






YEAR 11 ASSESSMENT BOOKLET

2024



SHOWCASING EXCELLENCE FROM THE 2021 HSC IN DANCE
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Photo: Anna War

Campbelltown Performing Arts HS

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MESSAGE FROM THE PRINCIPAL

On behalf of everyone at Campbelltown Performing Arts High School, I warmly welcome all our Year 11 students to the commencement of Stage 6. The decision to pursue the Year 11 Record of School Achievement (RoSA) in preparation for the HSC is a significant one and requires students to take full responsibility for pursuing learning growth in your Stage 6 courses. It is critical that all Year 11 students understand that 'opting out' of your learning is not an option; students are expected to actively participate in all learning activities and assessment tasks, and you should aim to continually improve the quality of your work.

The information in this handbook is intended to support students and parents in understanding the expectations and requirements of the Year 11 Assessment Program. Students are strongly encouraged to develop effective learning habits and study routines from the beginning of this year. Your teachers are here to provide additional guidance and support throughout the year and will assist you with identifying specific opportunities for improvement through goal setting and feedback. I encourage all students to embrace the advice your teachers provide, and to readily engage in ongoing conversations with your teachers about your progress. Your teachers are highly experienced and have a deep understanding of what success in learning looks like for all Stage 6 students, so they are well equipped to help identify the precise areas of development you need to focus on in order to achieve your best results.

Should you require any clarification on the contents of this handbook, please feel free to contact me, Mr Bellavia as the Year 11 Deputy Principal, or Ms Vujcic as the Head Teacher Pathways.

I encourage all students to strive for excellence, to take care in all aspects of your schoolwork, to make the most of every opportunity at Campbelltown Performing Arts High School, and let success be your reward as you embark on Year 11 in 2024.



Mrs Leah McKeown
Principal

Assessment Information

Rationale

Campbelltown Performing Arts High School will ensure that curriculum and assessment requirements meet those set by the NSW Education Standards Authority (NESA) and the Department of Education.

Assessment that enhances learning recognises that learners use their current ability to discover, develop and incorporate new knowledge, understanding and skills. Assessment for learning helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment is an integral part of the teaching-learning cycle and provides useful information to students, parents and teachers on the breadth and depth of the students' understanding.

The assessment schedules provided in this handbook are prepared from NESA's course guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject. Students will receive more specific information from their class teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Campbelltown Performing Arts High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be advised of any relevant changes.

Aims

The NSW Education Standards Authority (NESA) requires that Campbelltown Performing Arts High School develops an assessment program for each course. Schools are required to:

- set tasks which will be used to measure student performance in each component of a course;
- specify the mark value for each task;
- inform students of the assessment requirements for each course;
- keep records of each student's performance in each task; and
- provide students with information on their progress.

Every student will be made fully aware of the NSW Education Standards Authority (NESA), school and KLA requirements for Year 11 and 12 assessment and will complete all the scheduled tasks to the best of their ability. Processes are in place to deal with special considerations in case of misadventure, and for appeals against assessment results.

Assessment tasks will be well planned and will assess the stated outcomes, providing opportunities for each student to demonstrate their knowledge and understanding of the content and their development of skills. Formal feedback will be provided when the assessment task is returned to the student, however, other methods of feedback may be implemented by the classroom teacher dependent upon the nature of the task.

Processes for students undertaking a Life Skills pattern of study will also be outlined. For information about how Life Skills are identified, see the [diversity in learning options for students with disability](#).

Reporting of Student Work

Students and parents/carers will receive a report for each course via formal reports twice a year. It will report on the student's progress measured against each of the stated syllabus outcomes and provide an overall course grade. The report will clearly convey what the student knows and can do, and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be developed.

Students will be graded against course performance descriptors. Students who do not complete assessment tasks or who do not engage in the learning process will be graded as an unsatisfactory student.

In the case of VET courses, the assessment of competencies is based on performance against the performance criteria set out under each element of competency. A student is assessed as either competent or not yet competent against a prescribed standard.

Common Principles

Assessment tasks may be formative or summative.

There will be 3-4 significant (summative) tasks per course assessing the stated syllabus outcomes of the course.

Students can demonstrate their learning and achievement of syllabus outcomes in a variety of ways. Summative assessment tasks may take several different forms, for example, exams, assignments, projects, performances, portfolios, presentations to the class, making an item, practical activity, and so on.

Life Skills

Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.

Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESAs guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved.

While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

Disability Provisions

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESAs determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESAs. This application tells NESAs which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Campbelltown Performing Arts High School makes every attempt to meet the needs of every student in a similar way to NESAs in examination conditions. This might include a writer, reader, additional time or separate supervision.

If you wish to discuss whether disability provisions apply to you, contact Ms Loader, Head Teacher Learning and Support.

Course Completion Requirements specific to Years 10 to 12

To be determined to have met the requirements for the completion of a course, students must be able to provide evidence to the Principal that they have:

NESA Terminology from the Assessment, Certification and Examination (ACE) Manual:	For CPAHS students this means:
“Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)”	<ul style="list-style-type: none">• Follow NESA syllabus• Participate in all learning activities set by the teacher and faculty
“Applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school”	<ul style="list-style-type: none">• Attend all timetabled classes• Make a genuine attempt to complete the tasks set in class to the best of your ability• Actively participate in the learning experiences provided• Complete all mandatory practical activities.
“Achieved some or all of the course outcomes”	<ul style="list-style-type: none">• Demonstrate in class that you have learnt concepts (as determined by your teacher in assessment tasks and other activities in the course)

Activating your Students Online account

Students Online is your source of information about your senior study, including your HSC. It is full of useful advice, resources and links. The website is <https://studentsonline.nesa.nsw.edu.au>

Why Should I Check Out the Website?

You can access information such as:

- personal details
- grades and assessment ranks
- personal HSC exam timetable
- HSC results
- VET credentials

How Do I Activate My Account?

Go to <https://studentsonline.nesa.nsw.edu.au>

Students Online provides two services to help you gain access to your Students Online account:

1. If your email address is registered with us, we can email you a verification code you can use on the next screen to validate your account and allow you to create a new PIN.
2. If your mobile phone number is registered with us, we can SMS you a verification code you can use on the next screen to validate your account and allow you to create a new PIN.

Enter your student number to view available options. If you do not know your student number you can use the forgotten student number option or speak to Ms Schroder, Senior Study Coordinator.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Key points:

- You should have provided a **PRIVATE email address** on your Confirmation of Entry as well as a **MOBILE NUMBER**.
- Keep your passwords in a safe place at home and refer to it as needed. It is safer to do this than taking a photo of your passwords on your mobile phone.
- The school will not have your Schools Online password. If you have trouble retrieving your passwords, speak to Ms Vujcic, Head Teacher Pathways, who can help you get in contact with NESA Schools Online.
- Alert Ms Vujcic immediately if anything is incorrect.

Assessment

1. Assessment notification

- 1.1 All students will be provided with the Assessment Handbook containing each course's assessment schedule.
- 1.2 The Class Teachers under supervision of the Faculty Head Teacher will be responsible for allocating specific due dates.
- 1.3 Any changes made to the assessment schedule within a Key Learning Area (KLA) will be issued by the Class Teacher, with approval of the Head Teacher, through a *Change of Assessment Task Notification* which outlines the new task due date. This is to be recorded on Sentral by the Head Teacher.
- 1.4 All students will be given at least two (2) weeks written notification of an assessment task and will be required to sign an *Assessment Task Notification Register*. This register is kept by the Class Teacher as a record of notification.
- 1.5 Upon issue of the assessment notification, the teacher will explain:
 - (a) the requirement of the task
 - (b) the learning outcomes being measured
 - (c) the marking criteria and weighting of the task
- 1.6 Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.
- 1.7 Any changes to assessment grids given at the beginning of the school year are to be forwarded by the Faculty Head Teacher to the Deputy Principal for uploading to School Bytes and the school website.
- 1.8 It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an assessment task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

2. Assessment tasks

- 2.1 Students are expected to complete and make a genuine attempt at all assessment tasks.
- 2.2 **Submission of tasks:** Assessment tasks must be handed in personally to the class teacher or Faculty Head Teacher in their staffroom. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Teachers may request students to submit electronically via Microsoft Teams or Google Classroom.

