



# Deniliquin High School

Year 11  
Assessment Program  
2022



# Table of Contents

---

Assessment Calendar

Assessment Procedures

Honesty in Assessment – the Standard

HSC ATAR Requirements

Schedule of Assessment Tasks

- Agriculture
- Biology
- Business Studies
- Chemistry
- Community & Family Studies
- Earth & Environmental Studies
- English – Advanced
- English – Standard
- English Studies
- Food Technology
- Investigating Science
- Legal Studies
- Mathematics Advanced
- Mathematics Extension
- Mathematics – Standard 2
- Mathematics – Numeracy
- Music
- Personal Development, Health & Physical Education
- Sport, Lifestyle & Recreation
- Visual Arts
- Vocational Education Training - Hospitality, Primary Industries, Construction

Appendix



# Assessment Calendar Year 11 2022

---

Week	2022 - Term 1 11 Weeks	2022 - Term 2 10 Weeks	2022 – Term 3 10 Weeks
1			Mathematics Extension 1
2		Biology	Biology Physics
3		Visual Arts Community and Family Studies	PDHPE
4		Agriculture Legal Studies Investigating Science Music	
5		Food Technology SLR Physics	Agriculture Investigating Science
6		PDHPE Business Studies	Food Technology SLR
7	Business Studies Music	Mathematics Advanced Mathematics Standard 2 Mathematics Numeracy	Visual Arts Community and Family Services
8	Chemistry Legal Studies	Chemistry	Mathematics Numeracy
9	SLR Mathematics Extension 1	English	
10	Mathematics Advanced Mathematics Standard 2 Mathematics Numeracy		Year 11 Examinations
11	English		

# Stage 6 – Year 11 & 12 Course Assessment Procedures

---

- 1. What is the purpose of this booklet?**

The purpose of this booklet is to provide information about:

  - School assessment of student's progress in Years 11 and 12.
  - Your rights and responsibilities under this system.
- 2. What are Year 11 and Year 12 Courses?**
  - Year 11 Courses are normally completed in the first three terms of Year 11. *Students must satisfy the requirements of a Year 11 course **before** proceeding to the Year 12 course in that subject.*
  - Year 11 courses are assumed knowledge for the HSC Examination.
- 3. What is an Assessment Mark?**
  - An Assessment Mark represents your *achievement of outcomes* listed in the syllabus for each course studied.
- 4. What is the purpose of Assessment Marks?**
  - To allow a wide range of subject skills and knowledge to be assessed.
  - Assessment takes place at stages throughout the course, rather than by a single examination at its end.
- 5. Are non-assessment tasks important?**
  - Yes! You must satisfy **ALL** the requirements of a syllabus – this includes all in-class and homework tasks set by your teachers. This demonstrates due diligence and sustained effort.
  - *Failure to attempt these tasks, such as class work and homework set by your teachers, means that the NSW Education Standards Authority (NESA) requirements for completing a Year 12 or Year 11 Course are not satisfied.*
- 6. How will assessments be compiled?**
  - Each Faculty, using NESA guidelines, has developed procedures for compiling an Assessment Mark by the end of each course.
  - Guidelines indicate the outcomes being assessed in each assessment task, the percentage of the final mark each of these areas is worth, and what forms of assessment will be used.
  - Details of the procedures used for each subject are included in this booklet.
- 7. When will assessment take place?**
  - For Year 12 courses, assessment may begin in Term 4 of Year 11 and will be completed by Term 3 in Year 12. For Year 11 courses, they occur in Terms 1-3 of Year 11.
  - In most cases, a period of at least ONE WEEK prior to every formal examination will be kept free of other Assessment Tasks.
- 8. How will I be notified of impending assessment tasks?**
  - You will receive written notice of impending Assessment Tasks *at least two weeks before the due date.*
  - Notice will be given in a standardised format across all subjects. It will include information regarding outcomes, time-frames, marking schemes and clearly outline expectations. (Appendix A)
- 9. How will assessment results be reported to students?**
  - Detailed feedback will be given on the outcomes you have achieved. You will also be awarded a mark or grade for each assessment task completed (except in some Vocational Education Courses).
  - Cumulative rankings will be indicated on each school report sent home during the Year 11 and Year 12 Course.

