC examination year. In exceptional circumstances and with new information, students may receive permission at a later date.

At NBSC Manly Campus application forms for Disability Provisions are available from the School Counsellor.

### **Guidelines for Disability Provisions Procedures at Manly Campus**

The granting of Disability Provisions may be applicable for the Year 11 and Trial HSC examination and some in-class assessment tasks.

#### **Student responsibility when using a computer for in-class assessment tasks**

- The student must show their teacher official notification of Disability Provisions approval prior to the in-class assessment task.
- The student must organise to borrow an authorised computer in advance of their assessment task.
- The student must have the laptop set up in the classroom ready to begin the test at the same time as other students.

In the case of unexpected verified special needs, consideration will be given to individual students.

## Submitted Works and Practical Examinations for HSC Courses (Year 12)

The following courses require you either to undertake practical examinations or to submit major works or projects.

- Design and Technology
- Drama
- English Extension 2
- History Extension
- Languages
- Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles & Design
- Visual Arts

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been done under the teacher's supervision. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks.

Submitted artworks must conform to the size, weight and duration limits set by NESA. Teachers will provide the exact specifications but, as a guide, a submitted work will be deemed to be oversize if it cannot be conveniently lifted and moved by a single person.

Dangerous artwork may not be marked; for example, artwork which includes barbed wire or cutting edges. Works incorporating hypodermic syringes or needles are prohibited and any such work will receive zero marks.

Framing of major works is optional and is not considered in the marking process. Hooks, chains and hanging devices should not be attached to the work as they may damage other student's works.

The oral/aural language examinations and practical examinations for Music are held separately from the written examinations.

# ANCIENT HISTORY

## 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.

### Ancient History Assessment Schedule

| Component   | Task 1                                  | Task 2                                       | Task 3                 | NESA Weighting |
|---|---|--|------------------------|----------------|
| Outcomes  | Source Analysis<br>(online examination) | Historical Investigation                     | Yearly Examination     |                |
|   | Term 2, Week 1                          | Term 2, Week 6                               | Term 3,<br>Weeks 9, 10 |                |
|   | AH11-6 AH11-7<br>AH11-10                | AH11-3, AH11-4,<br>AH11-5, AH11-8,<br>AH11-9 | A range of outcomes    |                |
| Knowledge and understanding of course content                                   | 10                                      |  | 20                     | <b>30</b>      |
| Historical skills in the analysis and evaluation of sources and interpretations | 10                                      | 5  | 10                     | <b>25</b>      |
| Historical inquiry and research   | 5                                       | 15   |                        | <b>20</b>      |
| Communication of historical understanding in appropriate forms                  | 5                                       | 10   | 10                     | <b>25</b>      |
| <b>Percentage Weighting</b>   | <b>30</b>                               | <b>30</b>                                    | <b>40</b>              | <b>100</b>     |



# BIOLOGY

## Outcomes:

### Skills

A student:

**BIO11/12-1 Questioning and predicting** - develops and evaluates questions and hypotheses for scientific investigation

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

**BIO11/12-3 Conducting investigations** - conducts investigations to collect valid and reliable primary and secondary data and information

**BIO11/12-4 Processing data and information** - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

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

**BIO11/12-6 Problem solving** - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**BIO11/12-7 Communicating** - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### Knowledge and Understanding

A student:

- develops knowledge and understanding of the structure and function of organisms

**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

- develops knowledge and understanding of the Earth's biodiversity and the effect of evolution.

**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

### Values and Attitudes

A student:

- develops positive, informed values and attitudes towards biology
- recognises the importance and relevance of biology in their lives
- recognises the influence of economic, political and societal impacts on the development of scientific knowledge
- develops an appreciation of the influence of imagination and creativity in scientific research.

**Biology Assessment Schedule – see following page**

### Biology Assessment Schedule

| Component                   | Task 1   | Task 2  | Task 3  | NESA Weighting |
|-----------------------------|--|---|---|----------------|
|                             | Practical Investigation                            | Depth Study   | Yearly Examination  |                |
|                             | Term 1, Week 9                                     | Term 3, Week 2  | Term 3, Weeks 9 and 10  |                |
|                             | Outcomes assessed<br>BIO 11/12-1,2,3,7<br>BIO 11-9 | Outcomes assessed<br>BIO 11/12-1,4,5,6,7<br>BIO 11-10 | Outcomes assessed<br>BIO11/12-1,2,3,4,5,6,7<br>BIO 11-8,9,10,11 |                |
| Working Scientifically      | 20   | 20  | 20  | <b>60</b>      |
| Knowledge and Understanding | 10   | 10  | 20  | <b>40</b>      |
| <b>Percentage Weighting</b> | <b>30</b>  | <b>30</b>   | <b>40</b>   | <b>100</b>     |

# BUSINESS STUDIES

**Outcomes:**

A 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.

### Business Studies Assessment Schedule

| Component  | Task 1          | Task 2         | Task 3             | NESA Weighting |
|--|-----------------|----------------|--------------------|----------------|
| Outcomes   | Business Report | Business Plan  | Yearly Examination |                |
|  | Term 1, Week 11 | Term 3, Week 3 | Term 3 Weeks 9, 10 |                |
|  | P3, P4, P5,P6   | P7, P9,P10     | P1-10              |                |
| Knowledge and understanding of content                       | 10              | 10             | 20                 | <b>40</b>      |
| Stimulus-based skills  | 10              |                | 10                 | <b>20</b>      |
| Inquiry and research   |                 | 20             |                    | <b>20</b>      |
| Communication of business understanding in appropriate forms | 10              | 5              | 5                  | <b>20</b>      |
| <b>Percentage Weighting</b>                                  | <b>30</b>       | <b>35</b>      | <b>35</b>          | <b>100</b>     |

# CHEMISTRY

## Outcomes

### Skills

A Student:

- develops skills in applying the processes of Working Scientifically

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

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

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

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

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

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

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

### Knowledge and Understanding

A Student:

- develops knowledge and understanding of the fundamentals of chemistry

**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

- develops knowledge and understanding of the trends and driving forces in chemical interactions

**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

### Values and Attitudes

Students:

- develop positive, informed values and attitudes towards chemistry
- recognise the importance and relevance of chemistry in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

