



WALK IN NEW LIFE

MATER MARIA CATHOLIC COLLEGE

COURSE ASSESSMENT INFORMATION STAGE 6

**YEAR 11
2022**

February 2021

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MATER MARIA CATHOLIC COLLEGE
COMMUNITY • FORMATION • SUCCESS

MISSION STATEMENT

Inspired by the teachings of Jesus Christ we, at Mater Maria, provide a well-rounded, high quality education for young men and women within the welcoming environment of a Catholic faith community.

We aim to build an educational foundation for life with an emphasis on social justice, the celebration of the human spirit and the uniqueness of the individual.

We will therefore:

Encourage a sense of community

Promote gospel values

Nurture the human spirit

Develop a welcoming, peaceful environment

Provide opportunities for the realisation of potential

Celebrate the uniqueness of the individual

Educate for life

MATER MARIA CATHOLIC COLLEGE

5 FOREST ROAD WARRIEWOOD NSW 2102 AUSTRALIA
TELEPHONE 02 9997 7044 FACSIMILE 02 9997 6042
info@mmcc.dbb.catholic.edu.au www.matermaria.nsw.edu.au

Curriculum Team Contacts

PRINCIPAL

Mr M Reicher
marc.reicher@dbb.catholic.edu.au

Assistant PRINCIPAL

Ms G Stojanovski
gabi.stojanovski@dbb.catholic.edu.au

Leader of EVANGELISATION AND CATHOLIC FORMATION

Mr M Halliday
michael.halliday@dbb.catholic.edu.au

Director of STUDENT ACHIEVEMENT

Mr P Trainer
peter.trainer@dbb.catholic.edu.au

Director of PASTORAL CARE

Mrs A Hurley
allison.hurley@dbb.catholic.edu.au

Director of TEACHING & LEARNING

Mrs Marieanne Delaney
marieanne.delaney@dbb.catholic.edu.au

STUDIES COORDINATORS

Creative Arts

Ms R Tarrant
robyn.tarrant@dbb.catholic.edu.au

English

Mr L Duncan
liam.duncan@dbb.catholic.edu.au
Mrs J Leigh-Jones (Assistant)
jennifer.leighjones@dbb.catholic.edu.au

Human Society and Its Environment

Mrs J Hammond
jennifer.hammond@dbb.catholic.edu.au
Mrs P Mayne (Assistant)
patricia.mayne@dbb.catholic.edu.au

Languages

Mrs A Giunta
anna.giunta@dbb.catholic.edu.au
Mrs M Raso
maria.raso@dbb.catholic.edu.au

Leader of Religious Education – Curriculum

Mrs R Wooldridge
rochelle.wooldridge@dbb.catholic.edu.au

Learning Support

Mrs T Marshall
tara.marshall@dbb.catholic.edu.au

Mathematics

Mr J Radcliff
john.radcliff@dbb.catholic.edu.au
Mrs M Rulli (Assistant)
melisa.rulli@dbb.catholic.edu.au

Performing Arts

Ms K Hollestelle-Watson
hollestelle-watson.dbb.catholic.edu.au

Personal Development, Health and Physical Education

Mr A Privett
Andrew.privett@dbb.catholic.edu.au

Science

Mr T Walsh
tom.walsh@dbb.catholic.edu.au
Mr A Law (Assistant)
alistair.law@dbb.catholic.edu.au

Technological and Applied Studies

Mr G Hinson
glenn.hinson@dbb.catholic.edu.au
Ms L Mesker (Assistant)
Lucy.mesker@dbb.catholic.edu.au

Vocational Education & Training

Mrs S Hastings
sue.hastings@dbb.catholic.edu.au

NSW Education Standards Authority Teaching and Educational Standards (NESA) Requirements.

PATTERN OF STUDY

To qualify for the Higher School Certificate in Year 11, a student must complete a pattern of study consistent with the following:

A minimum of 12 units of Year 11 courses, made up of:

- at least 2 units of a NESA-Developed Course in English.
- at least six units of NESA-Developed Courses.
- at least three courses each of 2 units value or greater.
- at least four subjects.
- no more than 6 units of Science courses

To qualify for the *Higher School Certificate* students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from NESA Developed Courses.
- at least two units of a NESA Developed Course in English.
- at least three courses of two units value or greater (either NESA Developed or NESA Endorsed Courses);
- at least four subjects.

Preliminary Courses conclude at the end of Term 3, 2021 following the end of course examinations. HSC Courses will commence in term 4, 2021.

Students who are not proceeding to HSC Courses may leave school at the end of their Preliminary Course.

Extension course 1 may not be completed without completion of the Preliminary Extension course. HSC Extension course 2 may not be completed without completion of the Preliminary Extension course and HSC Extension course 1. For all Extension courses except HSC Mathematics Extension 2, an HSC Extension course may only be studied concurrently with, or after completing, the HSC 2 unit course in the subject.

Curriculum Framework courses, in all other subjects where Extension courses are available, comprise a 60-hour HSC course which may not be commenced until the related Preliminary course has been completed.

COMMON GRADE SCALE for Preliminary Courses

The Common Grade Scale is used to report student achievement in the Preliminary Stage 6 Year in all NSW schools.

This scale describes the performance in each of the five grade levels.

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.

CHANGE of PATTERN of STUDY

Students commencing their HSC Year can, if desired, change their Pattern of Study by:

- Withdrawing from existing courses.
- Enrolling in extension courses provided they have the correct pre-requisites:
 - Extensions in History, Languages and Music require satisfactory completion and continuation of the relevant Preliminary course.
 - Extension 2 courses in English and Mathematics require satisfactory completion and continuation of the relevant Preliminary Extension 1 course.

A minimum of 10 units is required in order to receive an HSC credential.

Decisions regarding changes of subjects/courses/units are left, by NESA, to the discretion of the Principal.

Applications for inclusion in Extension courses (Extension 2 English and Mathematics, Extensions in History and Music) must be made to the Director of Student Achievement within two weeks of beginning Term 4, 2021.

Applications for withdrawal from courses must be made to the Director of Student Achievement and can be made throughout the HSC year but students are advised that, unless absolutely essential, students are best to continue their Year 11 Preliminary pattern of study in term 4, 2021.

Students must make application in writing to the Director of Student Achievement using **the Year 11 to 12 – CHANGE OF COURSE FORM** who will then facilitate any changes on behalf of the College Principal.

Change of Course Procedure

The Director of Student Achievement will ensure that the student has sufficient time to achieve course objectives and outcomes.

Students leaving a course at the end of the HSC Preliminary Year must not do so **before the third week of term 4** to ensure that the mandatory hours of study are completed for the Preliminary HSC year.

At Mater Maria Catholic College the following procedure is followed for students entering the HSC year.

- Student completes a Change of Course form
- Existing KLA teacher signs and dates the Change of Course form
- Existing KLA Coordinator signs and dates the Change of Course form
- New KLA Coordinator (where a student wishes to enrol in an extension course) signs and dates the Change of Course form.
- Internal class changes e.g. in English or Mathematics must be processed through the Director of Student Achievement by the KLA Coordinator.

It is the Director of Student Achievement's responsibility to ensure that all students' patterns of study meet the NESA, ATAR and the Catholic Diocese of Broken Bay requirements. (All students must study at least one unit of Religious Education).