Upon submission of an assessment task, students are expected to sign the *Assessment Task Submission Register* provided by the teacher. This register is kept by the teacher as a record of submission.

Hand-in tasks are due before school by 8:50 am on the due date listed on the assessment notification.
- 2.3 **Feedback on tasks:** Teachers will provide students with timely, substantial and meaningful feedback on all assessment. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future direction regarding:
 - (a) the knowledge and skills the student has demonstrated
 - (b) the knowledge and skills which were not demonstrated but were required
 - (c) advice on how to develop the required knowledge and skills
 - (d) an opportunity for the student to reflect on their own learning and share this with their parents/carers

Feedback can be oral and/or written, formal and/or informal, and can be generalised for the cohort but must include individualised comments for each student. Feedback is an ongoing process provided by the

teacher/peers throughout the course of teaching and learning. During assessment tasks students are encouraged to submit draft sections of tasks to the teacher prior to the due date to further their achievement and understanding in these tasks.

- 2.4 **Invalidating assessment tasks:** An assessment task may need to be declared invalid if it can be clearly demonstrated that: either one or more students were given an unfair advantage; the task was interrupted due to disruptions like an emergency evacuation; or the task produced results that are significantly different to those expected to be produced by the cohort. Students or their parents/carers who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with the faculty Head Teacher within five (5) school days of the initial result being returned to the student and submit the *Assessment Task Appeal* Form to the Head Teacher Pathways. The Head Teacher Pathways and panel will make a final determination on the validity of the claim. In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.
- 2.5 **Misplaced tasks or corruption of files:** Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance in other assessment tasks. Students are reminded to keep back-up copies of their assessments until after the results for the task have been returned.

3. Completion of assessment tasks

- 3.1 **Absence from an in-class assessment task:** If a student is absent from an in-class assessment task, the student must complete a *Request for Consideration* form obtained from the Head Teacher Pathways, and a doctor's certificate, as proof of illness must be submitted upon their first day of their return to school. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the relevant Faculty Head Teacher on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Head Teacher Pathways (10-12).
- 3.2 **Prior knowledge of absence for an assessment task:** If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted by the Head Teacher Pathways via a *Request for Consideration* form (Years 10-12). This includes students who are involved in sporting events, excursions or work placement and elite representation. The students must advise the teacher concerned in advance and negotiate an alternate arrangement. A guiding principle would be that it must be submitted before the previously stated due date rather than afterwards. For tasks such as performances or presentations in which students are scheduled on different days/times, the classroom teacher will include a schedule with the assessment task notification. Students are required to complete their task within the scheduled dates, otherwise the task will be considered late or as a non-submission.
- 3.3 **Assistance with assessment tasks:** If you need assistance completing your assessment tasks, don't hesitate to ask for help. Start by talking to your Class Teacher and Faculty Head Teacher. You can also seek support from the Learning & Support Teachers, or the Head Teacher Teaching & Learning. If a student has a learning difficulty or special needs that we need to be aware of they are to talk to the Learning & Support Teachers or the Head Teacher Pathways. We may be able to offer extra assistance in other ways through Disability or Special Provisions.

- 3.4 **Illness during an assessment task or examination:** If a student is ill during an assessment task, they must inform the supervising teacher immediately. The time of the student illness will be recorded, and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the *Request for Consideration* form.

In the event of illness for an examination, students are expected to see the teacher or Head Teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with a *Request for Consideration* form. Students absent for part of the day an assessment task is due must submit an Illness/Misadventure Application form justifying their partial absence with a doctor's certificate in the event of an illness or suitable evidence in the event of a misadventure.

- 3.5 **Suspended students:** Students suspended at the time an assessment task is due must submit their assessment to the Front Office on the day the task is due and immediately leave the premises.
- 3.6 **Attendance on the day of assessment tasks:** Students must attend all classes on the day an assessment task is due. Students are not permitted to miss classes on the day an assessment task is due. Penalties will apply if students are deemed to have an unfair advantage. Students found truanting classes to work on an assessment task will receive an automatic zero for the task.
- 3.7 **Genuine attempt of an assessment task:** Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.

4. Late or non-submission of an assessment task due to unacceptable reasons

- 4.1 **Tasks submitted late:** Work submitted late will receive a zero mark unless accompanied by a doctor's certificate and a *Request for Consideration* application. Students submitting late work without an acceptable reason will receive an N-Warning Letter (Years 10-12).
- 4.2 **Non-satisfactory completion of work:** Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 4.3 **Zero marks:** Students and parents will be notified if a student receives a zero mark and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore, meet course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.
- 4.4 **Non-serious attempts:** Students who do not make a serious attempt may receive a zero mark for the task concerned. This may render a student ineligible for an award for the subject in the *Record of School Achievement (RoSA)*. Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will need to justify to the teacher as to why they should receive a result for the task concerned.
- 4.5 **Technological failure:** Technological failure is not considered an acceptable reason for the late or non-submission of a task. Back-up copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts as proof that the task had

been substantially attempted prior to the technology failure. It is also suggested that students use cloud-based systems such as Office365 or Google Drive to complete their work to avoid this issue.

5. Malpractice

Honesty in HSC Assessment – the Standard

This standard sets out NESA's requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures Guide
- HSC: All My Own Work Program

These documents are publicly available on the NSW Education Standards Authority (NESA) website at <https://ace.nesa.nsw.edu.au/ace-9022>

Register of Malpractice in HSC Assessment Tasks

For many years, the NSW Education Standard Authority (NESA) has collected and published information on malpractice in HSC examinations. NESA instituted a Register of Malpractice in HSC Assessment Tasks that will build on that body of knowledge.

All instances of proven malpractice in HSC assessment tasks must be entered in the Register. All schools are required to participate by entering information on proven cases of malpractice in HSC assessment tasks.

At the end of the year, NESA will aggregate the data provided by schools without identifying either the school or the students involved. The key data included in the Register is:

- the course involved
- the type of offence
- the nature of the assessment task
- the penalty applied.

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in HSC assessment tasks may include, but are not limited to:

- being in possession of unauthorised notes or electronic devices during a test or examination
- using the words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- paying someone to write or prepare an assessment task
- late submission of an assessment tasks where it is proven to be a deliberate mechanism to gain advantage over other students
- a non-serious attempt that is deemed to be frivolous or offensive.

The implementation of this Register is supported by the Independent Commission Against Corruption.

Malpractice as a student at Campbelltown Performing Arts High School

- 5.1 Cheating or malpractice is about doing the wrong thing by behaving dishonestly. It could be:
- copying in an exam from another student or using information secretly brought in
 - handing in work that someone else did and saying it is your own
 - making up journal entries for a research project
 - using information from the internet or elsewhere (e.g. books, journals, DVDs), and not acknowledging the source.

You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest in relation to all your work.

- 5.2 **Plagiarism:** As a student, you are responsible for ensuring that all work submitted to your teachers is your own original work. It is important to understand that plagiarism is a severe academic offence and is not acceptable under any circumstances. Plagiarism occurs when a person uses someone else’s work or ideas without giving proper credit. This violates the principles of academic integrity. With the rise of technology, it is now easier than ever to plagiarise using AI tools such as text generators, online summarisation tools, and translation software.

To avoid plagiarism, students should:

- Take careful notes when researching and reading and use your own words when summarising and paraphrasing information.
- Use proper citation styles, as guided by your teachers, to give credit to the original author of the work. If you are unsure about how to cite something, ask your teacher for help.
- Avoid using AI (artificial intelligence) tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.