**Chemistry Assessment Schedule – see following page**

### Chemistry Assessment Schedule

| Component                   | Task 1   | Task 2  | Task 3   | NESA Weighting |
|-----------------------------|--|---|--|----------------|
|                             | Practical Investigation                          | Depth Study   | Yearly Examination   |                |
|                             | Term 1, Week 8                                   | Term 3, Week 3                                      | Term 3, Weeks 9, 10  |                |
|                             | Outcomes assessed<br>CH 11/12-1,2,3,7<br>CH 11-8 | Outcomes assessed<br>CH 11/12-1,4,5,6,7<br>CH 11-10 | Outcomes assessed<br>CH 11/12-1,2,3,4,5,6,7<br>CH 11-8,9,10,11 |                |
| Working Scientifically      | 20   | 20  | 20   | <b>60</b>      |
| Knowledge and Understanding | 10   | 10  | 20   | <b>40</b>      |
| <b>Percentage Weighting</b> | <b>30</b>  | <b>30</b>   | <b>40</b>  | <b>100</b>     |

# DANCE

## Outcomes:

A student:

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

**Dance Assessment Schedule – see following page**

### Dance Assessment Schedule

| Component                   | Task 1   | Task 2   | Task 3  | NESA Weighting |
|-----------------------------|--|--|---|----------------|
| Nature of Task              | Performance of exercises and safe dance task               | Composition, journal and appreciation response | Yearly Examination – performance of class work and written appreciation examination |                |
| Timing                      | Term 1, Week 10  | Term 2, Week 10                                | Term 3 Weeks 9,10   |                |
| Outcomes                    | P1.1, P1.3, P2.1, P2.2, P2.3, P2.4, P2.5, P3.2, P3.4, P3.5 | P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1, P4.5 | P1.4, P2.3, P2.4, P2.5, P2.6, P4.2, P4.4  |                |
| Performance                 | 20   | 20   | 20  | <b>60</b>      |
| Composition                 | 10   |  |   | <b>10</b>      |
| Appreciation                |  | 15   | 15  | <b>30</b>      |
| <b>Percentage Weighting</b> | <b>30</b>  | <b>35</b>                                      | <b>35</b>   | <b>100</b>     |

## DESIGN AND TECHNOLOGY

### 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 setting
- 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.

### Design and Technology Assessment Schedule

| Component   | Task 1  | Task 2   | Task 3                      | NESA Weighting |
|---|---|--|-----------------------------|----------------|
| Nature of the Task  | Designer Project Case Study                         | Design Project 2   | Yearly Examination          |                |
| Timing  | Term 1, Week 10                                     | Term 3, Week 2   | Term 3, Weeks 9, 10         |                |
| Outcomes  | P1.1, P2.1,P2.2, P3.1, P4.1, P4.3, P5.1, P5.2, P6.1 | P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2 | P1.1 – P6.2<br>All outcomes |                |
| Knowledge and understanding of course content   | 10  | 10   | 20                          | <b>40</b>      |
| Knowledge and skills in designing, managing, producing and evaluating design projects | 20  | 30   | 10                          | <b>60</b>      |
| <b>Percentage Weighting</b>   | <b>30</b>   | <b>40</b>  | <b>30</b>                   | <b>100</b>     |



# DRAMA

## 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, dramaturgy, 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.

## Weightings

- Workshop 60%
- Written 40%

**Drama Assessment Schedule – see following page**

### Drama Assessment Schedule

| Component                   | Task 1                                   | Task 2                             | Task 3             | NESA Weighting |
|-----------------------------|--|------------------------------------|--------------------|----------------|
| Nature of Task              | Performance in Production                | Playbuilding and Logbook           | Yearly Examination |                |
| Timing                      | Term 1 Week 11                           | Term 2 Week 10                     | Term 3             |                |
| Outcomes                    | P1.4, P1.5, P1.6, P2.2, P2.4, P2.5, P2.6 | P1.1, P1.2, P1.3, P2.1, P2.3, P3.3 | P 3.1, P3.2        |                |
| Making                      | 25                                       | 5                                  | 10                 | <b>40</b>      |
| Performing                  | 15                                       | 15                                 |                    | <b>30</b>      |
| Critically Appraising       |  | 10                                 | 20                 | <b>30</b>      |
| <b>Percentage Weighting</b> | <b>40</b>                                | <b>30</b>                          | <b>30</b>          | <b>100</b>     |

# ECONOMICS

## 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.

## Economics Assessment Schedule

| Component  | Task 1            | Task 2                      | Task 3                | NESA Weighting |
|--|-------------------|-----------------------------|-----------------------|----------------|
| Nature of Task   | Online Test       | Research Project            | Yearly Examination    |                |
| Timing   | Term 1<br>Week 10 | Term 2<br>Week 7            | Term 3<br>Weeks 9, 10 |                |
| Outcomes   | P1, P2, P5, P11   | P1, P2, P3, P9,<br>P10, P12 | P1, P6, P8, P11       |                |
| Knowledge and understanding of content                                       | 5                 | 15                          | 20                    | <b>40</b>      |
| Stimulus-based skills  |                   | 10                          | 10                    | <b>20</b>      |
| Inquiry and research   | 20                |                             |                       | <b>20</b>      |
| Communication of economic information, ideas and issues in appropriate forms | 5                 | 5                           | 10                    | <b>20</b>      |
| <b>Percentage Weighting</b>  | <b>30</b>         | <b>30</b>                   | <b>40</b>             | <b>100</b>     |

# ENGINEERING STUDIES

## Outcomes:

A student:

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

### Engineering Studies Assessment Schedule

| Component   | Task 1   | Task 2   | Task 3   | NESA Weighting |
|---|--|--|--|----------------|
| Nature of the Task  | Construction and Testing Task with Product Analysis and report | Construction and Testing Task with Engineering Report            | Yearly Examination   |                |
| Timing  | Term 1, Week 10  | Term 2, Week 10  | Term 3<br>Weeks 9, 10                                      |                |
| Outcomes  | P1.2, 2.1, P3.2, P4.1, P4.2, P4.3, P5.1, P6.1, P6.2            | P1.1, P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.2 | P1.2, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1 |                |
| Knowledge and understanding of course content   | 10   | 10   | 40   | <b>60</b>      |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 20   | 20   |  | <b>40</b>      |
| <b>Percentage Weighting</b>   | <b>30</b>  | <b>30</b>  | <b>40</b>  | <b>100</b>     |

