



Coffs Harbour Christian
Community School

2025

Preliminary Homework Revision and Assessment

This book contains all the
information you need to get
started on your senior year.

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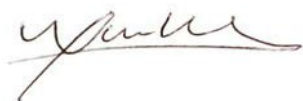
Contents

Advice from successful past students	3
SECTION A - Guide to Preliminary Course and Assessment Policy 2025.....	9
SECTION B - Recommended Revision and Application Program.....	19
SECTION C - Plagiarism Policy.....	27
SECTION D - Referencing.....	31
SECTION E - Course Outcomes and Assessment Grids.....	35
APPENDIX - Central Register	58
APPENDIX - A glossary of Key Words.....	62
APPENDIX - Sample Warning Letter	63

I strongly urge all students to invest their best efforts into their studies this year. As Nelson Mandela said,

"There is no passion to be found in settling for a Life that is less than the one you are capable of Living."

Kind Regards,
Wade Parker
Director of
Studies



DISCLAIMER:

The information contained in this booklet is subject to change(s) at the discretion of the Head of Senior School. Whilst teachers will make every effort to keep to the following schedule, unforeseen circumstances and disruption may mean that a task cannot be held in the week indicated. In this case, the teacher will advise the class of another suitable time.

Past Student Profile

Marlee Green.

BIOMEDICAL SCIENCE

HOW MANY YEARS WERE YOU AT CHCCS?

5 years (Years 8-12)

SUBJECTS TAKEN AT CHCCS:

Year 11 & 12: English Advanced & Ext, Maths Advanced & Ext, Biology, Chemistry, Legal Studies.

Year 9 & 10: electives were Agriculture, Art and Marine Studies.

SHORT ADVICE ON SELECTING SUBJECTS:

Talk to the teacher about the subject first. That'll give you a better idea of what the content is, and whether they think you're suited to it. Also, if you can, choose a few different types of subjects e.g. not all major work subject, not all science. Even if it means choosing one that's a bit more unnatural for you, it'll mean your brain doesn't get tired from doing the same sort of thing ALL the time.

HSC RESULT:

ATAR 97.15

ADVICE ON HOW YOU ACHIEVED SO WELL AT HIGH SCHOOL:

I learnt how to summarise, how to see the big picture. Didn't get too far behind, usually by working for a little bit most nights Mon-Fri and making sure my class notes were complete, so they could be used for later summarising. Enjoyed extra things in school – meant that I could still look forward to school even if schoolwork was in a hard season. Enjoyed things outside of school – especially sport and time with friends.

UNIVERSITY ATTENDED: Griffith University, Gold Coast. Moore Theological College.

COURSE/S STUDIED: Bachelor of Biomedical Science

WHY DID YOU CHOOSE THIS COURSE:

I wanted to be a vet, or maybe something else in the science field. This was a broad course that showed me the options for future study or jobs, while still learning lots in the course itself. It was also at a university in a location I wanted to live.

MOST UNUSUAL JOB I HAVE HAD:

Unrelated to my degree, I worked in giving students their robes and hats on university graduation day. As part of my degree, I was involved in a study that measured how long stingrays could last in low-oxygen water before turning on their survival mechanisms (don't worry, we then turned the oxygen back up and the stingrays lived another day!).

A WORD OF ADVICE/ENCOURAGEMENT FOR A YEAR 10 STUDENT LOOKING AT THEIR FUTURE:

Lots of decisions ahead – but also lots of opportunities to know and love people and to try different things. It's easy to accidentally live in the future, always planning or worrying. A better place to live is the present: "Teach us to number our days that we may gain a heart of wisdom." (Psalm 90. Read the whole thing, it gives good perspective!)



Past Student Profile



Dr Tim Newans

EXERCISE SCIENCE/MEDICAL RESEARCH

HOW MANY YEARS WERE YOU AT CHCCS?

8 years, I came to CHCCS at the end of Year 4.

SUBJECTS TAKEN AT CHCCS:

Standard English, 4 Unit Maths, Chemistry, PDHPE and Industrial Technology

ADVICE ON SELECTING SUBJECTS:

Choose the subjects you're going to enjoy learning. Then you'll have the passion to study for it a lot more.

HSC RESULT:

ATAR 97.40, Band 6 in 3 Unit Maths, Chemistry and Industrial Technology.

ADVICE ON HOW YOU ACHIEVED SO WELL AT HIGH SCHOOL:

I enjoyed the subjects I studied. When HSC exam period came around, I took leave from work and set out a schedule for the 5 weeks of what to study each day. I allocated this time as if I was still going to school.

UNIVERSITY ATTENDED:

Griffith University, Gold Coast.

COURSE/S STUDIED:

Bachelor of Exercise Science, now currently finishing a Master of Medical Research.
Doctor of Philosophy – Sports Science.

WHY DID YOU CHOOSE THIS COURSE:

I wanted a course where I could incorporate sport and use my brain. I thought that was going to be physiotherapy, but quickly realised that I preferred research in sport science.

MOST UNUSUAL JOB I HAVE HAD:

Making the ID cards for new university students at Orientation Week.

A WORD OF ADVICE/ENCOURAGEMENT FOR A YEAR 10 STUDENT LOOKING AT THEIR FUTURE:

Though time at school may feel stressful right now, in a few years you will forget the stress and remember the good times. Enjoy your time at school, start to practice habits of learning, and if you do not know something, ask your teacher! Never leave a class not understanding the concept that was being taught.

Past Student Profile



Paris Briggs

MECHATRONIC ENGINEERING / BIOMEDICAL ENGINEERING

HOW MANY YEARS WERE YOU AT CHCCS?

6 years (Years 7-12)

SUBJECTS TAKEN AT CHCCS?

Year 11 & 12: English Advanced, Maths Advanced & Extension, PDH/PE, Visual Arts, Indonesian Continuers, Ancient History

SHORT ADVICE ON SELECTING SUBJECTS:

Pick the subjects that you love the most, don't just choose a subject because of its potential to scale very well. Choose the subjects you are best at and do really well in, whether or not it's a science or creative subject.

HSC RESULT:

ATAR 94.7

ADVICE ON HOW YOU ACHIEVED SO WELL AT HIGH SCHOOL:

I never gave up on my academic goal, even after really bad results or really hard days I realised how important it was to just keep showing up and take little steps to work toward your goal. I was also driven by the fact that you only truly fail when you quit and give up on the goals you set for yourself.

UNIVERSITY ATTENDED:

University of New South Wales (UNSW)

COURSE/S STUDIED:

Double bachelor's degree of Mechatronic Engineering / Biomedical Engineering

WHY DID YOU CHOOSE THIS COURSE:

I chose this course because the interface of technology and medicine is the future. I love math, physics and design and this course ticked all these boxes! Also, robots are just really cool...

MOST UNUSUAL JOB I HAVE HAD:

Definitely picking fireweed on the farm for my parents has to be the most unusual job I've ever had (also the worst. job. ever).

WHERE I AM WORKING AND LIVING NOW:

I am currently living in Sydney. I was lucky enough to be awarded 2 UNSW scholarships that last the duration of my course, so I don't really need a job throughout my degree and can just focus on my studies! However, I do currently work for 2 different tutoring companies as well as do some free-lance tutoring – I tutor heaps of kids every afternoon throughout the week.

A WORD OF ADVICE/ENCOURAGEMENT FOR A YEAR 10 LOOKING AT THEIR FUTURE:

Dream BIG unrealistic dreams and make them your reality.

No dream is too big or too unrealistic... doing what you can, with what you have, where you are, and working hard is the best recipe for living your dream life.

Past Student Profile

Sarah Marsden

PARAMEDIC



HOW MANY YEARS WERE YOU AT CHCCS?

Six! Year 7 until Year 12.

SUBJECTS TAKEN AT CHCCS:

Years 9 & 10 – PASS and Marine Studies

Years 11 & 12 – Biology, PDHPE, Indonesian, Advanced Maths and Advanced English

ADVICE ON SELECTING SUBJECTS:

I think it's helpful to choose the subjects you are interested in, rather than prioritising subjects you think you will need for university or for a better ATAR.