Regarding AI and assessment tasks:

- The use of AI tools to generate content is strictly prohibited.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task and may face additional consequences. In the case of HSC students, all schools are required to keep a register of malpractice. Malpractice is any attempt to gain an unfair advantage over other students.
- The use of AI tools for citation and grammar checking is permitted but students should not rely solely on these tools to check their work.

By following these guidelines and understanding the school’s response to the use of AI, students can ensure that their work is their own, and they are producing quality, original work. It is crucial to take

academic integrity seriously and avoid the temptation to use AI tools to cheat. Remember that academic success comes from hard work, dedication, and original thinking.

Work submitted in an assessment task must be the student's own work. If a student uses the work of another person or directly copies from published texts or from an internet site to complete a task, they will receive a zero (0) mark and an N-Warning Letter will be sent home. If the work used was that of another student from this school who knowingly supplied the information, then that student may also receive a zero (0) mark.

All sources used in the completion of the assessment task must be appropriately acknowledged and referenced in the task. Students are required to include a bibliography as a part of their submission for tasks which indicate this. Students must show ethical scholarship by learning how to summarise and write in their own words.

- 5.3 **Misbehaviour:** Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules. Students who misbehave during assessment tasks, including exams, will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the task. Students who are ejected from an assessment task will have their paper removed and the time they left the assessment recorded on the top of their paper, including details of the disruption.
- 5.4 **Penalty for malpractice:** Malpractice in assessment tasks and examinations will be referred to the relevant KLA Head Teacher and the Head Teacher Pathways. This may result in the student's assessment task being cancelled and receiving no marks. Claims of malpractice including plagiarism and cheating must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria. All instances of malpractice and academic misconduct will be reported to NESAs in accordance with the Malpractice Register guidelines.
- 5.5 **Appeals for malpractice:** Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA Head Teacher. If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing clearly stating their grounds for appeal within five days from the date the assessment task was returned to the student. Appeal submissions will be recorded by the school. The Head Teacher may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations. If the student's appeal is rejected, the student's parent/carer will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.

6. N-Warning Letters

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/carer in writing. This warning is given in time for the problem to be corrected and provides advice about the possible consequences on eligibility of an 'N' determination in a course.

Students can receive an N-Warning Letter for one of three reasons:

- **Lack of diligence and sustained effort:** examples include extensive unexplained absences below 85% therefore extensive non-completion of class work, practicals and homework;
- **Unsatisfactory completion of assessment tasks:** examples include non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks; and
- **Non-completion of Work Placement (for VET courses):** examples: non-attendance or poor performance, or non-serious attempt at mandatory 35 hours of work placement in either the Preliminary or HSC courses.

Each time a student receives an N-Warning Letter, the student's parents/carers will also be contacted by the class teacher via telephone.

Once a student has failed to complete more than 50% of assessment, missed their work placement or have completed less than 85% of course work, they may be required to meet with the Deputy Principal to commence 'N' Determination processes.

7. N-Determinations

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination otherwise referred to as an 'N'-determination.

Students studying an HSC course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the course work for each subject.

Year 11 students need to successfully satisfy all the assessment requirements for all of their courses (a total of 12 units of study) to be eligible to proceed to HSC coursework. A student who receives two or more official warning letters in any one course will be deemed as causing concern in that subject, and appropriate intervention will be applied. If there is no subsequent improvement, then the student will be issued with an 'N'-determination in that course. This puts a student at risk of no longer being eligible for the HSC.

Year 12 students need to successfully satisfy all the assessment requirements for all their HSC courses (a minimum of 10 units of study) to be eligible to receive a Higher School Certificate. A student who receives two or more official warning letters in any one subject will be deemed as causing concern in that subject and appropriate interventions will be applied. If there is no subsequent improvement, then the student may be issued with an 'N'-determination in that subject and will have to complete an alternative pattern of study. The student may no longer be eligible to receive a Higher School Certificate depending on their pattern of study.

Students who do not meet the minimum assessment and course work requirements of a course will then proceed to the 'N'-Determination meeting with the Principal, which is their last chance to meet course requirements. The *Principal's Determination Form* will be issued to the student and their parent/carer at a formal meeting, advising the consequences of this process and the student's right to a school-based appeal and the appeal process with NESAs.

An 'N'-Determination in any subject may make a student ineligible to graduate or receive their RoSA or HSC depending on their chosen pattern of study.

8. VET Work Placement

Rationale

Work placement is a compulsory component of every Vocational Education Course undertaken at school or at an external Registered Training Organisation.

Aims

It provides opportunities for students to experience 'real life' work situations in an area that they have studied in class. It also contributes to the Higher School Certificate and a Nationally Accredited Qualification recognised by industry groups across the country.

Implementation

- All students must complete a minimum of 35 hours of work placement in Year 11 and another 35 hours in the Higher School Certificate course.
- The work placement is arranged in consultation with the student, the VET teacher, the VET Coordinator and MWLP, the workplace learning provider. Once the work placement has been arranged it cannot be changed.
- MWLP is only funded to organise one work placement per student per year.
- Any in class assessments that occur when work placement is on must be rearranged if possible and negotiated with the Faculty Head Teacher prior to the commencement of work placement. If it is a take home assessment, then it must be submitted by the due date.
- The student will be given the relevant work placement forms two weeks before the commencement of work placement.
- The student must contact the workplace by phone one week prior to the commencement of work placement to get their Student Placement Record (SPR) forms signed.
- The SPR forms must be returned to the print room once it has been signed by the student and the student's parents or legal guardians. This must be returned prior to the commencement of work placement.
- The forms will then be photocopied, and the student will be given three copies (one for the student, one for the workplace and one for the student's parents or legal guardians).
- The student must attend work placement every day for the length of time as noted on the SPR.
- If the student is unable to attend work placement due to illness, then they must contact the workplace, contact the VET co-ordinator at school and get a doctor's certificate.
- Work placement hours may vary to school hours and it is expected that all students who undertake a VET course make themselves available for those variables when attending work placement.
- If the student fails to complete their work placement, they will either receive an 'N' determination for that course or will be expected to organise another work placement themselves.

9. Major Works

Rationale

Many HSC courses have a practical or creative component that involves a student working alone, or with others, to create a major project or body of work. The NSW Education Standards Authority (NESA) and the school set stringent guidelines regarding the conceptualisation, development and completion of these major projects.

Aims

To ensure that all students undertaking HSC Courses that have an independent or group work project component fulfil NESA requirements in the completion of this major project.

Implementation

- Students must ensure that their major project directly relates to the requirements set out for the subject in the relevant syllabus document. If a student is unsure, they are required to access support from the classroom teacher in the planning stages of this to ensure that they are meeting these requirements.
- Students should work consistently and continuously in the development and creation of their major project.
- Students must be actively engaged in the conceptualisation and/or creation of their major project by Week 6 of their first HSC term of study. Materials required for the production of the project must be purchased by this time also.
- If a student fails to begin work on their major project by the end of their first term of HSC study, an official N-Warning letter may be sent home to notify the student's parents that they are in danger of not satisfying HSC course requirements for that subject.
- If a student's progress in creating their major project is not consistent throughout the HSC year, an official N-Warning Letter may be sent home according to the school's Senior Assessment Policy.

10. Examinations

Rationale

Examinations are an important part of the teaching and learning process and as such, it is appropriate that standards are set to establish acceptable codes of conduct for these examinations.

Aims

To ensure that all examinations meet the requirements set by the NSW Education Standards Authority (NESA).

To provide examinations that are fair and meaningful for all students.

To ensure the examination environment is conducive to high student achievement.

