NORTHERN BEACHES SECONDARY COLLEGE

Manly Campus

Year 11
Assessment Policy and Schedules
(Including Accelerated HSC Mathematics)

2024

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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 NESA 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, a second extension course is available in English and Mathematics 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, or a language 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.

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 NESA that the student should be issued with an "N" determination. This could mean the non-award of the Year 11 Record of School Achievement or Higher School Certificate. A copy of the Official Warning letter from NESA 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. School based assessment tasks help to prepare students for, and are moderated against their performance in the external HSC examinations.

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 lesson, for an unexplained reason, on the day an assessment task is due, they will receive zero mark for that task.
14. When a student is absent on the day before an assessment task is due they must have a medical certificate in the case of Illness. In the case of Misadventure or an explained absence, they must supply supporting documentation. If a student's absence is unexplained they will receive zero mark for that assessment task.
15. **Malpractice** – A zero mark may be recorded for tasks where malpractice is involved. Malpractice is defined as any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:
    - copying someone else's work in part or in whole, and presenting it as your own
    - using material directly from books, journals, internet, or other media 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.

Submitting work generated by an Artificial Intelligence App or Bot as your own work constitutes malpractice. Even where students have written their own responses and run these through AI, this is unethical and will be treated as malpractice. This also includes, but is not limited to, using AI to format any part of the submitted response, including bibliographies.

All work that is derived from another source must be cited at the point where another's ideas have been used, and in the Bibliography. If the marker or your teacher suspects that you have plagiarised or used AI writing tools to compose your response, it is your responsibility to prove that your assessment is all your own work, as per NESA guidelines (ACE 9023).

It is the responsibility of the student to keep records of all drafting and electronic version histories. These must be presented if the work presents as AI generated through anti plagiarism software. In the case of

suspected malpractice, a student may receive a mark of zero for the task in question or be required to present this evidence to the faculty Head Teacher or Deputy Principal

16. 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 an examination 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, digital media player or similar, or a mobile phone 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 unauthorized 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 NESA approved. Well before the examination, students should verify with their teachers that their calculator is approved. **Students are not permitted to borrow equipment during examinations**.

5. **Where a student misses a Year 11 Final 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 Final Examination Period**, 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 Final or 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 Head Teacher Student Engagement.

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
	Source Analysis	Historical Investigation	Yearly Examination	
	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9, 10	
Outcomes	AH11-6 AH11-7 AH11-10	AH11-3, AH11-4, AH11-5, AH11-8, AH11-9	A range of outcomes	
Knowledge and understanding of course content	20		20	**40**
Historical skills in the analysis and evaluation of sources and interpretations	5		15	**20**
Historical inquiry and research		20		**20**
Communication of historical understanding in appropriate forms	5	10	5	**20**
Percentage Weighting	**30**	**30**	**40**	**100**

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 2, Week 9	Term 3, Weeks 9 and 10	
	Outcomes assessed BIO 11/12-1,2,3,7 BIO 11-9	Outcomes assessed BIO 11/12-1,4,5,6,7 BIO 11-10	Outcomes assessed BIO11/12-1,2,3,4,5,6,7 BIO 11-8,9,10,11	
Working Scientifically	20	20	20	**60**
Knowledge and Understanding	10	10	20	**40**
Percentage Weighting	**30**	**30**	**40**	**100**

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
	Business Report	Business Plan	Yearly Examination	
	Term 1, Week 8	Term 3, Week 3	Term 3 Weeks 9, 10	
Outcomes	P1, P2, P6, P8	P4, P7, P9, P10	P1-10	
Knowledge and understanding of content	10	10	20	**40**
Stimulus-based skills	10		10	**20**
Inquiry and research		20		**20**
Communication of business understanding in appropriate forms	10	5	5	**20**
Percentage Weighting	**30**	**35**	**35**	**100**

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 CH 11/12-1,2,3,7 CH 11-8	Outcomes assessed CH 11/12-1,4,5,6,7 CH 11-10	Outcomes assessed CH 11/12-1,2,3,4,5,6,7 CH 11-8,9,10,11	
Working Scientifically	20	20	20	**60**
Knowledge and Understanding	10	10	20	**40**
Percentage Weighting	**30**	**30**	**40**	**100**

