



YEAR 11 2021

PRELIMINARY COURSE ASSESSMENT POLICY

EXPECTATIONS OF SENIOR STUDENTS

It is this school's intention that maximum time and effort will be given to ensure that all students will be prepared in a manner that will enable them to achieve the best HSC results that they are capable of achieving. The executive and teaching staff are extremely experienced at preparing students for their HSC studies and exams and are prepared for the challenges ahead.

We congratulate all the senior students for making the decision to continue their studies at school. This booklet will outline the expectations that we have of all senior students; the assessment policies that all senior students must follow and the assessment schedules for all Year 11 courses in 2021.

Individual students must demonstrate that they are prepared to consistently meet the expectations of the school. Senior students elect to attend this school and therefore elect to abide by the rules of the school.

Banora Point High School expects senior students to:

- Set a positive example, through their words and actions, to younger students and the community at large.
- Adhere to the school uniform code.
- Attend **all** timetabled classes and compulsory school events (e.g. carnivals), except in cases of illness or for reasons that have been negotiated with the appropriate staff member.
- Actively participate in all courses that they are undertaking and to satisfactorily and punctually complete all assessment tasks (refer to details later in this booklet).
- Use study time constructively (especially non timetabled classes in the library)
- Respect the rights and property of other students and the school (including when working unsupervised in the library and computer bays)
- Take responsibility for their own learning
- If driving to school, park their cars in Leisure Drive and conform to other expectations (refer to separate letter)
- **Strive to be the best that they can be ('Reach for the Stars').**

Even though our expectations are that senior students will act as responsible young adults, it is our experience that this does not always occur. Therefore, deliberate breaches of school rules are treated seriously by the school as they are in direct conflict with the expectations that the school has for senior students. Such breaches prevent other students from learning and or tarnish the reputation of the school, which directly affects all students and teachers. The school's discipline policy will apply to all senior students.

As time progresses and as students mature, certain privileges will be granted to them, but it is expected that the expectations outlined above are met, so that students gain the maximum benefit from their senior schooling. We believe that the example set by the Year 11 class of 2021 will assist in the development of a positive reputation for the school within the local community.

Christopher Randle
Principal

Melissa Giddins
Deputy Principal

Vincent Duff
Year Advisor

ASSESSMENT POLICY

Each course assessment outline (enclosed at the end of this booklet) and the school's assessment policy must be read carefully. It is essential that you understand the information which is contained in this document and that you adhere to the rules and procedures outlined.

If you are unsure of any aspect of the course assessment program ask your teacher, or the Head Teacher of the course you are studying. If you are unsure of any aspect of the school's assessment policy ask your teacher, the Head Teacher of the course you are studying, or Ms Giddins.

Most importantly, keep this booklet in a secure place where you can refer to it throughout your Preliminary Course (Year 11) studies.

SENIOR ASSESSMENT POLICY – 2021 Year 11 Course:

This policy covers what you must do to satisfactorily complete your preliminary course and the key areas that you must understand and follow in relation to assessment tasks. Read the policy carefully and make sure that you understand it. Refer to it whenever you are unsure about assessment rules and procedures.

Requirements for the satisfactory completion of the Preliminary courses:

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

- (a) followed the course developed or endorsed by the NSW Education Standards Authority (NESA);
- (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.

Evidence that you have met these conditions will be demonstrated by:

- i) the successful completion of the assessment program in each course and
- ii) regular attendance in class and consistent completion of classwork and homework.

There are some important things to note about these requirements for the satisfactory completion of Preliminary courses.

1. Requirement b) refers to **diligence and sustained effort** in **all** tasks and activities in the course, **not just assessable tasks**. Although satisfactory completion of assessable tasks is essential in all courses, it is possible that a student could complete all assessable tasks and still not satisfactorily complete the course, due to lack of effort in class and/or at home in relation to normal class activities and exercises.
2. A student who is absent for more than 15% of the course can have great difficulty in demonstrating sustained effort and diligence.
3. A student who scores low marks in a course can still meet course requirements, provided the teacher is convinced that the student is making a genuine and sustained effort.
4. Failure to meet course requirements in a Preliminary Course means that the course will not appear on a "Record of Achievement" and could mean that the student may not be eligible to commence the HSC course. It is essential, therefore, that you heed any warnings you may receive about possible failure to meet course requirements. If you are in any doubt about your progress in any course, then you must **discuss your concerns immediately** with your class

School and Course Assessment Information:

The 'Preliminary Course Assessment Booklet' that you are currently reading contains a **Course Assessment Schedule** for each course and the **Banora Point High School Senior Assessment Policy**. You must sign a form to indicate that you have read and understood each document.

The Course Assessment Schedule will:

- (a) outline the components and weightings for the course as published by the NSW Education Standards Authority (NESA).
- (b) specify the nature of each assessable task, e.g. assignment, in-class test etc., and the value of the task in relation to the total number of marks for the course;
- (c) specify the outcomes of the course that are being assessed in each task; and give an indication of when the tasks will take place.