EXCLUSIONS – TAFE DELIVERED COURSES

A student should ensure that if he/she studying a TAFE delivered course does not enrol in other courses (or course components) that are excluded under either Category 1 or Category 2. Exclusions apply to concurrent study during either the preliminary or HSC study pattern.

Category 1 - Overlap of Units of Competency

Students must not undertake the same units of competency or VET modules in more than one VET course.

Where a TAFE delivered course includes particular units of competency, the relevant code numbers are shown in the TAFE documentation. For ESA Developed Courses, the code numbers are set out in the syllabus documents. Equivalence between units of competency will normally be stated within the relevant training package(s). If students are undertaking two courses with common modules or units of competency, schools should ensure that options within each course are selected so as to avoid duplication.

Category 2 - Overlap with Other HSC Courses

In addition to exclusions applying under Category 1, some specific exclusions apply between TAFE delivered vocational HSC courses and other HSC courses. Further information can be found on the NSW TAFE home page –

<https://www.tafensw.edu.au>

General Issues

A number of NESA Developed Courses include a requirement for the development of project work for either internal or external assessment. Projects or products developed as part of TAFE delivered vocational HSC courses are not to be used either in full or in part for assessment in any other Higher School Certificate course.

Credit transfer agreements provide advanced standing in some TAFE courses for students who have undertaken related NESA Developed Courses. Details of recognition agreements are provided in TAFE documentation for each course. Where such agreements exist, students' undertaking the NESA Developed Course which provides advanced standing should not also undertake the TAFE modules for which advanced standing is granted. For TAFE delivered courses that are developed locally, any exclusions to be applied, other than those in Category 1, will be notified at the time of course approval.

Further information may be obtained via the NESA Home page:

- <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

SATISFACTORY COMPLETION OF A COURSE

NESA requires that a student must complete satisfactorily a Preliminary and a HSC Course, before a result in that course can be obtained at the HSC.

The following **course completion criteria** are specified in the **Assessment Certification Examination Manual – ACE 8019** and refer to both the Preliminary and HSC courses.

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

1. followed the course developed or endorsed by the NESA.
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
3. achieved some or all of the course outcomes.”

Where a student is not making satisfactory progress, a written warning will be given to the student in an N-Warning letter. (see pages 18 – 21)

VET completion of requirements including mandatory work placement

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with an ‘N’ determination.

‘N’ determinations

The NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each NESA Developed and/or NESA Endorsed Course in which they are enrolled in accordance with the requirements issued by the NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student’s absence to the non-completion of course requirements.

Warnings

If at any time it appears that a student is at risk of being given an ‘N’ (Non completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an ‘N’ determination in a course on Higher School Certificate eligibility.

Student Rights and Responsibilities

1. A student must work with diligence and sustained effort throughout the course in order to pass the course. This is a NSW Education Standards Authority rule.
 - Disruptive behaviour does not demonstrate diligence and sustained effort in the classroom environment.
 - Repeated failure to complete homework does not demonstrate diligence and sustained effort.
 - Non-serious attempts at assessment do not demonstrate diligence and sustained effort.
 - Unexplained and frequent absence from class does not demonstrate diligence and sustained effort.
2. A student is expected to perform all tasks scheduled in the assessment notice on or by the due date.
3. Students have the right to:
 - be informed of the assessment policies of the school and BOS.
 - receive clear guidelines relating to the requirements of each assessment task.
 - receive meaningful feedback that assists them to review their work.
 - query the mark for an individual task at the time of its return.
4. A student is expected
 - to become familiar with and follow the assessment requirements set by the school.
 - to complete all set tasks on time, or talk to teachers about what is required.
 - to avoid behaviour which could be considered malpractice.
 - to follow up any concerns with tasks at the time they are marked and returned.

COMPLETION and SUBMISSION OF TASKS

Students studying an HSC course must make a ***genuine attempt*** to complete course requirements. NESAs expects a student to undertake all assessment tasks.

The minimum requirement is that students must make a genuine attempt at assessment tasks which contribute in excess of 50% of available task marks.

Students studying VET framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

In the case of Extension courses, students who fail to meet assessment requirements for the common part of the course will not receive a result in the course at all.

If at any time it appears that a student is at risk of being given an unsatisfactory [N] determination in a course, the Principal will warn the student and advise the parent or guardian and soon as possible.

The awarding of an 'N' in any one course may result in the student not being awarded the Higher School Certificate.

Submission of Assessments

Students must be present the day before and the periods preceding an assessment task, or no marks will be awarded.

Student Rights and Responsibilities

- Students should submit work to the teacher during class on or before the due date. Diaries will be signed by the teacher and will be accepted as proof of submission.
- Students should not email their work unless this has been approved by the teacher.
- Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period. All of the above rules for assessment apply.

Illness / Misadventure Procedure

Application for special consideration after illness, misadventure, application for extension, change of submission date is as follows:

- The Illness / Misadventure form is available from Student Services or on the college web site.
- Students need to lodge an Illness / Misadventure form if they are absent, ill or unable to complete / submit an assessment on the due date during the period set by the teacher. These will be processed by the Director of Student Achievement in liaison with the KLA Coordinator. The only exception is during formal exam periods when the form should be handed in to the Director of Student Achievement, who will ensure the College office receives a copy of the medical certificate.
- Students who are absent from school on the day (or part thereof) prior to a published assessment are also required to submit an Illness / Misadventure form.
- The Director of Student Achievement and Assistant Principal decide the final result of the Illness / Misadventure application.
- Students automatically receive zero until their Illness / Misadventure application has been processed. Illness / Misadventure forms need to be submitted to the relevant KLA Coordinator or teacher through Student Services **within a week of the assessment due date.**
- Failed technology and technology problems are rarely accepted as reasonable grounds to apply for an Illness / Misadventure.
- "There is a difference between heightened anxiety in an examination situation and a **diagnosed anxiety disorder.**" NSW Education Standards Authority (NESA)
Students requesting special consideration on the grounds of **anxiety** must present a **diagnosed anxiety disorder** for which external treatment or therapy is being received.
- To support an Illness / Misadventure application, students must include a medical certificate from a doctor or health professional. A letter from parent is sufficient to support an absence such as attendance at a funeral.

Medical certificates from a doctor or health professional must be written on official medical practitioner's letter head and specify the **exact dates the student is unfit for school.**

The certification must specifically address:

- The specific type of medical illness and its direct impact on the student's work / research progress.
 - Identify any prescribed drugs and their side effects as they relate to the students work / research progress.
 - Be dated at the time of the illness
 - Be appropriately signed by the medical practitioner.
- On return to school, the student may be asked to sit for a supplementary task.

Approved Special Leave

Department of Education rules require that students do not take leave outside of the official school vacation dates.

Although Department of Education rules require that students **do not take leave outside of school vacation dates**, in exceptional circumstances the Principal may approve special leave.

- In addition, where a student has received approved leave, it is their responsibility to ensure that any hand-in assessment tasks that are due during the period of absence **are submitted prior to the absence**.
- ***For in-class tasks, unless a students' absence is due to illness or misadventure, a zero mark will be awarded.***
- Misadventure is defined as an unforeseen emergency or disaster and as such, trips to visit family or take holidays outside of official school vacation dates will incur a zero.

Failure to submit any part of an assessment on the due date during the set period will incur a penalty of a ZERO mark. Students must be present the day before and the periods preceding the lesson assessments are due.

