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YEAR 11 COURSE ASSESSMENT POLICY

“Students studying Year 11 and HSC courses must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.” (NSW Education Standards Authority)

The NSW Education Standards Authority (NESA) is responsible for all aspects of the organisation and administration of Year 11 and HSC certification and accreditation.

1. The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of student’s learning. It is integral to teaching and learning. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

At Cobar High, assessment can be used for a number of purposes, including to:

- Assist student learning
- Provide information on student learning and progression in relation to the syllabus outcomes
- Provide evidence of satisfactory completion of a course

In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student’s achievement in relation to course outcomes. This includes:

- A wider range of syllabus outcomes than may be measured by external examinations
- Multiple measures and observations made throughout the course rather than a single assessment event

2. Scheduling of Tasks

Every attempt is made to ensure that no student has more than two assessment tasks due in any week. Where the assessment tasks involve students in substantial outside preparation, no more than two tasks will be set for completion on any **one** day.

No assessment task can be scheduled in the week before the Yearly Examination.

Students will be notified, in writing, of any alterations to the scheduling or nature of assessment tasks, or of any other changes to assessment procedures or policy.

3. Notification of Tasks

Students will be informed **in writing** (in class and via DoE email) of the set dates and details of each assessment at least **two weeks** prior to the task due date. This notification will include:

- the nature of the task (including a rubric)
- the outcomes being assessed
- the weighting of the task
- the due date of the task
- the marking criteria of the task

When a student returns to school from any absence, it is **the student's responsibility** to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach their classroom teacher to ensure that correct information is received and to discuss any necessary re-arrangements to the scheduling of each task.

4. Submission of Tasks

Where possible, tasks should be submitted to the class teacher, with students signing the Task Register.

If the class teacher is not available the appropriate Head Teacher or the Front Office may accept the task. Students must request a CHS Assessment Receipt, if not handed directly to the class teacher (which must be signed and dated by the person receiving the assessment task).

Tasks set outside class time must be submitted by 3:45pm by hand or 5:00pm electronically on the date due.

Electronic submission of tasks where appropriate will be accepted. Tasks must be electronically received by the time set above. If you submit a task electronically, **you must request a delivery and read receipt**. You must keep this email as proof of submission. You must email your task to your class teacher and the school. The school email address is cobar-h.school@det.nsw.edu.au and you will need to ensure that you have your teachers DoE email address.

5. Task Return

Marked tasks will be returned to each student within two school weeks of the due date. Each marked task must include a ranking based on the total number of students studying that course, as well as an accumulative rank based on all assessments. Students will receive meaningful feedback (written and oral) on each task.

6. Satisfactory Completion of HSC Course

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

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

Furthermore, the student must fulfil the **course completion criteria**.

Adequacy of attendance will be determined by the Principal, who must give students early warning of the consequence of inadequate attendance. The Principal may determine that, as a result of inadequate attendance, the course completion criteria have not been met.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- a) apply an "N" (Non-completion) determination and advise the NSW Education Standards Authority accordingly. Courses which are not satisfactorily completed will not be printed on Records of Achievement or

Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.

b) advise the candidate of the submission and the right of appeal.

7. Misconduct and Malpractice

The following malpractices or misconduct are not acceptable;

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- any other actions whereby the student adversely affects the opportunities for other students to perform to their potential

The student must comply with the teacher's instructions in relation to the assessment task. Whenever malpractice during an assessment task by a student is suspected, the incident will be referred to a panel to decide appropriate action. This may result in the student receiving a zero "0" mark for that task.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

8. Unsatisfactory Completion of Set Tasks

NESA expects all students to undertake all assessment tasks set.

The minimum requirement for all courses is that the student undertakes tasks that contribute in excess of 50% of available marks and course completion criteria.

a) Late submission of tasks

The deadline for the submission of tasks set outside class time is 3.45pm by hand or 5.00pm electronically on the due date. Work submitted late will receive a zero "0".

b) Non submission of tasks

Failure to submit an assessment task will result in zero “0” being awarded.

c) Non serious/inadequate attempt

Tasks completed or submitted in a course that are, in the professional judgement of the teacher, not meeting a basic/elementary level of achievement of course outcomes can be awarded a zero “0” mark.