HSC RESULT: ATAR 78.5

ADVICE ON HOW YOU ACHIEVED SO WELL AT HIGH SCHOOL:

Oh that's flattering, I think what I began to learn in high school was 'the balance'.

The balance being not just between your subjects and schooling, but also on your family, your friends and social life, your mental health and wellbeing, your hobbies, your sports or exercise, your church, etc. Working out how to manage this balance is key!

UNIVERSITY AND COURSES ATTENDED:

University of Newcastle – 1 year

Charles Sturt University – 3 years

WHY DID YOU CHOOSE THIS COURSE:

I initially chose Nursing with the intention of gaining credit for the Paramedics course – Paramedics was always the goal!

MOST UNUSUAL JOB I HAVE HAD:

Housekeeping in a Canadian hostel. Mostly involved cleaning vomit out of 200 bins. Those were the days...

A WORD OF ADVICE/ENCOURAGEMENT FOR A YEAR 10 STUDENT LOOKING AT THEIR FUTURE:

Hi guys!

Like I mentioned earlier – try to remember the balance. Education is important, but it makes up only one aspect of you. There are still many others that need attention! Good luck and enjoy, there will be a time soon when you look back and miss your schooling days!

PS. if you have any questions about paramedics – ask my Mum (Mrs. Marsden) for my email!

Teaching Staff 2025

SCHOOL LEADERSHIP



Rodney Lynn
CEO



Andrew Lynn
Principal



Deb Searle
Deputy Principal
& Head CAPA

HEAD TEACHERS



Consuela Despi
Mathematics



Daryl Gale
English



Mitchell Green
Science



Wade Parker
Middle School



Jonathan Petersen
Indonesian



Brad Thornton
TAS



Matt Kent
PDHPE



David Sochon
HSIE

STAGE 6 TEACHERS



Nadine Bailey



Eric Blair



Lynden Briggs



Heather Darby



Kelly Denison



Dustin Dever



Emma-Jane Hope



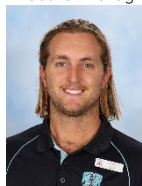
Narelle Jackson



Hannah Jones



Chris Keipert



Juda Leet



John Loadsman



Joanne McHugh



Kate Marsden



James Meredith



Jennifer Peisley



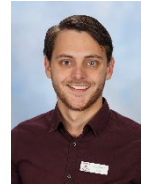
Penny Pratley



James Salaun



Callum Spry



Hugh Walsh



SECTION A

Guide to Preliminary Course and Assessment Policy 2025

INTRODUCTION

Students at Coffs Harbour Christian Community School in Years 11 and 12 will study a two-year course pattern which leads to the award of the Higher School Certificate. At the end of Year 12, eligible students receive the HSC Testamur as well as a Higher School Certificate Record of Achievement which records the Scaled Examination Mark and Moderated School Assessment Mark for each examined subject. The school's assessment program is used to determine the School Assessment Mark submitted by the school to the New South Wales Education Standard Authority (NESA).

The following information is designed to provide students and their parents with information on requirements and assessment. Our school is required by NESA to supervise our students' satisfactory completion of their courses and devise assessment programs, procedures and routines for NESA Developed courses operating within the School.

MINIMUM REQUIREMENTS

The Assessment Certification and Examination Manual published by the New South Wales Education Standard Authority states that:

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:

- followed the course developed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

In cases where students are considered to be at risk of receiving an "N" (non-completion of course requirements) determination, at least two warning letters will be sent out to enable students to correct problem areas and fulfil requirements.

At Coffs Harbour Christian Community School, this means that in each subject, a student must:

- submit all set assignments, maintain a satisfactory level in the completion of regular homework and keep up-to-date with coursework notes;
- complete, where applicable, all practical, oral, project and fieldwork requirements;
- demonstrate satisfactory effort and genuine progress during this course, as indicated by results in assignments, tests and formal examinations;
- display responsible conduct which is acceptable to the classroom teacher and the school Principal.
- maintain a satisfactory level of attendance (85% is deemed acceptable at CHCCS); and make a genuine effort at all assessment tasks.

ASSESSMENT

Assessment is the process of gathering information and making judgements about student achievement. It is useful for:

- assisting student learning
- evaluating and improving teaching programs
- informing teachers of what students know and can do
- providing Year 11 and HSC results.

Assessment at Coffs Harbour Christian Community School in the Year 11 and HSC courses will follow the guidelines determined by the New South Wales Education Standard Authority.

THE PURPOSE OF ASSESSMENT IN THE YEAR 11 COURSES

The purpose of assessment in the Year 11 courses is to provide a summative measure of a student's achievement of specific outcomes, measured at points throughout the course. School assessment is based on:

- A wider range of the syllabus outcomes than may be measured by the external examination alone and,
- Multiple measures and observations made throughout the course rather than at a single examination.

Year 11 assessment marks do not contribute towards the HSC assessment. The Year 11 course is regarded as assumed knowledge for the HSC and may be examined. The Principal is required to certify that the Year 11 courses have been satisfactorily completed.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Schools are required to submit grades for all students completing any Stage 6 Year 11 Board Developed or Board Endorsed Course. The grade awarded to each student at the completion of a Stage 6 Year 11 Course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary Courses. Coffs Harbour Christian Community School uses the application of course performance descriptors to assist in formulating a balanced professional judgement for assessment.

Year 11 Assessment

STUDENTS ABSENT FROM 'ASSESSMENT TASKS'

Students who miss an assessment task will require an approved application for Illness and Misadventure Form. Without this, late work will lose 10% per school day of the task mark. Parents will be notified by the teacher, alerting them of the student's failure to submit the assessment task. Late work will receive zero marks on the 6th school day, and a warning letter will be issued, the student must still complete the task to an acceptable standard to meet course requirements.

Students who are absent *the day before and/or the day of* an assessment task will also require an approved application for Illness and Misadventure Form (and a Medical Certificate for illness). Absence(s) to complete an assessment task are NOT acceptable. Without appropriate documentation, 10% will be deducted from the assessment task weighting for each school day, e.g. if an assessment task is worth 30%; 10% or three (3) marks, will be deducted increasing by 10% each school day thereafter.

All assessment tasks are to be handed in as per submission requirements by the date due unless it is an in-class assessment.

It is a student's responsibility to ensure that they retain a copy of all written/typed assessment tasks as per the assessment schedule.

In addition to satisfactory completion of assessment tasks, students must also satisfactorily complete the course work for each subject and maintain a satisfactory record of attendance.

Provisions have been made for 'exceptional circumstances' (as defined by NSW Education Standards Authority), where a student has missed an assessment task through illness or misadventure.

POLICY ON MALPRACTICE

When an incident of malpractice is brought to the attention of the Head of Senior School, Head of Department or Director of Studies the matter is dealt with in the following manner:

- a) A panel is convened by the Director of Studies which comprises the Head of Senior School and one other staff member together with student.
- b) The matter is heard by the panel and an appropriate penalty is applied and such penalty is communicated in writing to the student.

ASSESSMENT MALPRACTICE POLICY

Academic integrity is essential to accurately assessing students. The aim of an assessment is to develop and assess a student's knowledge, understanding and skills in a subject. Student work in assessment tasks must be 'all their own work'. Students are expected to take responsibility for applying a sustained and diligent effort to all set tasks.

Students give themselves an unfair advantage over other students when they cheat, plagiarise, use artificial intelligence (AI) or engage in any other form of malpractice. Our school has a rigorous policy when it comes to repeated offences of malpractice.

1st offence = Zero mark, resubmit a genuine attempt and a formal warning letter.

2nd offence = Zero mark, resubmit a genuine attempt and a formal warning letter

plus

ONE day internal suspension and a meeting with the Deputy Principal.

3rd offence = The student will be suspended and the Principal will assess the student's enrolment at CHCCS.

The purpose of this policy is to ensure all students are assessed in a fair and equitable manner, and to ensure students are aware of the significant nature of malpractice. This '3-offence policy' applies to students throughout their Senior Schooling (Years 9-12).

POLICY ON APPEALS

When an appeal is made against the final assessment rank order, the matter is dealt with in the following manner:

- The appeal is directed to a panel comprising of the Head of Senior School, Director of Studies, Head of Department and subject teacher, and a thorough review will be undertaken.