## ENGLISH ADVANCED

### 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 – Advanced Course Assessment Schedule

| Task number  | Task 1   | Task 2  | Task 3   |            |
|--|--|---|--|------------|
| Nature of task   | <b>Reading to Write</b><br>Multimodal<br>Presentation Script | <b>Narratives that</b><br><b>Shape our World</b><br>Narrative | <b>Yearly</b><br><b>Examination</b><br>Critical response |            |
| Timing   | Term 1, Week 10  | Term 2, Week 9  | Term 3, Week 9   |            |
| Outcomes assessed  | EA11-3, EA11-5,<br>EA11-9                                    | EA11-1, EA11-2,<br>EA11-3, EA11-5,<br>EA11-7, EA11-9          | EA11-1, EA11-3,<br>EA11-5, EA11-8                        |            |
| Components   | NESA Weighting   |   |  |            |
| Knowledge and understanding of course content  | 15   | 20  | 15   | <b>50</b>  |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15   | 20  | 15   | <b>50</b>  |
| <b>Percentage Weighting</b>  | <b>30</b>  | <b>40</b>   | <b>30</b>  | <b>100</b> |

# ENGLISH EXTENSION 1

## 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 Extension 1 Assessment Schedule

| Task number   | Task 1         | Task 2                         | Task 3                         |            |
|---|----------------|--------------------------------|--------------------------------|------------|
| Nature of task  | Exposition     | Project                        | Yearly Examination             |            |
| Timing  | Term 2, Week 4 | Term 3, Week 3                 | Term 3, Week 9                 |            |
| Outcomes assessed   | EE11-2, EE11-6 | EE11-1, EE11-2, EE11-4, EE11-6 | EE11-1, EE11-2, EE11-3, EE11-5 |            |
| Components  | NESA Weighting |                                |                                |            |
| Knowledge and understanding of complex texts and of how and why they are values | 15             | 20                             | 15                             | <b>50</b>  |
| Skills in complex analysis, sustained composition and independent investigation | 15             | 20                             | 15                             | <b>50</b>  |
| <b>Percentage Weighting</b>   | <b>30</b>      | <b>40</b>                      | <b>30</b>                      | <b>100</b> |

## FRENCH CONTINUERS

### Outcomes:

A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text \*
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.

### French Continuers Assessment Schedule

| Component                   | Task 1   | Task 2   | Task 3   | NESA Weighting |
|-----------------------------|--|--|--|----------------|
| Nature of Task              | Responding to an written text                    | Responding to an oral text   | Yearly Examination   |                |
| Timing                      | Term 2, Week 4                                   | Term 3, Week 3   | Term 3, Weeks 9, 10  |                |
| Outcomes                    | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 |                |
| Listening and Responding    |  | 20   | 10   | <b>30</b>      |
| Reading and Responding      | 20   |  | 10   | <b>30</b>      |
| Speaking                    |  | 10   | 10   | <b>20</b>      |
| Writing                     | 10   |  | 10   | <b>20</b>      |
| <b>Percentage Weighting</b> | <b>30</b>  | <b>30</b>  | <b>40</b>  | <b>100</b>     |

## JAPANESE CONTINUERS

### Outcomes:

A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas on known topics
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text\*
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the one, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.

### Japanese Assessment Schedule

|                             | Task 1   | Task 2   | Task 3   | NESA Weighting |
|-----------------------------|--|--|--|----------------|
| Task Description            | Responding to an oral text   | Responding to a written text                     | Yearly Examination   |                |
| Date                        | Term 2, Week 3   | Term 3, Week 2                                   | Term 3, Weeks 9, 10  |                |
| Outcomes Assessed           | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1 | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 |                |
| <b>Component</b>            |  |  |  |                |
| Listening and Responding    | 20   |  | 10   | <b>30</b>      |
| Reading and Responding      |  | 20   | 10   | <b>30</b>      |
| Speaking                    | 10   |  | 10   | <b>20</b>      |
| Writing                     |  | 10   | 10   | <b>20</b>      |
| <b>Percentage Weighting</b> | <b>30</b>  | <b>30</b>  | <b>40</b>  | <b>100</b>     |



# LEGAL STUDIES

## 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.

## Legal Studies Assessment Schedule

| Component                                     | Task 1            | Task 2                  | Task 3               | NESA Weighting |
|---|-------------------|-------------------------|----------------------|----------------|
| Nature of the Task                            | Research Response | Research Task           | Yearly Examination   |                |
| Timing  | Term 1<br>Week 11 | Term 2<br>Week 8        | Term 3<br>Weeks 9/10 |                |
| Outcomes                                      | P1, P4, P6, P7    | P2, P3, P6, P8, P9, P10 | P1- P10              |                |
| Knowledge and understanding of course content | 5                 | 20                      | 35                   | <b>60</b>      |
| Research                                      | 20                |                         |                      | <b>20</b>      |
| Communication of Legal Studies information    | 5                 | 10                      | 5                    | <b>20</b>      |
| <b>Percentage Weighting</b>                   | <b>30</b>         | <b>30</b>               | <b>40</b>            | <b>100</b>     |

## MATHEMATICS ADVANCED

The Mathematics Advanced course is a calculus based course focused on developing student awareness of Mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

**The components and weightings for Year 11 are:**

**Problem-solving, reasoning and justification– 50%**

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

**Understanding, fluency and communication – 50%**

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

**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.

### Year 11 Mathematics Advanced Assessment Schedule

| Component                                    | Task 1                           | Task 2                         | Task 3             | NESA Weighting |
|--|----------------------------------|--------------------------------|--------------------|----------------|
| Nature of the Task                           | Online 'At Home' Assessment Task | Extended In-class Task         | Yearly Examination |                |
| Timing                                       | Term 2, Week 1                   | Term 2, Week 6                 | Term 3, Weeks 9/10 |                |
| Outcomes                                     | MA11-1, MA11-2, MA11-3, MA11-4   | MA11-1, MA11-2, MA11-3, MA11-4 | All outcomes       |                |
| Understanding, Fluency and Communicating     |                                  | 25                             | 25                 | <b>50</b>      |
| Problem Solving, Reasoning and Justification |                                  | 20                             | 30                 | <b>50</b>      |
| <b>Percentage Weighting</b>                  | <b>0</b>                         | <b>45</b>                      | <b>55</b>          | <b>100</b>     |