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 on the following page

Dance Assessment Schedule

Component	Task 1	Task 2	Task 3	NESA Weighting
Outcomes	Composition task and safe dance task	Composition, journal and appreciation response	Yearly Examination – performance of class work and written appreciation examination	
	Term 1 Week 10	Term 2 week 9	Term 3 Weeks 9,10	
	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	40
Composition	10	20		30
Appreciation		15	15	30
Percentage Weighting	**30**	**35**	**35**	**100**

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 8	Term 3, Week 2	Term 3, Weeks 9, 10	
Outcomes	P1.1, P2.1,P2.2, P3.1, P4.1, P4.3, 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 All outcomes	
Knowledge and understanding of course content	10	10	20	**40**
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	**60**
Percentage Weighting	**30**	**40**	**30**	**100**

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	Theatrical Traditions and Performance Styles	Elements of Production	Yearly Examination	
Timing	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 9, 10	
Outcomes	1.4, 1.6, 2.1, 2.3, 3.2, 3.3	1.4, 1.5, 2.2, 3.3	3.1, 3.2	
Making	25	5	10	**40**
Performing	15	15		**30**
Critically Appraising		10	20	**30**
Percentage Weighting	**40**	**30**	**30**	**100**

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**
	Topic Test	Research Project	Yearly Examination	
	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 9, 10	
Outcomes	P1, P4, P9, P12	P2, P3, P6, P7, P10	P1, P6, P8, P11	
Knowledge and understanding of content	10	10	20	**40**
Stimulus-based skills	5	5	10	**20**
Inquiry and research	10	10		**20**
Communication of economic information, ideas and issues in appropriate forms	5	5	10	**20**
Percentage Weighting	**30**	**30**	**40**	**100**

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 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	**60**
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		**40**
Percentage Weighting	**30**	**30**	**40**	**100**

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	**Reading to Write** Multimodal Presentation	**Narratives that Shape our World** Comparative Essay	**Yearly Examination**	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9	
Outcomes assessed	EA11-2, EA11-3, EA11-4, EA11-9	EA11-1, EA11-6, EA11-7	EA11-1, EA11-3, EA11-5, EA11-8	
Components	**NESA Weighting**			
Knowledge and understanding of course content	15	20	15	**50**
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	**50**
Percentage Weighting	**30**	**40**	**30**	**100**

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 1	Term 2, Week 10	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	**50**
Skills in complex analysis, sustained composition and independent investigation	15	20	15	**50**
Percentage Weighting	**30**	**40**	**30**	**100**

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

	Task 1	**Task 2**	**Task 3**	**NESA Weighting**
Task Description	Responding to an oral text	Responding to a written text	Yearly Examination	
Date	Term 1, Week 10	Term 2, Week 10	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	
Component				
Listening and Responding	20		10	**30**
Reading and Responding		20	10	**30**
Speaking	10		10	**20**
Writing		10	10	**20**
Percentage Weighting	**30**	**30**	**40**	**100**

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 Continuers 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 2	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, 4.2, 4.3	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	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	
Component				
Listening and Responding	20		10	**30**
Reading and Responding		20	10	**30**
Speaking	10		10	**20**
Writing		10	10	**20**
Percentage Weighting	**30**	**30**	**40**	**100**

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**
	Research Task	Extended Response	Yearly Examination	
	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9, 10	
Outcomes	P1, P4, P6, P7, P8	P3, P6, P7, P8, P9, P10	P1- P10	
Knowledge and understanding of course content	5	10	25	**40**
Analysis and Evaluation		10	10	**20**
Inquiry and Research	20			**20**
Communication of information, ideas and issues in appropriate forms	5	10	5	**20**
Percentage Weighting	**30**	**30**	**40**	**100**

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 - see following page

Year 11 Mathematics Advanced Assessment Schedule

Component	Task 1	Task 2	Task 3	NESA Weighting
	Term 1, Week 5-6 Mathematical Investigation	Term 2, Week 7 Extended In-class task	Yearly Examination Term 3, Weeks 9, 10	
Outcomes	MA11-1, MA11-2, , MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4	All outcomes	
Understanding, Fluency and Communicating	12	18	20	**50**
Problem Solving, Reasoning and Justification	13	17	20	**50**
Percentage Weighting	**25**	**35**	**40**	**100**

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
	Term 1, Week 9 Extended In-class task	Term 2, Week 5-7 Mathematical Investigation	Yearly Examination Term 3 Weeks 9, 10	
Outcomes	ME11-1, ME11-2, ME11-5	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	All outcomes	
Understanding, Fluency and Communicating	18	12	20	**50**
Problem Solving, Reasoning and Justification	17	13	20	**50**
Percentage Weighting	**35**	**25**	**40**	**100**