PROCEDURES IF TASKS PRODUCE INVALID OR UNRELIABLE RESULTS

Should a teacher or student raise an issue questioning validity or reliability of an assessment task result, such questions are referred to a panel comprising of the Head of Senior School, Director of Studies, Head of Department and subject teacher, and advice is taken as to:

- a) How the matter is dealt with further.
- b) What steps can be taken to cure any defects.

Assessment Procedure

Notes for All Assessment Overviews:

Precise dates will be provided by class teachers at least two (2) weeks prior to each assessment task being due. If, for any reason, the class teacher decides to change the due date, notice of such a change is to be provided, in writing, by the class teacher.

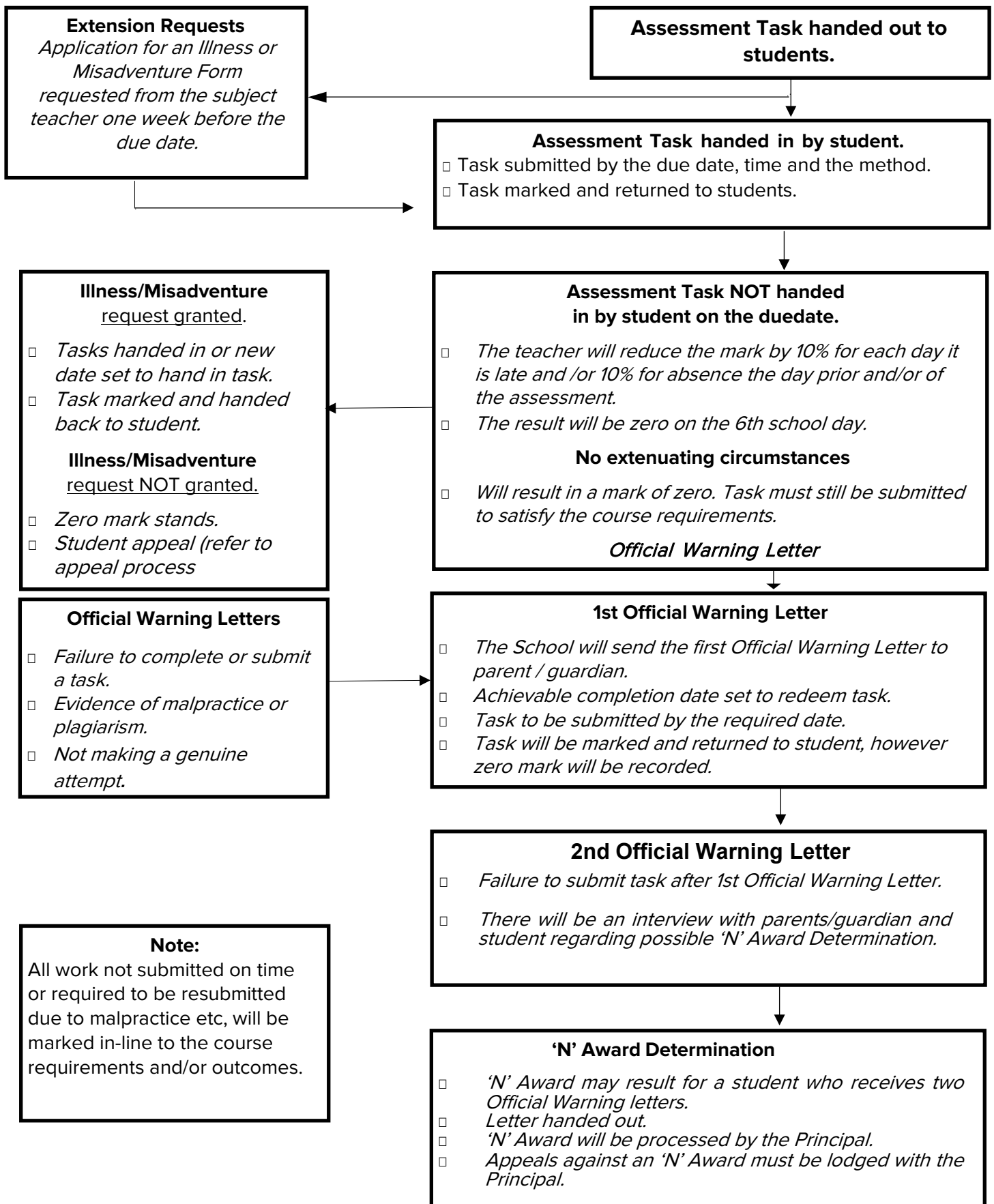
1. For students making a late change to a course or who transfer from another school, the assessment will be discussed with the student at the time of change or transfer. As a general principle, the assessment will be based on those tasks undertaken after the change. Questions of equity arising will be considered by the above-mentioned panel.
2. Students are assessed on the basis of tasks or assignments e.g. test, oral report/speech, etc.
3. Assessment tasks directly relate to components of the syllabus.
4. A subject generally has three (3) assessment tasks over the nine (9) month Preliminary course.
5. Assessment tasks are weighted according to their importance e.g. Yearly Examination may be worth 30% of assessment marks.
6. Students will be informed of assessment tasks in advance and all marks are recorded.

Attendance Requirements

There are to be no unexplained absences. The NSW Education Standards Authority recognises that a consequence of student absences is that course completion criteria may not be met. The school's position is that a minimum attendance rate of 85% is essential in order to fulfil course requirements. Attendance rate below 85% may result in course failure and the student having to recomplete the course, meeting attendance criteria.

Under no circumstances are students to be absent from school or lessons in order to complete assessment tasks. For this reason, a medical certificate and an application for Illness and Misadventure Form, will be required if a student is absent immediately prior to or on the day an assessment task. A student who misses a class to complete an assessment task may lose 10% or more of their total mark, at the discretion of the Head of Senior School.

Assessment task flow chart



CHCCS YEAR 11 Examination Rules and Procedures

GENERAL INFORMATION

- Full School Uniform must be worn.
- Examinations are held at the school.

HSC NSW EDUCATION STANDARDS AUTHORITY RULES OF CONDUCT

- HSC rules of conduct apply. See: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

EQUIPMENT

- Each student must have his/her own equipment. Students are not permitted to borrow equipment from other students during examinations.
- Mobile phones and electronic devices, such as iPads, Smart Watches and electronic dictionaries, are not permitted in an examination room under any circumstances. Supervisors will not be responsible for the safekeeping of any unauthorised material including mobile phones. Students are able to hand them in to Reception prior to an examination.
- If a student wishes to take a bottle of water into the examination room, the bottle must be made of clear plastic.
- Students may only take equipment listed below into the examination room:
 - Black pens
 - Pencils, erasers, sharpener (use pencils where specifically directed)
 - A ruler marked in millimetres and centimetres.
 - Highlighter
- For examinations in which scientific calculators are permitted, students may only use those calculators that appear on the NSW Education Standards Authority's list of approved scientific calculators. Students should check that his/her calculator is approved, well before the examination.
- Students may hold their stationery in a clear plastic pencil case or plastic sleeve. Other pencil cases are not permitted.
- For particular subjects such as Physics, Industrial Technology and Geography, other equipment may be required for examinations. The subject teacher will inform students what to bring. For further details refer to: https://studentsonline.NESA.nsw.edu.au/go/exams/Exam_equipment/
- Students are permitted to take dictionaries into certain language examinations. However, they must be monolingual and/or bilingual print dictionaries relating to the language being examined. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.

EXAMINATION ROOM RULES AND PROCEDURES

- Students must sign in/out at Reception upon arrival/departure.
- Students should arrive at examinations at least 15 minutes prior to the scheduled start time.
- Any equipment brought into the examination room will be subject to inspection before the examination commences.
- Late students will not be admitted 30 minutes after the start of the examination.
- Students can enter an examination room only when invited to enter by the examination supervisor.
- Students will be directed where to sit by the Examination Supervisor.
- Students are to use their NSW Education Standards Authority HSC student number and not their names on all papers.
- Reading time is for reading, and no writing or highlighting may be undertaken during this time.
- Toilet leave will only be granted in exceptional circumstances. Students should ensure that they go to the toilet before each examination.
- Students must:
 - stop writing immediately when told to do so by the Supervisor.
 - Arrange completed answers according to the Examination Supervisor's instructions and wait for them to be collected.
- No student will be allowed to leave the examination prior to the completion of the examination.
- Students will be released at the completion of the examination when their papers have been collected or as directed by the Examination Supervisor.