# MATHEMATICS EXTENSION 1

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of Mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

**The components and weightings for Year 11 are:**

**Problem-solving, reasoning and justification– 50%**

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

**Understanding, fluency and communication – 50%**

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

**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.

**Year 11 Mathematics Extension 1 Assessment Schedule**

| Component                                    | Task 1                                       | Task 2                                       | Task 3                | NESA Weighting |
|--|--|--|-----------------------|----------------|
| Nature of Task                               | Online 'At Home' Assessment Task             | Extended In-Class Task                       | Yearly Examination    |                |
| Timing                                       | Term 2, Week 1                               | Term 2, Week 7                               | Term 3<br>Weeks 9, 10 |                |
| Outcomes                                     | ME11-1, ME11-2,<br>ME11-5, ME11-6,<br>ME11-7 | ME11-1, ME11-2,<br>ME11-5, ME11-6,<br>ME11-7 | All outcomes          |                |
| Understanding, Fluency and Communicating     |  | 25   | 25                    | <b>50</b>      |
| Problem Solving, Reasoning and Justification |  | 20   | 30                    | <b>50</b>      |
| <b>Percentage Weighting</b>                  | <b>0</b>                                     | <b>45</b>                                    | <b>55</b>             | <b>100</b>     |

## MATHEMATICS STANDARD

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of Mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

**The components and weightings for Year 11 are:**

**Problem-solving, reasoning and justification– 50%**

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

**Understanding, fluency and communication – 50%**

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

**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.

### Year 11 Mathematics Standard Assessment Schedule

| Component                                    | Task 1   | Task 2  | Task 3              | NESA Weighting |
|--|--|---|---------------------|----------------|
| Nature of Task                               | Extended In-class task   | Mathematical Investigation                            | Yearly Examination  |                |
| Timing                                       | Term 1, Week 8   | Term 2, Week 8-10                                     | Term 3<br>Week 9/10 |                |
| Outcomes                                     | MS11-1, MS11-2,<br>MS11-3, MS11-4,<br>MS11-6, MS11-9,<br>MS11-10 | MS11-3, MS11-4,<br>MS11-6, MS11-8,<br>MS11-9, MS11-10 | All outcomes        |                |
| Understanding, Fluency and Communicating     | 15   | 15  | 20                  | <b>50</b>      |
| Problem Solving, Reasoning and Justification | 15   | 15  | 20                  | <b>50</b>      |
| <b>Percentage Weighting</b>                  | <b>30</b>  | <b>30</b>   | <b>40</b>           | <b>100</b>     |

## MODERN HISTORY

### 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
- 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.

### Modern History Assessment Schedule

| Component   | Task 1                          | Task 2                         | Task 3                                 | NESA Weighting |
|---|---------------------------------|--------------------------------|--|----------------|
| Nature of Task  | Case Study 1                    | Historical Investigation       | Yearly Examination                     |                |
| Timing  | Term 1, Week 11                 | Term 2, Week 5                 | Term 3, Weeks 9/10                     |                |
| Outcomes  | MH11.1, MH11.2, MH11.4, MH11.10 | MH11.6, MH11.7, MH11.8, MH11.9 | MH11.3, MH11-4, MH11.5, MH11.6, MH11.9 |                |
| Knowledge and understanding of content  | 20                              |                                | 20                                     | <b>40</b>      |
| Historical skills in the analysis and evaluation of sources and interpretations | 10                              |                                | 10                                     | <b>20</b>      |
| Historical inquiry and research   |                                 | 20                             |  | <b>20</b>      |
| Communication of historical understanding in appropriate forms                  |                                 | 10                             | 10                                     | <b>20</b>      |
| <b>Percentage Weighting</b>   | <b>30</b>                       | <b>30</b>                      | <b>40</b>                              | <b>100</b>     |

# MUSIC

## Outcomes:

A student:

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

**Music Assessment Schedule – see following page**

### Music Assessment Schedule

| Component                   | Task 1                     | Task 2  | Task 3  | NESA Weighting |
|-----------------------------|----------------------------|---|---|----------------|
| Nature of Task              | Performance and Musicology | Submission of Composition Portfolio and Musicology and Aural Analysis | Yearly Examination: Performance and Aural and Musicology          |                |
| Timing                      | Term 1, Week 8             | Term 2, Week 6  | Term 3, Week 8 (performance) and Week 9-10 (Aural and Musicology) |                |
| Outcomes                    | P1, P7, P11                | P2, P3, P4, P5, P7, P8, P9  | P1, P2, P5, P7  |                |
| Performance                 | 10                         |   | 15  | <b>25</b>      |
| Composition                 |                            | 25  |   | <b>25</b>      |
| Musicology                  | 10                         | 5   | 10  | <b>25</b>      |
| Aural                       |                            | 10  | 15  | <b>25</b>      |
| <b>Percentage Weighting</b> | <b>20</b>                  | <b>40</b>   | <b>40</b>   | <b>100</b>     |

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

## 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.

**PDHPE Assessment Schedule – see following page**



### PDHPE Assessment Schedule

| Task  | Task 1                            | Task 2                              | Task 3                | NESA Weighting |
|---|-----------------------------------|-------------------------------------|-----------------------|----------------|
| Nature of the Task  | Practical workshop                | Presentation                        | Yearly Examination    |                |
| Timing  | Term 1<br>Week 11                 | Term 2<br>Week 10                   | Term 3<br>Weeks 9, 10 |                |
| Outcomes  | P7, P8, P9, P10,<br>P11, P16, P17 | P1, P2, P3, P4,<br>P5, P6, P15, P16 | P1-P17                |                |
| Knowledge and understanding of factors that affect health and way the body moves  | 15                                | 15                                  | 10                    | <b>40</b>      |
| Skills in influencing personal and community health and taking action to improve participation and performance in physical activity | 20                                | 20                                  | 20                    | <b>60</b>      |
| <b>Percentage Weighting</b>   | <b>35</b>                         | <b>35</b>                           | <b>30</b>             | <b>100</b>     |