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
	Source Based Short Answer + Extended Response	Historical Investigation	Yearly Examination	
	Term 1, Week 9	Term 2, Week 6	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	**40**
Historical skills in the analysis and evaluation of sources and interpretations	10		10	**20**
Historical inquiry and research		20		**20**
Communication of historical understanding in appropriate forms		10	10	**20**
Percentage Weighting	**30**	**30**	**40**	**100**

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
	Performance and Musicology Mandatory topic Music 1600–1900 Present one solo or ensemble performance from the Baroque period with background research of performance repertoire with reference to musicological focus within the topics	**Submission of Composition Portfolio and Musicology and Aural Analysis** Mandatory topic Music 1600–1900 and Additional Topic Composition portfolio with aural analysis of two contrasting works (one from the Mandatory and one from the Additional topic) with reference to the concepts of music and compositional techniques.	**Yearly Examination: Performance and Aural and Musicology** Mandatory topic Music 1600–1900 Performance: Solo and/or ensemble performance of one piece from the mandatory topic (from either the Classical or Romantic period) with sight singing test (note-work must be different from assessment 1) Aural and Musicological Examination: 4 Questions based on the Mandatory Topic	
	Term 1, Week 7	Term 2, Week 6	Term 3, Week 8 (performance) and Week 9-10 (Aural and Musicology)	
	Outcomes assessed P1, P7, P11	Outcomes assessed P2, P3, P4, P5, P7, P8, P9	Outcomes assessed P1, P2, P5, P7	
Performance	10		15	**25**
Composition		25		**25**
Musicology	10	5	10	**25**
Aural		10	15	**25**
Percentage Weighting	**20**	**40**	**40**	**100**

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
Task Description	Case Study: fitness and movement efficiency	Research Task: meaning and influences of health	Yearly Examination Core 1 & 2 Option 1 & 3	
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Assessment Block	
Course Outcomes	P7, P8, P11, P16,	P2, P3, P15, P16	P1-P17	
Knowledge and understanding of factors that affect health and way the body moves	10	15	15	**40**
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	20	20	20	**60**
Percentage Weighting	**30**	**35**	**35**	**100**

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

(This is a 1 Unit Course)

Making Outcomes:

A student:

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.

M3 investigates different points of view in the making of photographs and/or videos and/or digital images.

M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.

M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.

M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.

Critical and Historical Outcomes:

A student:

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.

CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies.

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

Photography Video and Digital Imaging Assessment Schedule – see next page

Photography Video and Digital Imaging Assessment Schedule

Component	Task 1	Task 2	Task 3	NESA Weighting
	The Decisive Moment Photography Portfolio	**Manipulated Portraits** History/Criticism task Portrait Artwork	**Individual Project** Photography Portfolio	
	Term 1, Week 11	Term 2, Week 10	Term 3, Week 8	
Outcomes	M2, M3, M4, M5, M6	M1, M4, M5, M6 CH1, CH2, CH3	M1, M2, M3, M4, M5, M6	
Art Criticism and Art History		30		30
Artmaking	25	25	20	70
Percentage Weighting	**25**	**55**	**20**	**100**

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

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
	In-class test	Mini PIP research task	Yearly Examination	
	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	**50**
Application and evaluation of social and cultural research methods	5	20	5	**30**
Communication of information, ideas and issues in appropriate forms	5	10	5	**20**
Percentage Weighting	**25**	**40**	**35**	**100**

SOFTWARE ENGINEERING

Outcomes:

A student

SE-11-01 describes methods used to plan, develop and engineer software solutions

SE-11-02 explains how structural elements are used to develop programming code

SE-11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions

SE-11-04 applies safe and secure practices to collect, use and store data

SE-11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment

SE-11-06 applies tools and resources to design, develop, manage and evaluate software

SE-11-07 implements safe and secure programming solutions

SE-11-08 applies language structures to refine code

SE-11-09 manages and documents the development of a software project

Software Engineering Assessment Schedule

Components	Task 1	Task 2	Task 3	NESA Weighting
Nature of the Task	Programming Fundamentals / OOP Project	Mechatronics Project	Yearly Examination	
Timing	Term 2 Week 5	Term 3 Week 5	Term 3 Weeks 9-10	
Outcomes assessed	SE-11-01, SE-11-02, SE-11-06, SE-11-07	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09	SE-11-01, SE-11-03, SE-11-04, SE-11-05, SE-11-05, SE-11-08.	
Knowledge and understanding of course content	10	10	30	**50%**
Knowledge and skills in the practical application of the content	15	25	10	**50%**
Percentage Weighting	**25%**	**35%**	**40%**	**100%**

