



TUMBARUMBA HIGH SCHOOL

STAGE 6 COURSE
ASSESSMENT BOOKLET
YEAR 11 2022



Education
Public Schools



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Assessment Requirements

This booklet outlines the work that students must complete and the conditions that apply to assessments at the Higher School Certificate (HSC) level in Year 11 at Tumbarumba High School.

Students are reminded that the issuing of this book to each student is evidence that they have been informed of the assessment requirements.

1. Assessment Program

The Year 11 Stage 6 Assessment Program at Tumbarumba High School begins in Week 1, Term 1 2022 and continues for the duration of the course.

There are two aspects of satisfactory achievement of results in HSC courses:

- Satisfactory completion of the Assessment program, and
- Satisfactory completion of a course.

No assessment tasks are set for the two weeks before the Year 11 Final Examinations. Final Examinations in Year 11 will follow the NSW Education Standards Authority (NESA) examination specifications.

2. The Purpose of Assessment

Assessments for each course are intended to measure students' achievement relative to each other at the end of the course.

It is based on:

- A wider range of syllabus outcomes than may be measured by the final examination, although it must cover all the objectives measured
- Multiple measures and observations made throughout the course rather than at a single final examination.

3. Course of Study Requirements

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

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

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

4. Australian Tertiary Admissions Rank (ATAR)

Students who wish to receive the ATAR must apply for it. The ATAR is calculated by the Universities. To be eligible for an ATAR a student must complete:

- At least 10 units from Board Developed Courses including at least 2 units of English
- The Board Developed Courses must include at least 3 courses of 2 units or greater, and at least 4 subjects
- No more than 2 units of Category B courses can be counted towards an ATAR. Category B courses include Vocational & Training Frameworks courses (VET)

5. Satisfactory Course Completion

Satisfactory completion of a course involves not only the completion of assessment tasks but satisfactory participation and progress in **all** aspects of that course.

To satisfactorily study a course you must:

- Complete the requirements of the course as specified by the syllabus. This includes mandatory oral, practical and project work.
- Make a serious attempt at assessment tasks (in Year 12, these must contribute to more than 50% of available school assessment marks)
- Make a genuine attempt at all tasks set as part of the assessment program.
- Attend all timetabled classes on a regular basis.

Satisfactory completion of the Year 11 course is a prerequisite for entry into the Year 12 course.

6. Completion of Assessment Tasks

The NESAs expects students to attempt ALL assessment tasks set. Students must complete at least 50% of the assessment tasks for each course. Failure to do so will result in an N-award for that course.

Students who do not comply with assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

7. Assessment Task Notification

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task.

The school has the responsibility to let students know:

- What will be assessed
- How it will be assessed
- When it will be assessed
- The relative weighting of each task.

Students will be notified in writing of any alterations to the scheduling or nature of the assessment tasks or any other changes to the assessment procedures or policy. When a student returns from any absence, it is the student's responsibility to enquire about any work set during the absence.

8. Submitted Assessment Tasks

Every assessment task must be submitted to the teacher. If the teacher is not available, then the task must be handed to the Head Teacher, Deputy Principal or Principal. The student must ensure that the teacher signs and dates the task to verify that it has been submitted on or before the due date.

If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. a sporting excursion) the student must submit the task before going on the excursion. The due date is only the last day on which the task could be submitted.

9. Missed or Late Assessment Tasks

If an assessment examination or in-class task is missed, a zero mark will be awarded automatically. Students will be given the opportunity to complete that task at a later date, but the zero mark will still apply unless an appeal is submitted and upheld.

A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are trivial, frivolous, plagiarised or offensive in nature may be regarded as non-serious.

10. Appeals/Extensions

Students are advised to complete all assessment tasks to the best of their ability and to advise the school immediately if circumstances may prevent them from doing so. Students who are absent from a task or fail to submit a task on the due date may appeal against a zero mark. The pro-forma for an appeal is included in this booklet or can be found outside the Deputy Principal's office.

Grounds for appeals against a zero mark must be serious and substantiated - students must be able to prove the reason for absence or late submission.