10. **What provisions are made for assessment work affected by illness or misadventure?**
- If you are having problems with a particular assessment task because of illness or misadventure, you may ask for special consideration.
  - *Written application must be made on the appropriate form (Appendix B), and submitted to the Class Teacher, at least 3 days before the task is due.* The matter will then be referred to the Head Teacher. You may be asked to produce evidence of the progress you have made on the set task, and may need to produce a Medical Certificate.
11. **What happens if special accommodations or adjustments are required for me to complete an assessment task?**
- When students are provided with adjustments to support their learning, accommodations will be provided during assessment activities, including examinations.
  - The staff will liaise with the student and parents to determine the most suitable adjustment and levels of support.
  - Approval for these provisions are applied for under *Disability Provisions* with the NESAs. Medical or other supporting documentation will be sought to help determine appropriate levels of support needed.
12. **How should an Assessment Task be submitted?**
- *All Assessment Tasks must be handed in by 9am on the date due,* unless they are in-class tasks.
  - Teachers will ask you to sign an assessment register.
13. **What happens if my Assessment Task is late?**
- *Unless there are extenuating circumstances, a **ZERO** mark will be awarded (refer to Question 10). If there are extenuating circumstances, the Head Teacher will consult with the Principal as to whether or not a zero mark will be awarded.*
  - You will still be required to complete the task in order to judge your achievement of course outcomes.
14. **What about assessment work which is not handed in?**
- In order to have studied a course satisfactorily, the NESAs expects you to have completed all assessment work.
  - *If you fail to complete assessment work, and have not been granted special consideration, a ZERO must be recorded for it.*
  - Parents will be notified in writing by the Head Teacher, when a zero mark is given.
  - If you do not make a genuine attempt at assessment tasks which total 50% or more of available marks, you are deemed not to have studied the course satisfactorily.
15. **What happens in the case where a teacher is concerned about cheating or malpractice on an assessment task?**
- In such cases the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
  - A ZERO mark may be awarded, depending on the severity of the situation.
  - Parents will be notified in writing by the Head Teacher, when a zero mark is given.
16. **What happens if I know that I will be away on the day an in-class task is scheduled (excursion, sporting event, appointment)?**
- You must complete and submit a "Consideration of Absence" form (Appendix C) to the Head Teacher *as soon as the issue arises.*
  - Supportive evidence should be attached (eg. Medical Certificate or Parental Letter).
  - The Head Teacher will consider the application, and a decision issued promptly to the Student and to the Class Teacher.
  - An alternate Assessment Task may be issued for you to complete to allow course outcomes to be assessed.

- 17. What if I am absent unexpectedly on the day an assessment task is scheduled?**
- You must telephone the school (talk to the Year Adviser, Head Teacher, Deputy Principal or Principal) and explain the reason for absence. Then on the day you return to school, report to the Head Teacher of the subject concerned, and complete a "Consideration of Absence" form (Appendix C)
  - Supporting evidence should be attached (eg. Medical Certificate or Parental Letter), and the form returned to the Head Teacher.
  - The Head Teacher will consider the application, and a decision issued promptly to the Student and to the Class Teacher.
  - A student may be required to sit for the exam when they return to school or an estimate will be allocated at a later date based on their performance in similar tasks for that subject.
- 18. What happens if I do not make a serious attempt to complete an examination?**
- All students are expected to make a serious attempt at all exams. A non-serious attempt will immediately result in a NESAs warning letter being sent home and is placing a student in danger of receiving an 'N' determination (unsatisfactory) for that course. A non-serious attempt could be a situation where a student answers very few questions on a paper, or the responses made are nonsensical or obscene.
- 19. What happens to assessments if I change schools or repeat courses?**
- No action is necessary for students who transfer to another school before assessments begin. Your new school will assess you.
  - The NESAs provides guidelines for assessing students who transfer at a later stage of a course.
  - If you repeat a Year 11 or Year 12 course, the Assessment Mark will be based only on work done in the most recent attempt.
- 20. What records is the school required to keep?**
- The school must keep a record of all Assessment Marks that students gain in every assessment task of each Year 11 or Year 12 course.
  - The school is required to keep documentary evidence of work submitted by a range of students in each subject. Original work would normally be returned to students following assessment.
- 21. Do school Year 11 Course Assessment Marks appear on the HSC testamur?**
- No. The school retains Year 11 Course Assessment Marks.
  - *Any student who does not fulfil the assessment requirements of a Year 11 course may not be eligible to undertake Year 12 in that course.*
- 22. Must I attend school regularly?**
- You are expected to be present on each school day unless you are ill. In simple terms it is not possible for any student to successfully complete the outcomes of the courses they are studying if they are missing a lot of school.
  - Missing substantial amounts of school may be reason for a NESAs warning letter.
- 23. What are my options if I fail to satisfy the requirements of a Year 11 or Year 12 course?**
- Option 1: Repeat the course in a later year, and "Accumulate" the HSC over a longer period (up to 5 years)
  - Option 2: Repeat all Year 11 Courses or all Year 12 Courses
  - Option 3: Negotiate with the Principal to continue "On Probation" during Term 4 of the Preliminary Course.
- 24. What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?**
- In the first instance, you should discuss the situation with your classroom teacher.
  - Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Appeal Form. (Appendix D)



- The Head Teacher will then complete the form with you and it will be submitted to the Deputy Principal for judgement by a panel.
- The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- In the event that a student is not satisfied with this process an appeal to the NESAs is then possible

**25. What do I do if I feel that a course(s) has not been taught as per the requirements of the syllabus?**

- In the first instance, you should discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and/or the Deputy Principal or Principal.
- You may then wish to complete an Appeal Form which will be submitted to a panel convened by the school. The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- In the event that a student is not satisfied with this process an appeal to the NESAs is then possible.