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
	Portfolio and VAPD	**Conceptual Art** Artmaking and Art history/criticism task	**Yearly Examination** Written examination and Body of Work	
	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 9 and 10	
Outcomes	P1, P3, P4, P6	P1, P2, P5, P6, P7, P8, P9	P1, P4, P5, P6, P7, P8, P9, P10	
Art Criticism and Art History		20	30	50
Artmaking	15	20	15	50
Percentage Weighting	**15**	**40**	**45**	**100**

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	Investigation	Term 1 Assessment block End of Semester Test	Class Test	Trial HSC Examination	
Date	**Term 4 Weeks 5/6**	**Term 1 Week 10/ 11**	**Term 2 Week 6**	**Term 3 Week 3 / 4**	
Outcomes Assessed	MA12-1**,** MA12-5, MA12-8, MA12-9	MA12-1, MA12-3, MA12-5, MA12-6, MA12-8	MA12-8, MA12-9, MA12-10	All Outcomes	
Components					
Concepts, Skills and Techniques	10	15	10	15	**50**
Reasoning and Communication	10	15	10	15	**50**
Weighting	**20**	**30**	**20**	**30**	**100**

Concepts, skills and techniques: Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

Year 11 Content

The Mathematics Advanced Year 11 course will be assumed knowledge for this examination and may be examined.

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 Year 11 Course**

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

Course Completion Criteria for the Year 11 course: .....
(course name)

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. 1st, 4th) **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. It may also mean that the student is unable to proceed to the Higher School Certificate course if they have not satisfactorily completed the Year 11 Course requirements for .....
(course name)

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

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

Please discuss this matter with ..... and contact the school if further information or
(student name)
clarification is needed.

Yours sincerely

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

(student name)

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 discuss this N Award Warning letter with your child and email .....

(*Head Teacher of the subject)*

to indicate that you have received this warning letter and understand the process.

Yours faithfully

....

Head Teacher Principal

APPENDIX 3 – NBSC Manly Campus Process for N Awards

When **student** is not completing class tasks, assessment tasks or not meeting course outcomes due to frequent unexplained absences, the below procedure for N Awards is followed.

1. CLASS TEACHER:
a. Speaks to student to ascertain reason for non-completion
b. Ensure student understands to the task, has relevant resources and is given assistance if appropriate
c. Liaises with Head Teacher
d. Completes N Award warning letter in Sentral and sends PDF copy of N Award warning letter to the Head Teacher

2. HEAD TEACHER:
a. Liaises with Deputy Principal
b. Interviews student where appropriate
c. Phone call to parents where appropriate
d. Send email of PDF N Award warning letter to parent / caregiver and cc Deputy Principal
e. Record communications on Sentral including return of acknowledgement email from parents

3a. PARENT / CAREGIVER:

a. Emails acknowledgement of N Award warning letter to Head Teacher

3b. STUDENT:
a. Liaises with classroom teacher to complete outstanding work and follows school requirements

4. CLASS TEACHER:
a. Ensures student understands the task, has relevant resources and is given assistance if appropriate
b. Liaises with Learning Advisor if necessary

5. LEARNING ADVISOR:
a. Liaises with classroom teacher and student to assist in resolution of N Award

6. CLASS TEACHER:
a. If work has been completed - enters completion on Sentral and notifies Head Teacher
b. If work has not been completed - notifies Head Teacher

7. HEAD TEACHER:
a. If work has been completed - notifies Deputy Principal
b. If work has not been completed - phones parent / caregiver again, sends a follow-up N Award warning letter and notifies Deputy Principal

Only **one** N Award warning letter will be sent for each issue or task where a student is not meeting NESA requirements. When **two** N Award warning 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 may begin.

NBSC Manly Campus

APPENDIX 4 - Assignment/Assessment Task Cover Sheet

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

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

All My Own Work

1. Acknowledgement of Sources by compiling a bibliography

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

2. Avoiding plagiarism

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

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

DECLARATION:

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

Student Initial /Confirmation:.....

Date: .....