Serious - the reason for lateness/absence was of a serious nature, e.g. illness or misadventure which would reasonably be expected to prevent a student from completing the test or task as required.

Substantiated - written proof of the reasons for lateness/absence must be provided with an appeal e.g. Medical certificate for illness or accident, note on letterhead to confirm a significant appointment.

Where students anticipate inability to complete assessment tasks by the due date, they may submit an appeal to the Head Teacher through their supervising teacher for an extension of time. This should be submitted before the due date of the assessment task and does not guarantee the extension. Again, appeals for extensions should be serious and substantiated.

Note:

- Any appeal against a zero mark or procedural arrangements associated with an assessment task must be completed within **three days** of the task's due date.
- Appeals must be submitted to the Head Teacher.
- If an appeal is upheld, the student may be set an alternative task or may be issued an estimate based on other appropriate evidence.

11. Student Absences

A student's absence from an in-class assessment task due to other school activities will be regarded as a legitimate absence. Students have a responsibility to inform their class teacher immediately such a clash of dates is known. An appeal form will need to be submitted if the date of the task cannot be changed. If a student is guilty of fractional truancy (truants the lesson of an assessment task) the zero mark will stand.

12. Technological Failure

Computer failure is not an automatic excuse for inability to complete tasks on the due date.

It is the student's responsibility to back-up any work in progress and keep a hard copy of text.

Extensions will be given only if students can provide proof of work completed and can outline the direction of their work to the teacher.

13. Malpractice/Cheating

Students must follow teacher instructions. Students who do not follow instructions, who cheat, or who are dishonest in any way, will receive a zero mark.

14. N-Award HSC Course

When it becomes clear that a student may be at risk of receiving an N-award, a First Warning letter will be sent, indicating the reasons for this and what actions need to be taken to rectify the situation.

Should this not achieve a substantial improvement, a second letter will be sent. If no improvement results, this is sufficient documentation for an N-award and may result in the non-award of the Higher School Certificate.

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

15. VET Mandatory Work Placement

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

Stage 6 HSC Courses

Year 11 Assessment Schedules by Subject

	Task 1	Task 2	Task 3
Outcomes	BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO11-8	BIO11/12-1 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10	All outcomes
Due Date	Term 1 Week 9	Term 3 Week 6	Term 3 Week 8
Task Type	Practical Skills Task	Depth Study	End-of-Course Examination
Task Weighting	20%	40%	40%
Task Topic	<i>Cells as the Basis of Life</i> Module 1	<i>Ecosystem Dynamics</i> Module 3&4	Modules 1-4

Course Outcomes:

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

Business Studies

	Task 1	Task 2	Task 3
Outcomes	P1 P2 P6 P7 P8	P3 P5 P9 P10	P1 P2 P3 P4 P5 P6 P8 P9 P10
Due Date	Term 2 Week 3	Term 3 Week 6	Term 3 Week 8
Task Type	Business Report	Business Plan	End-of-Course Examination
Task Weighting	25%	35%	40%
Task Topic	<i>Nature of Business</i>	<i>Business Management</i>	All Topics

Course Outcomes:

- P1** Discusses the nature of business, its role in society and types of business structure
- P2** Explains the internal and external influences on businesses
- P3** Describes the factors contributing to the success or failure of small to medium size 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 businesses 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

	Task 1	Task 2	Task 3
Outcomes	P3.2 P4.1 P6.1	P2.1 P2.3 P3.1 P3.2 P4.1 P4.2	P1.1 P1.2 P2.2 P3.1 P4.2 P6.1
Due Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 8
Task Type	Questionnaire and Data Analysis	Research	End-of-Course Examination
Task Weighting	35%	40%	25%
Task Topic	Resource Management	Individuals and Groups	Families and Communities

Course Outcomes:

- P1.1** Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2** Proposes effective solutions to resource problems
- P2.1** Accounts for the roles and relationships that individuals adopt within groups
- P2.2** Describes the role of the family and other groups in the socialisation of individuals
- P2.3** Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4** Analyses the interrelationship 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.