Implementation

In addition to the information in the Stage 6 Assessment Policy, the following applies to senior students for examinations:

- All students must wear full school uniform when sitting for an examination.
- Students should not talk once they enter the examination room.
- All mobile phones, devices and programmable watches must be switched off and left in bags in the designated area.
- According to NESA guidelines, students may have a non-programmable watch, which must be taken off and placed on the desk in clear view of examination supervisors and not touched during the exam.
- Upon entering the examination room, all equipment required for that examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them during an exam.
- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- Students who talk or disrupt others during an exam will have their names and the nature of the incident recorded by the exam supervisor and may potentially receive a mark of zero for the exam. In this instance, the N-warning process will be followed for this task.
- Any student who creates a disturbance during an exam will be removed from the examination room and sent to a Deputy Principal for disciplinary action. They will receive a mark of zero for that examination. In this instance, the N-warning process will be followed for this task.
- All students must remain in the examination room for the full period of the exam.
- If a student cannot attend an examination due to unforeseen circumstances, that student needs to obtain appropriate documentation, such as a medical certificate, and complete the *Request for Consideration* form, which is to be submitted to the Head Teacher Pathways.

Dropping or Changing a Course

Decisions regarding changes will be left to the discretion of the principal, within the guidelines provided. Students studying an HSC course may not change courses unless the principal is satisfied that they will be able to complete all HSC course requirements including assessment requirements. No change in HSC entries may occur after the 30th of June in the Higher School Certificate examination year, except that the principal may approve withdrawal from a course.

Students wishing to drop or change subjects must complete the *Subject Variation Form*. This form must be signed by the student and parent/carer, the relevant teacher and KLA head teacher, and submitted to Ms Vujcic, Head Teacher Pathways.

In some cases, dropping or changing a course will affect the ATAR status or HSC eligibility of a student. Students will be required to sign a new *Confirmation of Entry* and their parent/carer will be contacted to discuss status or eligibility concerns.

Optional HSC Examinations

Optional HSC examinations exist for: Vocational Education and Training (VET) courses, External VET courses delivered at TAFE or via another provider, English Studies, and Mathematics Standard 1. Students who do these courses are expected to do the Trial HSC Examination. Students may then opt out of the corresponding optional HSC Examination.

If you have any questions about your ATAR or HSC status, and how this will be affected by a decision to opt out of an optional HSC examination, refer questions to Ms Vujcic, Head Teacher Pathways.

Request for Consideration Process

In cases of severe illness or other exceptional circumstances, an extension to the due date of an assessment task may be possible by completing a *Request for Consideration* one week before the due date of an Assessment Task.

Students cannot assume their request will be granted, so they are encouraged to commence work on their assessment tasks upon receipt of them. If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved, the late submission of a task will result in zero marks being awarded for the task.

The application must be signed by your Class Teacher and given to the Head Teacher Pathways for approval. A medical certificate will be required in the case of illness.

See *Appendix B: Request for Consideration form*

Assessment Task Appeal Process

Students have the right to appeal a decision made regarding an application for illness/misadventure, malpractice, or an assessment task result. A student must submit an assessment appeal to the relevant Head Teacher, depending on the nature of the appeal. In reviewing the determination of a student's appeal, the Head Teacher will consider the following as applicable:

- the student's original *Request for Consideration* application
- documentation submitted with the original application
- any additional statement and/or documentation submitted with the student's appeal form
- all evidence presented which relates to the malpractice.

TO APPEAL AN ILLNESS/MISADVENTURE OR MALPRACTICE DECISION

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Head Teacher Pathways within five (5) school days of the initial *Request for Consideration* or *Malpractice* decision being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal will be considered by a panel convened by the Head Teacher Pathways.
- The decision will be communicated to the relevant Faculty Head Teacher, Class Teacher, student and parents/carers.
- The Head Teacher Pathways will notify the Principal if further action is required.

TO APPEAL AN ASSESSMENT TASK

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Head Teacher Pathways within five (5) school days of the initial result being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal will be considered by a panel convened by the Head Teacher Pathways.
- The decision will be communicated to all parties.
- The Head Teacher Pathways will notify the Principal if further action is required.

2024 YEAR 11 COURSE LIST

Your *Confirmation of Entry* will indicate whether you are eligible for the ATAR and/or the HSC. Remember, it is the **combination of courses** that determine your eligibility. If you have any questions, speak to Ms Vujcic, Head Teacher Pathways.

<p>These courses can contribute to the ATAR.</p> <p>Previously known as Category A Courses.</p> <p>Must sit the HSC exam.</p>	<p>These courses can also contribute to the ATAR.</p> <p>Previously known as Category B Courses.</p> <p>You must sit the HSC exam for the course to contribute to the ATAR.</p>	<p>These courses DO NOT contribute to the ATAR.</p> <p>CEC and BEC Courses</p>	
<p>Ancient History</p> <p>Biology</p> <p>Business Studies</p> <p>Community & Family Studies</p> <p>Dance</p> <p>Design & Technology</p> <p>Drama</p> <p>English Advanced</p> <p>English Extension 1</p> <p>English Standard</p> <p>Legal Studies</p> <p>Mathematics Advanced</p> <p>Mathematics Extension 1</p> <p>Mathematics Standard</p> <p>Modern History</p> <p>Music 1</p> <p>Music 2</p> <p>Personal Development, Health & Physical Education</p> <p>Physics</p> <p>Society & Culture</p> <p>Software Engineering</p> <p>Visual Arts</p>	<p>Business Services</p> <p>Construction</p> <p>English Studies</p> <p>Entertainment Industry</p> <p>Hospitality (Food & Beverage)</p> <p>Hospitality (Kitchen Operations)</p> <p>Retail Services</p>	<p>Ceramics (CEC)</p> <p>Exploring Early Childhood (CEC)</p> <p>Photography, Video & Digital Imaging (CEC)</p> <p>Sport Coaching (BEC)</p> <p>Sport, Lifestyle & Recreation (CEC)</p> <p>Visual Design (CEC)</p>	
		<p><i>CEC – Content Endorsed Course</i></p> <p><i>BEC – Board Endorsed Course</i></p>	
	<div style="background-color: #800000; color: white; padding: 10px; width: 100px; margin: 0 auto;"> <p>ATAR Must do the HSC exam.</p> </div>	<div style="background-color: #4F8127; color: white; padding: 10px; width: 100px; margin: 0 auto;"> <p>ATAR Must do the optional exam for it to contribute to the ATAR.</p> </div>	<div style="background-color: #1F5596; color: white; padding: 10px; width: 100px; margin: 0 auto;"> <p>Non-ATAR</p> </div>

PATTERN OF STUDY

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

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

To satisfy pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

ATAR courses are those developed by NESA for which there are formal examinations that yield graded assessments. These are the only courses that can be used to calculate your ATAR. Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units from courses with an HSC examination.

From 2025, all courses with an HSC examination will be eligible for inclusion in the ATAR calculation. This will now include subjects which were previously known as Category B. This change applies to this cohort, who will sit exams and attain an ATAR in 2025.

Board Developed Course	This course can contribute to an ATAR.	Board Developed Course	This course can contribute to an ATAR but you must do the optional exam.	Board Endorsed Course	This course does not contribute to an ATAR.
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Sample Patterns of Study

Based on a minimum of 5 courses (in Year 12). You can substitute a "Green" course for "Red".

					Eligible for the HSC and ATAR.
					Eligible for the HSC. Not eligible for the ATAR.
					Eligible for the HSC. Not eligible for the ATAR.
					Not eligible for the HSC. Not eligible for the ATAR.