# PHILOSOPHY

## Outcomes:

A Student:

- 1.1 constructs logically valid arguments
- 1.2 differentiates between logic, rhetoric and fallacies
- 1.3 asks creative questions which consider issues from multiple perspectives
- 2.1 understands how knowledge is acquired, justified and applied in a variety of fields
- 2.2 presents knowledge with justification
- 2.3 critically examines the validity of knowledge from multiple philosophical and scientific perspectives
- 3.1 develops an understanding of models of ethical decision-making
- 3.2 applies ethics to evaluate a range of decisions and consequences
- 4.1 differentiates between appearance and reality
- 4.2 understands the complexity of the human condition
- 4.3 demonstrates understanding of a variety of philosophical theories when discussing metaphysical problems
- 5.1 communicates ideas effectively, using a range of modes, media and technologies
- 5.2 conducts independent research using a variety of research tools
- 5.3 synthesises information from multiple sources
- VA1 reflects explicitly on personal values and beliefs
- VA2 develops an understanding that each individual can make a difference
- VA3 develops a tolerance for divergent philosophies.

## Philosophy Assessment Schedule

| Task                        | Task 1                 | Task 2                    | Task 3             | NESA Weighting |
|-----------------------------|------------------------|---------------------------|--------------------|----------------|
| Course Component            | Communities of Inquiry | Personal Interest Project | Yearly Examination |                |
| Due Date                    | All Terms 1-3          | Term 2, Week 10           | Term 3 Weeks 9, 10 |                |
| Course Outcomes             | (All)                  | (All)                     | (All)              |                |
| Critical Thinking           | 10                     | 10                        | 10                 | <b>30</b>      |
| Creative Thinking           | 10                     | 10                        |                    | <b>20</b>      |
| Collaborative Thinking      | 10                     |                           |                    | <b>10</b>      |
| Synthesis                   | 10                     | 20                        | 10                 | <b>40</b>      |
| <b>Percentage Weighting</b> | <b>40</b>              | <b>40</b>                 | <b>20</b>          | <b>100</b>     |

# PHYSICS

## Outcomes:

### Skills

A Student:

- develops skills in applying the processes of Working Scientifically.

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

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

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

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

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

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

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

### Knowledge and Understanding

A Student:

- develops knowledge and understanding of fundamental mechanics

**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

- develops knowledge and understanding 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

### Values and Attitudes

A Student:

- develops positive, informed values and attitudes towards physics
- recognises the importance and relevance of physics in their lives
- recognises the influence of economic, political and societal impacts on the development of scientific knowledge
- develops an appreciation of the influence of imagination and creativity in scientific research.

**Physics Assessment Schedule – see following page**

### Physics Assessment Schedule

| Component                   | Task 1   | Task 2  | Task 3  | NESA Weighting |
|-----------------------------|--|---|---|----------------|
|                             | <b>Practical Investigation</b>                           | <b>Depth Study</b>  | <b>Yearly Examination</b>   |                |
|                             | Term 1, Week 5   | Term 3, Week 1  | Term 3, Weeks 9, 10   |                |
|                             | <b>Outcomes assessed</b><br>PH 11/12-1,2,3,7<br>PH 11-11 | <b>Outcomes assessed</b><br>PH 11/12-1,4,5,6,7<br>PH 11-8 | <b>Outcomes assessed</b><br>PH 11/12-1,2,3,4,5,6,7<br>PH 11-8,9,10,11 |                |
| Working Scientifically      | 20   | 20  | 20  | <b>60</b>      |
| Knowledge and Understanding | 10   | 10  | 20  | <b>40</b>      |
| <b>Percentage Weighting</b> | <b>30</b>  | <b>30</b>   | <b>40</b>   | <b>100</b>     |

## SOCIETY AND CULTURE

### 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.

### Society and Culture Assessment Schedule

| Component   | Task 1          | Task 2                 | Task 3             | NESA Weighting |
|---|-----------------|------------------------|--------------------|----------------|
| Nature of Task  | Online Test     | Mini PIP Research Task | Yearly Examination |                |
| Timing  | Term 1, Week 10 | Term 2, Week 9         | Term 3 Weeks 9/10  |                |
| Outcomes  | P1, P3, P6      | P2, P7, P8             | P3, P4, P9         |                |
| Knowledge and understanding of course content                       | 15              | 10                     | 25                 | <b>50</b>      |
| Application and evaluation of social and cultural research methods  | 5               | 20                     | 5                  | <b>30</b>      |
| Communication of information, ideas and issues in appropriate forms | 5               | 10                     | 5                  | <b>20</b>      |
| <b>Percentage Weighting</b>   | <b>25</b>       | <b>40</b>              | <b>35</b>          | <b>100</b>     |

## SOFTWARE DESIGN & DEVELOPMENT

### Outcomes:

A student:

- P1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 explains the effects of historical developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the role of personnel involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces.

### Software, Design and Development Assessment Schedule

| Component  | Task 1                  | Task 2                             | Task 3                             | NESA Weighting |
|--|-------------------------|------------------------------------|------------------------------------|----------------|
| Nature of the Task   | Planning Algorithm Task | Major Project: Programming Task    | Yearly Examination                 |                |
| Timing   | Term 1, Week 10         | Term 3, Week 7                     | Term 3 Weeks 9, 10                 |                |
| Outcomes   | P1.3, P3.1, P4.1, P5.2  | P1.2, P4.2, P5.1, P5.2, P6.2, P6.3 | P1.1, P2.1, P2.2, P4.3, P5.2, P6.1 |                |
| Knowledge and understanding of course content                            | 10                      | 10                                 | 30                                 | <b>50</b>      |
| Knowledge and skills in the design and development of software solutions | 10                      | 30                                 | 10                                 | <b>50</b>      |
| <b>Percentage Weighting</b>  | <b>20</b>               | <b>40</b>                          | <b>40</b>                          | <b>100</b>     |

## VISUAL ARTS

### Artmaking 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.

### Art Criticism and Art History Outcomes:

A student:

- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between the 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 the ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