APPENDIX 5 – Reference List based on APA 7

Referencing for Assessment Tasks

When writing assignments that rely on knowledge from other sources, e.g websites, books, videos, journal and newspaper articles, it is important that we reference where this information came from. This includes all information that is not our own knowledge and is not considered public knowledge. This helps us to avoid accidentally plagiarising the work of others.
We do this in two ways when using the **APA Reference system**:

- A Reference List at the end
- In-text citations throughout our assignment

In-Text Citations
In-text citations are used to show that we are referring to the ideas of another source. We might do this by discussing an idea, summarising, paraphrasing or directly quoting. We use an author-date system for in-text referencing – meaning the author's surname and date of publication are used. When quoting, we need to include the page number if possible.

- The current refugee crisis is the largest example of global displacement in history **(Yousafzai, 2021)**.
- **McKernan (2014)** suggests that the purpose of parading wounded soldiers before the general public was to counter growing apathy towards the war.
- **Langton and Neale (2023, p.37)** state that First Nations Law is "constantly evolving in response to new needs and circumstances".

Reference List

Your Reference List includes everything you used to write your assignment and is arranged alphabetically by author, then by date.

Books: • Author's surname, Initials. (Publication year). *Title in italics,* Name of publisher • Use & between authors if there are two e.g. McKernan, M. (2014). *Australians at home*, The Five Mile Press	**Website:** • Author/Organisation (Publication year or n.d. if no known year). *Title of webpage in italics.* Company/organisation name if different from author. <URL> e.g. World Health Organisation (2023). *Asthma*, https://www.who.int/news-room/fact-sheets/detail/asthma
Film: • Director/producer/writer (Year of release) *Title* [Format (e.g. television program, video recording, motion picture, etc)] Production company e.g. Gerwig, G. (Director). (2023) *Barbie* [Motion picture], Warner Bros.	**Online News Article** • Author, Initials. (Year, Month Day) Title. *Publication.* URL e.g. Kemp, E. (2023, July 25) Sam Kerr will be missed, but she is not the Matildas' top scorer of late. *The Sydney Morning Herald,* https://www.smh.com.au/sport/soccer/sam-kerr-will-be-missed-but-she-is-not-the-matildas-top-scorer-of-late-20230724-p5dqse.html
Podcast: • Host. (Year, Month Day). Title [Type]. In *Title of podcast*. URL e.g. Jenner, G. (2023, May 5). Victorian bodybuilding [Podcast] In *You're Dead to Me*. BBC Radio, https://www.bbc.co.uk/programmes/p0flh367	**TV Program episode:** • Presenter name. (Year, Month Day). Title of episode. [Type]. In *Program Title.* Channel. URL e.g. Breslin, P. (2023, July 7) Returning Boomerang [Television program]. In *First Weapons.* ABC. https://iview.abc.net.au/video/IP2101Q001S0

YouTube or Other Social Media Video: • Channel name (Year, Month Day). *Title of video* [Type] Site name. URL e.g. Shakespeare's Globe. (2023, February 22). *What is a groundling*. [video] YouTube. https://www.youtube.com/watch?v=UT820GYuFFo	**Government/Organisation Report:** • Organisation name (Year). *Title of report*. URL e.g. NSW Department of Planning and Environment (2023). *Code of Practice for Injured Sick and Orphaned Koalas.* https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Animals-and-plants/Native-animals/code-of-practice-koalas-230250.pdf
Books – 2 authors: • Author's surname, Initials. & Author 2 surname, Initial (Publication year). *Title.* Publisher Eg. Dalby, A. & Dalby, M. (2012). *The Shakespeare Cookbook*. The British Museum Press	**Journal Article:** • Surname, I. (Year). Title of the article. *Title of Journal*, *volume number* (issue number), page-page E.g. Fogarty, M. & Arnold, G. (2021). Are You Ready for It? Re-Evaluating Taylor Swift. *Contemporary Music Review, 40* (1), 1-10
Chapter/Short story in an edited Book: • Surname, I. (Year). Title of Chapter. In I. Editor (Ed.), *Title of book* (pp. xx-xx). Publisher Eg. Winch, T.J. (2021). Cloud Busting. In E. van Neerven (Ed.), *First Nations Stories Then and Now* (1-8). University of Queensland Press	**Image online:** Creator. (Year). Title. [Source type]. Location. (eg. URL) Eg. Voros, B. (2018). *Snow mountain under stars* [Photo]. Unsplash. https://unsplash.com/photos/phIFdC6lA4E
Song: • Creator. (Year). Title [Type]. On *Album*. Production; Distributor e.g. Beyonce. (2016). Hold Up [Song]. On *Lemonade*. Parkwood; Columbia.	**Website – No date or no author** • No date – Author/Organisation. (n.d.) *Title.* URL • No Author – *Title.* (date). URL e.g. UNESCO. (n.d.). *Uluru-Kata Tjuta National Park*. https://whc.unesco.org/en/list/447/
Australian Bureau of Statistics • Australian Bureau of Statistics. (Year). *Report title*. URL E.g. Australian Bureau of Statistics. (2017). *2071.0 - Census of Population and Housing: Reflecting Australia - Stories from the Census, 2016: Religion in Australia*. https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by+Subject/2071.0~2016~Main+Features~Religion+Data+Summary~70	