Assessment Tasks: ***Remember!!***

1. Students must make a genuine attempt at all assessment tasks and scheduled examinations. **They are not optional.**
2. Remember to carefully read the requirements of each assessment task. Take note of how much the task is worth, when it is due, what outcomes are being assessed and any specific requirements of the task.
3. Assessment tasks must be completed or submitted by the due date. Students who are absent the day before the due date of an assessment task, absent from scheduled lessons or late to the lesson when the task is due will be required to submit an illness misadventure application with supporting evidence or risk receiving zero marks as per NESA policy. (See section headed 'Non completion of assessment tasks and scheduled examinations on the due date' for procedures to follow in case of illness, accident etc.).
4. **All senior assessment tasks will be handed in to the classroom teacher or Head Teacher as instructed by the assessment notification, on or before the due date and time. The collecting teacher will direct students to sign the assessment collection sheet to keep a record of when the task was submitted and may issue the student with a receipt of submission .**
5. Oral presentations must be shown to the class teacher on the due date of the task, even if the presentation is not made on that day.
6. Any student who presents an assessment task in a digital format (eg emailed, on USB flash drive, posted on Google Classroom, etc) must also have a secondary submission in the event of technological failure. For example, this could be either a hard copy or a USB flash drive or email. If two digital formats are chosen (such as email and USB stick), please be aware that if the file will not open or is corrupted, that technological failure is NOT a sufficient reason for non-submission. We recommend a hard copy (paper copy) be submitted as the secondary submission.
7. The work submitted must be the student's own work. If tasks are given in different courses which cover similar content, each task must be a separate piece of work. Students, who copy, cheat, plagiarise or submit essentially unchanged work from another course or source will usually receive zero marks or an appropriate penalty as determined by the Assessment Review Committee (consisting of the Deputy Principal and Faculty Head Teacher). The student will receive an N Warning letter and will be required to resubmit the assessment task.
8. Students will be given, wherever possible, at least two weeks notice of any change in the nature or timing of an assessment task or any change in the outcomes to be assessed. Students who have been absent must check to see if such changes have been made.

Submission of Assessment Tasks for Students Suspended from School:

With consideration of the requirements of the set assessment task, the Deputy Principal in

consultation with the Head Teacher of the course may:

1. Communicate to the parent/carer and student that the task must be submitted by the due date cited on the assessment notification. Arrangements to submit the assessment task must be negotiated with the appropriate Deputy Principal.
2. Communicate to the parent/carer and student that arrangements will be made for the student to complete the assessment task on return from suspension. No penalty for lateness will apply.
3. For senior students who are suspended during an examination period, attendance at school for exams only may be negotiated with the Deputy Principal years 10-12.

Non completion of assessment task / scheduled examinations on the due date:

1. Students who for a valid reason (e.g. illness, accident, family disturbance etc.) are late in submitting a task or who are absent on the day of the task or examination must complete and submit to their class teacher an "Illness and Accident/Misadventure Application" within five school days of their return to school. **Apart from exceptional cases, failure to submit the form within five days may render any excuse invalid.**
Students are strongly encouraged to ring the school on the date of the task to explain the reason for their absence.
2. Students who want to apply for an extension must do so, on an "Illness and Accident/Misadventure Application" form **before** the task is due. Students cannot be given extensions unless such an application is made.
3. The validity of reasons for late submission will be determined by the Assessment Review Committee, chaired by the Principal. The decision will be based on evidence supplied by the student and the class teacher.
4. Students must sit for in-class tasks or examinations **as soon as possible after they return to school** (in most cases on the day they return).
Depending on the nature of the assessment, an alternate task/test may be set.
5. Assignments, projects etc. that are late must be handed in on the day the student returns to school. If the student has been unable to complete the task due to illness etc. that must be explained on the "Illness and Accident/Misadventure Application" form and the task handed in as soon as possible after his/her return to school. If the excuse for the late submission of a task, or absence on the day of the task is deemed valid, the task will be marked and the marks included in the student's assessment. If the excuse is invalid, the student will receive zero marks or an appropriate penalty as determined by the Assessment Review Committee (consisting of the Deputy Principal and Faculty Head Teacher).
6. In the case of a family holiday, students **MUST** submit a misadventure application prior to the period of leave. The student must submit the task or make arrangements to attempt the task before the period of leave. In the event that the assessment task is a performance based task, an application for illness/misadventure **MUST** be submitted prior to the due date. Failure to comply with these procedures will result in the assessment task being deemed as a non-attempt.

Examples of valid and invalid explanations on an "Illness and Accident/Misadventure Application"

Each application for special consideration due to accident, illness or misadventure is considered individually on the evidence provided by the student. The following examples are given as a general guide to what is usually acceptable and what is not.

Students seeking to have provisions made for anxiety when completing assessment tasks and exams:

Students who suffer from anxiety may seek to have provisions made for support when completing

assessment tasks as well as internal and external examinations.

For provisions to be provided to students who suffer from anxiety the following needs to have occurred:

A documented meeting with a Learning and Support Teacher (LaST)

Year 11 & 12: Mrs Verhoeven

A letter from a medical specialist outlining the number of appointments relating to the condition and the therapies the student is undertaking for the condition.

For each assessment where provisions for stress/anxiety are being sought an illness misadventure/special circumstances application must be submitted prior to the due date of the task.

The documentation from the psychologist and LaST meeting must be attached to support the application.

Provisions for anxiety for internal and external examinations will be organised through the LaST teachers as part of the documented meeting process described in 1, above, and provision to the LaST teachers of a document describing strategies to support management of anxiety obtained from a psychologist.