**26. What happens in the event of a significant problem that prevents the completion of the assessment task (invalid task)?**

- Invalid Tasks occur when a force external to the conditions of a task exist that may diminish the opportunity for students to optimally perform.  
Examples of reasons for invalid task include, but are not limited to:
  - An emergency evacuation or lock down occurring during a task
  - A black-out; electrical fault or system fault within the school
  - Part of a task being unclear (copy is unrecognisable on some or all of the tasks)
  - Students having seen and / or practiced the task prior to having to actually complete it
- As a consequence of this, the school will form a panel (consisting of the Principal, Deputy Principal, Senior School Coordinator and Head Teacher responsible) to determine the correct and most appropriate course of action that best benefits students and the satisfactory achievement and assessment of their learning outcomes. This will include, but is not limited to:
  - Looking at the sequence of the task and where the majority of students got to and using this data to record results
  - Changing the date and the task to a more appropriate time
  - Marking only the portions of the task that is best reflective of the students time on task
- The determination will be communicated to all students via a class or subject cohort meeting where all students receive the same, singular message, and to parents, via a letter explaining the process and the outcome. The turnaround time between task and determination should be no more than three school days.
- The Deniliquin High School policy regarding Invalid Tasks aligns with NESAs requirements in terms of students having equitable access to curriculum and to assessment of said curriculum, and that students be given every opportunity to maximise potential in the assessment of curriculum.

**If you have any concerns with any aspect of the Assessment Procedures please talk to your teacher, your Year Adviser, the Senior School Co-ordinator or the Deputy Principal or Principal.**

# Honesty in Year 11 & HSC Assessment – the Standard

---

This standard sets out the NESAs requirements concerning students submitting their own work in Year 11 or HSC assessment. Candidates for the Year 11 or Year 12, as well as their teachers and others who may guide them, are required to comply with the 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 Year 11 and Year 12 courses. 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 the Board'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. The NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Year 11 or HSC result. 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, the NESAs will report matters to the Independent Commission Against Corruption.

## ***How can I best manage my assessment tasks?***

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

### ***What is cheating in Year 11 or Year 12 assessment?***

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- being responsible for actions done or omitted to be done that confer an unfair advantage in relation to the outcome of any HSC exam – or irrespective of whether such actions occur before, during or after such an exam or assessment.

The above are examples of plagiarism.

### ***What is plagiarism?***

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

**Q Is it plagiarism if I copy someone else's work exactly and claim it is my own work?**

A Definitely yes!

**Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?**

A Yes. You are using someone else's thoughts and words without acknowledgement.

**Q Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?**

A Yes. This is plagiarism.

**Q Is it plagiarism if someone else proofreads my written work and changes my final draft?**

A It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

**Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?**

A No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

**Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?**

A This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

### ***How do I acknowledge sources?***

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written works this usually will be in a bibliography. You will need to check how the bibliography should be presented for each of your assessments. For some, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

### ***Why does honesty matter in the Year 11 and Year 12 courses?***

Honesty is very important in all aspects of life and is an essential part of academic research. The Higher School Certificate are well-respected and widely recognised educational credentials.

Many students use these to enter employment and further education.

Cheating is absolutely unacceptable as it undermines the integrity of the qualification.

### ***Why do people cheat and what are the consequences?***

Some people cheat because they are under pressure. They can be under pressure because they have not organised their time and feel they have to take shortcuts to meet the course requirements. Others are under pressure because they are trying to achieve unrealistic academic goals. It is important to speak to your parents and teachers if you feel this kind of pressure.

Some people cheat because they don't understand the seriousness of what they are doing and tell themselves it doesn't matter. Some people cheat accidentally because they do not understand plagiarism.

The NESA treats cheating very seriously. It investigates allegations of cheating and penalises students caught cheating in written examinations and in projects or practical works.

Detected malpractice will limit a student's marks and jeopardise their achievement of satisfying the Year 11 and Year 12 courses.