ANCIENT HISTORY

ATAR

Course Outcomes

A student:

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	AH11-3, AH11-4, AH11-6 AH11-9, AH11-10	Research Essay	Term 1 Week 8 2024	10	5	10	5	30
2	AH11-2, AH11-6, AH11-7 AH11-8, AH11-9	Historical Investigation	Term 2 Week 10 2024	10	5	10	5	30
3	AH11-1, AH11-5, AH11-6, AH11-9, AH11-10	Yearly Examination	Term 3 Week 8/9 2024	20	10		10	40
Total				40	20	20	20	100

Course Outcomes

A student:

Skills:

- 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

Knowledge and Understanding:

- 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

Assessment Schedule

Component		Weighting %
A	Skills in working scientifically	60
B	Knowledge an understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	BIO11-2, BIO11-3, BIO11-5 BIO11-6, BIO11-7, BIO11-8	Practical Skills Task	Term 1 Week 9 2024	20	5	25
2	BIO11-1, BIO11-3, BIO11-4 BIO11-6, BIO11-7, BIO11-9	Depth Studies	Term 2 Week 10 2024	30	10	40
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2024	10	25	35
Total				60	40	100

Course Outcomes

A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Assessment Schedule

Component		Weighting %
A	Stimulus-based skills	20
B	Inquiry and research	20
C	Communication of business information, ideas and issues	20
D	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P1, P2, P6, P7	Multimedia Presentation	Term 1 Week 9 2024	10	5	5	10	30
2	P4, P5, P8, P9	Business Report	Term 2 Week 6 2024	10	5	5	10	30
3	P2, P3, P8, P10	Yearly Examination	Term 3 Weeks 8-9 2024		10	10	20	40
Total				20	20	20	40	100

CERAMICS

Non-
ATAR

Course Outcomes

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their ceramic practice
- M2 explores concepts of artist/ ceramist/ sculptor/ designer/ maker, interpretations of the world and of audience response in their art making
- M3 investigates different points of view in the making of ceramic works
- M4 explores ways of generating ideas as representations in making of ceramic works
- M5 engages in the development of different techniques suited to artistic intentions in the making of ceramic works
- M6 takes into account Work Health and Safety in their practice
- CH1 generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
- CH2 investigates the roles and relationships pf the concepts of work, world, artist/ceramist/sculptor/designer/maker/ audience in critical and historical investigations
- CH3 distinguishes between different points of view in their critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interest in ceramics
- CH5 recognises how ceramic works are used in various fields of cultural production

Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and art history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M1, M2, M3, M4, M6	Ceramic Work & VAPD (VAPD = Visual Arts Project Diary)	Term 2 Week 1 2024	40		40
2	M2, M3, M5, M6, CH2, CH5	Ceramic Work & Ceramic Case Study	Term 3 Week 4 2024	30	10	40
3	CH1, CH3, CH4	Yearly Examination	Weeks 8-9 Term 3 2024		20	20
Total				70	30	100

Course Outcomes

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 inter-relationships 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 wellbeing of themselves and others
- P7.3 appreciates the values of resource management in response to change
- P7.4 values the place of management in coping with a variety of role expectations

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Critical thinking, research methodology, analysing and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1.1, P1.2, P4.2 P5.1, P6.1	Resource Management Task	Term 1 Week 9 2024	10	20	30
2	P 2.3, P4.1 P4.2, P6.2	Individuals and Groups Task	Term 2 Week 8 2024	10	20	30
3	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4 P3.1, P3.2, P4.1, P4.2 P5.1, P6.1, P6.2	Yearly Examination	Term 3 Weeks 8-9 2024	20	20	40
Total				40	60	100

Course Outcomes

A student:

Dance as an artform:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an art form
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an art form and its inherent expressive qualities

Dance Performance:

- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6 values self-discipline, commitment and consistency in technical skills and performance

Dance Composition:

- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concept/intent
- P3.7 values their own and others' dance activities as worthwhile

Dance Appreciation:

- P4.1 understands the socio-historic context in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation
- P4.5 values the diversity of dance from national and international perspectives

Assessment Schedule

Component		Weighting %
A	Performance	40
B	Composition	30
C	Appreciation	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	P1.1, P1.2, P1.3, P1.4 P2.1, P2.2, P2.3 P2.4, P2.5, P2.6 P3.4, P3.5, P3.6, P4.2	Performance <i>Performance focused on Dance Technique and Performance Quality, process diary record of performance development with safe dance practice.</i>	Term 1 Week 9 2024	30	10		40
2	P1.2, P1.2, P1.3, P1.4 P4.1, P4.2, P4.3 P4.4, P4.5	Composition and Appreciation <i>Presentation of Core Composition with rationale and interview. Process diary including analysis Australian choreographer and one seminal work.</i>	Term 2 Week 7 2024			20	20
3	All outcomes	Yearly Examination <i>Major Composition (live or film) including rationale & interview. Performance including analysis & reflection. Written Core Appreciation Examination</i>	Term 3 Weeks 8-9 2024	10	20	10	40
Total				40	30	30	100

Course outcomes

A student:

- P1.1 examines design theory/practice. Considers the factors affecting designing and producing in design projects
- P2.1 identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2 explains the impact of D and T activities on the individual, society and the environment through projects
- P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- P4.1 uses design processes in the development and production of design solutions to meet identifies needs and opportunities
- P4.2 uses resources effectively and safely in the development and production of design solutions
- P4.3 evaluate the processes and outcomes of designing and producing
- P5.1 uses a variety of management techniques and tools to develop design projects
- P5.2 communicates ideas and solutions using a range of techniques
- P5.3 uses a variety of research methods to inform the development and modification of design
- P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P6.2 evaluates and uses computer-based technologies in designing and producing

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Knowledge and skills in the management, communication and production of projects	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1.1, P2.2, P6.1	Designer Case Study	Term 1 Week 10 2024	10	20	30
2	P3.1, P4.1, P4.2, P5.2, P5.3, P6.2	Minor Design Project	Term 3 Week 4 2024	10	30	40
3	P2.1, P4.3, P5.1	Yearly Examination	Term 3 Weeks 8-9 2024	20	10	30
Total				40	60	100

DRAMA

ATAR

Course Outcomes

A student:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts 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 performance 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

Assessment Schedule

Component		Weighting %
A	Making	40
B	Performing	30
C	Critically studying	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	P1.1, P1.2, P1.3, P1.6, P1.7, P1.8 P2.1, P2.3, P2.4, P2.5, P2.6, P3.1	Group Performance	Term 1 Week 11 2024	30	10		40
2	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.2	Performance and Portfolio	Term 2 Week 9 2024	10	20	10	40
3	P1.3, P1.6, P2.4, P2.6 P3.1, P3.2, P3.3, P3.4	Theatre Style Study	Term 3 Weeks 8-9 2024			20	20
Total				40	30	30	100

Course Outcomes

A student:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EA11-2, EA11-4 EA11-5, EA11-9	Imaginative Response	Term 1 Week 11 2024	15	15	30
2	EA11-1, EA11-3 EA11-5, EA11-8	Multimodal (Essay and Visual Representation)	Term 2 Week 9 2024	15	15	30
3	EA11-3, EA11-5, EA11-6 EA11-7, EA11-9	Yearly Examination (Critical Study of Literature)	Term 3 Weeks 8-9 2024	20	20	40
Total				50	50	100

Course Outcomes

A student:

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of complex texts and of how and why they are valued	50
B	Skills in complex analysis, sustained composition and independent investigation	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EE11-2, EE11-3, EE11-6	Imaginative Response	Term 1 Week 10 2024	15	15	30
2	EE11-1, EE11-2, EE11-3 EE11-4, E11-5	Multimodal Tutorial	Term 2 Weeks 10 2024	20	20	40
3	EE11-1, EE11-2, EE11-3 EE11-4, EE11-5	Yearly Examination	Term 3 Weeks 8-9 2024	15	15	30
Total				50	50	100

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EN11-4, EN11-5, EN11-6	Writing Folio – Common Module (Reading to Write)	Term 1 Week 9 2024	20	20	40
2	EN11-2, EN11-7, EN11-9	Multimodal Presentation Module A (Contemporary Possibilities)	Term 2 Week 9 2024	15	15	30
3	EN11-1, EN11-3, EN11-8	Yearly Examination Module B (Close Study of Text)	Term 3 Weeks 8-9 2024	15	15	30
Total				50	50	100

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in: comprehending texts; communicating ideas; using language accurately, appropriately and effectively	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ES11-1, ES11-4, ES11-10	Collection of Written Pieces (Mandatory Module – Achieving through English)	Term 1 Week 8 2024	20	20	40
2	ES11-1, ES11-2 ES11-6, ES11-9	Multimodal Presentation	Term 2 Week 7 2024	15	15	30
3	ES11-3, ES11-5 ES11-7, ES11-8	Collection of Classwork	Term 3 Weeks 8-9 2024	15	15	30
Total				50	50	100