Appeals Process

Student Dissatisfaction with Assessment Tasks/Marks

- If a student is dissatisfied with an assessment task mark, he or she must discuss this with the teacher concerned within two days if possible.
- If he/she is still not satisfied, he/she should speak to the KLA Coordinator and/or Director of Student Achievement.
- If the situation remains unresolved, students should submit an appeal in writing detailing concerns.
- Students and parents will be informed in writing of the College's decision.
- Students and parents may appeal to the Principal about this decision.

PROCEDURES FOR STUDENT APPEALS AGAINST SCHOOL

Procedures for Appeals against 'N' Determinations

Where a principal has determined that a student is to be issued with an 'N' determination in any course, the Principal's Determination form will be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the principal's determination. NESAs will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to the NESAs, the completed Principal's Determination form will be retained at the school.

Students may appeal the decision made by the Principal directly to NESAs.

School review of assessments

Details of review procedures are the responsibility of individual schools. NESAs recommended procedures to be employed within schools are outlined below.

- As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices distributed by NESAs and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

- Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.
- In conducting an assessment review, it is necessary for the school to ascertain whether:
 - the weightings specified by the school in its assessment program conform with the NESA's requirements as detailed in the syllabus packages.
 - the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
 - there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must inform students of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to the NESA. The advice on this appeal to the NESA should include information about grounds for appeal.

Appeals to NESA

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to the NESA. There is no provision for appeal against the marks awarded for individual assessment tasks. The NESA will consider only whether:

- (a) the school review process was adequate for determining items.
- (b) the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, the NESA will not itself revise assessment marks or the order of merit.

HSC Certificate Appeals

If the appeal is upheld, NESA will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected.

NESA will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

Students' evidence and reasons supporting appeals

Relevant evidence might include information about:

- (a) the school's stated assessment program;
- (b) the assessment program as actually implemented;
- (c) feedback given to the student about his or her performance in assessment tasks;
- (d) the adequacy of the procedures used in the school review;
- (e) the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

Student Appeals against the Withholding of Preliminary Credentials by the NSW Education Standards Authority

Students who wish to appeal against a decision of the NESA to withhold any preliminary credentials should write to NESA. NESA decision in respect of any appeal is final.

In SUMMARY

If a student, without just cause, submits an assessment after the published submission date **a zero mark will be applied.**

Students must have their Oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

COLLEGE ACTION TO BE TAKEN SHOULD STUDENTS FAIL TO MEET ASSESSMENT OR ATTENDANCE REQUIREMENTS

- Writing in student's diary/phoning parents
- After school study or detentions
- Advice of unsatisfactory progress will be communicated to parents via:
 1. the 1st official NESA Warning Letter will be sent.
 - If the requirements of this letter are ignored
 2. the student will receive a 2nd and Final NESA Warning Letter
 - If this is ignored, students will receive an 'N' determination

These warnings cannot be ignored. The requirements of NESA letters must be seriously heeded. Students and parents need to heed warnings and complete requirements. Draft samples of these letters can be found on pages 19 – 22.

Malpractice and Plagiarism

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work, Malpractice including plagiarism could lead to a student receiving zero marks and may jeopardise College and SC accreditation.

Plagiarism is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference,
- author and
- relevant page numbers.

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

- Copying someone's work in part or in whole
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work
- Submitting work to which another person such as parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone else to write or prepare material
- Breaching school examination rules
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.
- Collusion with the intention of gaining unfair advantage.

Action

A zero mark will be awarded in the event of proven dishonesty or malpractice including plagiarism.

School Rights and Responsibilities

1. All assessment tasks will be indicated on the assessment schedule (see part B) and provided to all students no later than the 3rd week of term 4 (the first term of their HSC course).
2. An assessment task may be declared null and void and the students may be asked to complete a different task. This may occur because the task failed to discriminate because some students had an unfair advantage e.g. they had been given the question beforehand or many in the group plagiarised the task. If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference.
3. A minimum notice of two weeks will be given for the **exact date** of an assessment task.
4. A student will not perform more than two test-type assessment tasks per day [with the exception of the examination period]. However, additional 'hand-in' research tasks can be required.
5. There is an assessment free period of one week prior to formal exam weeks / two weeks before the HSC trial.

Australian Tertiary Admission Rank - ATAR

The requirements for the ATAR are determined by the Universities **NOT** NESA. It is only relevant to those students wishing to gain entry to a course at University.

The ATAR will use 99.95 as its top rank point, rather than 100 in the former UAI system. In other ways, however, the ATAR will be very similar to the UAI.

Parents, students and teachers are reminded that this will have no impact on the Higher School Certificate. HSC marks report on what a student has achieved in each course, and a mark of 100 will still be possible.

The ATAR is based on the scaled marks attained in each course. The mark considered for each course is a combination of the exam and the moderated assessment mark. The aggregate of the best 10 units in recognised NESA Developed HSC Courses is then taken provided that:

- **at least 2 units of English must be included.**
- **only 2 units from Category B subjects are included.**
- **NESA Endorsed Courses [BEC] and Content Endorsed Courses [CEC] are NOT included.**

(Fundamentals of English (if offered) is a PRELIMINARY 2-unit (CEC) course which is spread across Years 11-12).

The ATAR provides a measure of overall academic achievement in the HSC which assists universities in ranking applications for university selection. Admission to most university courses is based on the performance in the HSC where applicants are ranked on the basis of their ATAR. Other criteria such as portfolio, interview, audition or questionnaire may also be taken into account for certain courses in conjunction with the ATAR.

It is a confidential piece of information sent, on request, to the student's home. It is not received by the school or made available to the media.

Unfortunately, the ATAR is a most misused and misunderstood element in the HSC process despite the fact that not all students need this information.

The ATAR is a ranking not a mark.

To be eligible for an ATAR a student must meet the following rules:

- Rule 1 – a student must satisfactorily complete at least 10 units of NESA Developed courses, including at least 2 units of English.
- Rule 2 – the ATAR will be based on the aggregate of scaled marks in 10 units comprising:
 - The best 2 units of English
 - The best 8 units from the remaining units

Note

.Only 2 units (i.e. one subject of a Category B course can contribute to the ATAR (e.g. Construction and/or VET courses (Hospitality, Information Technology or Business Services)

Content Endorsed Courses such as Fundamentals of English, and most TAFE courses do not count towards an ATAR.

Concern is often expressed that too many students restrict their choice of subjects in order to obtain an ATAR which they never require. This is particularly true for students who are not pursuing a pattern of study of an academic nature. Further, non-academic courses and lower level courses have their marks scaled down by the Universities while calculating the

ATAR. For these students, although they may be eligible for an ATAR, *the resulting ATAR may be too low to be useful*. It gives a completely distorted picture of just how successful a certain student may have been in the subjects they attempted.

An excellent explanation of the **ATAR** from Prof Jacqui Ramagge can be found at:
<https://www.facebook.com/sydneymorningherald/videos/10154955076706264/>

ADVICE OF UNSATISFACTORY PROGRESS FORMS (Samples)

Date

Address

Dear <parent/carer>

**OFFICIAL WARNING (First NESA warning letter) for <student name>
Non-completion of a School Certificate / Preliminary HSC / HSC Course: Subject**

We are writing to advise that your child is in danger of not meeting the Course Completion Criteria for the School Certificate / Preliminary Higher School Certificate / HSC course: subject.

The NSW Education Standards Authority (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 first official warning we have issued concerning the above-mentioned subject.