APPENDIX 6 - School Based Assessment Calendar Year 11 2024

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

Term Week	Assessment Tasks		Week Beginning
T1 W1	30/1/24 and 31/1/24 Pupil Free	First day of Term 1 for students is Thursday 1 February 2024	30 January 2024
T1 W2			5 February 2024
T1 W3			12 February 2024
T1 W4			19 February 2024
T1 W5	Mathematics Advanced		26 February 2024
T1 W6	Mathematics Advanced		4 March 2024
T1 W7	Economics, Music 2 Task 1, Physics Practical Task		11 March 2024
T1 W8	Business Studies, Chemistry Practical Task, Design and Technology, Legal Studies		18 March 2024
T1 W9	Biology Practical Task, Mathematics Extension 1, Modern History		25 March 2024
T1 W10	Ancient History, Dance, Engineering Studies, English Advanced, French Continuers, PDHPE, Year 12 Mathematics Advanced, Society and Culture		1 April 2024
T1 W11	Drama, Photography, Video & Digital Imaging, Visual Arts, Year 12 Mathematics Advanced		8 April 2024
School Holidays			
T2 W1	29/4/24 Pupil Free	First day of Term 2 for students is Tuesday 30 April 2024	29 April 2024
	English Extension 1		
T2 W2	Japanese Continuers		6 May 2024
T2 W3			13 May 2024
T2 W4			20 May 2024
T2 W5	Economics, Mathematics Extension 1, Software Engineering		27 May 2024
T2 W6	Mathematics Extension 1, Modern History, Music 2 Task 2, Year 12 Mathematics Advanced		3 June 2024
T2 W7	Legal Studies, Mathematics Advanced		10 June 2024
T2 W8	Drama		17 June 2024
T2 W9	Biology Depth Study, Dance, PDHPE, Society and Culture		24 June 2024
T2 W10	Ancient History, Engineering Studies, English Advanced, English Extension 1, French Continuers, Photography, Video & Digital Imaging, Visual Arts		1 July 2024
School Holidays			
T3 W1	22/7/24 Pupil Free	First day of Term 3 for students is Tuesday 23 July 2024	22 July 2024
	Physics Depth Study		
T3 W2	Design and Technology, Japanese Continuers		29 July 2024
T3 W3	Business Studies, Chemistry Depth Study, Year 12 Mathematics Advanced		5 August 2024
T3 W4	Year 12 Mathematics Advanced		12 August 2024
T3 W5	Software Engineering		19 August 2024
T3 W6			26 August 2024
T3 W7			2 September 2024
T3 W8	Music 2 Task 3 (Part A), Photography, Video & Digital Imaging		9 September 2024
T3 W9 & W10	Ancient History, Biology, Business Studies, Chemistry, Dance, Design and Technology, Drama, Economics, Engineering Studies, English Advanced, English Extension 1, French Continuers, Japanese Continuers, Legal Studies, Mathematics Advanced, Mathematics Extension 1, Modern History, Music 2 Task 3 (Part B), PDHPE, Physics, Society and Culture, Software Engineering, Visual Arts		16 September 2024 23 September 2024
School Holidays			
T4 W1	First day of Term 4 for students is Monday 14 October 2024		14 October 2024
T4 W2			21 October 2024
T4 W3			28 October 2024
T4 W4			4 November 2024
T4 W5	Year 12 Mathematics Advanced		11 November 2024
T4 W6	Year 12 Mathematics Advanced		18 November 2024
T4 W7			25 November 2024
T4 W8			2 December 2024
T4 W9			9 December 2024
T4 W10			16 December 2024