EXPLORING EARLY CHILDHOOD

Non-
ATAR

Course Outcomes

A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behavior in young children
- 4.1 demonstrates appropriate communication skills with children and / or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.1, 1.4 2.1, 5.1, 6.2	Research Task: Teenage Pregnancy	Term 1 Week 9 2024	15	15	30
2	1.3, 1.4, 6.1	Recipe Research and Presentation	Term 2 Week 8 2024	20	20	40
3	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4 4.1, 4.2, 5.1, 6.1, 6.2	Yearly Examination	Term 3 Weeks 8-9 2024	15	15	30
Total				50	50	100

Course Outcomes

A student:

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, issues and ideas in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P1, P2, P6, P8, P9	The Legal System: Topic Test	Term 1 Week 8 2024	20	5		5	30
2	P5, P6, P7, P8, P10	The Individual and the Law: Research Task	Term 2 Week 7 2024	5	5	20		30
3	P3, P4, P6, P7, P9	Yearly Examination	Term 3 Weeks 8-9 2024	15	10		15	40
Total				40	20	20	20	100

Course Outcomes

A student:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem-solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MA11-1, MA11-2 MA11-8, MA11-9	Functions and Graphing Assignment	Term 1 Week 7 2024	15	15	30
2	MA11-1, MA11-3, MA11-4 MA11-7, MA11-9	Open Book Task	Term 2 Week 10 2024	20	20	40
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2024	15	15	30
Total				50	50	100

MATHEMATICS STANDARD

ATAR

Course Outcomes

A student:

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

Students studying Mathematics Standard need to be aware that in the HSC course, they will have an opportunity to study either the [Mathematics Standard 1](#) or the [Mathematics Standard 2](#) course. The Mathematics Standard 2 course is more rigorous than the Standard 1 course.

Towards the end of Term 3, 2024, the Head Teacher Mathematics will interview students whose performance indicates that Mathematics Standard 1 is more appropriate for their learning needs.

Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MS11-2, MS11-5, MS11-6 MS11-9, MS11-10	In class research/ Exam Financial Maths	Term 1 Week 9 2024	15	15	30
2	MS11-3, MS11-4 MS11-9, MS11-10	Open Book Task	Term 2 Week 6 2024	15	15	30
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2024	20	20	40
Total				50	50	100

Course Outcomes

A student:

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

Mathematics Extension is a 1-unit course and final marks will be given out of 50.

Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ME11-1, ME11-2 ME11-6, ME11-7	Functions Assignment	Term 1 Week 8 2024	15	15	30
2	ME11-1, ME11-2 ME11-3, ME11-7	Open Book Task	Term 2 Week 9 2024	15	15	30
3	ME11-1, ME11-2, ME11-3 ME11-4, ME11-5	Yearly Examination	Term 3 Weeks 8-9 2024	20	20	40
Total				50	50	100

Course Outcomes

A student:

Knowledge and Understanding:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

Skills:

- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry	20
D	Communication of historical understanding in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	MH11-3, MH11-4 MH11-6, MH11-7	Source Analysis	Term 1 Week 9 2024	10	5	10	5	30
2	MH11-2, MH11-5, MH11-6 MH11-8, MH11-9	Historical Investigation	Term 2 Week 4 2024	10	5	10	5	30
3	MH11-1, MH11-3, MH11-4 MH11-7, MH11-10	Yearly Examination	Term 3 Weeks 8-9 2024	20	10		10	40
Total				40	20	20	20	100

MUSIC 1

ATAR

Course Outcomes

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

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

Assessment Schedule

Component		Weighting %
A	Performance	25
B	Composition	25
C	Musicology	25
D	Aural	25
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P2, P3, P5 P7, P8, P10, P11	Composition and Viva	Term 1 Week 10 2024		25	15		40
2	P1, P4, P6 P9, P10, P11	TV/ Film Performance and Listening Assessment	Term 2 Week 9 2024	15		10		25
3	P1, P4, P5 P9, P10, P11	Examination Performance & Aural	Term 3 Weeks 8-9 2024	10			25	35
Total				25	25	25	25	100

MUSIC 2

ATAR

Course Outcomes

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

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

Assessment Schedule

Component		Weighting %
A	Performance	25
B	Composition	25
C	Musicology	25
D	Aural	25
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P1, P6, P11	Performance/Musicology Solo performance + sight singing examination + on score analysis	Term 1 Week 10 2024	15		15		30
2	P3, P4, P8, P9	Composition Portfolio + Aural Analyses Submission of Composition Portfolio	Term 2 Week 9 2024		25		10	35
3	P2, P5, P7, P10, P12	Performance Ensemble + Aural/Musicology Exam Ensemble performance with improvisation + short answer, melodic dictation, and extended response.	Term 3 Weeks 8-9 2024	10		10	15	35
Total				25	25	25	25	100

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Course Outcomes



A student:

- P1 identifies and examines why people give different meanings to health
- P2 explains how a range of health behaviours effect 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 the body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health promoting actions based on 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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research, analysis and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P2, P3, P6, P15, P16	Core 1: Collaborative Research Report and Podcast	Term 2 Week 2 2024	10	20	30
2	P7, P8, P10, P11, P17	Core 2: Fitness Testing Analysis	Term 3 Week 1 2024	10	20	30
3	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10, P11, P12 P15, P16, P17	Yearly Examination	Term 3 Weeks 8-9 2024	20	20	40
Total				40	60	100

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Non-
ATAR

Course Outcomes

A student:

Designing and making:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/ or moving works
- M3 investigates different points of view in the making of photographs and/or videos/ or digital images
- M4 generates images and ideas as representations/ simulations in the making of photographs and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital works
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or video and/or digital imaging

Critical and Historical Studies:

- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and accounts can be built to explain practices and interests in the field of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M2, M3, M4, M6 CH1, CH2	Introduction to Practical Task and Journal	Term 1 Week 10 2024	30	10	40
2	M1, M2, M3, M5, M6	Make Your Point Practical Task	Term 2 Week 8 2024	40		40
3	M6, CH1, CH3, CH4, CH5	Yearly Examination	Term 3 Weeks 8-9 2024		20	20
Total				70	30	100

Course Outcomes

A student:

Skills:

- 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

Knowledge and Understanding:

- 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

Assessment Schedule

Component		Weighting %
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	PH11-3, PH11-4, PH11-5 PH11-6, PH11-7, PH11-8	Research Task	Term 1 Week 10 2024	20	5	25
2	PH11-1, PH11-2, PH11-3, PH11-5 PH11-7, PH11-8, PH11-9	Depth Study	Term 2 Week 9 2024	30	10	40
3	All outcomes	Yearly Examination	Term 3 Weeks 8-9 2024	10	25	35
Total				60	40	100

SOCIETY AND CULTURE

ATAR

Course Outcomes

A student:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 Identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	P1, P3, P6, P9, P10	Content Analysis	Term 1 Week 8 2024	15	10	5	30
2	P1, P2, P5, P8, P10	Mini Personal Interest Project	Term 2 Week 8 2024	10	10	10	30
3	P2, P4, P5, P7, P9	Yearly Examination	Term 3 Weeks 8-9 2024	25	10	5	40
Total				50	30	20	100

Course Outcomes

A student:

- SE-11-01 describes methods used to plan, develop and engineer software solutions
- SE-11-02 explains how structural elements are used to develop programming code
- SE-11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE-11-04 applies safe and secure practices to collect, use and store data
- SE-11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-11-06 applies tools and resources to design, develop, manage and evaluate software
- SE-11-07 implements safe and secure programming solutions
- SE-11-08 applies languages structures to refine code
- SE-11-09 manages and documents the development of a software project

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Knowledge and skills in the practical application of the content	
		100