A minimum of **two NESA 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 NSW Education Standards Authority; and
- b) applied himself/herself 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.

To date, your child has not satisfactorily met (a), (b) and (c) of the Course Completion Criteria. Where it is determined that a student has not met the Course Completion Criteria, he/she places himself/herself 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 Record of Achievement. In Years 10, 11 and 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. Please also refer to the attached assessment task/task notification. In order for your child to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed need to be satisfactorily completed/achieved.

Task name / course requirement / course outcome	Date(s) tasks(s) course requirement(s) initially due (if applicable)	Action required by student	Date to be completed by (if applicable)

As this is the first warning letter, please discuss this matter with your child and contact the subject teacher, if further information is required.

Yours sincerely,

< KLA Coordinator>
<Faculty>

Mr P Trainer
Director of Student Achievement



WALK IN NEW LIFE

MATER MARIA CATHOLIC COLLEGE

COMMUNITY • FORMATION • SUCCESS

PARENT ACKNOWLEDGEMENT OF RECEIPT OF FIRST NESA WARNING LETTER in School Certificate / Preliminary HSC / HSC <COURSE> for <Child's Name>

Please return to Student Services by <date>

- I have received the letter indicating that my child is in danger of not having satisfactorily completed the above-mentioned subject.
- I am aware that this is the **first of two NESA course-specific warnings** which must be issued prior to a final 'N' determination being made for the above-mentioned course.
- I am aware that this course may not appear on my child's Record of Achievement if he/she receives an 'N' determination.
- I am also aware that the 'N' determination may make my child ineligible for the award of the above Certificate.
- I am aware that, as a parent, I must discuss this matter with my child and my child's teacher.

Parent/Guardian's signature

Date

Student's signature

Date

Date

Address

Dear <parent/carer>

**OFFICIAL WARNING (Second and Final NESA warning letter) for <student name>
Non-completion of a School Certificate / Preliminary HSC / HSC Course: Subject**

We are writing to advise that your child is in danger of not meeting the Course Completion Criteria for the School Certificate / Preliminary Higher School Certificate / HSC course: subject.

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the second and final official warning we have issued concerning the above-mentioned subject. A minimum of **two NESA 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 NSW Education Standards Authority; 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.

To date, your child has not satisfactorily met (a), (b) and (c) of the Course Completion Criteria. Where it is determined that a student has not met the Course Completion Criteria, he/she place him/herself 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 Record of Achievement. In Years 10, 11 and 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. Please also refer to the attached assessment task/task notification. In order for your child to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed need to be satisfactorily completed/achieved.

Task name / course requirement / course outcome	Date(s) tasks(s) course requirement(s) initially due (if applicable)	Action required by student	Date to be completed by (if applicable)

As this is the second and final warning letter, please discuss this matter with your child and contact my Assistant, Deborah Fitzgerald on 02 9997 7044, to arrange a meeting with Ms G Stojanovski by <date>.

Yours sincerely,

Ms G Stojanovski
Assistant Principal

Mr M Reicher
Principal



WALK IN NEW LIFE

MATER MARIA CATHOLIC COLLEGE

COMMUNITY • FORMATION • SUCCESS

PARENT ACKNOWLEDGEMENT OF RECEIPT OF SECOND AND FINAL BOS WARNING LETTER in School Certificate / Preliminary HSC / HSC <COURSE> for <Child's Name>

Please return to Student Services by <date>

- I have received the letter indicating that my child is in danger of not having satisfactorily completed the above-mentioned subject.
- I am aware that this is the **second and final of two NESA course-specific warnings** which must be issued prior to a final 'N' determination being made for a course.
- I am aware that this course may not appear on my child's Record of Achievement if he/she receives an 'N' determination.
- I am also aware that the 'N' determination may make my child ineligible for the Award of the above Certificate.
- I will make contact with the College to arrange a meeting with the Principal by <date>.

Parent/Guardian's signature

Date

Student's signature

Date

Assessment Schedules

Category A Courses

Ancient History
Biology
Business Studies
Chemistry
Community & Family Studies
Drama
Earth and Environment
English Standard
English Advanced
English Extension
Food Technology
Industrial Technology – Electronics/Wood/Multimedia
Information Processes & Technology
Legal Studies
Mathematics Standard
Mathematics Advanced
Mathematics Extension 1
Modern History
Music 1
Music 2
PDHPE
Physics
Studies of Religion 1 Unit
Studies of Religion 2 Unit
Textiles and Design
Visual Arts

Category B Courses

English Studies
Construction
Hospitality
Sport, Lifestyle and Recreation (1-unit Year 11 only)

Non-ATAR Courses

Studies in Catholic Thought

Year 11 – Ancient History

Course: Preliminary

Category: A

Assessment Period: 2021

OUTCOMES

Code	Descriptor
	A Student:
AH1 1.1	Describes the nature of continuity and change in the ancient world
AH1 1.2	Proposes ideas about the varying causes and effects of events and developments
AH1 1.3	Analyses the role of historical features, individuals and groups in shaping the past
AH1 1.4	Accounts for the different perspectives of individuals and groups
AH1 1.5	Examines the significance of historical features, people, places, events and developments of the ancient world
AH1 1.6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH1 1.7	Discusses and evaluates differing interpretations and representations of the past
AH1 1.8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH1 1.9	Communicates historical understanding, using historical knowledge, concepts and terms in appropriate and well-structured forms
AH1 1.10	Discusses contemporary methods and issues involved in the investigation of ancient history

TOPICS

Part I	Introduction: Investigating the Past
Part I	Case Study: A
Part I	Case Study: B
Part II	Studies of Ancient Societies, Sites and Sources
Part III	Historical Investigation

COMPONENTS

WEIGHTINGS

A Knowledge and understanding of course content	40
B Source-based skills	20
C Historical inquiry and research	20
D Communication of historical understanding	20

Outlined below is a summary of the assessment plan for this subject.

- Times are approximate. **Exact dates will be confirmed with a minimum two weeks' notice**
- To obtain a general performance grade for reports, students will be given a variety of tasks

Code No.	Term/ Week	Outcomes	Assessment Task	Component				Weight
				A	B	C	D	
11ANH.T 1	1/7	AH1.1, AH1.2, AH1.3, AH1.4, AH1.6, AH1.7, AH1.8	Source-based skills task Part I	20	10			30
11ANH.T 2	2/8	AH 1.3, AH1.4 AH1.5, AH1.6, AH1.7, AH1.8, AH1.9, AH1.10	Historical Investigation		5	20	5	30
11ANH.T 3	3/8-9	AH1.2, AH1.4 AH1.5, AH1.6, AH1.7, AH1.9	Yearly Examination Part I, II, III	20	5		15	40
TOTAL				40	20	20	20	100

Year 11 - Biology

Course: Preliminary

Category: A

Assessment Period: 2021

OUTCOMES

Code	Descriptor
BIO11-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11-5	analyses and evaluates primary and secondary data and information
BIO11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

COMPONENTS

Skills in working scientifically
Knowledge and understanding of course content

WEIGHTINGS

60
40

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus Outcomes	Task	Component		Weight
			Skills in working scientifically	Knowledge and understanding of course content	
2/5 (21)	BIO11-1, BIO11-2, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-9	11BIO.1.21 Depth Study	20	10	30
3/2 (21)	BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7 BIO11-10	11BIO.2.21 Data Analysis	25	5	30
3/9-10 (21)	BIO11-2, BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	11BIO.3.21 Final Examination	15	25	40
TOTAL			60	40	100

Year 11 – Business Studies

Course: Preliminary
 Category: A
 Assessment Period: 2021

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding of Course Content	40
B	Stimulus Based Skills	20
C	Inquiry and Research	20
D	Communication of Business Information, Ideas and Issues in Appropriate Forms	20

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this subject.