One or more of the following will apply:

- reduced marks for part or all of the examination
- zero marks for part or all of the examination
- an interview with a 'malpractice' panel at the NESA
- loss of one or more courses towards the HSC award
- damage to your ability to apply for entry to TAFE or university courses or scholarships.

Cheating in school assessment tasks is dealt with at school. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged. Schools may use procedures similar to NESA's rules, such as signed declarations of authenticity.

Cheating in school assessment tasks also has serious consequences. You may receive zero marks for the task, and depending on the task, you may lose that course from your HSC award. Your school may refuse to certify practical works or projects as 'authentic work' before sending them to the NESA. Your school may take further disciplinary action. Apart from anything else, if you are caught cheating you are likely to lose the trust of your fellow students and your own self-respect.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do the work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing your Year 11 or Year 12 courses.

## ***A summary of student rights and responsibilities in Year 11 and Year 12 assessment***

### **You have the following rights:**

- to be informed of the assessment policies of your school and the NESA
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

### **You have the following responsibilities:**

- to become familiar with and follow the assessment requirements set by your school and the rules in the Rules and Procedures for Year 11 Candidates booklet
- to complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline
- not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

### ***Further help***

If you are unsure about anything you have read in this guide ask a teacher or your Year Adviser for help.

All the NESA rules and resources mentioned here are available on the NESA's website at [educationstandards.nsw.edu.au/wps/portal/nesa/home](https://educationstandards.nsw.edu.au/wps/portal/nesa/home)

# Pattern of Study Requirements Checklist

---

## ***Do you meet the following PATTERN OF STUDY REQUIREMENTS?***

At least 12 units of Year 11 Course subjects
At least 6 units of Board Developed Courses
At least 2 units of Board Developed Course in English
At least 3 courses of 2 units value (or greater)
At least 4 subjects
No more than 6 units of courses in Science can count towards HSC eligibility

## **If you wish to receive an Australian Tertiary Admission Rank (ATAR)**

The ATAR is based on the scaled aggregate of **10 units** of Board Developed HSC courses comprising:

- a) the best 2 units of English;
- b) the best 8 units from the remaining units;
- c) no more than 2 units of *Category B* courses may be included  
(Please note: *Category B* courses included Industrial Technology, Metal Engineering, Primary Industries, Construction, Hospitality)

<b>1. Your best 2 units of English are included in the ATAR calculation. How many units of Board Developed English do you study?</b>
<b>2. You need at least 8 units of other Board Developed courses. How many of these courses do you study?</b>
<b>3. You must complete at least 3 courses of 2 units or greater. How many of these courses do you study?</b>
<b>4. You must study at least 4 subjects (Extension courses do not count as extra subjects) How many subjects do you study?</b>
<b>5. Board Endorsed Courses do not count towards your ATAR. How many units of Board Endorsed subjects do you study?</b>
<b>6. No more than 2 units of <i>Category B</i> courses may be included. How many <i>Category B</i> units do you wish to include in your ATAR?</b>

**If you wish to count a *Category B* Course in your ATAR, you must undertake the optional HSC exam in that Course**

# AGRICULTURE 2 UNIT

## Year 11 Course Outcomes

**P1.1** describes the complex, dynamic and interactive nature of agricultural production systems

**P1.2** describes the factors that influence agricultural systems

**P2.1** describes the biological and physical resources and applies the processes that cause changes in plant production systems

**P2.2** describes the biological and physical resources and applies the processes that cause changes in animal production systems

**P3.1** explains the role of decision-making in

**P2.3** describes the farm as a basic unit of production.

**P3.1** explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

**P4.1** applies the principles and procedures of experimental design and agricultural research

**P5.1** investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	In class task	Practical investigation/ experimental design	Exam Whole Course	
<b>Date</b>	<b>Week 4 Term 2</b>	<b>Week 5 Term 3</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	P1.1 P1.2 P2.3 P3.1 P5.1	P2.1 P2.2 P4.1	All outcomes	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# BIOLOGY 2 UNIT

## Year 11 Course Outcomes

### Working Scientifically

**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 BIO11-5

**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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Practical task & Data analysis Module 1	Depth Study Field work/Test Modules 3 & 4	Yearly Examination	
<b>Date</b>	<b>Week 2 Term 2</b>	<b>Week 2 Term 3</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	B11-1 B11-2 B11-3 B11-4 B11-5 B11-6 B11-7 B11-8	B11-1 B11-2 B11-3 B11-4 B11-5 B11-6 B11-7 B11-10 B11-11	B11-1 B11-2 B11-3 B11-4 B11-5 B11-6 B11-7 B11-8 B11-9 B11-10 B11-11	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