	Task 1	Task 2	Task 3
Outcomes	EA11-3 EA11-5 EA11-9	EA11-1 EA11-2 EA11-3 EA11-5 EA11-7	EA11-1 EA11-3 EA11-5 EA11-6 EA11-8
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Task Type	Multi Modal Presentation	Creative Writing	End-of-Course Examination
Task Weighting	40%	30%	30%
Task Topic	<i>Reading to Write</i> Common Module	<i>Narratives that Shape our World</i> Module A	Common Module Module A Module B

Course Outcomes:

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

	Task 1	Task 2	Task 3
Outcomes	EN11-3 EN11-5 EN11-9	EN11-1 EN11-2 EN11-3 EN11-5 EN11-7	EN11-1 EN11-3 EN11-5 EN11-6 EN11-8
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Task Type	Creative Writing Reflection	Multimodal Text	End-of-Course Examination
Task Weighting	40%	30%	30%
Task Topic	<i>Reading to Write</i> Common Module	<i>Contemporary Possibilities</i> Module A	Common Module Module A Module B

Course Outcomes:

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

	Task 1	Task 2	Task 3
Outcomes	ES11 – 1 ES11 – 2 ES11 – 4 ES11 – 5 ES11 – 6	ES11 – 3 ES11 – 7 ES11 – 8 ES11 – 10	ES11 – 3 ES11 – 7 ES11 – 8 ES11 – 9
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Task Type	Brochure	Multimodal Presentation	End-of-Course Examination
Task Weighting	30%	40%	30%
Task Topic	<i>Achieving through English: English in Education, Work and Community</i> Mandatory Module	<i>Part of the Family</i> Module H	<i>Playing the Game</i> Module E

Course Outcomes:

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

	Task 1	Task 2	Task 3
Outcomes	P1 P2 P3 P8 P9 P10	P7 P8 P9 P10 P11 P12	All outcomes
Due Date	Term 1 Week 9	Term 3 Week 4	Term 3 Week 8
Task Type	In Class Test	Research Project	End-of-Course Examination
Task Weighting	20%	40%	40%
Task Topic	Biophysical Interactions and Geographic Skills	Senior Geography Project	Biophysical Interactions and Global Challenges

Course Outcomes:

- P1** Differentiates between spatial and ecological dimensions in the study of geography
- P2** Describes the interactions between the four components which define the biophysical environment
- P3** Explains how a specific environment functions in terms of biophysical factors
- P4** Analyses changing demographic patterns and processes
- P5** Examines the geographical nature of global challenges confronting humanity
- P6** Identifies the vocational relevance of a geographical perspective
- P7** Formulates a plan for active geographical inquiry
- P8** Selects, organises and analyses relevant geographical information from a variety of sources
- P9** Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10** Applies mathematical ideas and techniques to analyse geographical data
- P11** Applies geographical understanding and methods ethically and effectively to a research project
- P12** Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

	Task 1	Task 2	Task 3
Outcomes	P1.2 P2.1 P4.1 P4.3 P5.1 P5.2	P1.2 P2.1 P4.1 P4.3 P5.1 P5.2	P1.1 P1.2 P2.1 P3.1 P6.1 P6.2 P7.1 P7.2
Due Date	Term 2 Week 6	Term 3 Week 7	Term 3 Week 8
Task Type	Industry Study	Minor Project	End-of-Course Examination
Task Weighting	30%	40%	30%
Task Topic	Hyne Timber	Storage Unit	All Topics

Course Outcomes:

- 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

	Task 1	Task 2	Task 3
Outcomes	INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-7 INS11-8 INS11-9	INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS11-10	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-11
Due Date	Term 1 Week 6	Term 2 Week 10	Term 3 Week 8
Task Type	Depth Study	Practical Task	End-of-Course Examination
Task Weighting	30%	30%	40%
Task Topic	<i>Cause & Effect: Inferences and Generalisations</i> Module 2	<i>Scientific Models</i> Module 3	<i>Theories and Laws</i> Module 4

Course Outcomes:

- INS11/12-1** Develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2** Designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3** Conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5** Analyses and evaluates primary and secondary data and information
- INS11/12-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- INS11/12-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8** Identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9** Examines the use of inferences and generalisations in scientific investigations
- INS11-10** Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11** Describes and assesses how scientific explanations, laws and theories have developed

	Task 1	Task 2	Task 3
Outcomes	P1 P2 P3 P6 P7 P9	P5 P6 P7 P8 P9 P10	P1 P2 P4 P5 P6 P7 P10
Due Date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8
Task Type	In Class Essay	Research and Report Presentation	End-of-Course Examination
Task Weighting	20%	40%	40%
Task Topic	The Legal System	The Legal System / The Individual and the Law	All Topics

Course Outcomes:

- P1** Identifies and applies legal concepts and terminology
- P2** Describes the key features of Australian and international law
- P3** Describes the operation of domestic and international legal systems
- P4** Discusses the effectiveness of the legal system in addressing issues
- P5** Describes the role of law in encouraging, cooperation and resolving conflict, as well as initiating and responding to change
- P6** Explains the nature of the relationship between the legal system and society
- P7** Evaluates the effectiveness of the law in achieving justice
- P8** Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9** Communicates legal information using well-structured responses
- P10** Accounts for differing perspectives and interpretations of legal information and issues

	Task 1	Task 2	Task 3
Outcomes	MS11-1 MS11-3 MS11-6 MS11-9 MS11-10	MS11-1 MS11-4 MS11-5 MS11-8	All outcomes
Due Date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8
Task Type	Assignment	Mid-Course Assessment	End-of-Course Examination
Task Weighting	30%	30%	40%
Task Topic	M1 Applications of Measurement A1 Formulae and Equations	A1 Formulae and Equations F1.2 Earning and Managing Money M1 Applications of Measurement S2 Relative Frequency & Probability	All Topics

Course Outcomes:

- MS11-1** Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** Represents information in symbolic, graphical and tabular form
- MS11-3** Solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** Performs calculations in relation to two-dimensional 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

Modern History

	Task 1	Task 2	Task 3
Outcomes	MH11-6 MH11-7 MH11-10	MH11-6 MH11-7 MH11-8 MH11-9	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9
Due Date	Term 1 Week 6	Term 2 Week 2	Term 3 Week 8
Task Type	Source Analysis	Research and Essay	End-of-Course Examination
Task Weighting	30%	30%	40%
Task Topic	Investigating Modern History	Historical Investigation	All Topics

Course Outcomes:

- 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

	Task 1	Task 2	Task 3
Outcomes	P1 P2 P3 P4 P5 P6 P15 P16	P7 P8 P9 P10 P11 P16 P17	P1 – P9 P11 P12 P15 P16 P17
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8
Task Type	Report / Brochure	Presentation	End-of-Course Examination
Task Weighting	35%	35%	30%
Task Topic	Better Health of Individuals	The Body in Motion	All Topics

Course Outcomes:

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

Sport, Lifestyle and Recreation* (240 hours)

	Task 1	Task 2	Task 3
Outcomes	2.2 3.1 3.6 4.4 4.5	1.1 1.3 2.1 2.3 3.3	All outcomes
Due Date	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8
Task Type	Practical Analysis	Research Task	End-of-Course Examination
Task Weighting	35%	35%	30%
Task Topic	Aquatics	Athletics	All Topics

Course Outcomes:

- 1.1** Applies the rules and conventions that relate to participation in a range of physical activities.
- 1.3** Demonstrates ways to enhance safety in physical activity.
- 1.6** Describes administrative procedures that support successful performance outcomes.
- 2.1** Explains the principles of skill development and training.
- 2.2** Analyses the fitness requirements of specific activities.
- 2.3** Selects and participates in physical activities that meet individual needs, interests and abilities.
- 2.5** Describes the relationship between anatomy, physiology and performance.
- 3.1** Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2** Designs programs that respond to performance needs.
- 3.3** Measures and evaluates physical performance capacity.
- 3.6** Assesses and responds appropriately to emergency care situations.
- 4.4** Demonstrates competence and confidence in movement contexts.
- 4.5** Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
- 5.1** Accepts responsibility for personal and community health.
- 5.2** Willingly participates in regular physical activity.
- 5.3** Values the importance of an active lifestyle.
- 5.4** Values the features of a quality performance.
- 5.5** Strives to achieve quality in personal performance.

Course Requirements:

- Students must attempt:
 - a selection of modules from the given fields.

* Sport, Lifestyle and Recreation is a Content Endorsed Course that does NOT contribute towards an Australian Tertiary Admission Rank (ATAR).

There is no external examination for this course.

	Task 1	Task 2	Task 3
Outcomes	P1 P3 P9	P1 P3 P6 P10	All outcomes
Due Date	Term 1 Week 9	Term 3 Week 6	Term 3 Week 8
Task Type	Case Study & Formal Essay	Process Diary	End-of-Course Examination
Task Weighting	30%	40%	30%
Task Topic	Human Emotions	Art Making Refinement	All Topics

Course Outcomes:

- 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

Visual Design* (240 hours)

	Task 1	Task 2	Task 3
Outcomes	CH3 CH4	DM4 DM5	DM1 DM2 DM3
Due Date	Term 1 Week 9	Term 3 Week 6	Term 3 Week 8
Task Type	Case Study & Presentation	Process Diary & Exhibition	End-of-Course Examination
Task Weighting	30%	40%	30%
Task Topic	Human Emotions	Art Making Refinement	All Topics

Course Outcomes:

- DM1** Generates a characteristic style that is increasingly self-reflective in their design practice
- DM2** Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3** Investigates different points of view in the making of designed works
- DM4** Generates images and ideas as representations/simulations
- DM5** Develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6** Takes into account issues of Work Health and Safety in the making of a range of works
- CH1** Generates in their critical and historical practice ways to interpret and explain design
- CH2** Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3** Distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4** Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Course Requirements:

- Students must attempt:
 - the mandatory Work Health and Safety Module.
 - PLUS a selection of modules from the given fields.
- Students are required to keep a diary throughout the course.

* Visual Design is a Content Endorsed Course that does NOT contribute towards an Australian Tertiary Admission Rank (ATAR).

There is no external examination for this course.

	Task 1	Task 2
Outcomes	1, 5, 6	2, 3, 4, 7, 8
Due Date	Term 2 Week 10	Term 3 Week 8
Task Type	Research Task	End-of-Course Examination
Task Weighting	50%	50%
Task Topic	My Working Life Preparing Job Applications	My Working Life Preparing Job Applications Teamwork and Enterprise Skills

Course Outcomes:

1. Investigates a range of work environments.
2. Examines different types of work and skills for employment.
3. Analyses employment options and strategies for career management.
4. Assesses pathways for further education, training and life planning.
5. Communicates and uses technology effectively.
6. Applies self-management and teamwork skills.
7. Utilises strategies to plan, organise and solve problems.
8. Assesses influences on people's working lives.
9. Evaluates personal and social influences on individuals and groups.

Course Requirements:

- Students must attempt:
 - the mandatory My Working Life Module.
 - PLUS a selection of modules from the given fields.

* Work Studies is a Content Endorsed Course that does NOT contribute towards an Australian Tertiary Admission Rank (ATAR).

There is no external examination for this course.

VET Hospitality (240 hours)

	Task 1	Task 2
Outcomes	Competency Based	Competency Based
Due Date	Year 11 Term 3 Week 8	Year 12 Term 3 Week 6
Task Type	Mid-Course Examination	Trial HSC Examination
Task Topic	<ul style="list-style-type: none"> • Work effectively with others • Safe and hygienic food preparation • Use hygienic practices for food safely • Use food preparation equipment • Prepare and serve espresso coffee • Prepare and serve non-alcoholic beverages • Participate in safe work practices • Interact with customers • Show social and cultural sensitivity • Serve food and beverage • Participate in safe food handling practices 	<ul style="list-style-type: none"> • Participate in environmentally sustainable practices • Source and use information on the hospitality industry • Prepare sandwiches • Clean premises and equipment • Work effectively with others • Safe and hygienic food preparation • Use hygienic practices for food safely • Use food preparation equipment • Prepare and serve espresso coffee • Prepare and serve non-alcoholic beverages • Participate in safe work practices • Interact with customers • Show social and cultural sensitivity • Serve food and beverage • Participate in safe food handling practices

Course Requirements:

- Students must attempt:
 - ALL mandatory units of competency in the Hospitality strand
 - PLUS stream units of competency in the Hospitality strand
 - PLUS a selection of units of competency from the elective pool.
- Students must complete a minimum of 70 hours of mandatory work placement.
- The learning experiences in SITXWHS001 *Participate in Safe Work Practices* must be undertaken prior to work placement.

An external written Higher School Certificate examination will be conducted for this course. This optional examination provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR. In the year they will complete the course, students will specify whether or not they choose to undertake the external written examination.

	Task 1	Task 2
Outcomes	Competency Based	Competency Based
Due Date	Year 11 Term 3 Week 8	Year 12 Term 3 Week 6
Task Type	Mid-Course Examination	Trial HSC Examination
Task Topic	<ul style="list-style-type: none"> • Work safely and effectively in manufacturing and engineering • Organise and communicate information • Undertake manual handling • Use hand tools • Use power tools/hand held operations • Perform computations • Interact with computer technology • Use workshop machines for basic operations 	<ul style="list-style-type: none"> • Undertake a basis engineering project • Use engineering workshop machines • Develop a career plan for the engineering and manufacturing industry • Use electric welding machines • Use fabrication equipment

Course Requirements:

- Students must attempt:
 - ALL mandatory units of competency in the Manufacturing & Engineering strand.
 - PLUS a selection of units of competency from the elective pool.
- Students must complete a minimum of 35 hours of mandatory work placement.
- The learning experiences in MEM13014A *Apply Principles of Occupational Health and Safety in the Work Environment* must be undertaken prior to work placement.

* Manufacturing & Engineering is a VET Board Endorsed Course that does NOT contribute towards an Australian Tertiary Admission Rank (ATAR).

TUMBARUMBA



HIGH SCHOOL

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PO Box 83
101 Tooma Road
TUMBARUMBA 2653

Mr and Mrs K Smith
1 First Street
SYDNEY NSW 2000

1 March 2020

Dear _____

OFFICIAL WARNING – Non-completion of a Preliminary Course

This letter is to advise that your child, _____, is in danger of not meeting the requirements for satisfactory completion of the Preliminary course in _____.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the **first** official warning we have issued notifying you that _____ is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if they have not satisfactorily completed the Preliminary Course.

_____ is not currently meeting one or more of these requirements.

Opportunity to correct the problem

The following tasks or requirements need to be completed by _____ to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1	30%	29/2/2020	Complete this essay and submit	14/3/2020

Action by parent/guardian

To support _____ in meeting the course requirements, we request that you discuss this matter with them, and encourage and support them to carry out the required actions. If you have any questions about this matter, please contact _____.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Teacher

Principal

Acknowledgement of Official Warning
Please return to the school office

I have received the letter dated Sunday 1 March advising me that _____ is in danger of not meeting the course completion requirements for _____, and am aware that this is the first official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

YEAR 11 2022 CALENDAR OF ASSESSMENT TASKS

WK	TERM 1	TERM 2	TERM 3
1			
2		Modern History	
3		Business Studies	
4			Geography
5		Mathematics Standard	
6	Modern History Investigating Science	CAFS Ind. Tech. Timber SLR	Biology Business Studies Visual Arts Visual Design
7	CAFS		Ind. Tech. Timber
8	SLR	Legal Studies	END-OF-COURSE EXAMINATIONS ALL SUBJECTS
9	Biology English Advanced English Standard English Studies Geography Mathematics Standard Visual Arts Visual Design	English Advanced English Standard English Studies PDHPE	
10	Legal Studies PDHPE	Investigating Science Work Studies	