### Visual Arts Assessment Schedule

| Component                     | Task 1                                       | Task 2   | Task 3   | NESA Weighting |
|-------------------------------|--|--|--|----------------|
|                               | <b>The Body in Art</b><br>Portfolio and VAPD | <b>Conceptual Art</b><br>Submission of artwork and essay | <b>Yearly Examination</b><br>Written examination and Body of Work/VAPD |                |
|                               | Term 1, Week 11                              | Term 2, Week 10  | Term 3,<br>Weeks 9 and 10  |                |
| Outcomes                      | P1, P2, P3, P4, P6                           | P1, P2, P4, P5, P6, P7, P8, P9, P10                      | P1, P2, P3, P4, P5, P7, P8, P9, P10                                    |                |
| Art Criticism and Art History |  | 20   | 30   | 50             |
| Artmaking                     | 15   | 20   | 15   | 50             |
| <b>Percentage Weighting</b>   | <b>15</b>                                    | <b>40</b>  | <b>45</b>  | <b>100</b>     |

# **ACCELERATED INFORMATION**

**For Year 11 Students completing a**

**HSC Course**

**MATHEMATICS ADVANCED**

The Mathematics Advanced course is focused on enabling students to appreciate that Mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The assessment procedures reflect the syllabus and objectives and are grouped into two components.

**The components and weightings for Year 12 are:**

**Problem-solving, reasoning and justification– 50%**

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

**Understanding, fluency and communication – 50%**

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.



## YEAR 12 MATHEMATICS ADVANCED

### Outcomes

A student:

- MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.
- MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques.
- MA12-3** applies calculus techniques to model and solve problems.
- MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems.
- MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.
- MA12-6** applies appropriate differentiation methods to solve problems.
- MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems.
- MA12-8** solves problems using appropriate statistical processes.
- MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use.
- MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

### Year 12 Mathematics Advanced Assessment Schedule

|  | Task 1                                     | Task 2                                       | Task 3   | Task 4                   | NESA Weighting |
|--|--|--|--|--------------------------|----------------|
| Task Description                                   | Assignment/<br>Investigation<br>Style Task | Online "At Home"<br>Task                     | Extended in-Class<br>Task                        | Trial HSC<br>Examination |                |
| Date   | Term 4<br>(2019)<br>Week 4-5               | Term 1<br>Week 11                            | Term 2<br>Week 8                                 | Term 3<br>Week 3 / 4     |                |
| Outcomes Assessed                                  | MA12-5,<br>MA12-9,<br>MA12-10              | MA12-1, MA12-3,<br>MA12-5, MA12-6,<br>MA12-8 | MA12-3 MA12-6<br>MA12-7 MA12-8<br>MA12-9 MA12-10 | All<br>Outcomes          |                |
| <b>Components</b>                                  |  |  |  |                          |                |
| <b>Outcomes</b>                                    |  |  |  |                          |                |
| Understanding,<br>Fluency and<br>Communicating     | 10   | 0  | 18   | 22                       | <b>50</b>      |
| Problem Solving,<br>Reasoning and<br>Justification | 10   | 0  | 17   | 23                       | <b>50</b>      |
| <b>Percentage Weighting</b>                        | <b>20</b>                                  | <b>0</b>                                     | <b>35</b>  | <b>45</b>                | <b>100</b>     |

# APPENDIX 1 - Illness/Misadventure/Extension Form/Appeal

## NBSC Manly Campus

This form must be submitted to the Relevant Deputy Principal IMMEDIATELY on return to school.

School Contact Phone Number: 9905 3982 / Fax Number: 9905 7772

STUDENT NAME:.....

SUBJECT: ..... TEACHER:.....

DATE OF SUBMISSION OF THIS FORM:.....

TASK YOU ARE SEEKING SPECIAL CONSIDERATION FOR: .....

.....

.....

.....

DATE TASK IS DUE:.....

ARE YOU SEEKING SPECIAL CONSIDERATION FOR: (tick)

(a) ILLNESS

(b) MISADVENTURE

(c) GENUINE REASON FOR EXTENSION

(d) APPEAL

(Attach all necessary medical and other certificates)

PROVIDE DETAILS AND REASONS FOR THIS REQUEST:

.....

.....

.....

.....

STUDENTS SIGNATURE: .....

PARENT'S/CAREGIVER'S SIGNATURE: .....

.....

Office Use Only

DECISION: .....

DATE DUE: ..... SIGNATURE:.....

## APPENDIX 2 - Official Warning Letter

Date: .....

Dear Parent/Guardian

Re: OFFICIAL WARNING: Non-completion of a Higher School Certificate Course

I am writing to advise that your son/daughter ..... is in danger of not  
(student first name/surname)

meeting the Course Completion Criteria for the Higher School Certificate course:  
.....

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 .....

(e.g. 1<sup>st</sup>, 4<sup>th</sup>) **official warning** we have issued concerning .....  
(course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' 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 the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's academic record. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, ..... has not satisfactorily met ..... of the  
(student name) (indicate a), b) or c)

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 .....  
(student name)

to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with ..... and contact the  
(student name)

school if further information or clarification is needed.

Yours sincerely

---

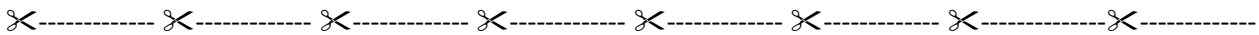
Class Teacher/Head Teacher

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Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by .....  
*(student first name/surname)*

| Task Name(s) / Course Requirement(s) / Course Outcome | Original Due Date (if applicable) | Action Required by student | Revised date to be completed by (if applicable) |
|---|-----------------------------------|----------------------------|---|
|   |                                   |                            |   |
|   |                                   |                            |   |
|   |                                   |                            |   |
|   |                                   |                            |   |



Please detach this section and return to the Deputy Principal for Year 12  
 Requirements for the satisfactory completion of a Higher School Certificate Course

I have received the letter dated .....  
 indicating that .....  
*(student name)*

is in danger of not having satisfactorily completed .....  
*(course name)*

I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

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

Student's signature:..... Date: .....