Valid explanations

1. Illness supported by a doctor's certificate
2. Family disruption due to illness, death or misadventure
3. Accident in the period leading up to the due date of the assessment task.
4. Participation in a school sanctioned activity (e.g. representing the school in sport, debating etc.) provided **prior arrangements** are made for the completion or submission of the task.

Invalid explanations

1. Forgetting the task was due (it is the student's responsibility to know when tasks are due).
2. Inability to complete the task due to the pressure of other school work (prior application has to be made in these circumstances).
3. Driving lessons or tests; job interviews; and non-urgent medical and dental appointments (these appointments must be organised so that they do not clash with assessment tasks or examinations).
4. Work commitment outside school (assessment tasks take priority)
5. Computer or printer breakdown (whenever a task is being completed on a computer hard copies of drafts must be kept to prove the progress of the assignment).

Appealing the Assessment Review Committee's decision

After following the "Illness and Accident/Misadventure" process, it is sometimes necessary for students to appeal the decision determined by the Assessment Review Committee. An appeal may be lodged on the form within this document to the Assessment Appeals Committee (consisting of the Principal and Deputy Principal) for further consideration.

FINALLY:

*It is in the best interests of every student that assessment task deadlines are strictly adhered to. The submission of a task one day late, or the missing of an in-class task, without a valid excuse, will usually lead to zero marks being awarded. **Students should only miss assessment task deadlines due to serious and unavoidable reasons.***

*If an assessment task is missed, or handed in late, it is up to the student to submit an "Illness and Accident/Misadventure Application" Form **within 5 days of returning to school.** If this does not occur the student may receive zero for the task even if it was missed or late for a valid reason.*



**Illness, Accident , Misadventure and Special
Circumstances Application**
(Preliminary and HSC Courses)

Instructions

Complete this form if you:

- are applying in advance for an extension for an assessable task
- have handed in an assessable task after the due date
- were absent on the day of an assessable examination or class test

The completed form must be given to your class teacher:

- as soon as possible before the due date if you are applying for an extension
- within five school days after you return to school when absent due to illness
- within five school days of the due date of the assessment task if the task is late

Apart from exceptional cases, failure to submit the form within five days will render any excuse invalid.

SECTION A

To be completed by the student and handed to the appropriate class teacher.

Name of student:

Class teacher:

Course (Subject):Year:

Due date of task:Task Name:

Has the task been completed / handed in? YES / NO If 'YES', when?

Was the task completed / handed in on the first day back at school? YES / NO

Nature of Application (eg extension, late submission of assignment, missed test due to illness)

.....

Reasons for making this request (outline your reasons in full below, or on a separate piece of paper, as they are a key consideration in whether or not your request is granted)

I have attached supporting statements and / or a medical certificate from:

.....

Signed (student)

Date/...../.....

SECTION B

To be completed by the class teacher and handed to the appropriate Head Teacher.

Name of student:

What % of the course is this task worth?

Has the student failed to submit, or completed late, any other assessable tasks? YES / NO

If 'yes', how many and what % of the course do they constitute?.....

.....

Comments and recommendations: (outline your comments / recommendations in full, as they are a key consideration in whether or not this request is granted)

.....

Signed (teacher): Date/...../.....

SECTION C:

To be completed by the Assessment Review Committee (consisting of the Deputy Principal and Faculty Head Teacher). When completed, photocopy and give to the Deputy Principal for filing.

Decision

Please tick one of the following:

a) No penalty

b) Zero marks

c) Some penalty

% of marks deducted

Comments:

.....

.....

Final mark awarded: Teacher informed (date)/...../.....

Student informed (date):/...../.....

Signed (Head Teacher / Deputy Principal)..... Date/...../.....



**Preliminary /
Task Appeal**

HSC Assessment

(This form is to be completed by any student who wishes to appeal against a mark / grade given for a late / missed assessment task. Submit to the relevant Head Teacher)

STUDENT NAME: _____

SUBJECT: _____

TASK: _____

DUE DATE: _____

REASON FOR LATENESS / MISSED TASK: _____

STUDENT SIGNATURE: _____

PARENT / CARER NAME: _____ SIGNATURE: _____

DATE: _____

.....

DECISION MADE BY THE APPEALS COMMITTEE: _____

DATE THIS DECISION IS COMMUNICATED TO STUDENT: _____

HEAD TEACHER NAME: _____ SIGNATURE: _____

‘ALL MY OWN WORK’

The NESAs program titled ‘All My Own Work’ must be completed by every student undertaking the HSC. Without completing this course students will be ineligible to sit for the HSC.

The ‘All My Own Work’ program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program’s content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

The ‘All My Own Work’ program is undertaken at Banora Point High School at the start of the Preliminary course. Students may, however, access the units of work within the course at any time by using the Board of Studies website (www.boardofstudies.nsw.edu.au).

PLAGIARISM

Plagiarism includes:

- Copying any material from books, journals, study notes or tapes, the web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing **and** without acknowledging that source by footnote or citation;
- Rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations;
- Unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Penalties for Plagiarism:

Should a student plagiarise, the following penalties will usually apply:

- an interview with the Deputy Principal;
- resubmission of the work to demonstrate satisfactory achievement of outcomes;
- a mark of **zero** will be given.
- N.B. Should a student choose not to resubmit their work the task will be considered a **NON-ATTEMPT**.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may involve a penalty equal to **25% of the awarded mark**.