- Times are approximate. **Exact dates will be confirmed with a minimum two weeks' notice**
- To obtain a general performance grade for reports, students will be given a variety of tasks

Code No.	Term/ Week	Outcomes	Assessment Task	Weight
11BST.T1	1/9	P1, 2, 6, 7, 8	Business Research Task	30
11BST.T2	2/10	P1, 2, 4, 6, 8, 9, 10	Stimulus report	30
11BST.T3	3/8-9	P1, 2, 3, 4, 5, 6, 8, 9, 10	End of Year Examination	40
TOTAL				100

Year 11 - Chemistry

Course: Preliminary

Category: A

Assessment Period: 2021

OUTCOMES

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

COMPONENTS

Skills in working scientifically
Knowledge and understanding of course content

WEIGHTINGS

60
40

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus Outcomes	Task	Component		Weight
			Skills in working scientifically	Knowledge and understanding of course content	
2/2 (21)	CH11-2, CH11-3, CH11-4, CH11-5, CH11-6	11CHE1.21 Practical Examination	30		30
3/3 (21)	CH11-1, CH11-3, CH11-4, CH11-5, CH11-7, CH11-9, CH11-10	11CHE2.21 Depth Study	30		30
3/9-10 (21)	CH11-8, CH11-9, CH11-10, CH11-11	11CHE3.21 Final Examination		40	40
TOTAL			60	40	100

Year 11 – Community & Family Studies

Course: Preliminary Course
 Category: A
 Assessment Period: 2021

OUTCOMES

Code	Descriptor
A Student:	
P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision making
P7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.3	appreciates the value of resource management in response to change
P7.4	values the place of management in coping with a variety of role expectations

COMPONENTS

WEIGHTINGS

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

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Code No.	Term/ Week	Outcomes	Task	A	B	Weight	Mark	Rank
11CAF.T1	1/7	P1.2, P4.2, P5.1, P6.1, P6.2	Resource Management – Case Study	10	20	30		
11CAF.T2	2/6	P2.1, P2.3, P3.2, P4.1, P4.2	Individuals and Groups - Research & Report	15	20	35		
11CAF.T3	3/9	All outcomes	Yearly Examination	15	20	35		
			TOTAL	40	60	100		

Year 11 - Drama

Course: Preliminary
Category: A
Assessment Period: 2021

OUTCOMES

Code	Descriptor
P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

COMPONENTS

A	Making	40
B	Performing	30
C	Critically Studying	30

WEIGHTINGS

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			Weight	Mark	Rank
			A	B	C			
1/9	P1.1 - P 1.8, P3.1 – P3.4	11DRA.T1 Improvised Group Performance Essay – Community Theatre	20		10	30		
2/8	P1.1-P1.8, P2.1-P2.6	11DRA.T2 Individual Project	20	10		30		
3/7	P2.1-P2.6, P3.1-3.4	11DRA.T3 Influential Directors Group Performance and essay		20	20	40		
		TOTAL	40	30	30	100		

Year 11 – Earth & Environmental Science

Course: Preliminary

Category: A

Assessment Period: 2021

OUTCOMES

Code	Descriptor
EES11-1	develops and evaluates questions and hypotheses for scientific investigation
EES 11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES 11-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES 11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES 11-5	analyses and evaluates primary and secondary data and information
EES 11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES 11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES 11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES 11-9	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES 11-10	describes the factors that influence how energy is transferred and transformed in the Earth's system
EES 11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological change

COMPONENTS

Skills in working scientifically
Knowledge and understanding of course content

WEIGHTINGS

60
40

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus Outcomes	Task	Component		Weight
			Skills in working scientifically	Knowledge and understanding of course content	
1/10	EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-8,	Data Analysis	25	5	30
2/10	EES11-1, EES11-2 EES11-5, EES11-7 EES11-9	Depth Study	20	10	30
3/9-10	EES11-6, EES11-7 EES11-8, EES11-9, EES11-10, EES11-11	Final Examination	15	25	40
TOTAL			60	40	100

Year 11 English Standard 2021

Course: Year 11

Category A

Assessment Period: 2021

OUTCOMES

Code	Descriptor
	A Student:
EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	A	B	Weight
1/10	EN11-1, EN11-3, EN11-5, EN11-9	11ENS.T1 Reading To Write Imaginative Task with reflection	15	15	30
2/9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-8	11ENS.T2 Module A: Contemporary Possibilities Multimodal Presentation	20	20	40
3/9	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-8	11ENS.T3 Yearly Exam Short answer questions Analytical Response to Module B	15	15	30
		TOTAL	50	50	100

Year 11 - English Advanced

Course:

Year 11

Category A

Assessment Period:

2021

OUTCOMES

Code	Descriptor
	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 composes 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

COMPONENT

WEIGHTING

A	Knowledge and Understanding	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	A	B	Weight
1/10	EA11-1, EA11-3, EA11-5, EA11-6, EA11-9	11ENA.T1 Reading To Write Imaginative text with Reflection	15	15	25 5
2/8	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8	11ENA.T2 Module B: Critical Study of Literature Multimodal Presentation	20	20	40
3/9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8	11ENA.T3 Yearly Examination Short answer section Critical Response to Module A	15	15	15 15
Total			50	50	100

Year 11 - English Extension 1

Course: Year 11
 Category: A
 Assessment Period: 2021

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of complex texts and of how and why they are valued	25
B	Skills in complex analysis, sustained composition and independent investigation	25

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	A	B	Weight
2/1	EE11-2, EE11-3 EE11-4, EE11-6	11EN1.T1 Text, Culture and Value Imaginative Response	15	15	30
2/10	EE11-1, EE11-2, EE11-3, EE11-5	11EN1.T2 Text, Culture and Value Critical Essay	15	15	30
3/9	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	11EN1.T3 Individual Research Project Multimodal Presentation of Research Project	20	20	40
		TOTAL	50	50	100

Year 11 - Industrial Technology – Timber

Course Preliminary
 Category: A
 Assessment Period: 2021

OUTCOMES

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

COMPONENTS

WEIGHTINGS

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

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
2/4	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	11IND.T1 Industry Case Study	20		20
3/7	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	11IND.T2 Project and Portfolio		40	40
3/9 - 10	P1.1, P1.2, P2.1, P6.1, P7.1	11IND.T3 Yearly examination	20	20	40
		TOTAL	40	60	100

Yr 11 - Information Processes & Technology

Course: Preliminary
 Category: A
 Assessment Period: 2021

OUTCOMES

Code	Descriptor
	A Student:
P1.1	describes the nature of information processes and information technology
P1.2	classifies the functions and operations of information processes and information technology
P2.1	identifies and describes the information processes within an information system
P2.2	recognises and explains the interdependence between each of the information processes
P3.1	identifies and describes social and ethical issues
P4.1	describes the historical development of information systems and relates these to current and emerging technologies
P5.1	selects and ethically uses computer based and non-computer based resources and tools to process information
P6.1	analyses and describes an identified need
P6.2	generates ideas, considers alternatives and develops solutions for a defined need
P7.1	recognises, applies and explains management and communication techniques used in individual and team-based project work
P7.2	uses and justifies technology to support individuals and teams

COMPONENTS

WEIGHTINGS

A	Introduction to Information Skills and Systems	20
B	Tools for Information Processes	50
C	Developing Information Systems	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
1/9	P1.1, P2.1, P3.1, P5.1, P7.1	11IPT.T1 Project	5	15	5	30
3/6	P1.2, P2.2, P4.1, P6.1, P6.2, P7.2	11IPT.T2 Individual Project	10	15	5	35
3/9 - 10	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2	11IPT.T3 Yearly examination	5	10	10	35
		TOTAL	20	50	30	100

Year 11 – Legal Studies

Course: Preliminary
Category: A
Assessment Period: 2021

OUTCOMES

Code	Descriptor
	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 organizes 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

COMPONENTS

WEIGHTINGS

A	Knowledge & Understanding	60
B	Research	20
C	Communication	20

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this subject.