Task	Outcome	Task Name	Due Date	Weighting %		
				A	B	Total
1	SE-11-01, SE-11-02, SE-11-03	Written Examination: Programming Fundamentals	Term 1 Week 11 2024	15	15	30
2	SE-11-04, SE-11-06, SE-11-07	Portfolio: Programming in Object Oriented Paradigm (OOP)Language	Term 2 Week 5 2024	15	15	30
3	SE-11-01, SE-11-06, SE-11-07 SE-11-08, SE-11-09	Project: Mechatronics	Term 3 Week 6 2024	20	20	40
Total				50	50	100

SPORT, LIFESTYLE AND RECREATION

Non-
ATAR

Course Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 1.7 explains the principles of skill development and training
- 2.1 analyses the fitness requirements of specific activities
- 2.2 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.3 describes how societal influences impact on the nature of sport in Australia
- 2.4 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.
- 4.1 accepts responsibility for personal and community health
- 4.2 willingly participates in regular physical activity
- 4.3 values the importance of an active lifestyle
- 4.4 values the features of a quality performance
- 4.5 strives to achieve quality in personal performance

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.2, 2.2, 3.2, 3.3	Fitness Components	Term 1 Week 9 2024	15	15	30
2	1.1, 1.3, 2.1, 3.2, 4.2	Coaching and Practical Application	Term 3 Week 6 2024	20	20	40
3	1.2, 1.3, 2.1, 2.2, 2.5 3.1, 3.2, 3.3, 3.6 4.1, 4.2, 4.4, 4.5	Yearly Examination	Term 3 Weeks 8-9 2024	15	15	30
Total				50	50	100

Course Outcomes

A student:

Artmaking:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in art making
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions

Art Criticism and Art History:

- 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

Assessment Schedule:

Component		Weighting %
A	Art making	50
B	Art criticism and art history	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1, P4, P6	Portfolio of Experimental Works	Term 2 Week 2 2024	25	15	40
2	P2, P3, P5, P6, P7, P8, P9	Submitted Artworks & Annotated Account	Term 3 Week 4 2024	25	15	40
3	P7, P8, P9, P10	Yearly Examination	Term 3 Weeks 8-9 2024		20	20
Total				50	50	100

Course Outcomes

A student:

Designing and making:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, and interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/ simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works

Critical and Historical Studies:

- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and art history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	DM1, DM2, DM6	Stop Motion Practical Task	Term 2 Week 1 2024	40		40
2	DM3, DM4, DM5	Commercial Art Practical Task	Term 3 Week 2 2024	30		30
3	CH1, CH2, CH3, CH4	Yearly Examination	Term 3 Weeks 8-9 2024		30	30
Total				70	30	100

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

All students successfully completing a VET Course will be eligible for one or all of the following credentials:

1. An HSC
2. Australian Qualifications Framework (AQF) Certificate I, II or III

Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) must sit the external examination. VET courses are categorised as Board Developed Courses, excluding Sport Coaching, a Board Endorsed course which counts towards the HSC but does not contribute towards an ATAR.

Course	Category	ATAR eligibility
Business Services	Board Developed Course	Yes, must sit the HSC exam
Construction	Board Developed Course	Yes, must sit the HSC exam
Entertainment Industry	Board Developed Course	Yes, must sit the HSC exam
Hospitality (Food & Beverage)	Board Developed Course	Yes, must sit the HSC exam
Retail Services	Board Developed Course	Yes, must sit the HSC exam
Sport Coaching	Board Endorsed Course (BEC)	No

Demonstration of Competency

The assessment components in VET courses are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

A record of the units and elements of competence achieved will be kept in a separate competency log for each student, as well as in a data base retained by the teacher.

Evidence of competence will be gathered on an ongoing basis through specific tasks and events, such as projects, assignments, written and practical tests. **There are no marks awarded in competency-based assessments.**

To be satisfactory in these courses students must:

- Show diligence and sustained effort in achieving competencies by attempting all competency-based assessment, participating actively in all class activities and attending on a regular basis.
- Attend mandatory work placement for assessment of work site competencies.

Examinations

Yearly Examinations will occur in **Term 3 Weeks 8 and 9**. These do not form part of the RTO assessment requirements.

The HSC Examination is independent of competency-based assessment requirements for AQF Certification for the purpose of an Australian Tertiary Admissions Ranking (ATAR). The completion of internal examinations will be used to determine an exam estimate should one be required in cases of illness and misadventure during the HSC exam. These exams will also be used as sources of evidence of competence in some units, and therefore will contribute to the competency-based assessment program.

Work Placement

Work Placement is a mandatory requirement for every VET course. Failure to complete Work Placement in either the Year 11 and Year 12 will render the student ineligible for the award of the credential. If a student exits the course at the end of Year 11, they **MUST** have completed a minimum of 35 hours work placement to satisfy NESA requirements.



Education

ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2024 – HSC 2025

Business Services

Construction

Entertainment Industry

Hospitality (Food & Beverage)

Hospitality (Kitchen Operations)

Retail Services

Sport Coaching

BUSINESS SERVICES

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package (version 8)

ATAR

Campbelltown Performing Arts High School

Assessment Schedule Year 11 – 2024		Cluster 1	Cluster 2	Cluster 3	Yearly Exam (Optional)
		Let's get tech savvy	Organising business safety	Working in industry	
Assessment due		Week: 7 Term: 1	Week: 6 Term: 2	Week: 6 Term: 3	Weeks: 8-9 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
BSBTEC201	Use business software applications	X			
BSBTEC202	Use digital technologies to communicate in the work environment	X			
BSBWHS311	Assist with maintaining workplace safety		X		
BSBINS302	Organise workplace information		X		
BSBXCM301	Engage in workplace communication			X	
BSBOPS201	Work effectively in business environments			X	

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate III in Business BSB30120** or a **Statement of Attainment towards Certificate III in Business BSB30120**.

Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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

CONSTRUCTION

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

Campbelltown Performing Arts High School

ATAR

Assessment Schedule Year 11 – 2024		Task 1	Task 2	Task 3	Task 4	Yearly Exam**
		Week 10	Week 10	Week 10	Week 10	Weeks 8-9
		Term 1	Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency					
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations			X		
CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

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

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

ENTERTAINMENT INDUSTRY

Qualification: CUA30420 Certificate III in Live Production and Technical Services

Cohort 2024 – 2025

Training Package CUA Creative Arts and Culture Training Package (Release 5.1)

ATAR

Campbelltown Performing Arts High School

Assessment Schedule Year 11 – 2024		Task 1	Task 2	Task 3	Task 7	Yearly Examination 50% (Optional) Weeks: 8-9 Term: 3
		White Card	Safe and Sound	Bump in the Light	First Aid (optional)	
Certificate III in Live Production and Technical Services CUA30420		Week: 6 Term: 2	Week: 9 Term: 2	Week: 9 Term: 2	N/A	
Code	Unit of Competency					HSC Examinable Units of Competency
CPCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				
CUASOU331	Undertake live audio operations		X			
CUAWHS312	Apply work health and safety practices		X			
CUALGT311	Operate basic lighting			X		
CUASTA212	Assist with bump in and bump out of shows			X		

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

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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

HOSPITALITY (FOOD & BEVERAGE)

Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2024 – 2025 RTO: Department of Education 90072
 Training Package SIT Tourism, Travel and Hospitality (version2.1)

ATAR

Campbelltown Performing Arts High School

Assessment Schedule Year 11 – 2024 Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Preliminary Yearly Exam** (Optional)
		Week 10	Weeks 8-9
Code	Unit of Competency	Term 2	Term 3
SITXFSA005	Use hygienic practices for food safety	x	
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards SIT20322 Certificate II in Hospitality.

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

* Selected units only to be confirmed by your teacher.

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

HOSPITALITY (KITCHEN OPERATIONS)

ATAR

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024-2025

Training Package SIT Tourism, Travel and Hospitality

Assessment Schedule Year 11 - 2024

SIT20421 Certificate II in Cookery		Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Safety in the kitchen	Service please
		Week 9	Week 5
		Term 2 (2024)	Term 3 (2024)
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCC025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity		X
SITXCCS011	Interact with customers		X

EXAM (Optional)
Week 8-9
Term 3

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

RETAIL

The Retail Assessment Schedule will be confirmed by the RTO and distributed to students by the class teacher.

PUBLIC SCHOOLS NSW ULTIMO RTO 90072 RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4) Training Package: Retail Services (Release 7.0)							ATAR	NESAs course code 2 U X 2 YR - 26911 HSC Exam: 26999 LMBR UI Code: (11 OR 12) SIR30216126911B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%	
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years	
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation		
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work placement	
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	50% Preliminary Exam	
Term 4-5	7 HSC UOCs							
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	35 hrs Work placement	
	Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	50% Trial HSC Exam
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work		
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 245		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>			

SPORT COACHING

Qualification: SIS30521 Certificate III in Sport Coaching
Cohort 2024 - 2025 Training Package SIS Sport, Fitness and Recreation (version 5)
Assessment Schedule Preliminary

Non-
ATAR

Campbelltown Performing Arts High School

		Task 1	Task 2	Task 3
Assessment Schedule Year 11 – 2024		Tournament	The Community Coach	First Aid
SIS30521 Certificate III in Sport Coaching		Time		
Assessment Due:		Week: 3 Term: 2	Week: 7 Term: 3	To be confirmed
Code	Unit of Competency			
HLTWHS001	Participate in workplace health and safety	X		
SISXIND006	Conduct sport, fitness or recreation events	X		
SISSSCO002	Work in a community coaching role		X	
SISSSCO005	Continuously improve coaching skills and knowledge		X	
HLTAID011	Provide First Aid Delivered by an external RTO – Credit transfer outcome on Schools Online			Credit Transfer (outsourced)

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30521 Certificate III in Sport Coaching.

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

Appendices

Appendix A: Personal Assessment Booklet

Appendix B: Year 11 Assessment Calendar 2024

Appendix C: Request for Consideration

Appendix D: Assessment Task Appeal Form

Appendix E: Template for Completing Assessments

Appendix F: Glossary of Key Words

APPENDIX A: PERSONAL ASSESSMENT CALENDAR

TERM 1 2024	
Week	Course/Task
1 30/1-3/2	
2 6/2/-10/2	
3 13/2-17/2	
4 20/2-24/2	
5 27/2/-3/3	
6 6/3-10/3	
7 13/3-17/3	
8 20/3-24/3	
9 27/3-31/3	
10 3/4—7/4	
11	

TERM 2 2024	
Week	Course/Task
1 24/4-28/4	
2 1/5-5/5	
3 8/5-12/5	
4 15/5-19/5	
5 22/5-26/5	
6 29/5-2/6	
7 5/6-9/6	
8 12/6-16/6	
9 19/6-23/6	
10 26/6-30/6	

TERM 3 2024	
Week	Course/Task
1 17/7-21/7	
2 24/7-28/7	
3 31/7-4/8	
4 7/8-11/8	
5 14/8-18/8	
6 21/8-25/8	
7 28/8-1/9	
8 4/9-8/9	
9 11/9-15/9	
10 18/9-22/9	

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APPENDIX B: YEAR 11 ASSESSMENT CALENDAR 2024

	TERM 1	TERM 2	TERM 3
1	Tue/Wed Staff Development Day Thu – Day 1 Year 11	29/04 – 3/05 CERAMICS, VDESIGN	22/07 – 26/07 PDHPE
2	5/02-9/02	6/5 – 10/05 PDHPE, VARTS	29/07 – 2/08 VDESIGN
3	12/02-16/02	13/05 – 17/05	5/08 – 9/08
4	19/02 – 23/02	20/05 – 24/05 MH	12/08 – 16/08 CERAMICS, D&T, VARTS
5	26/02 – 1/03	27/05 – 31/05 SE	19/08 – 23/08
6	4/03 – 8/03	3/06 – 7/06 BUSST, CAFS, MATHST	26/08 – 30/08 SLR, SE
7	11/03 – 15/03 MATHADV	10/06 – 14/06 DANCE, ENGSTUDIES, LEGALST	2/09 – 6/09
8	18/03 – 22/03 AH, ENGSTUDIES, MATHEX, S&C, LEGALST,	17/06 – 21/06 EEC, PVDI, S&C, SLR	9/09 – 13/09 YEAR 11 EXAMS
9	25/03 – 29/03 BIO, BUSST, CAFS, DANCE, EEC, MATHST, MH, SLR	24/06 – 28/06 DRAMA, ENGADV, ENGST, MATHEX, MUSIC1, MUSIC2, PHYSICS	16/09 – 20/09 YEAR 11 EXAMS
10	1/04 – 5/04 D&T, DRAMA, ENGEX1, PVDI, PHYSICS, MUSIC1, MUSIC2,	1/07 – 5/07 AH, BIO, ENGEX1, MATHADV	23/09 – 27/09
11	08/04 – 12/04 ENGADV, ENGST, SE		

APPENDIX C: REQUEST FOR CONSIDERATION



Request for Consideration

This form is to be completed to request consideration for an extension or a missed or late assessment task due to illness or misadventure. If illness or misadventure prevents a student from completing an Assessment Task on or before the due date, the school must be advised immediately as the situation is known, and the *Request for Consideration* must be submitted to the Head Teacher Pathways on the day of returning to school.

Section A (to be completed by the student)

Full Name: _____ Year: 10 11 12

Reason for absence/late submission/request for extension:

Medical certificate from (name of doctor): _____

OR nature of other independent evidence: _____

Student signature: _____ Parent/carer signature: _____ Date: ___ / ___ / ___

You must attach the Medical Certificate to this form.

Section B: See your Class Teacher or the Head Teacher

Course			
Teacher			
Nature of task			
Original due date			
Date the task will be/has been completed			
Teacher comment			
Teacher signature			
Date			

Section C: Take this form to the Head Teacher Pathways.

Date school advised of misadventure: _____ Person advised: _____

Request for Consideration decision: Accepted / Rejected Extension of time granted until: _____

Student required to complete alternate task. Yes No

Zero mark to be awarded for late submission with task to be completed. Yes No

Task is a non-serious effort Yes No

Head Teacher Pathways signature: _____ Date: _____

Decision communicated to: Parent, Student, Class Teacher, Head Teacher, and Sentral

APPENDIX D: ASSESSMENT TASK APPEAL FORM



Assessment Task Appeal Form

Name: _____ Year: 10 11 12

Course: _____ Teacher: _____

Assessment task: # _____ Due date: ___ / ___ / ___

Date of appeal: ___ / ___ / ___

Nature of appeal: (circle one only)

- Conduct of assessment task
- Invalid or unreliable task
- Request for Consideration decision
- Malpractice decision

Please submit this form and any supporting evidence to the head teacher within 5 working days of receiving the assessment result.

Reasons for the appeal:

Student signature: _____ Date: ___ / ___ / ___

Parent/carer signature: _____ Date: ___ / ___ / ___

TAKE THIS FORM TO THE HEAD TEACHER PATHWAYS (SENIOR STUDY).

Panel: _____ Resolution decision: Accepted Rejected

Comment:

HT signature: _____ Date: ___ / ___ / ___

Copy to relevant parties. Upload to Sentral.

APPENDIX E: TEMPLATE FOR COMPLETING ASSESSMENTS

Things you need to **KNOW** to complete this task:

Content	
Skills (verbs)	

Things you need to **DO** to complete this task:

Step	Things I will do	What I will see as a result
1		
2		
3		
4		
5		

My Assessment Task Planner:

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

APPENDIX F: GLOSSARY OF KEY WORDS

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as ‘how’, or ‘why’ or ‘to what extent’. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



Campbelltown Performing Arts High School

PATHWAYS TO SHINE

90 Beverley Road CAMPBELLTOWN NSW 2560

(02) 4625 1403

W: <https://campbellto-h.schools.nsw.gov.au>

E: campbellto-h.school@det.nsw.edu.au