# BUSINESS STUDIES 2 UNIT

## Year 11 Course Outcomes

- 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Business Report	Class Test	Examination	
<b>Date</b>	<b>Week 7 Term 1</b>	<b>Week 6 Term 2</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	P1 P2 P3 P7 P9	P4 P5 P6	P1 P2 P3 P8 P9 P10	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# CHEMISTRY 2 UNIT

## Year 11 Course Outcomes

### Working Scientifically

**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, apply and quantitatively analyse 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Practical In	Depth Study – Data Analysis and Presentation	Yearly Examination	
<b>Date</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 10</b>	
<b>Outcome</b>	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-10	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

# COMMUNITY & FAMILY STUDIES 2 UNIT

## Year 11 Course Outcomes

- 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Interview and Case Study	Leadership Media Analysis	Examination	
<b>Date</b>	<b>Week 3 Term 2</b>	<b>Week 7 Term 3</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	P1.1 P4.1 P4.2 P6.1	P2.1 P2.3 P4.1 P4.2	P1.1 P1.2 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2 P4.2 P5.1 P6.1 P6.2	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# ENGLISH ADVANCED 2 UNIT

## Year 11 Course Outcomes

- 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Composition and reflection	Multimodal Task	Yearly Exam	
<b>Date</b>	<b>Week 11 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	EA11-1 EA11-3 EA11-4 EA11-5 EA11-7 EA11-9	EA11-2 EA11-3 EA11-4 EA11-5 EA11-6 EA11-8	EA11-1 EA11-3 EA11-4 EA11-5 EA11-6	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# ENGLISH STANDARD 2 UNIT

## Year 11 Course Outcomes

- 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Composition and reflection	Multimodal Task	Yearly Exam	
<b>Date</b>	<b>Week 11 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	EN11-1 EN11-3 EN11-4 EN11-5 EN11-7 EN11-9	EN11-1 EN11-2 EN11-3 EN11-6 EN11-7 EN11-8	EN11-1 EN11-3 EN11-4 EN11-5 EN11-6	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# ENGLISH STUDIES 2 UNIT

## Year 11 Course Outcomes

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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Portfolio	Multimodal Task	Yearly Exam	
<b>Date</b>	<b>Week 11 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	ES11-1 ES11-2 ES11-3 ES11-4 ES11-5 ES11-6	ES11-5 ES11-6 ES11-7 ES11-8 ES11-9 ES11-10	ES11-1 ES11-2 ES11-4 ES11-7	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# FOOD TECHNOLOGY 2 UNIT

## Year 11 Course Outcomes

- P1.1** identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods  
**P1.2** accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors  
**P2.1** explains the role of food nutrients in human nutrition  
**P2.2** identifies and explains the sensory characteristics and functional properties of food  
**P3.2** presents ideas in written, graphic and oral form using computer software where appropriate  
**P3.1** assesses the nutrient value of meals/diets for particular individuals and groups  
**P3.2** presents ideas in written, graphic and oral form using computer software where appropriate  
**P4.1** selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food  
**P4.2** plans, prepares and presents foods which reflect a range of the influences on food selection  
**P4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products  
**P4.3** selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups  
**P5.1** generates ideas and develops solutions to a range of food situations

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Practical and Evaluation Report	Dietary Analysis	Examination	
<b>Date</b>	<b>Week 5 Term 2</b>	<b>Week 6 Term 3</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	P2.2 P4.1 P4.4	P1.2 P2.1 P3.1 P3.2 P4.2 P4.3 P5.1	P1.1 P1.2 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2 P4.2 P5.1 P6.1 P6.2	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# INVESTIGATING SCIENCE 2 UNIT

## Year 11 Course Outcomes

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation  
 INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information  
 INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information  
 INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  
 INS11/12-5 analyses and evaluates primary and secondary data and information  
 INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  
 INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose  
 INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations  
 INS11-9 examines the use of inferences and generalisations in scientific investigations  
 INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes  
 INS11-11 describes and assesses how scientific explanations, laws and theories have developed

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Depth Study  First-hand Investigation	Depth Study  Secondary Investigation	Yearly Examination	
<b>Date</b>	Term 2 Week 4	Term 3 Week 5	Term 3 Week 10	
<b>Outcome</b>	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-9 INS11-10	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



# LEGAL STUDIES 2 UNIT

## Year 11 Course Outcomes

- 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Research Report	Essay	Examination	
<b>Date</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 10</b>	
<b>Outcome</b>	P1 P2 P3 P8 P9 P10	P4 P5 P6 P8	P1 P2 P7 P9 P10	
<b>Total Weighting (100%)</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

# MATHEMATICS EXTENSION 1 1 UNIT

## Year 11 Course Outcomes

- 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 and the solution of problems
- ME11-4** applies understanding of the concepts 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.