STUDENTS MUST NOT:

- Speak to any person other than a supervisor during an examination.
- Behave in a way likely to disturb the work of any other student or upset the conduct of the examination.
- Take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment listed above.
- Eat in the examination room, except as approved by the Supervisor, e.g. for diabetic students.
- Begin writing until instructed to do so by the Supervisor.
- Remove the question paper, answer papers or any other writing paper from the examination room.

APPEALS

If illness or misadventure prevents a student from attending an examination, or has affected performance in the examination, it is the student's right and responsibility to lodge an application for Illness and Misadventure Form.

- It is important that the student attend the examinations where possible, even in the case of illness/misadventure. The school will not uphold an illness/misadventure application if the reason for an absence is not considered to be sufficiently serious. Students should consult the Head of Senior School before deciding not to attend an examination. Written advice from a relevant independent expert, such as a doctor or a police officer, must also be provided with the appeal, indicating why the student was unable to attend the examination.
- At the Head of Senior School's discretion, the student will:
 - Complete a substitute task or
 - Complete the examination at another time or
 - Be awarded a grade according to evidence provided by other completed tasks.
- Students must lodge any illness/misadventure application at the earliest opportunity (usually within 48 hours of returning to school).
- It is the student's responsibility to supply equipment that is in good working order. This includes calculators. Equipment failure does not constitute grounds for an appeal under misadventure provisions.



SECTION B

Recommended Revision and Application Program

Introduction to Homework (Revision and Application) in Year 11

Homework is the revision and application of what students learn in class and is a valuable part of schooling. Homework helps students to become responsible for their own learning and provides the basis for the extension of classroom learning. It allows for the practising, extending and consolidating of work done in class. It challenges gifted students to explore open-ended tasks. It provides practice for students in planning and organising their time and developing a range of skills in identifying and using information sources. This creates a richer learning experience for students and better prepares them for success in assessments and examinations. Commitment and enjoyment of learning must go hand in hand for students to realise their full academic potential and to prepare adequately for the rigours of HSC study.

REASONABLE TIMES TO COMPLETE YEAR 11 HOMEWORK

Students should be completing between 1.5 - 2 hours of homework five to six nights per week. Assessment tasks will require additional time. Early planning is essential in this process.

STUDY ADVICE

The following is advice for students on how to complete effective study (revision and application).

- Have a quiet place of study at home that is free from distractions (turn off devices not required for study).
- Avoid playing music during study. Research has shown that music will reduce concentration and memory retention.
- Set a study routine in place (a regular time helps to make it become habitual).
- Write a weekly study planner that is realistic for you to follow (record planned commitments such as youth group or sport training and allow some relaxation time).
- Share your weekly study planner with your parent/s and ask them to keep you accountable.
- Study in short bursts (study for 20-40 minutes and take a break for 5 minutes).
- Give yourself a reward for reaching your goals (some exercise, screen time, etc).
- Use flashcards / flip cards / mind maps.
- Atomi: Review information, revise past topics, complete practice questions.
- Revise using 'Education Perfect' (Indonesian).
- Memorise summary notes.
- Have a parent or sibling test you on your study notes / flashcards / flip cards.
- Complete online questions using study apps such as 'Quizlet' and 'Anki' and past HSC multiple choice questions, etc.
- Visit the NESAsite to access past papers and notes for suggested answers.
- Complete past HSC style questions.
- Use graphic organisers such as "write about".

Year 11 Subject Homework Guidelines

English (Standard, Advanced and Extension)

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"> Completion of classwork and assessments. Regular examination preparation; short and extended responses to HSC style question/s. Draft writing schedule. Summary notes and revision. Memorisation of quotes. Reading of Prescribed Texts, Critical Readings and Related Texts. Further set work and revision as directed by teacher. 	<ul style="list-style-type: none"> See extension materials on Microsoft Teams Draft additional responses to past HSC style questions.

Mathematics Standard

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"> Complete classwork, homework and assessments. Create and revise topic summaries and flash cards. Practise past HSC style questions by topic from Project Maths. Use Microsoft Teams for assistance. 	<ul style="list-style-type: none"> Practise past Yearly Examination papers. Attend Maths teacher's lunchtime group for extra assistance.

Mathematics Advanced

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"> Complete classwork, homework and assessments. Create and revise topic summaries and flash cards. Complete past HSC style questions by topic from Project Maths. Practise Mastering HSC Textbook questions for each topic studied. Use Microsoft Teams for assistance 	<ul style="list-style-type: none"> Complete past Yearly Examination papers. Attend Maths teacher's lunchtime group for extra assistance.

Mathematics Extension 1

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"> Complete classwork, homework and assessments. Create and revise topic summaries and flash cards. Practise past HSC style questions by topic from Project Maths. Practise Mastering HSC Textbook questions for each topic studied. Use Microsoft Teams for assistance. 	<ul style="list-style-type: none"> Practise past Yearly Examinations papers. Attend Maths teacher's lunchtime group for extra assistance.

Biology

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Create and revise topic summaries and flash cards.• Regular examination preparation; short and extended responses to HSC style question/s.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Practise writing out summaries by memory.• Draft additional responses to past HSC style questions.• Textbook readings and revision questions.

Chemistry

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Create and revise topic summaries and flash cards.• Regular examination preparation; short and extended responses to HSC style question/s.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Practise writing out summaries by memory.• Draft additional responses to past HSC style questions.• Textbook readings and revision questions.

Physics

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Create and revise topic summaries and flash cards.• Regular examination preparation; short and extended responses to HSC style question/s.• Further set work and revision as directed by teacher.• Revision of Atomi and Edrolo lessons.	<ul style="list-style-type: none">• Practise writing out summaries by memory.• Draft additional responses to past HSC style questions.• Textbook readings and revision questions.

Community and Family Studies

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Regular examination preparation; short and extended responses to HSC style question/s and multiple choice questions.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Create and revise 15-minute gains (see guide in CAFS workbook).• Draft additional responses to past HSC style questions for teacher feedback.• Textbook readings and revision questions.• Complete a set of syllabus dot point flip cards per topic (4 per year).

Health and Movement Science

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Regular examination preparation; short and extended responses to HSC style question/s.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Create and revise 15-minute gains (see guide in HAMS workbook).• Draft additional responses to past HSC style questions.• Textbook readings and revision questions.• Complete a set of syllabus dot point flip cards per topic (4 per year).

Ancient History

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">Set homework tasks (HSC style questions etc).Revision and creation of study notes.Assessment task preparation.Further set work and revision as directed by teacher	<ul style="list-style-type: none">Draft additional responses to past HSC style questions for teacher feedback.Textbook readings and revision questions.

Business Studies

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">Revision and creation of study cards/study notes.Assessment task preparation.Set work and revision as directed by teacherAtomi regular homework.	<ul style="list-style-type: none">Draft additional responses to past HSC style questions for teacher feedback.Textbook readings and revision questions.

Geography

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">Set homework tasks (HSC style questions etc).Revision and creation of study notes.Assessment task preparation.Atomi revision lessons.Further set work and revision as directed by teacher	<ul style="list-style-type: none">Draft additional responses to past HSC style questions for teacher feedback.Textbook readings and revision questions.

Modern History

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">Set homework tasks (HSC style questions etc).Revision and creation of study notes.Assessment task preparation.Further set work and revision as directed by teacher	<ul style="list-style-type: none">Draft additional responses to past HSC style questions for teacher feedback.Textbook readings and revision questions.

Studies of Religion

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">Set homework tasks (HSC style questions etc).Revision and creation of study notes.Assessment task preparation.Further set work and revision as directed by teacher	<ul style="list-style-type: none">Draft additional responses to past HSC style questions for teacher feedback.Textbook readings and revision questions.