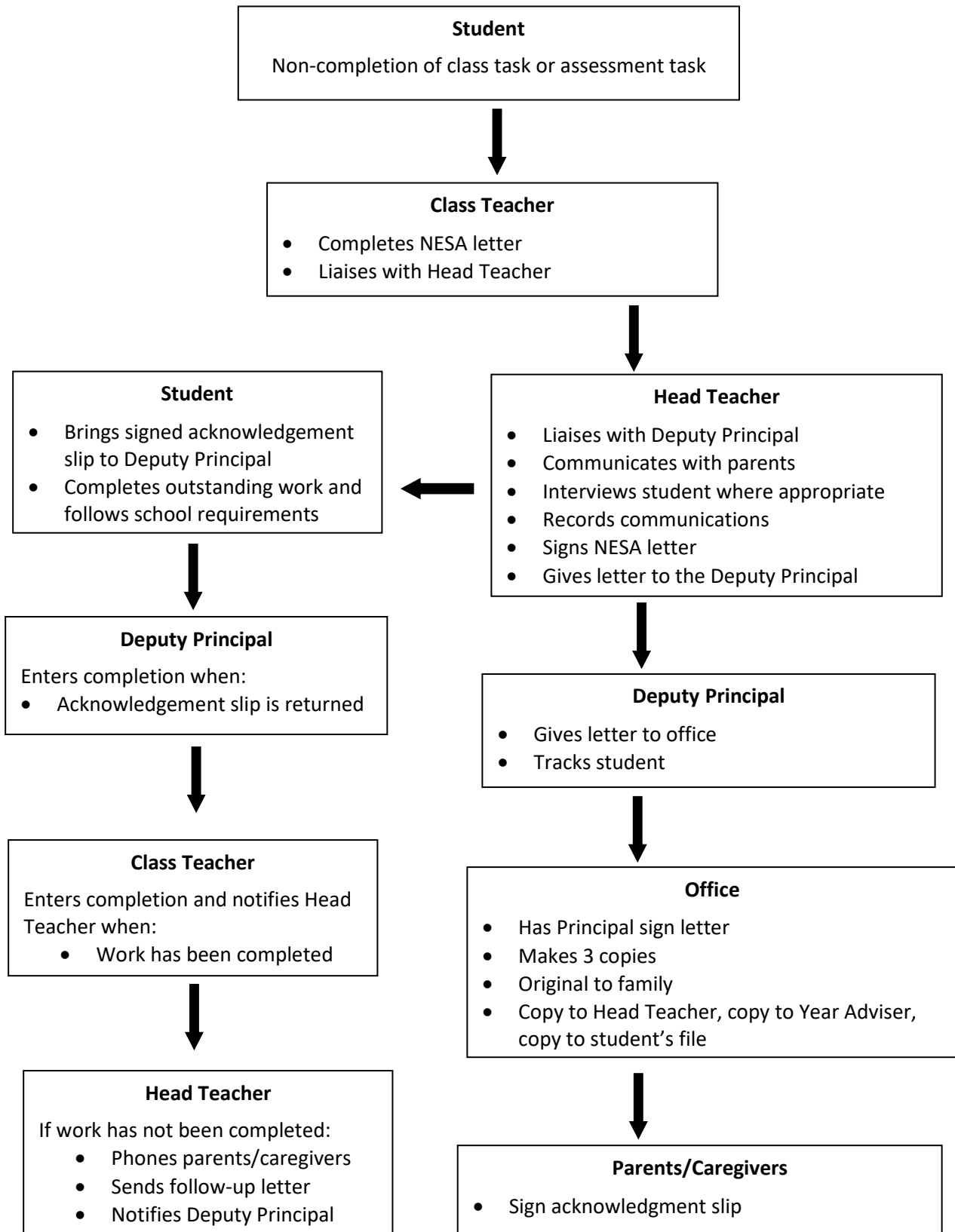
**For Official Use Only**

- Original posted.
- Copy to Year Adviser.
- Copy to Deputy Principal.
- Copy to file.
- Copy to cross-campus school (if applicable).

## APPENDIX 3 - Process for N Awards

### NBSC Manly Campus

Process for activating NESAs N-Determination warning letters



Only **one** NESAs letter will be sent for each issue or task where a student is not meeting NESAs Requirements. When **two** NESAs letters have been sent in one course (i.e. two different issues or tasks) intervention from the Executive Team will take place and the N-Award process will begin.

## NBSC Manly Campus

### APPENDIX 4 - Assignment/Assessment Task Cover Sheet

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

#### All My Own Work

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

#### 1. Acknowledgement of Sources by compiling a bibliography

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

#### 2. Avoiding plagiarism

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

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

#### DECLARATION:

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

Student Signature/Confirmation: ..... Date:.....

## APPENDIX 5 - Bibliography based on the Harvard system

A bibliography is a list of resources used by you while doing a task. It is placed at the end of the task, is arranged alphabetically by author, then by date.

|   |   |
|---|---|
| <p><b>Books:</b><br/>author's surname (comma) and initials (full stop)<br/>date of publication (comma)<br/>Title of book (in italics) (comma) name of publisher (colon) Place of publication (full stop)</p> <p><i>e.g. Gifford, Clive. 2015, Astronomy, astronauts and space exploration, Wayland: London.</i></p>   | <p><b>Reference books:</b></p> <ul style="list-style-type: none"> <li>• Section (comma)</li> <li>• Year, (comma) Edition, (comma)</li> <li>• Title of book, (italics) (comma)</li> <li>• Publisher, (colon) Place of publication. (full stop)</li> <li>• Page numbers</li> </ul> <p><i>e.g. Poland, 2011. The World Book Encyclopaedia of People and Places, Vol. 5. World Book Pty. Ltd.: N.Y., pp.73 - 83.</i></p>  |
| <p><b>CD ROMS</b><br/>Subject (in quotation marks) (comma)<br/>Year (comma)<br/>Title of CD ROM (italics) (full stop)<br/>CD ROM [in square brackets] (full stop)<br/>Publisher (colon)<br/>Place of publication (full stop)</p> <p><i>e.g. 'Sausages', 2004, Carnivore Nutrition. [CD ROM]. Meat Media: N.Y.</i></p>   | <p><b>Email</b><br/>Author's surname (comma) initials (full stop)<br/>Year (comma)<br/>Email (comma)<br/>Day and month of email (comma)<br/>Email address (full stop)</p> <p><i>e.g. Samson, P. 2015, email, 12 June, <a href="mailto:psamson32@strong.com.au">psamson32@strong.com.au</a></i></p>  |
| <p><b>Interviews/guest speaker</b></p> <ul style="list-style-type: none"> <li>• Surname of interviewee/speaker (comma) initials (full stop)</li> <li>• Month and year of interview/speech (comma)</li> <li>• Title of interview/speech (italics) (comma)</li> <li>• Interviewer's name</li> <li>• Type of interview e.g. recording, transcript, video [in square brackets]</li> </ul> <p>Place of interview (full stop)</p> <p><i>e.g. Jason, Z. Sept 2007, Listening with Attention, interviewed by J. Jones [video recording of interview] Sydney Entertainment Centre.</i></p>   | <p><b>Journals/Newspapers/Magazines</b><br/>Author's name (comma) initials (full stop)<br/>Year (full stop)<br/>Title of the article (in single quotation marks) (comma)<br/>Title of the journal/newspaper/magazine (italics) (comma)<br/>Volume (comma) number (comma) month/season (comma) OR date of publication<br/>for Newspapers<br/>Page numbers of article (full stop)</p> <p><i>e.g. Barrington, X. 1999, 'There's no more to learn' Australian School Leavers, Vol 2, No. 1, October, pp2-4.</i></p> |
| <p><b>Internet Website</b></p> <ul style="list-style-type: none"> <li>• Author – person or organisation responsible for site (full stop)</li> <li>• Date of last site update (comma)</li> <li>• Title (italics) (comma)</li> <li>• URL</li> <li>• (Date of viewing of site (comma), year) (full stop)</li> </ul> <p><i>e.g. NSW Government, Health, Environmental Health Branch, 3.6.2014</i><br/><a href="http://www.health.nsw.gov.au/environment/Pages/default.aspx">http://www.health.nsw.gov.au/environment/Pages/default.aspx</a><br/>(viewed 15 September, 2015).<br/><i>e.g. UNHCR Regional Office - Australia, New Zealand, Papua New Guinea, and the Pacific. 2002-2015, About Refugees</i><br/><a href="http://unhcr.org.au/unhcr/index.php?">http://unhcr.org.au/unhcr/index.php?</a> (15 September, 2015).</p> | <p><b>Videos/Films/DVDs/Television</b></p> <ul style="list-style-type: none"> <li>• Title (italics)</li> <li>• Date of release (full stop)</li> <li>• Format (e.g. motion picture, video recording) (comma)</li> <li>• Name of supplier (comma)</li> <li>• Place of publication (full stop)</li> </ul> <p><i>e.g. Penicillin – the magic bullet 2006. (DVD), SBS, Sydney.</i><br/><i>e.g. Media Watch, 2009. (DVD recording), Melbourne: ABC Television, 31 October.</i></p>                                    |

## APPENDIX 6 - School Based Assessment Calendar Year 11 2020

The scheduled weeks for assessment task may not be changed without approval.

| Term Week                               | Assessment Tasks   | Week Beginning |
|---|--|----------------|
| T1 W1                                   | SDD 28/1 <b>Term 1 starts on Wednesday 29 January 2020</b> ; Philosophy (Date TBA)   | 29 January     |
| T1 W2                                   |  | 3 February     |
| T1 W3                                   |  | 10 February    |
| T1 W4                                   |  | 17 February    |
| T1 W5                                   | Physics  | 24 February    |
| T1 W6                                   |  | 2 March        |
| T1 W7                                   |  | 9 March        |
| T1 W8                                   | Chemistry, Mathematics Standard, Music   | 16 March       |
| T1 W9                                   | Biology, Year 12 Mathematics Advanced  | 23 March       |
| T1 W10                                  | Dance, Design and Technology, Economics, Engineering Studies, English Advanced, Society and Culture, Software Design and Development           | 30 March       |
| T1 W11                                  | Business Studies, Drama, Legal Studies, Modern History, PDHPE, Visual Arts, Year 12 Mathematics Advanced                                       | 6 April        |
| HOLIDAYS 2 weeks (11/4/2020-26/04/2020) |  |                |
| T2 W1                                   | SDD 27/4 <b>Term 2 starts on Tuesday 28 April 2020</b> , Ancient History, Mathematics Advanced, Mathematics Extension 1, Philosophy (Date TBA) | 28 April       |
| T2 W2                                   |  | 4 May          |
| T2 W3                                   | Japanese Continuers  | 11 May         |
| T2 W4                                   | English Extension 1, French Continuers   | 18 May         |
| T2 W5                                   | Modern History   | 25 May         |
| T2 W6                                   | Ancient History, Mathematics Advanced, Music   | 1 June         |
| T2 W7                                   | PUBLIC HOLIDAY 8 June 2020   |                |
| T2 W7                                   | Economics, Mathematics Extension 1   | 9 June         |
| T2 W8                                   | Legal Studies, Year 12 Mathematics Advanced, Mathematics Standard  | 15 June        |
| T2 W9                                   | English Advanced, Mathematics Standard, Society and Culture  | 22 June        |
| T2 W10                                  | Dance, Drama, Engineering Studies, Mathematics Standard, PDHPE, Philosophy, Visual Arts  | 29 June        |
| HOLIDAYS 2 weeks (4/7/2020-19/7/2020)   |  |                |
| T3 W1                                   | SDD 20/7 <b>Term 3 starts on Tuesday 21 July 2020</b> , Physics, Philosophy (Date TBA)   | 21 July        |
| T3 W2                                   | Biology, Japanese Continuers, Design and Technology  | 27 July        |
| T3 W3                                   | Business Studies, Chemistry, English Extension 1, French Continuers, Year 12 Mathematics Advanced  | 3 August       |
| T3 W4                                   | Year 12 Mathematics Advanced   | 10 August      |
| T3 W5                                   |  | 17 August      |
| T3 W6                                   |  | 24 August      |
| T3 W7                                   | Software Design and Development  | 31 August      |
| T3 W8                                   | Music (performance)  | 7 September    |
| T3 W9                                   | Year 11 Final Examinations   | 14 September   |
| T3 W10                                  | Year 11 Final Examinations   | 21 September   |
| HOLIDAYS 2 Weeks (26/9/2020-11/10/2020) |  |                |

Please note: Term 4 2019 – Year 12 Mathematics Advanced, Task 1 Week 4-5 2019