Students who make a non-serious/inadequate attempt will be required to resubmit the task to a standard that meets course outcomes as required by NESAs. However, the zero “0” mark stands.

If a student has been given a zero “0” mark because of failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal must certify that the course has not been studied satisfactorily.

When a zero “0” mark has been awarded, the parent will be notified in writing with a NESAs Warning Letter and a new due date will be given for the task. If the task is then completed:

- a mark of zero “0” remains for assessment purposes
- the award of “Non-completion” is revoked

If it appears that a student is at risk of not meeting the assessment requirements in a course, the Principal or delegate will ensure that the student and the parent or guardian are informed, in writing, of the problem.

9. Illness or Misadventure

A student absent, due to illness or misadventure, from a task or the day a task is due must provide a valid explanation to cover the absence. Students **must complete an Illness or Misadventure Application Form** (available from class teacher, assessment booklet staffrooms, school website or Front Office) **within two school days of the due date**. Failure to do this may result in a zero “0” mark being awarded.

If illness is offered as a reason it will be necessary where possible to provide a Doctor’s Certificate, unless there are extenuating circumstances.

A student absent from school on the day a task is due must:

- make every attempt to hand the task in before the due date; or
- make arrangements for some other person to deliver the task to the school by the due date.

A student who completes a task but feels extenuating circumstances exist can apply for consideration of the circumstances at the time of the task. Students must complete an Illness or Misadventure Application Form (available from class teacher, assessment booklet staffrooms, school website or Front Office).

If an illness or misadventure application is successful an extension of time may be granted on the same task or a substitute task may be arranged at a later time. If this is not feasible, an estimate based on previous assessment tasks or other appropriate evidence may be given. The Principal or delegate must approve the use of an estimate.

10. Reviews and Appeals

Results of individual assessment tasks can only be queried **at the time the task is returned** to the students.

Any student who wishes to appeal against the condition, administration or marking of a task should discuss the concern with the Class Teacher or Head Teacher and then complete an Appeal Form (available from your class teacher, assessment booklet, staffrooms or Front Office) which will be referred to a panel. Students will be informed in writing of the results of their appeal.

11. Transferring Students

The previous school is to provide assessment marks for HSC courses for students who transfer after 30th June in the year of the HSC examination. The marks will be developed from assessment information collected during the students' period at the school. For the purpose of moderation, these students will be treated as members of the previous school.

If a student transfers before 30th June the Head Teacher may either:

- a) ask the student to complete the missed tasks or substitute tasks **OR**
- b) use an estimate before the final mark is prepared, based on results in other assessment tasks. Estimates should only be used after discussing individual cases with the Principal or delegate.

12. Further Advice

Further advice about Stage 6 Assessment can be given by your class teacher, Head Teachers, Deputy Principal, Careers Adviser and the NSW Education Standards Authority Liaison Officer Julie Pyne (02 63348048).

RoSA – RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is the new credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC). It is a cumulative credential that recognises all your academic achievements.

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC continue on to complete some further courses.

The RoSA will show your Year 10 grades, as well as any grades for Year 11 courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment. Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

As a credential for school leavers, the RoSA will be awarded to all eligible students when they leave school. If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time. To receive a RoSA you will need to meet your school's attendance requirements. You will be able to request a RoSA through your school when you talk to your teachers or Principal about leaving and if you are eligible, your RoSA credential will be sent directly to you. If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgment. Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school. The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades.