Indonesian Beginners

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Education Perfect set work.• Regular examination preparation; short and extended responses to HSC style question/s.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Create and revise topic summaries and flash cards.• Draft additional responses to past HSC style questions.• Textbook readings and revision questions.

Agriculture

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Regular examination preparation; short and extended responses to HSC style question/s.• Create and revise topic summaries.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Further topic research.• Textbook readings.• Draft additional responses to past HSC style questions.

Food Technology

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Regular examination preparation; short and extended responses to HSC style question/s and multiple-choice questions.• Revise topic terminology and definitions.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Further topic research.• Textbook readings.• Draft additional responses to past HSC style questions.

Industrial Technology

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Long term memory plan (see guide in Industry Study workbook).• Portfolio development.• Regular examination preparation; short and extended responses to Preliminary HSC style question/s.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Create and revise topic summaries.• Further topic research.• Textbook readings.• Draft additional responses to past HSC style questions.• Attendance at skill development classes.

Drama

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Individual performance and Group Performance development and consolidation.• Complete recounts and reflections in logbook.• Create revision folder that includes theoretical work, tests, topic information and HSC questions.• Complete set past HSC question/s.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• View and analyse successful past HSC Drama performances.• Further topic research.• Draft additional responses to past HSC style questions.• Commit to observing public performances where possible.

Music

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of classwork and assessments.• Individual performance piece development and practice.• Complete set past aural examination question/s.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Engage in listening to and analysing a broad range of musical styles and time periods.• Students also benefit from further individual private tuition for their instrument or voice.

Visual Arts

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none">• Completion of weekly set homework tasks.• Completion of classwork and assessments.• Major project, Body of Work, development.• Process Diary development.• Further set work and revision as directed by teacher.	<ul style="list-style-type: none">• Engage in viewing and analysing a broad range of artists and artworks.• Reviewing successful past HSC exam responses• Gather source material for Body of Work.• Create vocabulary flashcards.• Practise artmaking in the relevant form required to produce your Body of Work.• Create and revise topic summaries.• Complete past HSC style questions for feedback.



Section C

Plagiarism Policy

PLAGIARISM is taking another person's work or ideas and presenting them as your own. Plagiarism is a form of theft. Plagiarism is illegal and can result in very expensive legal claims. At a University level, students who are caught plagiarising can be expelled.

WHAT NOT TO DO:

- You may not copy parts (sentences, paragraphs etc) out of books, newspapers, encyclopaedias, internet sites, Artificial Intelligence (A.I), or another student's work. If you do use someone else's work as part of your writing, then that work **MUST** be acknowledged as not being your own (see below for how to reference).
- You may not use another person's idea without correct acknowledgement.
- You may not submit work that has been written by someone else, such as a tutor, parent, friend, or which has in previous years been submitted by an older sibling.
- Do not allow another student to copy your work. If you are feeling pressured to do this, then please see the relevant Teacher or Head of Department. If you share your work with another student and they submit it as their own, you may receive a penalty (including a zero mark) for the task.

HOW TO AVOID PLAGIARISM:

- Always use quotation marks around direct quotes taken from someone else's work. This quote then needs to be referenced (see Section D - Harvard Referencing System on Page 26).
- If you include someone else's ideas or work in an assignment or research task/essay, always include a bibliography that details all the sources you used.
- Always acknowledge sources that you may have used for background information in your bibliography, even if you did not take any direct quotes.
- Even in oral tasks you must acknowledge the use of other people's work and/or ideas.
- It is acceptable to have someone edit your work for you who may suggest ways of improving your writing. You are able to consult parents, friends, teachers etc to advise you but they must not do the work for you.
- A.I. is not to be used by a student for an assessment. Please be aware that the School has structures in place to detect both plagiarism and the use of A.I.

PENALTIES

If the School's A.I. and plagiarism Scanner or your teacher and the Director of Studies detects that you have used A.I. or that your work is plagiarised, they will consult with the Head of the Department and the Head of Senior School and decide which of the following will apply to your situation, depending on the extent of the plagiarism:

- Verbal warning.
- A reduction in marks for your work.
- A mark of zero awarded for the work.
- Insistence of a resubmission of the assignment (that may or may not then be eligible for any marks being awarded).
- Written notification to parent/guardian in the form of a warning letter.
- Suspension of participation in school activities.
- Referral of students to Head of Department, Head of Senior School and/or panel for additional discipline.

If you have plagiarised work in your submission of an assessment task there will be an official warning letter issued. A mark of zero in any assessment task may have a serious effect on your mark/grade for the subject.

See Policy on Malpractice, page 10.

EXAMPLES OF PLAGIARISM

You have plagiarised if you:

- Copy the work of another student (with or without permission) and submit it as your own.
- Submit someone else's work as you own.
- Submit an assignment that you produced in conjunction with other people when it is supposed to be your own work (i.e. another student, tutor, and parent).
- Fail to provide a Bibliography that identifies research sources and acknowledgement of other peoples' work.
- Allow another student to copy your work and submit it as their own.
- Fail to acknowledge paraphrased material from another source.
- Fail to indicate with quotation marks that you copied another person's exact written words or symbols or drawings.
- Fail to name a person whose exact words were used in an oral report.
- Piece together work from different sources into new work i.e. "cut and paste" from an encyclopedia, internet etc.
- Use plots, characters, theories, concepts, designs from other sources e.g. novels, TV shows, films etc, and present them as your own work without attributing them.
- Buy or obtain a paper from an internet research service or "cyber-cheating site".
- Use of A.I. and submit as your own work.

Note: Refer to work booklets from "ALL MY OWN WORK" training.



Section D

Referencing

WHY REFERENCE?

Referencing is necessary to avoid plagiarism, to verify quotations, and to enable readers to follow-up and read more fully, the cited author's arguments. The conventions/customs of argumentative essays, require that you provide information and evidence to support your considered opinion or point of view. Doing this shows that it is your considered opinion and not just a reaffirmation of your formerly held prejudices and biases. Documenting your sources is important so that you give credit due to the person who came up with the original work, idea, thought or research.

WHEN TO REFERENCE

You must reference if you:

- Directly quote the exact words of another writer/author.
- Paraphrase another writer's ideas, theories and/or research, that is, refer to someone else's ideas, theories and/or research using your own words.
- State specific, factual and/or anecdotal (retelling a story) information such as statistics, graphs, verbal interviews, diaries.
- Present another writer's interpretation, point of view, opinion or understanding about a piece of literature, legislation, history, discourse, or academic/scientific inquiry.

Harvard (Author – Date) System of Referencing:

Our school uses the Harvard System of Referencing to cite information sources.

Two types of citations are included:

1. Reference Lists are located at the end of the work and display full citations for sources used in the assignment.

Here is an example of a full citation for a book found in a Harvard Reference list:

Fitzgerald, F. (2004). *The Great Gatsby*. New York: Scribner

2. In-text citations are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation.

Depending on the source type, some Harvard Reference in-text citations may look something like this: "After that I lived like a young rajah in all the capitals of Europe..." (Fitzgerald, 2004).

The following list is not exhaustive. If you want to know how to correctly reference other forms of information such as magazines, blogs, dictionaries, emails or government publications etc. please go to the following website for help:

<https://www.citethisforme.com/citation-generator/harvard>

WEBSITES

When citing a website with an author, use the following structure:

Last name, Don't forget the comma	First initial. Don't forget the full stop	(Year published). Year inside parenthesis and full stop	<i>Page title. Use italics and a full stop</i>	[online] Just as it appears here in brackets	Website name. Don't forget the full stop	Available at: Just as it appears here	URL Write the full address line	[Accessed Day Month. Year]. Use brackets and the full stops
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Example:

Messer, L. (2015) *'Fancy Nancy' Optioned by Disney Junior*. [online] ABC News. Available at: <http://abcnews.go.com/Entertainment/fancy-nancy-optioned-disney-junior-2017/story?id=29942496#.VRWbWJwmb0.twitter> [Accessed 31 Mar. 2015]

When no author is listed, use the following structure:

Website name, Don't forget the comma	(Year published). Year inside parenthesis and full stop	<i>Page title. Use italics and a full stop</i>	[online] Just as it appears here in brackets	Available at: Just as it appears here	URL Write the full address line	[Accessed Day Month. Year]. Use brackets and the full stops
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Example:

Mms.com, (2015). M&M'S Official Website. [online] Available at: <http://www.mms.com/> [Accessed 20 Apr.2015]

BOOKS

Books with one author

The structure for a Harvard Reference List citation for books with one author includes the following:

- Last name, First initial. (Year published). *Title*. Edition. (Only include the edition if it is not the first edition) City published: Publisher, Page(s).
- Fill in the table as you use sources in your research (note the punctuation!)