- Times are approximate. **Exact dates will be confirmed with a minimum two weeks' notice**
- To obtain a general performance grade for reports, students will be given a variety of tasks

Code No.	Term/ Week	Outcomes	Task	Component			Weight
				A	B	C	
11LEG.T1	1/9	P1, P2, P3, P8, P9, P10	Research Essay	15	10	5	30
11LEG.T2	3/3	P1, P3, P4, P10	Research Oral Presentation/ Written Report	15	10	5	30
11LEG.T3	3/8-9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Yearly Examination	30		10	40
			TOTAL	60	20	20	100

Year 11 - Mathematics [Standard]

Course: Preliminary
Category: A

OUTCOMES

Code	Descriptor
	Year 11 - A student:
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

COMPONENTS

WEIGHTINGS

A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice
- Outcomes assessed will be advised at least 2 weeks prior to the task completion

Term/ Week	Outcomes	Code & Task	Component		Weight
			A	B	
1/10	MS11- 1,2,3,5,6,9,10	11MAS.T1 Research task within class component	15	15	30
2/8	MS11 1,2,4,6,7,8,9,10	11MAS.T2 Topic test	15	15	30
3/9	all	11MAS.T3 Yearly Examination	20	20	40
		TOTAL	50	50	100

Year 11 - Mathematics Advanced

Course: Preliminary
Category: A

OUTCOMES

Code	Descriptor
	Year 11 - 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

COMPONENTS

WEIGHTINGS

A	Understanding fluency and communication	50
B	Problem solving reasoning and justification	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice
- Outcomes assessed may vary depending on the content covered

Term/ Week	Outcomes	Code & Task	Component		Weight
			A	B	
1/9	MA11-1, 2, 3, 8, 9	11MAA.T1 Research task within class component	15	15	30
2/8	MA11-1, 2, 3, 4, 8, 9	11MAA.T2 Topic Test	15	15	30
3/9	all	11MAA.T3 Yearly Examination	20	20	40
		TOTAL	50	50	100

Year 11 - Mathematics [Extension 1]

Course: Preliminary
Category: A

The preliminary and HSC extension 1 course is taught end to end after the Advanced preliminary and HSC course has all been completed. As a result, the outcomes assessed for Extension 1 in year 11 will be from the Advanced Preliminary course as listed on the Mathematics Advanced page of the assessment manual and possibly the HSC Advanced course as listed below.

OUTCOMES

Code	Descriptor
	Year 11 - 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

COMPONENTS

WEIGHTINGS

A	Understanding fluency and communication	50
B	Problem solving reasoning and justification	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice
- Outcomes assessed may vary depending on the content covered

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
1/10	MA11 1,2,3,8,9	11MA1.T1 Research task within class component	15	15	30
2/9	MA11- 1 to 9	11MA1.T2 Topic Test TBD	15	15	30
3/9	TBD	11MA1.T3 Yearly examination	20	20	40
		TOTAL	50	50	100

Year 11 – Modern History

Course: Preliminary
Category: A
Assessment Period: 2021

OUTCOMES

Code	Descriptor
	A Student:
MH1 1.1	Describes the nature of continuity and change in the modern world
MH1 1.2	Proposes ideas about the varying causes and effects of events and developments
MH1 1.3	Analyses the role of historical features, individuals, groups and ideas in shaping the past
MH1 1.4	Accounts for the different perspectives of individuals and groups
MH1 1.5	Examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH1 1.6	Analyses and interprets different types of sources for evidence to support and historical account or argument
MH1 1.7	Discusses and evaluates differing interpretations and representations of the past
MH1 1.8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH1 1.9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH1 1.10	Discusses contemporary methods and issues involved in the investigation of modern history

COMPONENTS

WEIGHTINGS

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

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Code No.	Term/ Week	Outcomes	Assessment Task	Component				Weight
				A	B	C	D	
11MOD.T 1	1/6	MH1.1, MH1.2 MH1.4, MH1.6	Source Analysis and Research Essay	20	10			30
11MOD.T 2	2/8	MH1.1, MH1.3 MH1.4, MH1.5 MH1.6, MH1, MH1.8, MH1.9 MH1.10	Historical Investigation		5	20	5	30
11MOD.T 3	3/8-9	MH1.1, MH1.2 MH1.4, MH1.6 MH1.9, MH1.10	Yearly Examination	20	5		15	40
TOTAL				40	20	20	20	100

Year11 - Music 1

Course: Preliminary
Category: A
Assessment Period: 2021

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Performance	25
B	Composition	25
C	Musicology	25
D	Aural	25

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight	Mark
			A	B	C	D		
1/10 08/04/21	P1, P9 P5	11MU1.1.21 Composition Research Task		25	10		35	/50 B /20 C
2/9 01/07/21	P1, P9 P2, P6 P4, P5	11MU1.2.21 Performance Viva Voce	10		15		25	/20 A /20 C
3/9 17/09/21	P3, P5, P7, P8 P4, P6	11MU1.3.21 Performance Aural Exam	15			25	40	/20 A /30 D
		TOTAL	25	25	25	25	100	

Year 11 - Music 2

Course: Preliminary
Category: A
Assessment Period: 2021

OUTCOMES

Code	Descriptor
	<i>Through activities in performance, composition, musicology and aural, a student:</i>
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, analyzing, 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, recognizes, 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

COMPONENTS

WEIGHTINGS

A	Performance	25
B	Composition	25
C	Musicology	25
D	Aural	25

ASSESSMENT TASK

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight	Mark
			A	B	C	D		
1/10 30/03/21	P2, P3, P5, P6, P9	11MU2.T1 Composition Portfolio Research Task		15	10		25	/50 B /20 C
2/9 23/06/21	P1, P6, P10 P2, P3, P4, P5, P7	11MU2.T2 Performance Composition Portfolio Essay	10	10	15		35	/15 A /50 B /20 C
3/8 07/09/21	P1, P8, P10 P2, P7.	11MU2.T3 Performance Aural Exam	15			25	40	/15 A /35 D
		TOTAL	25	25	25	25	100	

Year 11 – Personal Development, Health & Physical Education

Course: Preliminary Course
 Category: A
 Assessment Period: 2021

OUTCOMES

Code	Descriptor
	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 [Option1]
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.