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

YEAR 11 ASSESSMENT SCHEDULE

Week	Term 1 - 2023	Term 2 – 2023	Term 3 - 2023
1	Eastern Schools Only: 24 – 28 January	A 24 - 28 April Ancient History	A 17 - 21 July English Standard SLR
2	B 1 - 4 Feb	B 1 – 5 May Business Studies Visual Arts SLR	B 24 - 28 July Ancient History Visual Arts
3	A 6 - 10 February	A 8 - 12 May	A 31 July – 4 August SLR Computer Applications
4	B 13 - 17 February	B 15 - 19 May	B 7 - 11 August PVDI
5	A 20 - 24 February	A 22 - 26 May Computer Applications	A 14 – 18 August Business Studies English Studies English Standard
6	B 27 Feb - 3 March	B 29 May – 2 June	B 21 – 25 August Work Studies Biology
7	A 6 - 10 March	A 5 - 9 June CAFS	A 28 Aug – 1 Sept
8	B 13 - 17 March CAFS	B 12 - 16 June Numeracy Maths Standard	B 4 – 8 September YEARLY EXAMS
9	A 20 - 24 March Biology Maths Standard Numeracy	A 19 - 23 June English Studies Work Studies English Standard	A 11 – 15 September Numeracy
10	B 27 March – 31 March English Studies Work Studies English Standard	B 26 June – 30 June PDHPE	B 18 - 22 September
11	A 3 – 7 April PDHPE		

YEAR 11 PERSONAL ASSESSMENT CALENDAR

Week	Date	Term 1 -
1		Eastern Schools Only
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Week	Date	Term 2 -
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Week	Date	Term 3 -
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



CHS Assessment Receipt

Respect
Excellence
Safety

Cobar High strives for excellence in a safe and respectful environment

Student name	
Class and subject	
Teacher	
Task	

Date handed in	Time handed in	Receiver's Signature	Student's Signature

To be attached to the assessment task and handed to the class teacher.

✂.....

Student Copy

Student name	
Class and subject	
Teacher	
Task	

Date handed in	Time handed in	Receiver's Signature	Student's Signature

To be handed to the student as proof of submission.



**COBAR HIGH SCHOOL
NOTIFICATION OF CHANGE IN ASSESSMENT DUE DATE**

A copy of this must be kept in the course register.

Subject/Course:	
Task Number:	
Task Description:	
Original Due Date:	
Amended Due Date:	
Reason:	
Date discussed in class:	
Head Teacher Approval:	
DP Approval and amended in booklet and on calendar:	

All students in the course must sign this.

The student acknowledges by signing this that they have

- Been given written notification of a change of due date of the assessment task
- Accept the amended due date of the assessment task

Student Name	Signature	Date



**COBAR HIGH SCHOOL
ILLNESS OR MISADVENTURE APPLICATION**

Must be submitted within 2 school days of the due date or before due date if applying for an extension

ILLNESS

MISADVENTURE

Student Name:..... Year:.....

Subject/Course:..... Task Number:.....

Task Description:.....

Date Due:..... Due Time:.....

I wish to apply for special consideration for the following reasons:.....

.....
.....
.....

The following documentary evidence is attached (e.g. doctor's certificate, funeral notice, letter from parent or guardian, etc.).....

.....

The school was contacted by phone Yes No

Date of Contact:.....

Student's Signature:.....

Parent/Guardian's Signature:.....

Date:.....

APPROVED

NOT APPROVED

Decision/Reason.....

.....
.....

HEAD TEACHER'S SIGNATURE:..... **DATE:**.....

A copy of the completed form must be given to the student



COBAR HIGH SCHOOL APPEAL APPLICATION

Date Received:.....

Student Name:..... Year:.....

Subject/Course:..... Task Number:.....

Task Description:.....

Date Due:.....

Nature of Application:

- Appeal against refusal of extension of time.
- Appeal against result of application for consideration of illness or misadventure.
- Other (State reason).....
.....

My reasons explaining and supporting this appeal are.....
.....
.....

Documentary evidence attached which has not been presented before:.....
.....
.....

<input type="checkbox"/> APPEAL UPHELD	<input type="checkbox"/> APPEAL DENIED
---	---

Decision/Reason:.....
.....
.....

PRINCIPAL'S SIGNATURE:..... DATE:.....

A copy of the completed form must be given to the student

SCHEDULES (ASSESSMENT OVERVIEW)

This appears as a table presenting all 3 terms of study. This assessment overview for individual subjects include:

- The components and their weightings for each course as specified in the assessment requirements.
- The nature of each assessment task (e.g. assignment, essay, and test).
- An indication of when the various assessment tasks will take place.
- The weighting of each task in relation to the total assessment.
- The outcomes to be assessed in each task.