The following guidelines will help you to avoid plagiarism:

1. Be familiar with the style of acknowledgement required (printed overleaf);
2. Write the source on any notes or copies you make from any document or electronic sources such as the internet. The habit of copying verbatim from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods.
3. Sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words.
4. Always use quotation marks or some other acceptable form of acknowledgement when quoting directly from a work. It is not enough merely to acknowledge the source;
5. Be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher;
6. Keep a copy of your working papers to assist you in case you ever need to answer an allegation of plagiarism.

ACKNOWLEDGING SOURCE MATERIAL

For each book used, list:

- the name and initials of the author/s
- the date of publication (in parentheses)
- the full title of the book (in italics)
- the publisher
- where the book was published
- the page number/s

For example: Deevers, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers Australia, Melbourne, pages 9-20.

For each journal article used, list:

- the names and initials of the author/s
- the date of publication (in parentheses)
- the title of the article (in inverted commas)
- the name of the journal in which the article was published (in italics)
- the volume number of the journal
- the page number/s of the article in the journal

For each newspaper article used, list:

- the author's name
- the title of the article in inverted commas
- the name of the newspaper in italics
- the date of publication
- the page number

For example: Forsythe, Joan, "Sacred site under threat from tourists", *The Australian*, 2 May 2000, page 5

A GLOSSARY OF KEY WORDS

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

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

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

YEAR 11 ASSESSMENT OVERVIEW 2021

TERM 1- WEEK	SUBJECT
1 (28 th – 29 th Jan)	
2 (1 st – 5 th Feb)	
3 (8 th – 12 th Feb)	
4 (15 th – 19 th Feb)	
5 (22 nd – 26 th Feb)	MATHEMATICS ADVANCED
6 (1 st – 5 th March)	
7 (8 th – 12 th March)	MATHEMATICS STANDARD 1 & 2, MUSIC, MATHEMATICS EXTENSION 1,
8 (15 th – 19 th March)	DRAMA, CHEMISTRY, MODERN HISTORY, SOCIETY AND CULTURE, PHYSICS, CAFS, PDHPE
9 (22 nd – 26 th March)	VISUAL ARTS, LEGAL STUDIES, BIOLOGY, ENGLISH STANDARD, ENGLISH AD- VANCED, ENGLISH STUDIES
10 (29 th Mar – 2 nd April)	ITT, ENGLISH EXTENSION 1 SPORTS COACHING

TERM 2 - WEEK	SUBJECT
1 (19 th – 23 rd April)	
2 (26 th – 30 th April)	BUSINESS STUDIES
3 (3 rd – 7 th May)	ENTERTAINMENT
4 (10 th – 14 th May)	ABORIGINAL STUDIES
5 (17 th – 21 st May)	MATHEMATICS STANDARD 1 & 2 MATHEMATICS EXTENSION 1, MATHEMATICS ADVANCED
6 (24 th – 28 th May)	BIOLOGY, RETAIL
7 (31 st May – 4 th June)	ENTERTAINMENT, CHEMISTRY, MUSIC, MODERN HISTORY
8 (7 th – 11 st June)	PHYSICS, SOCIETY AND CULTURE, SLR,
9 (14 th – 18 th June)	ENGLISH ADVANCED, ENGLISH STANDARD, ENGLISH STUDIES, DRAMA, SPORTS COACHING,
10 (21 st – 25 th June)	VISUAL ARTS, SLR, LEGAL STUDIES, RETAIL

TERM 3 - WEEK	SUBJECT
1 (12 th - 16 th July)	BUSINESS STUDIES
2 (19 th – 23 rd July)	ITT, ENGLISH EXTENSION 1,
3 (26 th – 30 th July)	
4 (2 nd – 6 th August)	SLR, CAFS
5 (9 th – 13 th August)	ABORIGINAL STUDIES, ENTERTAINMENT, SPORTS COACHING, ENGLISH STUDIES
6 (16 th – 20 th August)	MUSIC, SOCIETY AND CULTURE, PD/H/PE, HOSPITALITY
7 (23 rd – 27 th August)	ASSESSMENT BLACKOUT PERIOD – WEEK 7 & 8
8 (30 th – 3 rd Sept)	
9 – 10 (6 th – 17 th Sept)	ENGLISH ADVANCED, ENGLISH EXT 1, ENGLISH STANDARD, VISUAL ARTS, MODERN HISTORY, BUSINESS STUDIES, ABORIGINAL STUDIES, MATHEMATICS ADVANCED, MATHEMATICS STANDARD 1 & 2, MATHEMATICS EXTENSION 1, LEGAL STUDIES, ITT, CHEMISTRY, BIOLOGY, PHYSICS, CAFS, PDHPE, RETAIL, DRAMA
EXAMS	

YEAR 11 ASSESSMENT PROGRAM 2021

ABORIGINAL STUDIES

COMPONENTS	WEIGHTING	Task 1 <i>Week 4 Term 2</i> Research Task	Task 2 <i>Week 5 Term 3</i> Comparative Study	Task 3 <i>Week 9 Term 3</i> Final Examination
Knowledge and understanding	40%	10%	10%	20%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%	5%	5%	5%
Research and inquiry methods, including aspects of the local community case study	20%	5%	5%	10%
Communication of information, ideas and issues in appropriate forms	25%	10%	10%	5%
Marks	100%	30%	30%	40%
Outcomes addressed		P2.1, P2.2, P4.2, P4.3	P1.2, P3.2, P3.3, P4.3	P4.1, P4.2

YEAR 11 ASSESSMENT PROGRAM 2021
BIOLOGY

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 1	Task 2 Week 6 Term 2	Task 3 Week 9/10 Term 3
		Depth Study Field Trip Report	Practical Investigation Role of Enzymes	Yearly Exam
Knowledge and understanding	40%	10%	10%	20%
Skills in Working Scientifically	60%	20%	20%	20%
Total %	100%	30%	30%	40%
Outcomes addressed		BIO11/12-1 BIO11/12-5 BIO11/12-6 BIO11-10	BIO11/12-1 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7	BIO11/12-4 BIO11/12-4 -5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11

YEAR 11 ASSESSMENT PROGRAM 2021
BUSINESS STUDIES

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Week 2 Term 2	Week 1 Term 3	Week 9/10 Term 3
		Case Study/Research	BRT	Preliminary Exam
Knowledge and understanding	40%	5%	15%	20%
Inquiry and research	20%	10%	10%	
Stimulus based skills	20%	10%		10%
Communication of business ideas	20%		10%	10%
Marks	100%	25%	35%	40%
Outcomes addressed		P1, P2, P6, P8, P9	P3, P7, P8, P9, P10	P1, P2, P3, P4, P5, P9, P10

YEAR 11 ASSESSMENT PROGRAM 2021
CHEMISTRY

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 1	Task 2 Week 7 Term 2	Task 3 Week 9-10 Term 3
		Research Task	Quantitative Chemistry	Yearly Examination
		Depth Study(10hr)	Practical Task	Exam
Skills in working scientifically	60%	25%	20%	15%
Knowledge and understanding of course content	40%	5%	10%	25%
Marks	100%	30%	30%	40%
Outcomes addressed		CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	CH11/12-2 CH11/12-3 CH11/12-7 CH11/12-9	11-8 CH11-9 CH11-10 CH11-11

**YEAR 11 ASSESSMENT PROGRAM 2021
COMMUNITY AND FAMILY STUDIES**

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 1 Research	Task 2 Week 4 Term 3 Essay	Task 3 Week 9/10 Term 3 Preliminary Exam
Knowledge and understanding of how the following impact on well being <ul style="list-style-type: none"> • Resource management • Positive relationships • Range of societal factors 	25%	10%	5%	10%
Skills in <ul style="list-style-type: none"> • Applying management processes to meet the needs of individuals, groups, families and communities • Planning to take responsible action to promote well being 	35%	10%	10%	15%
Knowledge and understanding about research, methodology and skills in researching, critical thinking, analysing and communicating	40%	10%	15%	15%
Marks	100%	30%	30%	40%
Outcomes addressed		1.2 4.1 4.2 5.1	1.1 2.2 3.1 6.1 2.4	All outcomes

YEAR 11 ASSESSMENT PROGRAM 2021

DRAMA

COMPONENTS	WEIGHTING	Task 1 Week 8, Term 1	Task 2 Week 9 Term 2	Task 3 Week 9/10, Term 3
		Multi-Modul, Class Production Performance Production Elements (option - Individual Project)	Group Performance and Logbook	Critical and experiential reflection on a play studied in class. Extended Essay
Improvisation, Play Building and Acting	40%	20%	20%	
Elements of Production	30%	20%		10%
Theatrical Traditions and Performance Styles	30%		10%	20%
	Marks	40%	30%	30%
Outcomes addressed		P2.1, P2.2, P2.3, P2.5, P2.6, P3.3, P3.4, P3.5, P3.6, P3.7, P4.1, P4.2, P4.3, P4.4, P4.5	P2.1, P2.2, P2.3,	P2.4, P2.6, P3.1, P3.2, P3.3, P3.4, P4.4, P4.5

YEAR 11 ASSESSMENT PROGRAM 2021
ENGLISH ADVANCED

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 1	Task 2 Week 9 Term 2	Task 3 Week 9/10 Term 3
		Imaginative text & Reflection statement	Multimodal Presentation	Critical response
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Marks	100%	30%	40%	30%
Outcomes addressed		EA11-3,EA11-5,EA11-9	EA11-2, EA11-3, 11EA-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	EA11-1,EA11-3,EA11-7,EA11-8

YEAR 11 ASSESSMENT PROGRAM 2021
ENGLISH EXTENSION 1

COMPONENTS	WEIGHTING	Task 1 Week 10 Term 1 Imaginative Task + Reflection	Task 2 Week 2 Term 3 Multimodal -research	Task 3 Week 9/10 Term 3 Critical response
Knowledge and understanding of texts and why they are valued	50%	15%	20%	15%
Skills in complex analysis composition and investigation	50%	15%	20%	15%
Marks	100%	30%	40%	30%
Outcomes addressed		EE11-1, EE11-3	EE11-3, EE11-4, EE11-5, EE11-6	EE11-2, EE11-5