COMPONENTS

WEIGHTINGS

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

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Code No.	Term/ Week	Outcomes	Task	A	B	Weight	Mark	Rank
11PDH. T1	1/7	P1, P2, P3, P4, P6, P15, P16	Core 1 – Case Study Analysis	10	20	30		
11PDH. T2	2/6	P7, P8, P9, P16, P17	Core 2 – Sports Analysis Research Report	15	20	35		
11PDH. T3	3/9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	Yearly Examination	15	20	35		
			TOTAL	40	60	100		

Year 11 - Physics

Course: Preliminary

Category: A

Assessment Period: 2021

OUTCOMES

Code	Descriptor
PH11-1	Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation
PH11-2	Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information
PH11-3	Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information
PH11-4	Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5	Analysing data and information: analyses and evaluates primary and secondary data and information
PH11-6	Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11-7	Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

		COMPONENTS	WEIGHTINGS
Module 1	Kinematics	Skills in working scientifically Knowledge and understanding of course content	60 40
Module 2	Dynamics		
Module 3	Waves and Thermodynamics		
Module 4	Electricity and Magnetism		

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus Outcomes	Task	Component		Weight
			Skills in working scientifically	Knowledge and understanding of course content	
2/1 (21)	PH11-1, PH11-3, PH11-4, PH11-5, PH11-7, PH11-10, PH11-11	11PHY1.21 Depth Study	30		30
2/8 (21)	PH11-2, PH11-3, PH11-4, PH11-5, PH11-6	11PHY2.21 Practical Examination	30		30
3/9-10 (21)	PH11-8, PH11-9, PH11-10, PH11-11	11PHY3.21 Final Examination		40	40
TOTAL			60	40	100

Year 11 – Studies of Religion 1 Unit

Course: Preliminary

Category: A

Outcomes

Code	Descriptor
	A Student :
P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information from a variety of sources
P7	undertakes effective research about religion making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas, and issues using appropriate written, oral and graphic forms

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding of Course Content	20
B	Source-based Skills	10
C	Investigation and Research	10
D	Communication of information, ideas and issues in appropriate forms	10

This is a 1 unit course = 50 marks

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
1/8	P1, P2, P6, P7, P8, P9	11SR1.T1 Nature of Religion and Belief– Source-based response	5	5		5	15
2/8	P1, P2, P3, P4, P5, P6, P7, P8, P9	11SR1.T2 Religious Tradition Study: Judaism Written Research	5		10	5	20
3/9-10	P1, P2, P3, P4, P5, P6, P8, P9	11SR1.T3 Yearly examination	10	5			15
TOTAL			20	10	10	10	50

Year 11 – Studies of Religion 2 Unit

Course: Preliminary

Category: A

OUTCOMES

Code	Descriptor
	A student:
P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information from a variety of sources
P7	undertakes effective research about religion making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas, and issues using appropriate written, oral and graphic forms

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding of Course Content	40
B	Source-based Skills	20
C	Investigation and Research	20
D	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
1/6	P1, P2, P6, P7, P8, P9	11SR2.T1 Nature of Religion and Beliefs Source based response	10	10		10	30
2/6	P1, P2, P3, P4, P5, P6, P7, P8, P9.	11SR2.T2 Depth Study – Research Task	10	5	10	5	30
3/9-10	P1, P2, P3, P4, P5, P6, P8, P9	11SR2.T3 Preliminary Examination	15	5	5	15	40
TOTAL			35	20	15	30	100

Year 11 - Textiles and Design

Course: Preliminary Textiles and Design
 Category: A
 Assessment Period: 2021

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of textiles and the textiles industry	50
B	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Components		Weighting
			A	B	
1/10	P1.1, P1.2, P2.1, P2.2, P2.3	11TEX.T1 Design Analysis/techniques and practical application	10	10	20
3/6	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1 P3.2, P4.1	11TEX.T2 Practical Project and Portfolio	10	30	40
3/9-10	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	11TEX.T3 Yearly examination	30	10	40
		TOTAL	50	50	100

Year 11 - Visual Arts

Course: Preliminary
Category: A

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Art Making	50
B	Art Criticism and Art History	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice

Code	Term/Week	Outcomes Code	Assessment Task Detail	Component		Weight
				A	B	
11ART.1	T2/WK1	P1, P2, P3, P4, P7, P10	11ART.T1.21 Practical assessment Research and VAPD	15	20	35
11ART.2	T3/WK7	P3, P4, P5, P6, P7, P8, P9, P10	11ART.T2.21 Investigating Artmaking Practice	35		35
11ART.3	T3/WK9	P7, P8, P9, P10	11ART.T3.21 Yearly Examination		30	30
			TOTAL	50	50	100

Year 11 - English Studies

Course: Year 11

Category: B

Assessment Period: 2021

OUTCOMES

ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding of Course content	50
B	Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50

ASSESSMENT TASKS

Term / Week	Outcomes	Task	A	B	Weight
1/10	ES11-2, ES11-3, ES11-4, ES11-5, ES11-6	11ENG.S.T1 In class test including interview	15	15	30
2/9	ES11-1, ES11-2, ES11-4, ES11-7, ES11-8	11ENG.S.T2 Multimodal presentation	15	15	30
3/9	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9	11ENG.S.T3 Collection of classwork All modules	20	20	40
		TOTAL	50	50	100

Year 11 – Construction Pathways

Course: Preliminary - HSC

Category: B

Assessment Period: 2021-2022

NB/ This course is studied over a two-year period with all competencies to be assessed to achieve a Certificate II in Kitchen Operations and contribute to the requirements of the Board of Studies.

COMPETENCIES

	UNIT CODE	UNIT NAME	HSC HOURS	CERT II qualification
1	CPCCCM1012A	Work effectively and sustainably in the construction industry	25	Core
2	CPCCCM1013A	Plan and organise work	10	Core
3	CPCCCM1014A	Conduct workplace communication	10	Core
4	CPCCCM1015A	Carry out measurements and calculations	20	Core
5	CPCCCM2001A	Read and interpret plans and specifications	20	Core
6	CPCCCA2011A	Handle carpentry materials	20	Elective
7	CPCCCA2002A	Use carpentry tools and equipment	10	Elective
8	CPCCWF2001A	Handle floor and wall tiling materials	25	Elective
9	CPCCCM2004A	Handle construction materials	20	Elective
10	CPCCCM2005B	Use construction tools and equipment	20	Elective
11	CPCCWF2002A	Use wall and floor tiling equipment	10	Elective
12	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15	Core
13	CPCCCM2006B	Apply basic levelling procedures	15	Elective
14	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	25	Elective
		Prerequisite		
15	HLTAID003	First Aid - College prerequisite, completed November 2020		Outside provider
16	CPCCWHS1001	Prepare to work safely in the construction industry, completed November 2020		Outside provider
		TOTAL HOURS	245	
		Compulsory Work placement 35 hours each calendar year		

ASSESSMENT TASKS

- Times are approximate
- Exact dates will be confirmed with a minimum of two weeks' notice
- All tasks MUST be submitted electronically on the classroom page as well as in hard copy to maintain accurate student competency records.

Term / Week	Unit of Competency	Task	
1/4	Apply OHS requirements, policies and procedures in the construction industry	11VCN.T1 <ul style="list-style-type: none"> - Concrete Float - Bench hook - Complete allocated worksheets 	C NYC NYA

2/4	Plan and Organise Work Handle Carpentry Materials Use Carpentry Tools and Equipment	11VCN.T2 - Toolbox - Complete allocated worksheets	C NYC NYA
2/10 3/8	Examinations	11VCN.T3 - Competency check exams - Half-yearly = 50 - Yearly = 50	Total Weight 100%
Dates TBC	Work placement	11 VCN.T4 - Diary and - workplace assignment	C NYC NYA
3/10	Conduct workplace communication Plan and Organise Work Use Carpentry Tools and Equipment	11VCN.T5 - Timber Floor and Frame project - Complete allocated worksheets	C NYC NYA
4/8	Apply basic levelling procedures Erect and dismantle formwork for footings and slabs on ground Carry Out Concreting to Simple Forms	12VCN.T1 - Concreting and levelling tasks - Complete allocated worksheets	C NYC NYA
Dates TBC	Work placement	12VCN.T2 - Work Placement/diary	C NYC NYA
1/10 3/6	Examinations	12VCN.T3 - Competency check exams - Half-yearly = 50 - Yearly = 50	Total Weight 100%
2/8	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	12VCN.T4 - Tiling task - Complete allocated worksheets	C NYC NYA
2/8	Work effectively and sustainably in the construction industry Read and interpret plans and specifications Carry out measurements and calculations	12VCN.T5 - Research Task - Complete allocated worksheets	C NYC NYA
TOTAL			100

Note: All assessments are competency marked and marks will only appear for examinations. Dates are only a guide and may be ongoing throughout the duration of the course.

Year 11 - Hospitality

Course: Preliminary - HSC

Category: B

Assessment Period: 2021-2022

NB/ This course is studied over a two-year period with all competencies to be assessed to achieve a Certificate II in Kitchen Operations and contribute to the requirements of the Board of Studies.

COMPETENCIES

	UNIT CODE	UNIT NAME	HSC HOURS	CERT II qualification
1	SITXFSA101	Use hygienic practices for food safety	10	AQF Core 1
2	SITXWHS101	Participate in safe work practices	15	AQF Core 2
3	BSBWOR203B*	Work effectively with others	15	AQF Core 3
4	SITHIND201	Source and use information on the hospitality industry	20	Elective 1
5	SITHCCC101	Use food preparation equipment	20	AQF Core 4
6	SITHCCC201	Produce dishes using basic methods of cookery	40	AQF Core 5
7	SITHKOP101	Clean kitchen premises and equipment	10	AQF Core 6 Holistic
8	SITXFSA201	Participate in safe food handling practices	15	Elective 2
9	SITXINV202*	Maintain the quality of perishable supplies	5	AQF Core 7
10	SITHIND202	Use cookery skills effectively	20	AQF Core 8 Holistic
11	SITHFAB005*	Prepare and Serve espresso coffee	25	Elective
12	SITHCCC103	Prepare sandwiches	10	Elective
13	SITHCCC202	Produce appetisers and salads	25	Elective
14	SITHCCC102	Prepare Simple Dishes	20	Elective
15	HLTAID003	First Aid - College prerequisite, completed November 2020	20	Elective
		TOTAL HOURS	260	
		Compulsory Work placement 35 hours each calendar year		
		Compulsory service periods – 12		

ASSESSMENT TASKS

- Times are approximate
- Exact dates will be confirmed with a minimum of two weeks' notice
- All tasks MUST be submitted electronically on the classroom page as well as in hard copy to maintain accurate student competency records.

Term / Week	Unit of Competency	Task	
1/8	Participate in safe work practices Use preparation equipment Use hygienic practices for food safety	11 VHO.T1 - Onguard safety testing - First Aid Certificate - Hygiene Booklet	C/ NYC NYA
Dates TBC	Work placement	11 VHO.T2 - Diary and - workplace assignment	C NYC NYA
2/10 3/8	Examinations	11 VHO.T3 - Competency check exams - Half yearly = 50 - Yearly =50	Total Weight 100%

2/6	Prepare simple dishes Clean premises and equipment	11 VHO.T4 - Written report and practical application	C NYC NYA
3/5	Produce Appetisers and salads Work effectively with others Prepare sandwiches	11 VHO.T5 - Booklet - High tea	C NYC NYA
4/8	Source and use Hospitality information Maintain quality perishables supplies Produce dishes using basic methods	12 VHO.T1 - current issues - essay - Practical application	C NYC NYA
Ongoing	Ongoing collection of evidence Use cookery skills effectively Industry evidence portfolio	12 VHO.T2 Practical Portfolio incorporating: - practical competency record - sandwiches appetisers and salads - prac exam - booklets	C NYC NYA
TBC	Work placement	12 VHO.T3 - Diary and - workplace assignment	C NYC NYA
TBC	Coffee school Prepare and serve espresso coffee	12 VHO.T4 Online modules and Practical application	C NYC NYA
T2/W9/10 T3 W6	Examinations	12 VHO.T5 - Half Yearly examination 50 - Trial Examination 50	Weight 100%
T1-T3	Event and service periods	12 VHO.T6 Event Service period x 12	C NYC NYA
TOTAL			100

Note: All assessments are competency marked and marks will only appear for examinations. Dates are only a guide and may be ongoing throughout the duration of the course.

Studies in Catholic Thought

Course: Preliminary

Category: A

Assessment Period: 2020

Outcomes

Code	Descriptor
	A student :
SCT 11.1	Explains the place of scripture and other relevant Church documents in the Catholic tradition.
SCT 11.2	Describes the theology of the principle teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church
SCT 11.3	Describes the historical features and developments of the Catholic Church
SCT 11.4	Explores what is good, true and beautiful in the Catholic tradition
SCT 11.5	Proposes ways the Catholic Church guides believers in facing the challenges of society
SCT 11.6	Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology
SCT 11.7	Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding
SCT 11.8	Identifies and describes the human expression of Catholic faith in culture
SCT 11.9	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
SCT 11.10	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well structured forms

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding of Course Content	40
B	Source-based Skills	20
C	Investigation and Research	20
D	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D		
1/9	SCT 11.2, SCT 11.4, SCT 11.5, SCT 11.7, SCT 11.8, SCT 11.10	11SCT 1.19 Who is a Human Person? The Trinitarian God and Humanity	10	10		10		30
2/8	SCT 11.1, SCT 11.2, SCT 11.3, SCT 11.6, SCT 11.8, SCT 11.9, SCT 11.10	11SCT 2.19 Faith, Reason and Science	10	5	10	5		30
3/9-10	SCT 11.2, SCT 11.4, SCT 11.5, SCT 11.6, SCT 11.7, SCT 11.8, SCT 11.10	11SCT 3.19 To be Fully Human	15	5	5	15		40
TOTAL			35	20	15	30		100

Year 11 – Sports, Lifestyle & Recreation

Course: Preliminary Course

Category: B

Assessment Period: 2021

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding	50%
B	Skills	50%

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Code No.	Term /Week	Outcomes	Task	A	B	Weight %	Mark	Rank
11SLR.T 1	1/10	1.1, 1.3, 2.3, 3.3, 4.4	Basketball & Oz Tag Skill Development (in-class/ongoing)	15	20	35		
11SLR.T 2	2/8	1.2, 1.3, 2.2, 2.3, 3.2, 3.3, 4.1	Fitness – Journal and Program	20	15	35		
11SLR.T 3	3/7	1.1, 1.2, 2.1, 2.2, 2.5, 3.2, 3.3, 4.1	Resistance Training – Presentation and Demonstration	15	15	30		
			TOTAL	50	50	100		