While every attempt has been made to make the scheduling and nature of tasks as detailed as possible, students should note that the teaching program in each of the courses is flexible and minor changes may need to be made to the scheduling.

ANCIENT HISTORY YEAR 11 ASSESSMENT PROGRAM				
COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Speech	Historical Investigation	Yearly Examination
		Term 2, Week 1	Term 3, Week 2	Term 3, Week 8
Knowledge and Understanding of course content	40%	15% AH11-1, AH11-2 AH11-4	5% AH11-3, AH11-4 AH11-5	20% AH11-2, AH11-3 AH11-5
Historical skills in the analysis of sources and interpretation	20%	10% AH11-6, AH11-7	5% AH11-6, AH11-7	5% AH11-6
Historical inquiry and research	20%		20% AH11-8	
Communication of historical understanding in appropriate forms	20%	5% AH11-9, AH11-10	5% AH11-9	10% AH11-9, AH11-10
Marks	100%	30%	35%	35%

ANCIENT HISTORY YEAR 11 COURSE OUTCOMES

A student:

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

BIOLOGY YEAR 11 ASSESSMENT PROGRAM 2023				
COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Cells As The Basis Of Life: Practical Skills Task	Biological Diversity: Depth Study	Yearly Examination
		Term 1, Week 9	Term 3, Week 6	Term 3, Week 8
Skills in Working Scientifically	60%	12% BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-7	24% BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7	24% BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7
Knowledge and understanding	40%	8% BIO11-8	16% BIO11-10 BIO11-11	16% BIO11-8 BIO11-9 BIO11-10 BIO11-11
Marks	100%	20%	40%	40%

BIOLOGY YEAR 11 COURSE OUTCOMES

A student:	
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BUSINESS STUDIES YEAR 11 ASSESSMENT PROGRAM 2023

BUSINESS STUDIES YEAR 11 ASSESSMENT PROGRAM 2023				
COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Business Report	Small Business Plan	Yearly Examination
		Term 2, Week 2	Term 3, Week 5	Term 3, Week 8
Knowledge and understanding of course content	40%	10% P1, P2	15% P1, P3, P10	15% P2, P3
Stimulus-based skills	20%			20% P4, P5, P6, P10
Inquiry and research	20%	5% P6	15% P4, P5	
Communication of business information, ideas and issues in appropriate forms	20%	5% P7, P8, P9	10% P7, P8, P9	5% P8, P9
Marks	100%	20%	40%	40%

BUSINESS STUDIES YEAR 11 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

COMMUNITY AND FAMILY STUDIES YEAR 11 ASSESSMENT PROGRAM 2023				
COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Interview	Movie Review	Yearly Examination
		Term 1, Week 8	Term 2, Week 7	Term 3, Week 8
Knowledge and understanding of course content	40%	15% P.1.1, P1.2	15% P2.1, P2.3	10% P1.1, P2.1, P2.2 P2.3, P2.4, P3.1 P3.2, P4.1, P4.2
Skills in critical thinking, research methodology, analysing and communicating	60%	20% P4.2, P5.1, P6.2	20% P4.1, P4.2, P6.1	20% P4.1, P4.2 P5.1, P6.1, P6.2
Marks	100%	35%	35%	30%

COMMUNITY AND FAMILY STUDIES YEAR 11 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 interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making

COMPUTING APPLICATIONS YEAR 11 ASSESSMENT PROGRAM 2023

COMPUTING APPLICATIONS YEAR 11 ASSESSMENT PROGRAM 2023				
COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Desktop Publishing Assessment	Multimedia Assessment	Yearly Examination
		Term 2, Week 5	Term 3, Week 3	Term 3, Week 8
Knowledge and understanding outcomes and course content	50%	10%	15%	25%
Skills outcomes and course content	50%	20%	25%	5%
Marks	100%	30%	40%	30%
Outcomes Assessed		1.2, 1.3, 5.1	3.1, 3.3, 4.1, 4.2, 4.3	1.2, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1

COMPUTING APPLICATIONS YEAR 11 COURSE OUTCOMES

A student:

- 1.1 Describes the function and application of a variety of computer software.
- 1.2 Applies computing terminology appropriately in practical situations.
- 1.3 Uses appropriate computer software in a given context.
- 2.1 Describes aspects of human activity which have developed into computer applications.
- 2.2 Explains the principles and functions of specific hardware components.
- 2.3 Evaluates the suitability of hardware in a particular context.
- 3.1 Applies a range of project management techniques in the development of a solution.
- 3.2 Analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions.
- 3.3 Implements, tests, debugs and evaluates solutions using current common application packages.
- 4.1 Identifies and reflects on the social and technological implications when making decisions about the use of computer software.
- 4.2 Evaluates the use of a computer-based solution compared to non-computer solutions.
- 4.3 Identifies social and ethical issues related to the use of computer software.
- 5.1 Evaluates the suitability of software applications in a particular context.

ENGLISH STANDARD YEAR 11 ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Common Module: Portfolio and Reflection Statement	Module A: Multi-Media Presentation	All Modules: Yearly Examination
		Term 1, Week 10	Term 2, Week 9	Term 3, Week 8
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	15%	15%	20%
Marks	100%	30%	30%	40%
Outcomes assessed:		EN11-1, EN11-5, EN11-9	EN11-2, EN11-6, EN11-7	EN11-1, EN11-3, EN11-4, EN11-8

ENGLISH STANDARD YEAR 11 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

ENGLISH STUDIES YEAR 11 ASSESSMENT PROGRAM 2023				
COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Interview + Resume and Cover Letter	Motivational Speech, Biography	Writing Task
		Term 1, Week 10	Term 2, Week 9	Term 3, Week 5
<u>Achieving through English</u> : English & the worlds of education, careers & community	40%	40% ES11-1 ES11-2, ES11-3		
<u>Playing The Game</u> : English in Sport	30%		30% ES11-4 ES11-5, ES11-6	
<u>The Big Screen</u> : English in Film Making	30%			30% ES11-7, ES11-8 ES11-9, ES11-10
Marks	100%	40%	30%	30%

ENGLISH STUDIES YEAR 11 COURSE OUTCOMES

A Student:

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

MATHEMATICS STANDARD YEAR 11 ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		In Class Assessment	Extended modelling and problem-solving task	Yearly Examination
		Term 1, Week 9	Term 2, Week 8	Term 3, Week 8
Understanding, Fluency and Communication	50%	20%	15%	20%
Problem Solving, Reasoning and Justification	50%	10%	15%	15%
Marks	100%	30%	30%	35%
Outcomes Assessed		MS11-1 MS11-3 MS11-6 MS11-9 MS11-10	MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-9 MS11-10

MATHEMATICS STANDARD YEAR 11 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
- 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

NUMERACY YEAR 11 ASSESSMENT PROGRAM							
COMPONENTS	WEIGHTING	Task 1		Task 2		Task 3	
		In Class Assessment		In Class Assessment		In Class Assessment	
		Term 1, Week 9		Term 2, Week 8		Term 3, Week 9	
Understanding, Fluency and Communication	50%	20%		15%		15%	
Problem Solving, Reasoning and Justification	50%	10%		25%		15%	
Marks	100%	30%		40%		30%	
Outcomes Assessed		N6 – 1.1	N6 – 2.2	N6 – 1.1	N6 – 2.2	N6 – 1.1	N6 – 2.2
		N6 – 1.2	N6 – 2.3	N6 – 1.2	N6 – 2.3	N6 – 1.2	N6 – 2.3
		N6 – 1.3	N6 – 3.1	N6 – 1.3	N6 – 3.1	N6 – 1.3	N6 – 3.1
		N6 - 2.1	N6 – 3.2	N6 - 2.1	N6 – 3.2	N6 - 2.1	N6 – 3.2

NUMERACY YEAR 11 COURSE OUTCOMES

A student:

N6 – 1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6 – 1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6 – 1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6 – 2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6 – 2.2 chooses and applies efficient strategies to analyse and solve problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6 – 2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6 – 3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6 – 3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