YEAR 11 ASSESSMENT PROGRAM 2021
ENGLISH STANDARD

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 1 Imaginative text	Task 2 Week 9 Term 2 Multimodal Presentation	Task 3 Week 9/10 Term 3 Yearly Exam Analytical response
Knowledge and understanding of course	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Marks	100%	30%	40%	30%
Outcomes addressed		EN11-2,EN11-3,EN11-5,EN11-9	EN11-1 ,EN11-3,EN11-4, EN11-5,EN11-7	EN11-1,EN11-3,EN11-5, EN11-8

YEAR 11 ASSESSMENT PROGRAM 2021
ENGLISH STUDIES

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 1	Task 2 Week 9 Term 2	Task 3 Week 6 Term 3
		Multimodal Presentation	Travel Guide/ Journals	Portfolio of work
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in comprehending texts, communicating ideas, and using language accurately, appropriately and effectively	50%	15%	15%	20%
Marks	100%	30%	30%	40%
Outcomes addressed		ES11-1, ES11-2, ES11-3, ES11-5	ES11-4, ES11-5, ES11-7, ES11-9	ES11-3, ES11-4, ES11-6, ES11-10

YEAR 11 ASSESSMENT PROGRAM 2021
INDUSTRIAL TECHNOLOGY (MULTIMEDIA & TIMBER FURNISHINGS)

COMPONENTS	WEIGHTING	Task 1 Week 10 Term 1	Task 2 Week 2 Term 3	Task 3 Week 9-10 Term 3
		Industry Study	Practical Project	Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in the management, communication and production of projects	60%	10%	30%	20%
Marks	100%	20%	40%	40%
Outcomes addressed		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1

YEAR 11 ASSESSMENT PROGRAM 2021
LEGAL STUDIES

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 1 Research Task	Task 2 Week 10 Term 2 Research Task	Task 3 Week 9/10 Term 3 Yearly exam
Knowledge and understanding of course content.	40%	10%	10%	20%
Analysis and evaluation.	20%		10%	10%
Inquiry and research.	20%	10%	10%	
Communication of legal information, ideas and issues in appropriate forms.	20%	10%	5%	5%
Marks	100%	30%	35%	35%
Outcomes addressed		P1, P3, P4, P8, P9, P10	P1, P3, P4, P5, P6, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9

YEAR 11 ASSESSMENT PROGRAM 2021
MATHEMATICS ADVANCED

COMPONENTS	WEIGHTING	Task 1 Week 5 Term 1	Task 2 Week 5 Term 2	Task 3 Week 9/10 Term 3
		Assignment/ investigation Topic F1	Class Test Topic T1	Yearly Examination Topics: F1, T1, T2, C1, E1, S1
Understanding, Fluency and Communicating	50%	10%	20%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Marks	100%	25%	35%	40%
Outcomes addressed		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9

**YEAR 11 ASSESSMENT PROGRAM 2021
MATHEMATICS EXTENSION 1**

COMPONENTS	WEIGHTING	Task 1 Week 7 Term 1	Task 2 Week 5 Term 2	Task 3 Week 9/10 Term 3
		Further Graphs (Topic F1) Assignment / Investigation	Class Test (Topic F2)	Yearly Examination All Year 11 Topics All codes
Understanding, Fluency and Communicating	50%	10%	20%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Marks	100%	25%	35%	40%
Outcomes addressed		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7

**YEAR 11 ASSESSMENT PROGRAM 2021
MATHEMATICS STANDARD 1 & 2**

COMPONENTS	WEIGHTING	Task 1 Week 7 Term 1	Task 2 Week 5 Term 2	Task 3 Week 9/10 Term 3
		Measurement Topic test with learning logs	Data Analysis Assign- ment / Investigation	Yearly Examination All Yearly 11 Topics All Codes
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Marks Outcomes addressed	100%	30% MS11-3, MS11-4, MS11-9, MS11-10	30% MS11-2, MS11-7, MS11-9, MS11-10	40% MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10

YEAR 11 ASSESSMENT PROGRAM 2021
MODERN HISTORY

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Week 8 Term 1 Case Study	Week 7 Term 2 Historical Investigation	Week 9/10 Term 3 Preliminary Exam
Knowledge and understanding	40%	15%		25%
Historical Skills	20%	5%	5%	10%
Inquiry and research	20%	5%	15%	
Communication	20%	5%	10%	5%
Marks	100%	30%	30%	40%
Outcomes addressed		MH11-3 MH11-4 MH11-6 MH11-7 MH11-9 MH11-10	MH11-2 MH11-4 MH11-6 MH11-8 MH11-9 MH11-10	MH11-1 MH11-3 MH11-5

YEAR 11 ASSESSMENT PROGRAM 2021
MUSIC

	Task 1 Performance and Viva Voce	Task 2 Viva Voce and Aural	Task 3 Composition and Aural
Timing	Term 1 - Week 7	Term 2 - Week 7	Term 3 - Week 6
Outcomes addressed	P1, 2, 5, 6, 8	P2, 4, 5, 6, 8.	P3, 4, 6, 7, 8.
Performance	25%		
Composition			25%
Musicology	10%	15%	
Aural		10%	15%
Total	35%	25%	40%
	100%		

YEAR 11 ASSESSMENT PROGRAM 2021
PD/H/PE

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 1 Essay	Task 2 Week 6 Term 3 First Aid Assess	Task 3 Week 9/10 Term 3 Yearly Exam
Knowledge and understanding of: * Better health for Individuals * The body in motion	40%	10%	15%	15%
Knowledge and understanding of: * First Aid * Fitness Choices	30%	10%	5%	15%
Skills in critical thinking, research and analysis	30%	10%	10%	10%
Marks	100%	30%	30%	40%
Outcomes addressed		P1, P2, P3, P4, P16	P6, P12, P15	All Outcomes

YEAR 11 ASSESSMENT PROGRAM 2021
PHYSICS

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 1	Task 2 Week 8 Term 2	Task 3 Term 3 Week 9/10
		Research Task	Depth Study: Dreamworld	Yearly Examination
Skills in Working Scientifically	60%	20%	30%	10%
Knowledge and Understanding	40%	10%	10%	20%
Weighting	100%	30%	40%	30%
Outcomes addressed		PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-6, PH11/12-7, PH11-9	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11

YEAR 11 ASSESSMENT PROGRAM 2021
SOCIETY AND CULTURE

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 1	Task 2 Week 8 Term 2	Task 3 Week 6 Term 3
		The Social & Cultural World	Personal & Social Identity	Intercultural Communication
Knowledge and understanding of course content	50%	20%	10%	20%
Application and evaluation of social and cultural research methods	30%	5%	15%	10%
Communication of information, ideas and issues in appropriate forms	20%		10%	10%
Marks	100%	25%	35%	40%
Outcomes addressed		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9

**YEAR 11 ASSESSMENT PROGRAM 2021
SPORT, LIFESTYLE AND RECREATION (SLR)**

COMPONENTS	WEIGHTING	Task 1 Week 10 Term 2 Assignment	Task 2 Week 8 Term 2 Practical assessment	Task 3 Week 4 Term 3 Peer Coaching
Knowledge and understanding of the factors that influence health and participation in physical activity. Fitness	25%	5%	15%	5%
Skills- Games and Sport Applications 2	25%		25%	
Knowledge and understanding of the principles and processes impacting on sports coaching. Sports Coaching	25%			25%
Skills-Outdoor Recreation / Aquatics.	25%	25%		
Marks	100%	30%	40%	30%
Outcomes addressed		1.1, 1.3, 1.4, 2.3,3.6.4.1,4.2.	1.1,1.3,2.1, 3.1, 3.2, 4.1, 4.4	1.3, 2.5, 3.6, 4.1, 4.2, 4.4

**YEAR 11 ASSESSMENT PROGRAM
VISUAL ARTS 2021**

COMPONENTS	WEIGHTING	Task 1 Week 9 Term 1	Task 3 Week 10 Term 2	Task 4 Week 9/10 Term 3
		BOW / Artist Study	BOW / ESSAY	BOW / Exam
Making	50%	25%	15%	10%
Critical and Historical Study	50%	15%	15%	20%
Marks	100%	40%	30%	30%
Outcomes addressed		P1, P2, P3, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

BANORA POINT HIGH SCHOOL SCOPE AND SEQUENCE									
CUA30415 Statement of Attainment towards Certificate III in Live Production									
PRELIMINARY COURSE 2021									
Unit Code	Unit Title	Hr	Term 1		Term 2		Term 3		
			1-5	6-10	1-5	6-10	1-5	6-10	
CUASOU301	Undertake live audio operations	25							
CUAWHS302	Apply work health and safety practices	15							
CPCCOHS1001 A	Prepare to work safely in the construction industry	10							
CUALGT301	Operate basic lighting	25							
CUAIND301	Work effectively in the creative arts industry	20							

COURSE: Preliminary 2021 Entertainment Industry (VET)
 Preliminary/240hr outcome: Statement of attainment towards CUA30415 Certificate III in Live Production and Services

Student Competency Assessment Schedule

Assessment Events for Statement of Attainment towards CUA30415 Certificate III in Live Production and Services		Event 1	Event 1B	Event 2	Event 3
Code	Unit of Competency	Safe and Sound Date: Week 3 Term 2, 2021	Event Preliminary Half Year Exam** Date: Week 7 Term 2, 2021	Work Placement 1* TBA Date: Week 5 Term 3, 2021	Preliminary Yearly Exam** Date: Week 9/10 Term 3, 2021
CUASOU301	Undertake live audio operations	X			
CUAWHS302	Apply work health and safety practices	X			
CPCCOHS1001A	Work safely in the construction industry	X			
CUALGT301	Operate basic lighting			X	
CUAIND301	Work effectively in the creative arts industry			X	

Depending on the achievement of units of competency, the possible HSC qualification outcome is a Statement of attainment towards CUA30415 Certificate III in Live Production and Services. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

BANORA POINT HIGH SCHOOL SCOPE AND SEQUENCE (Strategy A)																																													
SIT20316 Certificate II in Hospitality																																													
120 hr Course 2021																																													
Unit Code	Unit title	Term 1 (JAN-APR)										Term 2 (APR-JUNE)										Term 3 (JULY-SEPT)																							
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10														
Week Number:	Week ending date:	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10														
PRACTICAL DELIVERY Holistic unit 10 hrs SITHIND003	10	30	07	14	21	28	06	13	20	27	03	10	01	08	15	22	29	05	12	19	26	03	10	10	17	24	31	07	14	21	28	04	11	18	25	Formative Assessment of all units of competencies is ongoing throughout the course. Students' evidence of this is gathered in their E-portfolio.									
SITXWHS001	Participate in safe work practices	Practical Delivery programmed throughout course to reflect unit requirements																																											
SITXFSA001	Use hygienic practices for food safety	Practical Delivery programmed throughout course to reflect unit requirements																																											
SITHFAB005	Prepare and serve espresso coffee	Practical Delivery programmed throughout course to reflect unit requirements																																											
SITHFAB007	Serve food and beverages	Practical Delivery programmed throughout course to reflect unit requirements																																											
SITHFAB004	Prepare and serve non-alcoholic beverages	Practical Delivery programmed throughout course to reflect unit requirements																																											
BSBWOR203	Work effectively with others	Practical Delivery programmed throughout course to reflect unit requirements																																											
SITHCCC001	Use food preparation equipment	Practical Delivery programmed throughout course to reflect unit requirements																																											
EVENT 5 Establishment of E-Portfolio		The theory of this unit is to be integrated throughout the delivery of the course. The assessment for this unit is incorporated with the practical assessments																																											
EVENT 1 - Practical assessment Coffee Culture		The theory of this unit is to be integrated throughout the delivery of the course. The assessment for this unit is incorporated with the practical assessments																																											
		ASS																																											

ASS - indicates assessment for theory / topic quiz as per the assessment schedule

BANORA POINT HIGH SCHOOL SCOPE AND SEQUENCE																							
SIR30216 Certificate III in Retail																							
Preliminary 120hrs COURSE 2021																							
Unit Code	Unit Title	Hr	Term 1			Term 2			Term 3														
			1-3	4-5	6-7	8-9	10-11	1-2	3-4	5-6	7-8	9-10	1-2	3-4	5-6	7-8	9-10						
SIRXIND001	Work effectively in a service environment	20																					
SIRXCOM002	Work effectively in a team	15																					
SIRXWHS002	Contribute to workplace health and safety	15																					
SIRXIND002	Organise and maintain the store environment	10																					
SIRXCEG001	Engage the customer	20																					
SIRXCEG002	Assist with customer difficulties	20																					
SIRXCEG003	Build customer relationships and loyalty	20																					

COURSE: Preliminary 2021 Retail Services (120 hours)

Student Competency Assessment Schedule

Preliminary/120hr outcome: Statement of attainment

Code	Unit of Competency	Event No. 1		Event No. 2		Event No. 3		Work Placement (35 Hours)	Yearly Exam*
		There's no I in team	Date: Week: 10 Term: 1 2021	Better safe than sorry	Date: Week: 6 Term 2 2021	Cash me outside	Date: Week: 9 Term: 3 2021		
SIRXIND001	Work effectively in a service environment	✓							Date: Week: 9/10 Term: 3 2021
SIRXCOM002	Work effectively in a team	✓							
SIRXWHS002	Contribute to workplace health and safety			✓					
SIRXIND002	Organise and maintain the store environment			✓					
SIRXCEG001	Engage the customer					✓			
SIRXCEG002	Assist with customer difficulties					✓			
SIRXCEG003	Build customer relationships and loyalty					✓			

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards SIR30216 Certificate III in Retail. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Public Schools NSW, Tamworth RTO 90162

SCOPE AND SEQUENCE – Course name: Sport Coaching SIS30519 - Certificate III in Sport Coaching (Release 1) 2 units x 2 years

BANORA POINT HIGH SCHOOL											
Qualification: SIS30519 - Certificate III in Sport Coaching (Release 1)											
Preliminary Commencement: 2021											

Unit Code	Unit Title	NESA Hrs	Term 1				Term 2				Term 3						
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10							
HLTWS001	Participate in workplace health and safety	15	Yellow	Yellow	Yellow	Yellow											
SISXIND006	Conduct sport, fitness and recreation events	30															
SISSCO003	Meet participant coaching needs	30				Green	Green	Green	Green								
BSBRSK401	Identify risk and apply risk management procedures	25															
SISSOF002	Continuously improving officiating skills and knowledge	30											Blue	Blue	Blue	Blue	Blue
			No Clusters to be assessed due to yearly exams														

COURSE: SIS30519 Certificate III Sports Coaching Preliminary 2021

Cluster	Code	Unit of Competency	Event 1	Event 2	Event 3	Event	Event
			Tournament Time	Playing it Safe	Officiating in Sport	Work Placement	Preliminary Yearly Exam**
Event 1 - Tournament Time	HLTWH001	Participate in workplace health and safety	Date: Week 10 Term 1 2021	Date: Week 9 Term 2 2021	Date: Week 5 Term 3 2021	Term 1 2021 Term 2 2021 Term 3 2021	Date: Week 9/10 Term 3 2021
Event 2 - Playing it Safe	SIXIND006	Conduct sport, fitness and recreation events					
	SISSCO003	Meet participant coaching needs					
Event 3 3a - Officiating in Sport	BSBRK401	Identify risk and apply risk management procedures					
	(2 electives – 1 is completed in Preliminary / 1 completed in HSC)						
	SISSOF002	Continuously improve officiating skills and knowledge					

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Sports Coaching SIS519 or a Statement of Attainment towards a Certificate III in Sports Coaching SIS30519

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