Last name, Don't forget the comma	First initial. Don't forget the full stop	(Year published) Year inside parenthesis	<i>Title. Italicise and full stop</i>	Edition. If not the first edition and full stop	City published: Don't forget the colon	Publisher, Don't forget the comma	Page(s). Don't forget the full stop
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Example: One author AND first edition:

- Patterson, J. (2005). *Maximum ride*. New York: Little, Brown.

Example: One author AND NOT the first edition:

- Dahl, R. (2004) *Charlie and the chocolate factory*. 6th ed. New York: Knopf.

When creating a citation that has more than one author, place the names in the order in which they appear on the source. Use the word "and" to separate the names.

- Last name, First initial. And last name, First initial. (Year published). *Title*. City: Publisher, Page(s).

Examples:

- Desikan, S. and Ramesh, G. (2006). *Software testing*. Bangalore, India: Dorling Kindersley, p.156.
- Vermaat, M., Sebok, S., Freund, S., Campbell, J. and Frydenberg, M. (2014). *Discovering computers*. Boston: Cengage Learning, pp.446-448.
- Daniels, K., Patterson, G. and Dunstan, Y. (2014). *The ultimate student teaching guide*. 2nd ed. Los Angeles: SAGE Publications, pp. 145-151.

**remember, when citing a book, only include the edition if it is NOT the first edition!*

JOURNALS

Print Journal Articles

The standard structure of a print journal citation includes the following components:

- Last name, First initial. (Year published). Article title. *Journal*, Volume (Issue), Page(s).

Example:

- Ross, N. (2015). On Truth Content and False Consciousness in Adorno's Aesthetic Theory. *Philosophy Today*, 59(2), pp. 269-290.
- Dismuke, C. and Egede, L. (2015) The impact of Cognitive, Social and Physical Limitations on Income in Community Dwelling Adults With Chronic Medical and Mental Disorders. *Global Journal of Health Science*, 7(5), pp. 183-195.

Journal Articles Found on a Database or on a Website

When citing journal articles found on a database or through a website, include all of the components found in a citation of a print journal, but also include the medium ([online]), the website URL, and the date that the article was accessed.

Structure:

Last name, Don't forget the comma	First initial. Don't forget the full stop	(Year published). Year inside parenthesis and full stop	Article title. Don't forget the full stop	Journal, Don't forget the comma	[online] Just as it appears here in brackets	Volume (Issue), Don't forget to use parenthesis and the comma	pages. Don't forget the full stop	Available at: Just as it appears here and don't forget the colon	URL Write the full address line	[Accessed Day Month. Year]. Use brackets and the full stops
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Example:

- Raina, S. (2015), Establishing Correlation Between Genetics and Nonresponse. *Journal of Postgraduate Medicine*, [online] Volume 61(2), p. 148. Available at: <http://www.proquest.com/products-services/ProQuest-Research-Library.html> [Accessed 8 Apr. 2015]

Harvard Reference List Citations for DVD, Video and Film

When citing a DVD, Video or Film, use the following format:

<i>Film title.</i> Use italics and don't forget the full stop	(Year published). Year inside parenthesis and full stop	[Format] Place inside brackets: DVD or film etc	Place of origin: Just as it appears here in brackets	Website name. Don't forget the colon	Film maker. Don't forget the full stop
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*The place of origin refers to the place where the DVD, film or video was made. Eg: Hollywood.

**The film maker can be the director, studio, or main producer.

Example:

- *Girls Just Want To Have Fun*. (1985). [film] Chicago: Alan Metter.

Harvard Reference List Citations for Broadcasts

To cite a radio or TV broadcast, use the following structure:

<i>Series Title</i> , Don't forget the comma	(Year published). Year inside parenthesis and full stop	[Type of programme] Don't forget the brackets	Channel number: Don't forget the colon	Broadcaster. Don't forget the full stop
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Examples:

- *Modern Family*, (2010). [TV programme] 6: Abc.
- *The Preston and Steve morning Show* (2012). [Radio Programme] 93.3:

WMMR Interview

Last name of interviewer, Don't forget the comma	First initial. Don't forget the full stop	and Just as it says	Last name of interviewee, Don't forget the comma	First initial. Don't forget the full stop	(Year of interview). Year inside parenthesis and full stop	Title or description of interview. Don't forget the full stop
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Example:

- Booker, C. and Lopez, J. (2014). *Getting to know J.Lo*.



Section E

Course Outcomes and Assessment Grid

Agriculture

OUTCOMES

A student:

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influences 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
- P2.3 describes the farm as a basic unit of production
- P3.1 describes 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 identifies the role of associated technologies and technological innovation in producing and marketing agricultural products

Components	Weighting	Task 1	Task 2	Task 3
		Term 2 Week 1	Term 2 Week 5	Term 3 Weeks 9/10
		Farm Case Study	Half Yearly Examination	Yearly Examination
Outcomes		P1.1, P1.2, P2.3, P3.1, P5.1	P1.2, P2.1, P3.1, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
Knowledge and understanding of course content	40		15	25
Knowledge, understanding and skills required to manage agricultural systems	40	10	15	15
Skills in effective research, experimentation and communication	20	20		
Total %	100	30	30	40

Ancient History

OUTCOMES

A Student:

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

Components	Weighting	Task 1	Task 2	Task 3
		Term 2 Week 5	Term 3 Week 2	Term 3 Weeks 10
		Half Yearly Examination	Historical Investigation In-class Task	Yearly Examination
Outcomes		AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10
Knowledge and understanding of course content	40	20		20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	5	5	10
Total %	100	30	30	40

Biology

OUTCOMES

A student:

Biology Skills Outcomes - Year 11

- 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.
- 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.

Biology Knowledge and Understanding Outcomes - Year 11

- 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.

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 5	Term 3 Week 4	Term 3 Weeks 9/10
		Practical Investigation In Class test	Half yearly Examination	Depth Study: Introduced species	Yearly Examination
Outcomes		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11-8	BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-8 BIO11/12-9	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-9 BIO11-10 BIO11-11	BIO11/12-1 BIO11/12-2 BIO11/12-5 BIO11/12-6 BIO11-8 BIO11-9 BIO11-10 BIO11-11
Skills in Working Scientifically	60	15	15	15	15
Knowledge and Understanding	40	5	10	10	15
Total %	100	20	25	25	30

Business Studies

OUTCOMES

A student:

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Week 5	Term 3 Week 2	Term 3 Weeks 9-10
		Case study/Research project Nature of Business	Half Yearly Examination	Small Business plan Business planning	Yearly Examination
Outcomes		P1, P2, P6, P7, P8	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10
Knowledge and understanding of course content	40	5	5	10	20
Stimulus-based skills	20	5	5		10
Inquiry and research	20	10		10	
Communication of business information, ideas and issues in appropriate forms	20		10	5	5
Total %	100	20	20	25	35

Community and Family Studies (CaFS)

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
- P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2 develops a sense of responsibility for the wellbeing of themselves and others
- P7.3 appreciates the value of resource management in response to change
- P7.4 values the place of management in coping with a variety of role expectations.

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 2 Week 1	Term 2 Week 5	Term 3 Week 3	Term 3 Weeks 9/10
		Resource Management Project	Half Yearly Examination	Case Study: Groups	Yearly Examination
Outcomes		P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.1 - P6.2	P4.1, P4.2	P1.1 - P6.2
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	10	10	20	20
Total %	100	15	20	30	35

Chemistry

OUTCOMES

A student:

Chemistry Skills Outcomes - Year 11

- 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.

Chemistry Knowledge and Understanding Outcomes - Year 11

- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter.
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
- CH11-11 analyses the energy considerations in the driving force for chemical reactions.