PDHPE YEAR 11 ASSESSMENT PROGRAM 2023				
COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Assessment	Assessment	Yearly Examination
		Term 1, Week 11	Term 2, Week 10	Term 3, Week 8
Knowledge and understanding	40%	10% P1, P2, P3, P5	10% P7, P9	20% P1, P2, P3, P5, P7, P8, P9
Skills in critical thinking, research and analysis and communication	60%	25% P4, P6, P15, P16	20% P16, P17	15% P4, P6, P10, P11, P12, P15, P16, P17
Marks	100%	35%	30%	35%

PDHPE HSC PRELIMINARY COURSE OUTCOMES

A student:

- P1** Identifies and examines why individuals give different meanings to health
- P2** Explains how a range of health behaviours affect an individual's health
- P3** Describes how an individual's health is determined by a range of factors.
- P4** Evaluates aspects of health over which individuals can exert some control.
- P5** Describes factors that contribute to effective health promotion.
- P6** Proposes actions that can improve and maintain personal health.
- P7** Explains how body systems influence the way the body moves.
- P8** Describes the components of physical fitness and explains how they are monitored.
- P9** Describes biomechanical factors that influence the efficiency of the body in motion.
- P10** Plans for participation in physical activity to satisfy a range of individual needs.
- P11** Assesses and monitors physical fitness levels and physical activity patterns.
- P12** Demonstrates strategies for the assessment, management, and prevention of injuries in First Aid settings. (Option 1)
- P15** Forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16** Uses a range of sources to draw conclusions about health and physical activity concepts.
- P17** Analyses factors influencing movement and patterns of participation

SPORT, LIFESTYLE AND RECREATION YEAR 11 ASSESSMENT PROGRAM 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Portfolio - Part B	Portfolio – Part C	Practical Participation
		Term 2, Week 2	Term 3, Week 2	Ongoing
Knowledge and Understanding	50%	25% 2.5, 3.6, 4.2, 4.5	25% 1.2, 2.1, 2.2, 2.5, 3.2	
Skills, Values and Attributes	50%	5% 1.3, 4.4	5% 1.3, 1.6, 2.3, 2.4 3.3, 4.2, 4.4, 4.5	40% 1.3, 2.3 4.1, 5.2, 5.5
Marks	100%	30%	30%	40%

SPORT, LIFESTYLE & RECREATION YEAR 11 COURSE OUTCOMES

A student:

- 1.2 explains the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.5 analyses personal health practices
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrates competence and confidence in movement contexts activities
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.2 willingly participates in regular physical activity
- 5.5 strives to achieve quality in personal performance

VISUAL ARTS STAGE 6 ASSESSMENT SCHEDULE 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Still life painting and art study	The Power Portraits	Yearly Examination
		Term 2, Week 2	Term 3, Week 2	Term 3, Week 8
Artmaking	50%	25% P1, P2, P3, P4	25% P1, P2, P3, P4, P5, P6	
Art criticism and art history	50%	15% P8, P9	15% P7, P8, P10	20% P7, P8, P9, P10
Marks	100%	40%	40%	20%

VISUAL ARTS YEAR 11 COURSE OUTCOMES

A Student:

P1 explores the conventions of practice in artmaking

P2 explores the roles and relationships between the concepts of artist, artwork, world and audience

P3 identifies the frames as the basis of understanding expressive representation through the making of art

P4 investigates subject matter and forms as representations in artmaking

P5 investigates ways of developing coherence and layers of meaning in the making of art

P6 explores a range of material techniques in ways that support artistic intentions

P7 explores the conventions of practice in art criticism and art history

P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

WORK STUDIES YEAR 11 ASSESSMENT PROGRAM 2023				
COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Portfolio	Portfolio	Portfolio
		Term 1, Week 10	Term 2, Week 9	Term 3, Week 6
Knowledge and understanding	30%	10% 1,2,3,4	10% 1,2	10% 1, 3, 4
Skills	70%	25% 5,7,8,9	20% 6,8	25% 5,7,9
Marks	100%	35%	30%	35%

WORK STUDIES YEAR 11 COURSE OUTCOMES

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