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Test: Inequalities, Further Functions	Project: Polynomials	Examination	
<b>Date</b>	<b>Week 9 Term 1</b>	<b>Week 1 Term 3</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	ME11-1 ME11-2 ME11-7	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11- 7	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# MATHEMATICS ADVANCED - 2 UNIT

## Objectives

### Students:

- develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques
- develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability
- develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations
- develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms

## Year 11 Course Outcomes

**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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Project	Class Test	Examination	
<b>Date</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 10</b>	
<b>Outcome</b>	MA11-1 MA11-2 MA11-8 MA11-9	MA11-3 MA11-4 MA11-5 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# MATHEMATICS STANDARD 2 2 UNIT

## Objectives

### Students:

- develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts
- develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks
- develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations
- develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

## Year 11 Course Outcomes

**MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems

**MS11-2** represents information in symbolic, graphical and tabular form

**MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units

**MS11-4** performs calculations in relation to two-dimensional and three-dimensional figures

**MS11-5** models relevant financial situations using appropriate tools

**MS11-6** makes predictions about everyday situations based on simple mathematical models

**MS11-7** develops and carries out simple statistical processes to answer questions posed

**MS11-8** solves probability problems involving multistage events

**MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts

**MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

	Task 1	Task 2	Task 3	Total Weighting
Task Type	In-class test	Project	Yearly Examination	
Date	Week 10 Term 1	Week 7 Term 2	Week 10 Term 3	
Outcome	MS11-1 MS11-2 MS11-6 MS11-7	MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Total Weighting (%)	30%	30%	40%	100%

# NUMERACY 2 UNIT

## Objectives

Students:

- develop numerical reasoning and mathematical thinking skills needed in everyday contexts to resolve situations, evaluate results and communicate solutions using appropriate language
- develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts
- develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations

## Year 11 Course Outcomes

**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 everyday 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

**N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

**N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

**N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

**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

	Task 1	Task 2	Task 3	Total Weighting
<b>Task Type</b>	Project	Project	Project	
<b>Date</b>	<b>Week 10 Term 1</b>	<b>Week 7 Term 2</b>	<b>Week 8 Term 3</b>	
<b>Outcome</b>	N6 - 1.1 N6 - 1.3 N6 - 2.2 N6 - 2.3 N6 - 2.5	N6- 1.2 N6 - 2.1 N6 - 2.4 N6 - 2.6	N6- 1.1 N6 - 2.3 N6 - 3.1 N6 - 3.2	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

# MUSIC 2 UNIT

## Year 11 Course Outcomes

**Objective:** to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

**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

**Objective:** to develop the skills to evaluate music critically.

**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

**Objective:** to develop an understanding of the impact of technology on music.

**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

**Objective:** to develop personal values about 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Research/Viva Voce (25%) Aural Analysis (10%)	Composition (25%) Performance (10%)	Yearly Aural Exam (15%) Performance (15%)	
Date	Week 7 Term 1	Week 4 Term 2	Week 10 Term 3	
Outcome	P4 P5 P6 P7 P8 P10 P11	P1 P2 P3 P9 P10 P11	P1 P4 P5 P6 P7 P8 P9 P10 P11	
Total Weighting (%)	35%	35%	30%	100%

# PERSONAL DEVELOPMENT & PHYSICAL EDUCATION 2 UNIT

## Objectives

### Students develop:

- knowledge and understanding of the factors that affect health
- a capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis

## Year 11 Course Outcomes

- P1** identifies and examines why individuals give different meaning to health  
**P2** explains how a range of health behaviours affect an individual's health  
**P3** describes how an individual's health is determined by a range of factors  
**P4** evaluates aspects of health over which individuals can exert some control  
**P5** describes factors that contribute to effective health promotion  
**P6** proposes actions that can improve and maintain an individual's health  
**P7** explains how body systems influence the way the body moves  
**P8** describes the components of physical fitness and explains how they are monitored  
**P9** describes biomechanical factors that influence the efficiency of the body in motion  
**P10** plans for participation in physical activity to satisfy a range of individual needs  
**P11** assesses and monitors physical fitness levels and physical activity patterns  
**P12** demonstrates strategies for the assessment, management and prevention of injuries in first aid settings  
**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

	Task 1	Task 2	Task 3	Total Weighting
<b>Task Type</b>	Take-home task	Take-home task	Examination	
<b>Date</b>	<b>Week 6 Term 2</b>	<b>Week 3 Term 3</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	P7 P8 P9 P10 P11 P16 P17	P1 P2 P3 P4 P5 P6 P12 P15 P16	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12 P15 P16 P17	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# PHYSICS 2 UNIT

## Year 11 Course Outcomes

### Working Scientifically

**PH11-1** develops and evaluates questions and hypotheses for scientific investigation

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

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

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

**PH11-5** analyses and evaluates primary and secondary data and information

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

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

### Knowledge and Understanding

**PH11-8** describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration

**PH11-9** describes and explains motion in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

**PH11-10** explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

**PH11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Practical Investigation	Depth Study – Data Analysis and Presentation	Yearly Examination	
<b>Date</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 2</b>	<b>Term 3 Week 10</b>	
<b>Outcome</b>	PH11/12-1 PH11/12-5 PH11/12-7 PH11-1	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>



# SPORTS, LIFESTYLE & RECREATION 2 UNIT

## Year 11 Course Objectives

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles and processes impacting on the realisation of movement potential
- the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

- 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
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.4 demonstrates competence and confidence in movement contexts

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Practical assessment	Project	Assignment	
<b>Date</b>	<b>Week 9 Term 1</b>	<b>Week 5 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcome</b>	1.1 1.3 1.6 2.1 2.2 2.3 2.5 3.1 3.2 3.3 4.4	1.2 1.3 2.2 3.2 3.3 4.1	1.2 1.3 2.1 2.2 2.3 2.5 3.2 3.3 4.4	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# VISUAL ART 2 UNIT

## Year 11 Course Outcomes

### Artmaking Objective:

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

### Artmaking outcomes: A student...

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

### Art Criticism and Art History Objective:

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

### Art Criticism and Art History outcomes: A student...

- P7:** explores the conventions of practice in art criticism and art history
- P8:** explores the roles and relationships between 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Series of Works & Frames Artwork Analysis	Folio of Works & Conceptual Framework Essay	Art Criticism & Art History Examination	
<b>Date</b>	<b>Week 3 Term 2</b>	<b>Week 7 Term 3</b>	<b>Week 10 Term 3</b>	
<b>Outcome</b>	P1 P3 P4 P6 P7 P9	P1 P2 P5 P6 P8 P10	P7 P8 P9	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

## HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail.

This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

### **The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)**

will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

### **Work placement advice from NESA in response to COVID**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.



# Public Schools NSW Wagga Wagga, RTO 90333 VET ENROLMENT FORM

Personal details Full Name \_\_\_\_\_ Date of Birth \_\_\_ / \_\_\_ / \_\_\_\_\_

**Privacy Notice: This form contains sensitive information and must be securely stored.**

For more information about NCVER's Privacy Policy go to <https://www.ncver.edu.au/privacy>. NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au)).

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015>. Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

### Complaints and appeals statement

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>  
For specific RTO procedures please contact your school's VET coordinator.

### Fees and refunds

The school site will advise on fee collection from students. Details are available on each VET Course Information sheet

**If you have a disability, impairment or long-term condition, communicate this with your school to ensure your learning is supported.**

Has VET learning support been discussed prior to enrolment? Yes / No  
Have you completed the LLN Robot quiz or another LLN assessment prior to enrolment? Yes / No

### Unique Student Identifier (USI)

From 1 January 2015, Public Schools NSW RTO's can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

**Each student must provide the school with their USI number before enrolment in a VET course. This USI must be verified by your school.**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

### Training Product (Qualification) Details

Your school has the Authority to Deliver (ATD) the following courses.  
Select the course(s) below in which you are requesting to enrol

AHC20116 Certificate II in Agriculture	<input type="checkbox"/>	SIT20416 Certificate II in Kitchen Operations	<input type="checkbox"/>
Statement of Attainment towards CPC20120 Certificate II in Construction & CPC20220 Certificate II in Construction Pathways	<input type="checkbox"/>	CPCCWHS1001 Prepare to Work Safely in the Construction Industry <b>White Card UOC</b> (delivered by a RTO 90333 construction trainer)	<input type="checkbox"/>

**PLEASE RETURN THIS FORM TO: Mrs Jenkins**

## Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 Week 4, Term 4 Week 4
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 6

Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	Y
	CPCCOM1015	Carry out measurements and calculations				
Cluster 4	CPCCPM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5	CPCCVE1011	Undertake a basic construction project	X	X	X	Y
	CPCCOM1012	Work effectively in the construction industry				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	Y
	CPCCCM2005	Use construction tools and equipment				
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCCM2006	Apply basic levelling procedures	X	X	X	
Cluster 8 – Option 1 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCWP2002	Manufacture and assemble joinery components				
	CPCCCM2013	Undertake basic installation of wall tiles				

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

## Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 Week 4 & Term 4 Week 4
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 6

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X X		X X	Y -
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	-
	SITXFSA002	Participate in safe food handling practices	X	X		X	-
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X	Y
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices	X	X		X	Y
		Participate in environmentally sustainable work practices	X	X		X	-
Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers	X	X		X	Y
		Show social and cultural sensitivity	X	X		X	-
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

**\*\*Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

## Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 Week 4 & Term 4 Week 4
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 6

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	<a href="#">AHCWHS201</a>	Participate in WHS processes	X	X	X	Mandatory
Cluster 2	<a href="#">AHCWRK204</a>	Work effectively in the industry	X		X	Mandatory
Cluster 2	<a href="#">AHCWRK209</a>	Participate in environmentally sustainable work practices	X	X	X	Mandatory
Cluster 2	<a href="#">AHCWRK205</a>	Participate in workplace communications	X	X	X	
Cluster 3	<a href="#">AHCWRK201</a>	Observe and report on weather	X	X	X	Mandatory
Cluster 4	<a href="#">AHCMPG201</a>	Treat weeds	X	X	X	
Cluster 4	<a href="#">AHCCHM201</a>	Apply chemicals under supervision	X	X	X	Mandatory

- Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of at least 18 units.
- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

### Cluster 5 (includes Livestock stream)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	<a href="#">AHCLSK202</a>	Care for health and welfare of livestock	X	X	X	Stream focus area
Cluster 5	<a href="#">AHCLSK205</a>	Handle livestock using basic techniques	X	X	X	

Cluster 5	<a href="#">AHCLSK206</a>	Identify and mark livestock	X		X	
Cluster 5	<a href="#">AHCLSK204</a>	Carry out regular livestock observations	X		X	

### Cluster 7 Tractors and machinery

Assessment Plan			Evidence Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	<a href="#">AHCMMOM202</a>	Operate tractors	X	X	X
Cluster 7	<a href="#">AHCMMOM304</a>	Operate machinery and equipment	X	X	X

### Cluster 8 Feed and Water Livestock

Cluster 8	<a href="#">AHCLSK211</a>	Provide feed for livestock	X	X	X
Cluster 8	<a href="#">AHCLSK209</a>	Monitor water supplies	X	X	X

### Cluster 9 Fencing

Cluster 9	<a href="#">AHCINF202</a>	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	<a href="#">AHCINF201</a>	Carry out basic electric fencing operations	X	X	X

### Cluster 12 Clean machinery

Cluster 12	<a href="#">AHCIBIO201</a>	Inspect and clean machinery for plant, animal and soil material	X	X	X
------------	----------------------------	-----------------------------------------------------------------	---	---	---

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.



## **APPENDICES**





## Assessment Task Notification

Year 11 / Year 12 .....

Teacher .....

Task Number .....

Notification Date ..... Term – Week .....

Weight .....

Due Date ..... Term – Week .....

### Outcomes *(list of syllabus outcomes to be assessed)*

- .....
- .....
- .....

### Task Description and Instructions

*(explains the task and outlines suggested format for presentation)*

### Assessment Criteria

*(outline of how the task will be assessed. This may include a marking rubric)*

*Tasks that are not entirely a student's own work, or considered to be a non-serious attempt, will result in a 0-mark awarded and a NESAs warning letter.*





## Application for an Extension Assessment Task Affected by Illness or Misadventure

Name ..... Date .....  
Subject ..... Teacher .....  
Task Concerned .....

I hereby apply for an extension based on consideration of the following factor(s) which affected my performance in this Assessment Task (*Documentary evidence from Doctor or Parent should be provided*). In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

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

Student's Signature .....

Parent / Caregiver Signature .....

Decision of Head Teacher .....

Teacher's Signature .....

Date .....





### Application for an Extension Consideration of Absence on Due Date of Assessment

Name ..... Date .....

Subject ..... Teacher .....

Task Concerned .....

I hereby apply for consideration of my absence for the Assessment task outlined above. Documentary evidence is / is not attached.

The facts as outlined below, which affected my ability to complete this Assessment Task by the due date are an accurate record of my situation.

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

Student's Signature .....

Parent / Caregiver Signature .....

Decision of Head Teacher .....

Teacher's Signature .....

Date .....







### Application for Appeal

Name ..... Date .....

Subject ..... Teacher .....

Task Concerned .....

Please give details in the space below your concern / complaint with regard to the above Year 11 / Year 12 Assessment Task

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

Student's Signature .....

Date .....

Head Teacher / Teacher's Name .....

Head Teacher / Teacher's Signature .....

Date .....



Denilquin High School  
Harfleur St Denilquin  
NSW 2710

P: (03) 5881 1211

F: (03) 5881 5115

[www.denilquin-h.schools.nsw.edu.au](http://www.denilquin-h.schools.nsw.edu.au)