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 5	Term 3 Week 2	Term 3 Weeks 9/10
		Test Module 1	Half Yearly Examination	Progress Test	Yearly Examination
Outcomes		CH11-5; CH11-6 CH11-7; CH11-8	CH11-5; CH11-6 CH11-7; CH11-8 CH11-9	CH11-5; CH11-6; CH11-7; CH11-8 CH11-9; CH11-10	CH11-5; CH11-6; CH11-7; CH11-8; CH11-9; CH11-10; CH11-11
Skills in Working Scientifically	60	15	15	15	15
Knowledge and Understanding	40	5	10	10	15
Total %	100	20	25	25	30

Drama

OUTCOMES

A student:

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 2 Week 3	Term 2 Week 5	Term 3 Week 7	Term 3 Weeks 9-10
		Improvisation, Playbuilding and Acting	Half Yearly Examination	Performance	Yearly Examination
Outcomes		P1.1-P1.8 P2.1-P2.6 P3.1, P3.2	P2.1, P2.2, P2.6 P3.1 - P3.4	P1.1-P1.8 P2.1-P2.6 P3.1, P3.2	P2.1, P2.2, P2.6 P3.1 - P3.4
Making	40	15		25	
Performing	30	10		20	
Critically studying	30		10		20
Total %	100	25	10	45	20

English Standard

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

Components	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 9/10
		Common Module Imaginative text with reflection	Half yearly Examination	Yearly Examination
Outcomes		EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-8
Course Content	50	10	20	20
Skills	50	20	10	20
Total %	100	30	30	40

English Advanced

OUTCOMES

A student:

- EA11-1 responds to and composes increasingly complex texts for understanding, interpretation, 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, considers appropriateness for purpose, audience and context and explains effects on meaning
- EA11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EA11-6 investigates and explains the relationships between texts
- EA11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EA11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EA11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Components	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 9/10
		Common Module Imaginative text with reflection	Half yearly Examination	Yearly Examination
Outcomes		EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-8
Course Content	50	10	20	20
Skills	50	20	10	20
Total %	100	30	30	40

English Extension 1

OUTCOMES

A student:

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

Components	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 5	Term 3 Weeks 9/10
		Common Module Texts, Culture and Value	Half Yearly Examination	Yearly Examination
Outcomes		EE11-1, EE11-2, EE11-3, EE11-4, EE11-6	EE11-2, EE11-5	EE11-2, EE11-3, EE11-4, EE11-6
Course Content	50	20	15	15
Skills	50	10	15	25
Total %	100	30	30	40

Food Technology

OUTCOMES

A student:

- 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.
- P3.1 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.
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition individuals and groups.
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
- P5.1 generates ideas and develops solutions to a range of food situations

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8/9	Term 2 Week 5	Term 3 Week 5	Term 3 Weeks 9-10
		Investigation of food selection	Half Yearly Examination	Food Design Nutrition	Yearly Examination
Outcomes		P1.1, P1.2, P3.2, P4.1, P4.2, P5.1	P1.1, P1.2, P3.1, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3 P5.1	P1.1, P1.2, P2.1, P3.1, P4.4, P5.1
Knowledge and understanding of course content	40	5	10		30
Knowledge and skills in designing, researching, analysing and evaluating	30	5	10	5	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	15		15	
Total %	100	25	20	20	40

Geography

OUTCOMES

A Student:

- GE-11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05 analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-11-08 applies mathematical ideas and techniques to analyse geographical data
- GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Components	Weighting	Task 1	Task 2	Task 3
		Term 2 Week 5	Term 3 Week 7	Term 3 Weeks 9/10
		Half yearly Examination	Senior Geography Project	Yearly Examination
Outcomes		GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-08, GE-11-09	GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09
Knowledge and understanding of course content	40	15	5	20
Geographical tools and skills	20	5	5	10
Geographical inquiry and research, including fieldwork	20		20	
Communication of geographical information, ideas and issues in appropriate forms	20	10	5	5
Total %	100	30	35	35

Health and Movement Science (HaMS)

OUTCOMES

A student:

- HM-11-01** interprets meanings, measures and patterns of health experienced by Australians
- HM-11-02** analyses methods and resources to improve and advocate for the health of young Australians
- HM-11-03** analyses the systems of the body in relation to movement
- HM-11-04** investigates movement skills and psychology to improve participation and performance
- HM-11-05** Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
- HM-11-06** Analysis: analyses the relationships and implications of health and movement concepts
- HM-11-07** Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
- HM-11-08** Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
- HM-11-09** Problem-solving: proposes and evaluates solutions to health and movement issues
- HM-11-10** Research: analyses a range of sources to make conclusions about health and movement concepts

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1. Week 10	Term 2. Week 5	Term 3. Week 5	Term 3. Week 9/10
		Core 2: Skill Acquisition. In-Class Response	Half Yearly Exam	Core 1: Depth Study. In-Class Response	Yearly Examination
Outcomes		HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10
Knowledge and understanding of course content	40	5	10	5	20
Skills in critical thinking, research, analysis and communication	60	10	20	10	20
Total %	100	15	30	15	40

Indonesian Beginners

OUTCOMES

A student:

- 1.1 establishes and maintains communication in Indonesian
- 1.2 manipulates linguistic structures to express ideas effectively in Indonesian
- 1.3 sequences ideas and information.
- 1.4 applies knowledge of the culture of Indonesian-speaking communities to interact appropriately.
- 2.1 understands and interprets information in texts using a range of strategies.
- 2.2 conveys the gist of and identifies specific information in texts.
- 2.3 summarises the main points of a text.
- 2.4 draws conclusions from or justifies an opinion about a text.
- 2.5 identifies the purpose, context and audience of a text.
- 2.6 identifies and explains aspects of the culture of Indonesian-speaking communities in texts.
- 3.1 produces texts appropriate to audience, purpose and context.
- 3.2 structures and sequences ideas and information.
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Indonesian.
- 3.4 applies knowledge of the culture of Indonesian-speaking communities to the production of texts

Components	Weighting	Task 1	Task 2	Task 3
		Term 2 Week 5	Term 3 Week 6	Term 3 Weeks 9-10
		Half yearly Examination	Reading and Responding	Yearly Examination
Outcomes		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Listening	30	10		20
Reading	30	10	10	10
Speaking	20	10		10
Writing	20	5	10	5
Total %	100	35	20	45

Industrial Technology

OUTCOMES

A student:

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term2 Week 5	Term 3 Week 7/8	Term 3 Week 9/10
		Management Portfolio	Half Yearly Examination	Completed Practical Project and Portfolio	Yearly Examination
Outcomes		P1.2, P3.1, P3.2, P3.3, P4.3, P5.1	P1.1, P1.2, P4.3, P6.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.2, P4.1, P4.2, P5.2	P1.1, P1.2, P4.3, P6.1, P6.2, P7.1, P7.2
Knowledge and understanding of course content	40		15		25
Knowledge and skills in the management, communication and production of projects	60	20	5	30	5
Total %	100	20	20	30	30

Mathematics Advanced

OUTCOMES

A student:

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems.
- P2 provides reasoning to support conclusions which are appropriate to the context
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities.
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques.
- P5 understands the concept of a function and the relationship between a function and its graph.
- P6 relates the derivative of a function to the slope of its graph.
- P7 determines the derivative of a function through routine application of the rules of differentiation.
- P8 understands and uses the language and notation of calculus.

Components	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 9/10
		In-Class Test	Half Yearly Examination	Yearly Examination
Outcomes		P1-4	P1-5	P1-8
Understanding fluency and communication	50	10	20	20
Problem solving, reasoning and justification	50	15	15	20
Total %	100	25	35	40

Mathematics Extension

OUTCOMES

A student:

- PE1 appreciates the role of mathematics in the solution of practical problems
- PE2 uses multi-step deductive reasoning in a variety of contexts
- PE3 solves problems involving permutations and combinations, inequalities, polynomials, cycle geometry and parametric representation
- PE4 uses the parametric representation together with differentiation to identify geometric properties of parabolas
- PE5 determines derivatives which require the application of more than one rule of differentiation
- PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

Components	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 5	Term 3 Weeks 9/10
		In-Class test	Half Yearly Examination	Yearly Examination
Outcomes		PE1, PE2, PE3, PE6	PE1, PE2, PE3, PE6	PE1 – PE8
Understanding fluency and communication	50	10	20	20
Problem solving, reasoning and justification	50	15	15	20
Total %	100	25	35	40

Mathematics Standard

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

Components	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 9-10
		Project In-Class test	Half Yearly Examination	Yearly Examination
Outcomes		MS11.1-10	MS11.1-10	MS11.1-10
Understanding, fluency and communication	50	10	20	20
Problem solving, reasoning and justification	50	15	15	20
Total %	100	25	35	40

Modern History

OUTCOMES

A student:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Components	Weighting	Task 1	Task 2	Task 3
		Term 2 Week 5	Term 3 Week 3	Term 3 Weeks 9/10
		Half yearly Examination	Historical Investigation In-class Task	Yearly Examination
Outcomes		MH11-4; MH11-5; MH11-6; MH11-7; MH11-9; MH11-10	MH11-3; MH11-6; MH11-7; MH11-8; MH11-9; MH11-10	MH11-1; MH11-2; MH11-3; MH11-4; MH11-5; MH11-9
Knowledge and understanding of course content	40	20		20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	5	5	10
Total %	100	30	30	40

Music

OUTCOMES

A student:

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 5	Term 3 Week 1	Term 3 Weeks 9-10
		Performance	Half Yearly Examination	Composition	Yearly Examination
Outcomes		P1, P4, P7, P8, P9, P10, P11	P2, P4, P5, P6, P10	P2, P4, P5, P6, P7, P8, P10, P11	P2, P4, P5, P6, P7, P8, P10
Performance	25	25			
Composition	25			25	
Musicology	25				25
Aural	25		10		15
Total %	100	25	10	25	40

Studies of Religion II (SoR)

OUTCOMES

A student:

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 5	Term 3 Week 1	Term 3 Weeks 9/10
		In-class Essay Islam	Half Yearly Examination	In-class Essay Christianity	Yearly Examination
Outcomes		P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P5, P6, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P5, P6, P8, P9
Knowledge and understanding of course content	40	5	10	5	20
Source-based skills	20	5	5	5	5
Investigation & research	20	5	5	5	5
Communication of information, ideas & issues in appropriate forms	20	5	5	5	5
Total %	100	20	25	20	35

Visual Arts

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.

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 5	Term 3 Week 7	Term 3 Weeks 9-10
		Body of Work and In-class Essay	Half Yearly Examination	Body of Work	Yearly Examination
Outcomes		P1-10	P7-P10	P1-P6	P7-10
Artmaking	50	15			35
Art Criticism and Art History	50	10	15	25	
Total %	100	25	15	25	35

Appendix - Central Register

TERM 1 – Assessment Calendar as per lines

Week Commencing	English Standard English Advanced	Maths Advanced Maths Standard	Biology CaFS Drama	Agriculture Ancient History HaMS Music	Business Studies Chemistry Indonesian Modern History	Food Tech Geography Ind. Tech SoR Visual Art	Ext Maths Ext Eng
1 03 Feb							
2 10 Feb							
3 17 Feb							
4 24 Feb							
5 03 Mar							
6 10 Mar							
7 17 Mar		1. Maths Standard 1. Maths Advanced			1. Business Studies		
8 24 Mar					1. Chemistry	1. Food Tech (Wks 8/9)	
9 31 Mar	1. English Standard 1. English Advanced		1. Biology				
10 07 Apr				1. Music 1. HaMS		1. SoR 1. Visual Arts 1. Ind Tech	1. Ext Maths 1. Ext Eng

TERM 2 – Assessment Calendar as per lines

Week Commencing	English Standard English Advanced	Maths Advanced Maths Standard	Biology CaFS Drama	Agriculture Ancient History HaMS Music	Business Studies Chemistry Indonesian Modern History	Food Tech Geography Ind. Tech SoR Visual Art	Ext Maths Ext Eng
1 28 Apr			1. CAFS	1. Agriculture			
2 05 May							
3 12 May			1. Drama				
4 19 May	EXAMINATION BUFFER WEEK						
5 26 May	HALF YEARLY EXAMINATIONS						
6 02 June							
7 09 June							
8 16 June							
9 23 June							
10 30 June	Curriculum Week Monday, 30 June – Friday, 04 July 2025.						

TERM 3 – Assessment Calendar as per lines

Week Commencing	English Standard English Advanced	Maths Advanced Maths Standard	Biology CaFS Drama	Agriculture Ancient History HaMS Music	Business Studies Chemistry Indonesian Modern History	Food Tech Geography Ind. Tech SoR Visual Art	Ext Maths Ext Eng
1 21 Jul				3. Music		3. SoR	
2 28 Jul				2.Ancient History	3. Business Studies 3.Chemistry		
3 04 Aug			3. CAFS		2. Modern History		
4 11 Aug			3. Biology				
5 18 Aug				3. HaMS		3. Food Tech	
6 25 Aug					2.Indonesian		
7 01 Sep			3.Drama			2.Geography 3. Visual Art 3. Ind. Tech	
8 08 Sep	EXAMINATION BUFFER WEEK					3. Ind. Tech	
9 15 Sep	EXAMINATION BUFFER WEEK (15 - 16 September)						
10 22 Sep	YEARLY EXAMINATIONS (17 – 25 September)						

My Personal Assessment Tasks

<i>Subject</i>	<i>Task 1</i>		<i>Task 2</i>		<i>Task 3</i>		<i>Total</i>
	<i>Mk</i>	<i>W</i>	<i>Mk</i>	<i>W</i>	<i>Mk</i>	<i>W</i>	
English Advanced / English Standard							
Mathematics Advanced / Mathematics Standard							
Biology / CaFS / Drama							
Agriculture / Ancient History / HaMS / Music							
Business Studies / Chemistry / Indonesian / Modern History							
Food Tech / Geography / Ind. Tech / SoR / Vis Art							
Ext Maths / Ext English							

Avenues for student advice

Students should approach the relevant Classroom Teacher for advice relating to the content and assessment program of each course.

Students should direct all administration enquiries to the Year Advisor who will redirect as required. A copy of the relevant syllabus documents and school policies will be held in the Library.

The NSW Education Standards Authority offers advice to students regarding Preliminary and HSC matters and can be accessed at :<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Documents pertinent to preliminary and HSC courses, including all syllabuses and assessment guidelines, may be accessed via the NSW Education Standards Authority website.

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

Appendix

Glossary of Terms

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

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

Appendix - Sample Warning Letter

Non-Completion of a Preliminary Course:

[Date]

Dear [Parent/Guardian]

Re: OFFICIAL WARNING - *Non-completion of a Preliminary Course*

I am writing to advise that «student_name» is in danger of not meeting the Course Completion Criteria for the Preliminary course in «subject».

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the «first_second_third» **official warning** we have issued concerning «subject».

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. **Students who receive an 'N' determination in a mandatory course are not eligible for the award of the Higher School Certificate.**

«subject»

is a mandatory course

is not a mandatory course

To date, «student_name» has not satisfactorily met **(b)** of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for «student_name» to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with «student_name» and contact the school if further information or clarification is needed.

Yours sincerely

«Teacher»

Class Teacher

Deb Searle

Head of Senior School

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by «student_name».

<i>Task Name(s) / Course Requirement(s) / Course Outcome(s)</i>	<i>Original due date (if applicable)</i>	<i>Action required by student</i>	<i>Revised date to be completed by (if applicable)</i>
«Task»	«original_due»	«action»	«revised_date»

Please detach this section and return to the school Requirements for the Satisfactory Completion of a Preliminary Course

- I have received the letter dated _____ indicating that «student_name» «surname» is in danger of not having satisfactorily completed «subject».
- I am aware that this course may appear on «his_her» Record of Achievement with 'Not Completed' indicated.
- I am also aware that the 'N' determination may make «him_her» ineligible for the award of the Preliminary Course and the Higher School Certificate.

Parent/Guardian's signature: _

Date:

Student's signature: _

Date: