

# HUNTER SPORTS HIGH

## YEAR 11



### ASSESSMENT AND EXAMINATION GUIDELINES

2021 - YEAR 11

STUDENT.....

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## ***Assessment Schedules***

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Aboriginal Studies

Biology

Business Studies

Community & Family Studies

Chemistry

VET Constuction

English – Extension

English – Advanced

English - Standard

English –Studies

Food Technology

Hospitality (VET)

Industrial Technology – Timber Products & Furniture Technologies

Investigating Science

Legal Studies

Mathematics Standard 1 & 2

Mathematics

Mathematics Extension One

Modern History

Music

PD/H/PE

Sports Coaching (VET)

Vocational Pathways FSK (VET)

Visual Arts



**HSHS**

**MESSAGE FROM THE PRINCIPAL**

It is essential that students and parents are familiar with the assessment policy, procedures and requirements.

Completion of all tasks is vital if you are to reach your goals and gain the best possible H.S.C. Your assessments are an ongoing guide to your progress and could be vital should something happen during the H.S.C. You are strongly advised to read the applicable subject areas and highlight the tasks and dates due. Do not leave it until the last day to complete your task.

**Use your time wisely**

You will be notified when tasks are not completed on time and this could certainly jeopardize your assessment mark and ultimately your ranking.

Do the right thing for yourself and be committed to completing each and every task regardless of their weighting. Your teachers are there to assist you to achieve your best results.

Ms Byrne  
Principal

## **INTRODUCTION**

Under provisions set down by the NSW Education Standards Authority (NESA), the award of a Higher School Certificate (HSC) will be made to those students who satisfactorily complete the required pattern of at least

**(a) 12 units of Year 11 Courses - which then lead into**

**(b) A minimum of 10 units of Assessments and Examinations in the HSC Courses.**

The HSC course units may be accumulated over a total time span of up to five (5) consecutive examination years. The Year 11 Course is a prerequisite course which must be satisfactorily completed before entry is permitted into the HSC Course. In some circumstances, the Principal may recognise a student's prior learning and experience and allow them to progress immediately into the HSC Course. However, this will be more of an exception rather than the rule. For purposes of the actual HSC examination in each subject, the Year 11 Course work in a subject will be regarded as *assumed knowledge* which has been covered by all candidates. All Year 11 Course work in a subject is to be completed in order to gain a Year 11 Record of School Achievement. For students studying part-time, their Record of School Achievement will be cumulative.

**The purpose of this booklet is to provide information about HSC Courses as well as details of requirements for Assessments and Examinations in these Courses.**

At Hunter Sports High School the HSC courses commence in Term 4 of Year 11 and are completed with the **HSC Examination** at the beginning of Term 4 in Year 12. It is not necessary for students to have satisfactorily completed Year 11 Courses in all their subjects before they can commence some HSC Courses. It would be quite possible for a full-time student to progress into the HSC Course in most subjects, while at the same time repeating a Year 11 Course which was not satisfactorily completed, or even studying an alternative Year 11 Course in its place. For Part-time students, it is obvious that they will have combinations of Year 11 and HSC Courses at any time after their first year.

## **TYPES OF HSC COURSES**

The **Year 11** and **HSC Courses** are divided into:

1. **Board Developed courses;** these are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR.

|   |  |
|---|--|
| <p>English</p> <ul style="list-style-type: none"> <li>• English Advanced</li> <li>• English Standard</li> <li>• English Extension 1</li> <li>• Extension 2 (HSC only)</li> <li>• English Studies (Cat B)</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Mathematics Advanced</li> <li>• Mathematics Standard 2</li> <li>• Mathematics Extension 1</li> <li>• Mathematics Extension 2</li> <li>• Mathematics Standard 1 (Cat B)</li> </ul> <p>HSIE</p> <ul style="list-style-type: none"> <li>• Aboriginal Studies</li> <li>• Ancient History</li> <li>• Business Studies</li> <li>• Economics</li> <li>• Legal Studies</li> <li>• Modern History</li> <li>• Society and Culture</li> <li>• Studies of Religion</li> <li>• History Extension (HSC only)</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Japanese Beginners</li> <li>• Japanese Continuers</li> </ul> | <p>Creative Arts</p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Music 1</li> <li>• Music 2 and Music Extension</li> <li>• Visual Arts</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Earth and Environmental Science</li> <li>• Physics</li> <li>• Investigating Science</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Design and Technology</li> <li>• Engineering Studies</li> <li>• Food Technology</li> <li>• Industrial Technology</li> <li>• Information Processes and Technology</li> <li>• Software Design and Development</li> <li>• Textiles and Design</li> </ul> <p>PDHPE</p> <ul style="list-style-type: none"> <li>• Community and Family Studies</li> <li>• Personal Development, Health and Physical Education</li> </ul> |
|---|--|

**Board Endorsed courses;** these are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Ceramics</li> <li>• Computing Applications</li> <li>• Exploring Early Childhood</li> <li>• Marine Studies</li> </ul> | <ul style="list-style-type: none"> <li>• Photography, Video and Digital Media</li> <li>• Sport Lifestyle and Recreation Studies</li> <li>• Visual Design</li> <li>• Work Studies</li> </ul> |
|---|---|

**Special education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC.

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Citizenship and Society Life Skills</li> <li>● Creative Arts Life Skills</li> <li>● English Life Skills</li> <li>● Human Society and Its Environment Life Skills</li> <li>● Mathematics Life Skills</li> </ul> | <ul style="list-style-type: none"> <li>● Personal Development, Health and Physical Education Life Skills</li> <li>● Science Life Skills</li> <li>● Technology Life Skills</li> <li>● Technological and Applied Studies Life Skills</li> <li>● Work and The Community Life Skills</li> </ul> |
|---|---|

**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. VET courses can contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Automotive</li> <li>● Business Services</li> <li>● Construction</li> <li>● Electro technology</li> <li>● Entertainment Industry</li> <li>● Hospitality</li> </ul> | <ul style="list-style-type: none"> <li>● Human Services</li> <li>● Information Technology</li> <li>● Manufacturing and Engineering</li> <li>● Primary Industries</li> <li>● Retail Services</li> <li>● Tourism and Events</li> <li>● Fitness</li> </ul> |
|--|---|

The criteria for Category A courses are academic rigour, depth of knowledge and understanding and the degree to which the course contributes to assumed knowledge for tertiary studies. Most BDCs have been classified as Category A. VET BDCs within the seven frameworks are given a nil category except for one 240 hour (2 Units over 2 years) course per framework. Such courses are classified as Category B. The two BDC courses within the non framework group have also received Category B classification. In order to qualify for the **Award of a HSC**, a student must have satisfactorily completed an appropriate pattern of study in both Year 11 and HSC courses. This pattern can include an assortment of BDCs and BECs provided certain restrictions are met. Further, in order to gain an **ATAR**, a student must have satisfactorily studied a more restricted and relatively academic combination of courses.

To qualify for the Award of a **HSC** students must study an appropriate pattern of Year 11 and HSC Courses.

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English, or English Studies
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

To qualify for the Award of an **ATAR** students must study an appropriate pattern of Year 11 and HSC Courses. You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- At least 2 units of BDC English **or** English Studies
- At least 4 BDC Subjects
- At least 10 units of BDCs
- At least 3 BDC Courses of 2 units or more

*Those students who take English Studies in the 2020 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.*

## HUNTER SPORTS HIGH SCHOOL COURSES

All courses offered at Hunter Sports High School are BDCs with the exception of the following BEC's:

- Computer Applications
- Sports, Lifestyle and Recreation (SLR)
- Skills in Vocational education and Training (FSK)
- Sports Coaching (VET) BEC
- Fitness (VET) (BEC)

Additional courses are available to our students which can be found on the TAFE NSW website.

VET courses have an optional board developed course examination which can contribute to the **ATAR**. They are courses which will lead to the award of a HSC and the Year 11/12 Record of School Achievement. The results given for these courses will be the assessment mark and/or competency log.

## LIFE SKILLS

The Government's White Paper for the Higher School Certificate, *Securing Their Future*, provided a commitment to HSC students with special education needs. NESA has developed Stage 6 Life Skills courses for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/ or Board Endorsed Courses are not appropriate. Stage 6 Life Skills courses have Board Developed status, 240 indicative hours (120 hours Year 11 courses and 120 hours HSC courses), and can be used to meet the requirements for the award of the Higher School Certificate.

Stage 6 Life Skills courses have **NO** HSC examinations and results **CANNOT** be used the calculation of a student's **ATAR**.

## TAFE COURSES

TAFE will offer several supplementary courses which will contribute towards a HSC. Most of these will be BEC courses and include **Animal Studies, Automotive, Applied Fashion Design and Technology, Aeroskills, Baking, Beauty Services, Design Fundamentals, Early Childhood Education and Care, Electrotechnology, Entertainment Industry, Outdoor Recreation, Plumbing, Screen and Media, Sport and Recreation, Sports Trainer, Tourism and Events**

## NSW Record of School Achievement (RoSA)

Students who elect to leave their formal schooling during their Stage 6 Year 11 Year will be provided with a record of their school achievement. Further information is available from the website.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

## **WILL I MEET THE REQUIREMENTS FOR A HSC / ATAR ?**

### **Have I satisfactorily completed my Year 11 Course?**

Taking into account any Year 11 courses that I may have previously completed, along with any Year 11 Courses that I am now currently studying, do I:

|  |     |    |
|--|-----|----|
| →Have at least 12 units of Year 11 course?           | Yes | No |
| →Have at least 2 units of English?                   | Yes | No |
| →Have at least 4 Subjects?                           | Yes | No |
| →Have at least 6 units of BDC?                       | Yes | No |
| →Have at least 3 courses of 2 unit value or greater? | Yes | No |

If you intend qualifying for the Award of a HSC, you will need to have answered **Yes** to all the above questions.

### **Will I meet the requirements for an ATAR?**

Taking into account any Year 11 Courses that I may have previously completed, along with any Year 11 Courses that I am now currently studying, do I:

|   |     |    |
|---|-----|----|
| →Have at least 2 units of English or English Studies? | Yes | No |
| →Have at least 4 BDC Subjects?                        | Yes | No |
| →Have at least 10 units of BDC's?                     | Yes | No |
| →Have at least 3 BDC courses of 2 unit or greater?    | Yes | No |

**Remember: if you choose English Studies you cannot count any other Cat B course toward your ATAR calculation**

**If you intend qualifying for an ATAR, you will need to have answered – Yes to all the above questions.**

**If you have any queries, see the Deputy Principal**

## HUNTER SPORTS HIGH SCHOOL – HSC GLOSSARY OF KEY TERMS

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 events or    | Account for: state reasons for, report on. Give an account of: narrate a series' of transactions   |
| Analyse implications | Identify components and the relationship between them; draw out and relate   |
| Apply                | Use, utilise, employ in a particular situation   |
| Appreciate           | Make a judgement about the value of  |
| Assess               | Make a judgement of value, quality, outcomes, results or size  |
| Calculate            | Ascertain/determine from given facts, figures or information   |
| Clarify              | Make clear or plain  |
| Classify             | Arrange or include in classes/categories   |
| Compare              | Show how things are similar or different   |
| Construct            | Make; build; put together items or arguments   |
| Contrast             | Show how things are different or opposite  |
| Critically           | Add a degree or level of accuracy depth, knowledge and understanding, (analyse/logic, questioning, reflection and quality to (analysis/evaluation) evaluate) |
| 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 between  | Recognise or note/indicate as being distinct or different from; to note differences  |
| 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 (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 PROCEDURE

In working towards your HSC two things become equally important: your HSC exams and the work that you do at school. Both contribute equally to your final result and the ATAR (for those students seeking this).

**NESA requires you to satisfactorily complete each course by:-**

- a) following the course of study
- b) Applying yourself with diligence and sustained effort to the tasks and experiences of each course.
- c) Achieving some or all of the outcomes of each course you study.

One significant part of satisfactorily completing a course is to undertake the Year 11 Assessment Tasks that form part of the course. These are formal assessment tasks over and above normal class work. Your achievement in these tasks **CONTRIBUTES 50% OF YOUR FINAL RESULT**. These tasks are to be treated seriously. NESA expects all tasks to be completed as **GENUINE ATTEMPTS**. Students, who do not complete tasks that comprise at least 51% of the total package, cannot sit for the HSC.

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment is most effective when students:

- are involved in setting learning goals
- know and understand assessment criteria
- are able to monitor their own learning and reflect on their progress
- receive feedback that helps them understand how to improve their learning.

### **Number and Value of Tasks**

In 2018 the Year 11 and HSC Assessment guidelines changed in all NSW schools. To reduce excessive stress and allow more time for teaching and learning, NESA has mandated that school-based assessment tasks will be capped at three per course in Year 11 and four per

course in Year 12. In Year 11 the minimum weighting for an individual task is 20% and the maximum is 40%, whilst in the HSC the minimum is 10% for an individual task and the maximum being 40% (formal examinations can only be a maximum of 30%).

### **Nature and Notification of Tasks**

Students will receive a minimum of 2 weeks' notice for each assessment task. Students will sign for their assessment tasks on a notification register. Notification of assessment tasks will be communicated to the student in writing and include:

For each task you will be informed of:

- \* the scope of each task e.g. Probability in Mathematics (General)
- \* the form the task will take e.g. 10 short answer questions
- \* the proposed timing and duration of the task e.g. Tuesday 24 May, periods 2 and 3, 60 minutes
- \* the weighting allocated to the task e.g. 15% and component weightings e.g. knowledge 5% and skills 10%
- \* the outcomes being assessed
- \* the marking guidelines – Notification Information sheet
- \* any additional details (students will require calculators)

You should consult with your teacher on a regular basis, to confirm the scheduling of tasks and if you have been absent when Assessment information is given out. You must consult with your classroom teacher upon your return to school or earlier if you have been notified verbally because of your absence.

### **Submission of Tasks**

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by email, Google Apps for Education or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All Tasks should be submitted with your name and the task heading clearly displayed.

### **Students Absent from Tasks**

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc.) should submit a Misadventure Form and complete the task in the timeframe

and format outlined by the Head Teacher or Deputy Principal. This will usually result in the student completing the task the first day back at school after their absence.

## School Business Approved Leave

Misadventure Forms can be obtained for students being granted school approved leave for School Business events. These forms should be submitted prior to when school approved leave begins. These events maybe school, regional, state or national sporting representation, creative and performing arts and cultural events or other academic events. It should be completed and the appropriate sections returned to the student's roll call teacher and the school office. Students are to arrange with their classroom teacher and faculty Head Teacher an appropriate re scheduling and submission of the assessment task that is due at least one week prior to the start of their school business leave. Students may request a copy of the complete Misadventure Form and the final decision from a Deputy Principal.

## Illness or Misadventure

***A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.***

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness then you must:

- Contact your teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Year 11 Deputy Principal or the Senior Studies Coordinator on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant **Deputy Principal within three school days** of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.
- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case.

***This is a serious situation, which in the event of an illness or misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.***

**IF YOU ARE ENROLLED IN A TAFE COURSE, YOU MUST ATTEND SCHOOL ON THE DAY OF A SCHEDULED SCHOOL ASSESSMENT TASK AND ATTEMPT THE TASK. YOU MUST NOTIFY YOUR TAFE TEACHER OF THIS EVENT. (Hunter Sports High School has informed TAFE of this procedure.)**

## **APPLICATION FOR MISADVENTURE**

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures**.

**An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 3 school days.**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Task:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Due Date:** \_\_\_\_\_

**Year Group (please circle):** **Year 11**      **Year 12**

### **CIRCUMSTANCES (Tick a box):**

- ☐ Illness/Misadventure                      ☐ School Business

### **SUPPORTING DOCUMENTATION**

**Reason for missing assessment task or application for extension:**

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**Doctors Certificate Attached:**    **YES/NO** (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application?    **YES/NO**  
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

**Classroom Teacher Signature:** \_\_\_\_\_ **Head Teacher Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

**Student needs to complete the task on the first day or first subject specific period back from absence.**

- ☐ Has the task been completed?    **YES/NO**      Date to be completed \_\_\_\_\_  
☐ Comment – *submission, format, alternative task, extension*

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*Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.*

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence    **YES/NO**

Has the task been completed?    **YES/NO**

**Outcome and Recommendation**

- Zero
- Estimate
- Alternative Task
- Other

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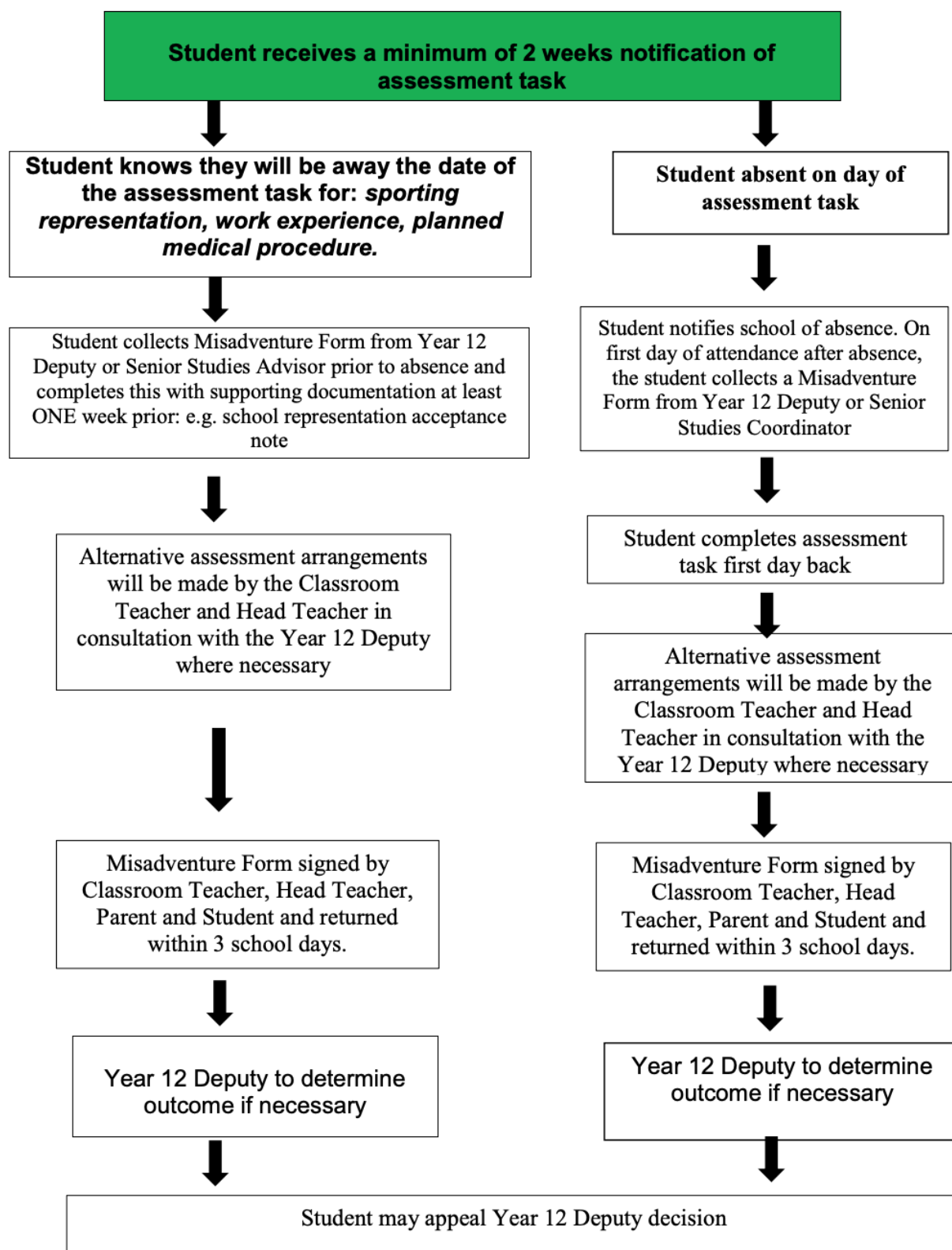
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**Deputy Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Student Assessment Task Submission Flow Chart



**Outcome of submitting Misadventure Form**

If you have a valid reason, such as illness substantiated by a Doctor's Certificate, or endorsed leave, an extension of time or alternative arrangement may be granted or a substitute task scheduled. On occasions an estimate may be given. If an appeal form is NOT submitted- **EXPECT TO BE AWARDED ZERO** marks and have a "**NOT ATTEMPTED**" recorded against the task.

### **Misadventures**

If you complete an assessment task but consider your performance has been affected by misadventure immediately prior to or during the task you must also speak with your class teacher and complete a Misadventure by submitting a Change of Circumstance Form for consideration by the Year 11 Deputy, within the same time-frame as previously detailed.

No task can be submitted or accepted past the due date (i.e. late) without the accompanying Misadventure Form.

**Where a student has no valid reason for not completing a task, or has made a non-genuine attempt then a ZERO MARK will be recorded.**

In cases of prolonged absences, where possible, students will complete substitute tasks under supervised conditions in absentia or may complete a comparable task on return to school. In general, if the Year 11 Deputy considers the misadventure to be genuine, a mark/grade or estimate will be awarded for the task without alteration. However, prior to final submission to the NESAs, the entire pattern will be examined and some adjustments may be made if the results in question are seen to be atypical.

### **Tasks Delivered Over Extended Periods of Time (e.g. Oral Tasks)**

On occasion, tasks may commence during one period and continue into the next period(s). All students should demonstrate their readiness to perform the task at the commencement of the task time, and must maintain readiness over the extended time. Students absent should follow the appeal process.

## **Courses Conducted by TAFE**

Principals of TAFE colleges are responsible for the issuing of assessment procedures for any courses conducted by their respective colleges. Students from Hunter Sports High School who undertake courses at any TAFE College as part of their HSC preparation will be advised of all of their assessment tasks and commitments by the colleges which they attend.

## **Malpractice**

Cases of malpractice, such as plagiarism or cheating in tasks or examinations will be reviewed by the Year 11 Deputy. Proven cases will normally be awarded **ZERO** marks. Under **NO** circumstances are you allowed to remove the exam paper of a completed in-class task from the classroom. If you have a problem during the task, notify your teacher and submit an appeal form.

## **Technical Failure**

Technical failure is not an 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 hard copies of text. Extensions will be given only with the Year 11 Deputy's agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by a Misadventure Appeal Form, if any consideration is to be given by the Committee. All such cases will be considered individually.

## **In instances of more than one class following the same course**

Common tasks, conditions and marking procedures will be followed in such cases.

## **Feedback**

You have the right to receive meaningful feedback on performance in individual tasks with an indication of your relative performance and general progress. This may be in the form of marks, grades or written comments and marking guidelines with sample responses.

### **Special Provisions for School Assessment Tasks**

If you are a student with special needs you should apply in writing to the HSC Assessment Committee for the provision of similar special needs provisions to those available for the HSC examination. For example- reader, writer, additional time, separate supervision. If granted, you will be issued with a card detailing the special provisions. It becomes your responsibility to present this information to the course teacher (or Head Teacher Admin in case of formal exams) at least one week prior to each scheduled Assessment task. This will allow time for the particular provisions to be organised. **Please Note:** The school will make every effort to replicate provisions granted by NESAs but cannot always guarantee to do so. Students requiring writers, computers etc must discuss their needs with their Year Adviser as early as possible.

### **Order of Merit Advice**

You may collect Order of Merit advice from the school after the last HSC examination at the school and within the period of time for appeals. No marks will be revealed; rather you will be informed of your assessment ranking in each course.

### **Oral Presentations**

Many HSC courses involve outcomes relating to a student's ability to communicate, in both written and oral forms. As such, a number of courses will include an Oral Presentation as a compulsory assessment task. Students who have a diagnosed medical or psychological condition which may affect their performance in such a task may submit a Misadventure Appeal Form, **prior** to the due date of the task. This must be substantiated by a current medical certificate (preferably a specialist medical certificate) for consideration. The HSC Assessment Committee may offer alternate conditions for the student to demonstrate their skill in oral communication e.g. reduced audience, pre-recorded tape. The HSC Assessment Committee may also impose a marking penalty for oral tasks presented in such alternate conditions. All such cases will be considered individually. Alternatively, students who are absent from an individual oral task due to illness or other reason, should submit a Misadventure Appeal Form in the usual way.

### **Invalid or Non Discriminating Tasks**

The school will follow the advice of NESAs should such instances occur. You should be aware that in some cases an additional task may be added to the task schedule and the original weightings may be modified.

## **Satisfactory completion and “N” Awards**

In studying HSC courses you must make a **genuine attempt** to complete course requirements. An official NESA N-Award Warning letter will be sent to parents of any student who is in danger of not satisfactorily completing a course or who fails to complete an assessment task. If the outstanding work is not completed within the time set out by the N-Award Warning letter then a follow-up N-Award Warning letter will be sent. This may involve UP TO three letters for the same outstanding work product. NESA N-Award Warning letters are issued where required.

If at any time you are in danger of not being satisfactory, you will receive an official N DETERMINATION warning letter from the school. **This is an extremely serious step.** You will be given the opportunity to redeem satisfactory status by making a serious attempt. If that opportunity is ignored, then the school can recommend to NESA that you have not satisfactorily completed the course. You may not then be eligible for the HSC in that year.

## **Disputes**

The Year 11 Deputy will consider any disputes that cannot be resolved by the class teacher and/or Head Teacher.

Any disputes over an individual task must be resolved at the time the task is returned. Application for a school review of Assessments and any subsequent appeal to the Deputy can only be on the basis of the Assessment program and the procedures used in arriving at the final Assessment mark.

**Please Note: THE PRINCIPAL OR THEIR NOMINEE HAS THE RIGHT TO MAKE RULINGS IN SPECIAL CASES WHEN EXCEPTIONAL CIRCUMSTANCES MAKE THE PROCEDURES OF THE POLICY INAPPROPRIATE.**

## **Late entry into course**

No student may change course, or enter a course after the commencement of the HSC Assessment program unless the Principal, on advice from the classroom teacher and Head Teacher is satisfied that the student:

- has satisfactorily completed the relevant Preliminary course (or equivalent)
- will be able to complete all HSC course requirements
- will be able to have calculated a fair and valid Assessment mark.

## **Students Right of Appeal**

Students who receive an “N” determination have a right of appeal. At the time the Principal determines that a student has not satisfied the requirements, the Principal will:

- advise NESA
- advise the student and provide them with a “N” Determination Appeal Form
- advise the parent or guardian in writing of the student’s right to appeal, if the student is under 18 years of age.

The student appeals, in the first instance, to the School. The Principal will then review the determination. If, after the review, the Principal revises the decision, the student and NESA will both be notified. If the Principal, on appeal, does not revise the determination, she will comment on the appeal and forward all the details to NESA. NESA will then consider the appeal and make the final decision. NESA will then notify both the student and the Principal of the result. Closing dates apply to all of these appeal levels. Students will be advised of these dates at the same time as they are given the Appeal Form.

If the “N” determination remains, students will need to either repeat the course or undertake an alternative course.

Students, parents and caregivers are reminded that student absence for a holiday will not form a right of appeal for any Assessment Task.

## **Keeping Students, Parents and Staff informed**

An information meeting will be conducted and Student Information Booklets will be distributed online on the schools website prior to the commencement of the Assessment program.

Relevant NESA documents will be available on the schools website and are readily available on the Internet.

## **Hunter Sports High Examination Procedure**

Draft Examination timetables will be published two weeks prior to Trial Examinations.

Published examination rules which are consistent with the HSC examination will be provided to students, including **MOBILE PHONES AND ELECTRONIC DEVICES, MP3 PLAYERS AND DICTIONARIES, ARE NOT PERMITTED IN AN EXAMINATION ROOM UNDER ANY CIRCUMSTANCES.**

## **ALL MY OWN WORK**

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work BEFORE they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

At HSHS this course is completed in year 10 during the transition weeks in term 4 leading into Stage 6.

NESA investigates allegations of cheating and can penalise students caught cheating in exams and externally marked assessment tasks. Depending on the circumstances of the case, you may be interviewed by a 'malpractice' panel at NESA, receive ZERO marks for part or all of the examination and lose the award of the HSC in one or more courses.

### **Here is a reminder of 'What is Plagiarism/Cheating'?**

Plagiarism is using the words and ideas of others and presenting them as your own. As a HSC student you must be aware that:

- Copying, purchasing, borrowing or stealing someone else's work in whole or in part and presenting it as your own **-IS PLAGIARISM.**
- Copying a section of a book, and quoting from a source 'word for word' without acknowledging by the use of quotation marks **"-IS PLAGIARISM.**

## **PLAGIARISM IS CONSIDERED CHEATING**

Here are common questions about plagiarism:

Q: “Is it plagiarism if I copy someone else’s work exactly and claim it is my own work?”

**A: Definitely, yes**

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

**A: Yes. You are using someone else’s thoughts and words without acknowledgement.**

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

**A: It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or**

**tutor or anyone else makes major changes to the working of your draft, the final version is no longer your own work.**

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

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

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

**A: This is not plagiarism. You have taken steps to show you are presenting another’s words or ideas.**

## **ASSESSMENT TASK DETAILS – COURSE BY COURSE**

The specific nature of the Assessment Tasks for each of the Courses is presented on the following pages. They are listed alphabetically. The relative weights of each of the tasks, with component weightings for knowledge and skill acquisition in particular subjects, as well as the weights of the Half Yearly and Trial HSC Examination are included.

Courses which do not have a HSC examination and which operate on a Competency Assessment System have not been included. These will be assessed using a competency log which will be set up for each group to record the demonstration of the required competencies.

Remember: Students' Rights in HSC Assessment

- Be informed of the Assessment procedures of Hunter Sports High School and NESA
- Receive clear guidelines relating to the requirements of each assessment task
- Be told in advance of the due date of each assessment task
- Receive meaningful feedback that assists to review work
- Expect a consistent interpretation and application of the school's policy on assessment.
- Query the mark for an individual task at the time it is returned

### **Student responsibilities:**

- **Follow a pattern of study that meets their educational needs and not make any unapproved changes.**
- **Communicate to their Teacher/ Head Teacher/ Deputy Principal any changes in their circumstances that may impact on their HSC performance.**
- **Adhere to the HSC assessment guidelines.**

**STUDENTS NEED TO BE MINDFUL OF WHAT CYCLE/WEEK OF THEIR ASSESSMENT IN 2021.**

**MISREADING A TIMETABLE CYCLE WILL NOT BE AN EXCUSE FOR FAILURE TO SUBMIT RESPECTIVE TASKS DUE**

### Year 11 2021 Assessment Calendar

| Wk | Term 1 2021   | Term 2 2021   | Term 3 2021  |
|----|---|---|--|
| 1  |   |   |  |
| 2  |   | FSK Task 2  | Legal Studies Task 2<br>Hospitality Event 2  |
| 3  |   |   |  |
| 4  |   | Visual Art Task 1<br>Music Task 2   | Industrial Technology Timber Task 2  |
| 5  | FSK Task 1  |   |  |
| 6  |   | SLR Task 1  | Business Studies Task 2<br>Hospitality Event 3<br>FSK Task 3   |
| 7  | Aboriginal Studies Task 1<br>Maths Standard 1/2 Task 1  | Modern History Task 2<br>SLR Ongoing Prac Assessment  | Hospitality Work Placement (all week)  |
| 8  | Music Task 1  | Aboriginal Studies Task 2<br>CAFS Task 2<br>English Studies Task 2<br>FSK Task 1<br>Maths Standard 1/2 Task 2<br>Mathematics Task 2 | Visual Art Task 2<br>CAFS Task 3<br>SLR Task 3<br>Construction Cluster 3   |
| 9  | Ancient History Task 1<br>Modern History Task 1<br>CAFS Task 1<br>Hospitality Event 1<br>English Advanced and Standard Task 1<br>English Studies Task 1<br>Maths Ext 1 Task 1                               | Ancient History Task 2<br>Food Technology Task 2<br>PDHPE Task 2<br>English Advanced and Standard Task 1<br>Maths Ext 1 Task 2      | Ancient History Exam<br>Aboriginal Studies Exam<br>Business Studies Exam<br>Legal Studies Exam<br>Modern History Exam<br>Visual Art Exam<br>Music Exam<br>Food Technology<br>Industrial Technology Timber<br>PDHPE |
| 10 | Business Studies Task 1<br>Legal Studies Task 1<br>Industrial Technology Timber Task 1<br>PDHPE Task 1<br>Sports Coaching Event 4<br>Food Technology Task 1<br>Construction Cluster 1<br>Mathematics Task 1 | Hospitality Half Yearly Exam (in class quiz)<br><br>Construction Cluster 2<br>Sports Coaching Event 3b<br>Sports Coaching Event 5   | English Advanced and Standard Task 3<br>English Studies Task 3<br>Sports Coaching Event 6<br>Maths Standard 1/2 Exam<br>Mathematics Exam<br>Maths Ext Exam   |

- Term 4, week 2, 2021 - Construction work placement 35 hours Mon - Sun
- Work Experience for Sports Coaching yet to be determined

**Hunter Sports High School**  
**Year 11 ABORIGINAL STUDIES**

|   | Task 1                   | Task 2                            | Task 3   | Component Weighting |
|---|--------------------------|-----------------------------------|--|---------------------|
| Task Description  | Research and source work | Case Study: Report                | Yearly Examination                             |                     |
| Date  | Term 1 Week 7            | Term 2 Week 8                     | During exam period                             |                     |
| Outcomes  | P2.1, P2.2, P4.1         | P2.2, P3.2, P3.3, P4.1, 4.2, P4.3 | P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3 |                     |
| Component   |                          |                                   |  |                     |
| Knowledge and understanding of course content   | 10                       | 5                                 | 25   | 40                  |
| Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 5                        | 5                                 | 5  | 15                  |
| Research and inquiry methods, including aspects of the Local Community Case Study                           | 10                       | 10                                |  | 20                  |
| Communication of information, ideas and issues in appropriate forms   | 5                        | 10                                | 10   | 25                  |
| Task Weighting  | 30                       | 30                                | 40   | 100                 |

**SYLLABUS OUTCOMES****ABORIGINAL STUDIES**

| <b>Outcome</b> | <b>Description</b>   |
|----------------|--|
| <b>P1.1</b>    | <b>Identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non Aboriginal peoples</b>             |
| <b>P1.2</b>    | <b>Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights</b>                               |
| <b>P1.3</b>    | <b>Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures</b>                        |
| <b>P2.1</b>    | <b>Explains the meaning of the Dreaming to Aboriginal peoples</b>  |
| <b>P2.2</b>    | <b>Explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples</b> |
| <b>P3.1</b>    | <b>Describes government policies, legislation and legal decisions in relation to racism and discrimination</b>   |
| <b>P3.2</b>    | <b>Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity</b>                     |
| <b>P3.3</b>    | <b>Explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions</b>                       |
| <b>P4.1</b>    | <b>Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives</b>           |
| <b>P4.2</b>    | <b>Undertakes community consultation and fieldwork and applies ethical research practices</b>  |
| <b>P4.3</b>    | <b>Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</b>   |

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| <b>Component</b>   | <b>Weighting</b> |
|--|------------------|
| <b>Knowledge and understanding of course content</b>   | <b>40</b>        |
| <b>Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives</b> | <b>15</b>        |
| <b>Research and inquiry methods, including aspects of the Local Community Case Study</b>                           | <b>20</b>        |
| <b>Communication of information, ideas and issues in appropriate forms</b>   | <b>25</b>        |
| <b>Total Weighting</b>   | <b>100</b>       |

**Hunter Sports High School**  
**Year 11 ANCIENT HISTORY**

|   | Task 1                          | Task 2  | Task 3                                   | Component Weighting |
|---|---------------------------------|---|--|---------------------|
| <b>Task Description</b>   | Source analysis                 | Historical investigation - Research and essay   | Yearly examination                       |                     |
| <b>Date</b>   | Term 1 week 9                   | Term 2 week 9                                   | During examination period                |                     |
| <b>Outcomes</b>   | AH11-6 AH11-7<br>AH11-9 AH11-10 | AH11-3 AH11-4<br>AH11-5 AH11-6 AH11-8<br>AH11-9 | AH11-1 AH11-2<br>AH11-6 AH11-7<br>AH11-9 |                     |
| <b>Component</b>  |                                 |   |  |                     |
| Knowledge and understanding of course content                                   | <b>10</b>                       |   | <b>30</b>                                | 40                  |
| Historical skills in the analysis and evaluation of sources and interpretations | <b>5</b>                        | <b>10</b>                                       | <b>5</b>                                 | 20                  |
| Historical inquiry and research   | <b>10</b>                       | <b>10</b>                                       |  | 20                  |
| Communication of historical understanding in appropriate forms                  | <b>5</b>                        | <b>10</b>                                       | <b>5</b>                                 | 20                  |
| <b>Task Weighting</b>   | <b>30</b>                       | <b>30</b>                                       | <b>40</b>                                | <b>100</b>          |

**SYLLABUS OUTCOMES****ANCIENT HISTORY**

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

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| <b>Component</b>  | <b>Weighting</b> |
|---|------------------|
| Knowledge and understanding of course content                                   | <b>40</b>        |
| Historical skills in the analysis and evaluation of sources and interpretations | <b>20</b>        |
| Historical inquiry and research   | <b>20</b>        |
| Communication of historical understanding in appropriate forms                  | <b>20</b>        |
| <b>Total Weighting</b>  | <b>100</b>       |

## Hunter Sports High School

### Year 11 BIOLOGY

| Component                        | Task 1  | Task 2  | Task 3  | Weighting % |
|----------------------------------|---|---|---|-------------|
|                                  | Practical Investigation<br>Microscopy   | Depth Study Presentation  | Yearly Examination  |             |
|                                  | Term 1, Week 9  | Term 2, Week 8  | Term 3, Week 10   |             |
|                                  | Outcomes assessed<br>BIO11/12-1 BIO11/12-2<br>BIO11/12-3<br>BIO11/12-7<br>BIO11-9 | Outcomes assessed<br>BIO11/12-1<br>BIO11/12-4 BIO11/12-5<br>BIO11/12-6 BIO11/12-7<br>BIO11-10 | Outcomes assessed<br>BIO11/12-4<br>BIO11/12-5<br>BIO11/12-6<br>BIO11/12-7<br>BIO11-8<br>BIO11-9<br>BIO11-10<br>BIO11-11 |             |
| Skills in Working Scientifically | 20  | 20  | 20  | 60          |
| Knowledge and understanding      | 10  | 10  | 20  | 40          |
| Total %                          | 30  | 30  | 40  | 100         |

## BIOLOGY- STAGE 6 OUTCOMES

| <u><b>SKILLS</b></u>   |   | <u><b>Knowledge and Understanding</b></u>   |  |
|--|---|---|--|
| <b>STUDENTS</b> <ul style="list-style-type: none"> <li>Develop skills in applying the processes of Working Scientifically</li> </ul> |   | <b>STUDENTS</b> <ul style="list-style-type: none"> <li>Develop knowledge and understanding of the structure and function of organisms.</li> <li>Develop knowledge and understanding of the Earth's biodiversity and the effects of evolution.</li> <li>Develop knowledge and understanding of heredity and genetic technologies</li> <li>Develop knowledge and understanding of the effects of disease and disorders</li> </ul> |  |
| BIO11/12-1   | Develops and evaluates questions and hypotheses for scientific investigation  | BIO11-8   | Describes single cells as the basis for all life by analysing and explaining cells ultrastructure and the biochemical process.   |
| BIO11/12-2   | Designs and evaluates investigations in order to obtain primary and secondary data and information                      | BIO11-9   | Explains the structure and function of multicellular organisms and describes how the coordinated activity of the cells, tissues and organs contribute to macroscopic process in organisms. |
| BIO11/12-3   | Conducts investigations to collect valid and reliable primary and secondary data and information                        | 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.                     |
| BIO11/12-4   | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media. | BIO11-11  | Analyses ecosystems dynamics and the interrelationships of organisms within the ecosystem.   |
| BIO11/12-5   | Analyses and evaluates primary and secondary data and information.  |   |  |
| BIO12/12-6   | Solves scientific problems using primary and secondary data, critical thinking skills and scientific process.           |   |  |

**Hunter Sports High School**  
**Year 11 BUSINESS STUDIES**

|  | Task 1                         | Task 2                   | Task 3                              | Component Weighting |
|--|--------------------------------|--------------------------|-------------------------------------|---------------------|
| Task Description   | Media File and Business Report | Business Plan for an SME | Yearly Examination                  |                     |
| Date   | Term 1 Week 10                 | Term 3 Week 6            | During exam period                  |                     |
| Outcomes   | P1, P2, P6, P7                 | P4, P7, P8, P9           | P1, P2, P3, P4, P5, P6, P8, P9, P10 |                     |
| Component  |                                |                          |                                     |                     |
| Knowledge and understanding of course content                                | 10                             | 10                       | 20                                  | 40                  |
| Stimulus based skills  |                                | 5                        | 15                                  | 20                  |
| Inquiry and research   | 10                             | 10                       |                                     | 20                  |
| Communication of business information, ideas and issues in appropriate forms | 10                             | 5                        | 5                                   | 20                  |
| Task Weighting   | 30                             | 30                       | 40                                  | 100                 |

**SYLLABUS OUTCOMES****Year 11 BUSINESS STUDIES**

| <b>Outcome</b> | <b>Description</b>   |
|----------------|--|
| <b>P1</b>      | <b>Discuss the nature of business, its role in society and types of business structure</b>         |
| <b>P2</b>      | <b>Explains the internal and external influences on business</b>                                   |
| <b>P3</b>      | <b>Describes the factors contributing to the success or failure of small to medium enterprises</b> |
| <b>P4</b>      | <b>Assesses the processes and interdependence of key business functions</b>                        |
| <b>P5</b>      | <b>Examines the application of management theories and strategies</b>                              |
| <b>P6</b>      | <b>Analyses the responsibilities of business to internal and external shareholders</b>             |
| <b>P7</b>      | <b>Plans and conducts investigations to contemporary business issues</b>                           |
| <b>P8</b>      | <b>Evaluates information for actual and hypothetical business situations</b>                       |
| <b>P9</b>      | <b>Communicates business information and issues in appropriate formats</b>                         |
| <b>P10</b>     | <b>Applies mathematical concepts appropriately in business situations</b>                          |

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| <b>Component</b>  | <b>Weighting</b> |
|---|------------------|
| <b>Knowledge and understanding of course content</b>                                | <b>40</b>        |
| <b>Stimulus-based skills</b>  | <b>20</b>        |
| <b>Inquiry and research</b>   | <b>20</b>        |
| <b>Communication of business information, ideas and issues in appropriate forms</b> | <b>20</b>        |
| <b>Total Weighting</b>  | <b>100</b>       |

**Hunter Sports High School**  
**Year 11 COMMUNITY & FAMILY STUDIES**

|  | Task 1                                 | Task 2                                   | Task 3  | Weight |
|--|--|--|---|--------|
| Description  | Scenario/ Essay<br>Resource Management | Interview/Case<br>Individuals and Groups | Research and Analysis<br>Families and Communities |        |
| Core/Option  | Core 1                                 | Core 2                                   | Core 3  |        |
| Due Date   | Term1 Week 8/9                         | Term 2, Week 7/8                         | Term 3, 7/8                                       |        |
| Outcomes Assessed  | P1.1, P1.2, P4.2, P6.1, P5.1           | P2.1, P2.3, P3.2, P4.1, P4.2, P6.2       | P2.2, P2.4, P3.1, P3.2, P4.1, P4.2                |        |
| Component  |  |  |   |        |
| <ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>                                  | 20                                     | 10                                       | 10  | 40     |
| <ul style="list-style-type: none"> <li>Skills in critical thinking, research methodology, analysing and communicating</li> </ul> | 10                                     | 25                                       | 25  | 60     |
| weighting  | 30                                     | 35                                       | 30  | 100    |

**SYLLABUS OUTCOMES****Year 11 COMMUNITY & FAMILY STUDIES**

| <b>Outcome</b> | <b>Description</b>   |
|----------------|--|
| <b>P1.1</b>    | <b>Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</b>      |
| <b>P1.2</b>    | <b>Proposes effective solutions to resource problems</b>   |
| <b>P2.1</b>    | <b>Accounts for the roles and relationships that individuals adopt within groups</b>   |
| <b>P2.2</b>    | <b>Describes the role of the family and other groups in the socialisation of individuals</b>                                       |
| <b>P2.3</b>    | <b>Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</b>  |
| <b>P2.4</b>    | <b>Analyses the inter-relationships between internal and external factors and their impact on family functioning</b>               |
| <b>P3.1</b>    | <b>Explains the changing nature of families and communities in contemporary society</b>  |
| <b>P3.2</b>    | <b>Analyses the significance of gender defining roles and relationships</b>  |
| <b>P4.1</b>    | <b>Utilises research methodology appropriate to the study of social issues</b>   |
| <b>P4.2</b>    | <b>Presents information in written, oral and graphic form</b>  |
| <b>P5.1</b>    | <b>Applies management processes to maximise the efficient use of resources</b>   |
| <b>P6.1</b>    | <b>Distinguishes those that enhance wellbeing</b>  |
| <b>P6.2</b>    | <b>Uses critical thinking to enhance decision-making</b>   |
| <b>P7.1</b>    | <b>Appreciates differences among individuals, groups and families within communities and values their contributions to society</b> |
| <b>P7.2</b>    | <b>Develops a sense of responsibility for the wellbeing of themselves and others</b>   |
| <b>P7.3</b>    | <b>Appreciates the value of resource management in response to change</b>  |
| <b>P7.4</b>    | <b>Values the place of management in coping with a variety of role expectations</b>  |

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| <b>Component</b>  | <b>Weighting</b> |
|---|------------------|
| <b>Knowledge and understanding of course content</b>                                  | <b>40</b>        |
| <b>Skills in critical thinking, research methodology, analysing and communicating</b> | <b>60</b>        |
| <b>Total Weighting</b>  | <b>100</b>       |

**Hunter Sports High School**  
**Year 11 CHEMISTRY**

| <b>Component</b>                        | <b>Task 1</b>  | <b>Task 2</b>   | <b>Task 3</b>  | <b>Weighting %</b> |
|---|--|---|--|--------------------|
|   | <b>Practical Test</b><br><br>Module 1<br>Properties and Structure<br>of Matter         | <b>Depth Study Report</b><br><br>Module 2<br>Quantitative Chemistry                                 | <b>Yearly Examination</b>  |                    |
|   | Term 1, Week 8   | Term 2, Week 8  | Term 3, Week 10  |                    |
|   | <b>Outcomes assessed</b><br>CH11/12-1<br>CH11/12-2<br>CH11/12-4<br>CH11/12-7<br>CH11-8 | <b>Outcomes assessed</b><br>CH11/12-1<br>CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH11-9 | <b>A range outcomes assessed from</b><br><br>CH11/12-1 to CH11/12-7<br>and<br>CH11-8 to<br>CH11-11 |                    |
| <b>Skills in Working Scientifically</b> | 20   | 30  | 10   | <b>60</b>          |
| <b>Knowledge and understanding</b>      | 10   | 10  | 20   | <b>40</b>          |
| <b>Total %</b>                          | <b>30</b>  | <b>40</b>   | <b>30</b>  | <b>100</b>         |

## CHEMISTRY- STAGE 6 OUTCOMES

| <u><b>SKILLS</b></u>   |  | <u><b>Knowledge and Understanding</b></u>   |   |
|--|--|---|---|
| <b>STUDENTS</b> <ul style="list-style-type: none"> <li>Develop skills in applying the processes of Working Scientifically</li> </ul> |  | <b>STUDENTS</b> <ul style="list-style-type: none"> <li>Develop knowledge and understanding of the fundamentals of Chemistry</li> <li>Develop knowledge and understanding of the trends and driving forces in chemical interactions</li> <li>Develop knowledge and understanding of equilibrium and acid reactions in chemistry</li> <li>Develop knowledge and understanding of the applications of chemistry</li> </ul> |   |
| CH11/12-1  | Develops and evaluates questions and hypotheses for scientific investigation   | CH11-8  | Explores the properties and trends in the physical, structural and chemical aspects of matter.  |
| CH11/12-2  | Designs and evaluates investigations in order to obtain primary and secondary data and information                     | CH11-9  | Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.   |
| CH11/12-3  | Conducts investigations to collect valid and reliable primary and secondary data and information                       | CH11-10   | Explores the many different types of chemical reactions, in particular the reactivity of metals and the factors that affect the rate of chemical reactions. |
| CH11/12-4  | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | CH11-11   | Analyses the energy considerations in the driving force for chemical reactions.   |
| CH11/12-5  | Analyses and evaluates primary and secondary data and information  |   |   |
| CH11/12-6  | Solves scientific problems using primary and secondary data, critical thinking skills and scientific process.          |   |   |
| CH11/12-7  | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.      |   |   |

# Hunter Sports High School

## CONSTRUCTION



**RTO 90162 Public Schools NSW, Tamworth**

**COURSE:** Construction

**Student Competency Assessment Schedule**

**Preliminary outcome:** CPC20211 Certificate II in Construction Pathways

| Assessment Events for<br>CPC20211 Certificate II in Construction Pathways |  | Cluster 1                          | Cluster 2                          | Cluster 3                          | Work Placement<br>70 hours total   | Yearly Exam*                         |
|---|--|------------------------------------|------------------------------------|------------------------------------|--|--------------------------------------|
|   |  | Let's Get Started                  | Work Safe, Stay Safe               | When at Work                       |  |                                      |
|   |  | Date: TBA<br>Week:<br>Term: 1 2021 | Date: TBA<br>Week:<br>Term: 3 2021 | Date: TBA<br>Week:<br>Term: 3 2021 | Date: 11 <sup>th</sup> to 17 <sup>th</sup><br>October 2021<br>Week: 2<br>Term: 4 | Date: TBA<br>Week: 9 & 10<br>Term: 3 |
| Code  | Unit of Competency   |                                    |                                    |                                    |  |                                      |
| CPCCWHS1001   | Prepare to work safely in the construction industry                          | ✓                                  |                                    |                                    |  | ✓                                    |
| CPCCOHS2001A  | Apply OHS requirements, policies and procedures in the construction industry |                                    | ✓                                  |                                    | ✓  | ✓                                    |
| CPCCCA2011A   | Handle carpentry materials   |                                    | ✓                                  |                                    | ✓  | ✓                                    |
| CPCCCA2002B   | Use carpentry materials  |                                    | ✓                                  |                                    | ✓  | ✓                                    |
| CPCCCM1015  | Carry out measurements and calculations                                      |                                    | ✓                                  |                                    | ✓  | ✓                                    |
| CPCCCM1014  | Conduct workplace communication  |                                    |                                    | ✓                                  | ✓  | ✓                                    |
| CPCCCM1012  | Work effectively and sustainably in the construction industry                |                                    |                                    | ✓                                  |  | ✓                                    |

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards a Certificate II in Construction Pathways. 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".

\* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

## Hunter Sports High School

### Year 11 ENGLISH Extension

|                  | Task 1                         | Task 2                 | Task 3  |
|------------------|--------------------------------|------------------------|---|
| Task Description | Imaginative Writing            | Analytical Response    | Multimodal Presentation<br>(Research Project) |
| Date             | Term 1 Week 11                 | Term 2 Week 10         | Term 3 Week 8                                 |
| Outcomes         | EE11-1, EE11-3, EE11-5, EE11-6 | EE11-1, EE11-2, EE11-3 | EE11-2, EE11-4, EE11-5, EE11-6                |
| Task Weighting   | 30%                            | 30%                    | 40%   |

**SYLLABUS OUTCOMES**  
**Year 11 ENGLISH EXTENSION**

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

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| <b>Component</b>  | <b>Weighting</b> |
|---|------------------|
| Knowledge and understanding of complex texts and of how and why they are valued | 50               |
| Skills in complex analysis, sustained composition and independent investigation | 50               |
|   | 100              |

**Hunter Sports High School**  
**Year 11 ENGLISH - ADVANCED**

| <b>Module of Study</b> | <b>Reading to Write</b>                | <b>Narratives that shaped our World</b>   | <b>Critical Study of Literature</b>        |
|------------------------|--|---|--|
| <b>Details</b>         | <b>Task 1<br/>Portfolio of Writing</b> | <b>Task 2<br/>Multimodal Presentation</b> | <b>Task 3<br/>Examination - Analytical</b> |
| <b>Due Date</b>        | Term 1 Week 9                          | Term 2 Week 9                             | Term 3 Week 9 and 10<br>(exam period)      |
| <b>Outcomes</b>        | EA11-1, EA11-2, EA11-3,<br>EA11-9      | EA11-2, EA11-3, EA11-5, EA11-6            | EA11-1, EA11-4, EA11-7, EA11-8             |
| <b>Weighting</b>       | <b>40%</b>                             | <b>30%</b>                                | <b>30%</b>                                 |

## SYLLABUS OUTCOMES

### ENGLISH - ADVANCED

| Outcome | Description   |
|---------|---|
| EA11-1  | A student responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   |
| EA11-2  | A student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies                                  |
| EA11-3  | A student analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning |
| EA11-4  | A student strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts  |
| EA11-5  | A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.   |
| EA11-6  | A student investigates and evaluates the relationships between texts  |
| EA11-7  | A student evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued  |
| EA11-8  | A student explains and evaluates cultural assumptions and values in texts and their effects on meaning  |
| EA11-9  | A student reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner  |

### Assessment Components and Weightings

The mandatory components and weightings for the Year 11 Course are set out below:

| Component  | Weighting |
|--|-----------|
| Knowledge and understanding of course content  | 50        |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50        |
|  | 100       |

**Hunter Sports High School**  
**Year 11 ENGLISH-STANDARD**

| <b>Module</b>           | <b>Reading to Write</b>                                   | <b>Contemporary Possibilities</b>                         | <b>Close Study of Literature</b>                       |
|-------------------------|---|---|--|
| <b>Task Description</b> | <b>Task 1</b><br><b>Portfolio of Writing + Reflection</b> | <b>Task 2</b><br><b>Podcast (Multimodal Presentation)</b> | <b>Task 3</b><br><b>Examination- Critical Response</b> |
| <b>Date</b>             | Term 1 Week 9   | Term 2 Week 9   | Term 3 Week 9 and 10<br>(exam period)                  |
| <b>Outcomes</b>         | <b>EN11-1, EN11-2 EN11-3, EN1-9</b>                       | <b>EN11-2, EN11-3, EN11-5, EN11-8</b>                     | <b>EN11-1, EN11-4, EN11-6, EN11-7</b>                  |
| <b>Task Weighting</b>   | <b>40%</b>  | <b>30%</b>  | <b>30%</b>   |

### SYLLABUS OUTCOMES ENGLISH-STANDARD

| Outcome | Description   |
|---------|---|
| 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                      |
| EN 11-3 | Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning         |
| EN 11-4 | applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts   |
| EN 11-5 | thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments |
| EN 11-6 | investigates and explains the relationships between texts   |
| EN 11-7 | understands and explains the diverse ways texts can represent personal and public worlds  |
| EN 11-8 | identifies and explains cultural assumptions in texts and their effects on meaning  |
| EN 11-9 | reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.                                   |

#### Assessment Components and Weightings

The mandatory components and weightings for the Year 11 Course are set out below:

| Component  | Weighting |
|--|-----------|
| Knowledge and understanding of course content  | 50        |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50        |
|  | 100       |

**Hunter Sports High School**  
**Year 11 ENGLISH STUDIES**

| <b>Module</b>           | <b>Achieving Through English (Mandatory Module)</b> | <b>Let's Rock</b>                                  | <b>Part of the Family</b>                   |
|-------------------------|---|--|---|
| <b>Task Description</b> | <b>Task 1</b><br><b>Application and Interview</b>   | <b>Task 2</b><br><b>Listening and Writing Task</b> | <b>Task 3</b><br><b>Classwork Portfolio</b> |
| <b>Date</b>             | Term 1 Week 9                                       | Term 2 Week 9                                      | Term 3 Week 9                               |
| <b>Outcomes</b>         | <b>ES11-1, ES11-3, ES11-6, ES11-10</b>              | <b>ES11-2, ES11-5, ES11-8</b>                      | <b>ES11-4, ES11-7, ES11-9</b>               |
| <b>Task Weighting</b>   | <b>30%</b>  | <b>30%</b>   | <b>40%</b>                                  |

## SYLLABUS OUTCOMES ENGLISH STUDIES

| Outcome | Description  |
|---------|--|
| 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, mediums, 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  |

### Assessment Components and Weightings

The mandatory components and weightings for the Year 11 Course are set out below:

| Component  | Weighting |
|--|-----------|
| Knowledge and understanding of course content  | 50%       |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50%       |
|  | 100%      |

## Hunter Sports High School Year 11 Food Technology

|  |                       | TASK 1                           | TASK 2                     | TASK 3                     |
|--|-----------------------|----------------------------------|----------------------------|----------------------------|
| <b>Task Description</b>  |                       | Nutrition Research<br>Case Study | Food Quality Investigation | Yearly Examination         |
| <b>Date</b>  |                       | Term 1, 2021<br>Week 11          | Term 2, 2021<br>Week 9     | Term 3, 2021<br>Weeks 9/10 |
| <b>Outcomes</b>  | <b>Task Weighting</b> | P3.1, P3.2, P4.2, P4.3, P5.1     | P2.2, P3.2, P4.1, P4.4     | All course outcomes        |
| Knowledge and understanding of course content                                    | 40                    | 5                                | 5                          | 30                         |
| Knowledge and skills in designing, researching, analysing and evaluating         | 30                    | 15                               | 5                          | 10                         |
| Skills in experimenting with and preparing food by applying theoretical concepts | 30                    | 10                               | 20                         |                            |
| <b>Totals</b>  | <b>100</b>            | <b>30</b>                        | <b>30</b>                  | <b>40</b>                  |

**SYLLABUS OUTCOMES**

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

## Hunter Sports High School

### PRELIMINARY HOSPITALITY (20316)

RTO 90162 Public Schools NSW, Tamworth

**COURSE:** SIT20316 Certificate II in Hospitality

**Preliminary outcome:** Statement of Attainment toward a SIT20316 Certificate II in Hospitality

**Student Competency Assessment Schedule**

| Delivery Strategy A<br>Assessment Events for<br>SIT20316 Certificate II in Hospitality<br>(Must be edited to suit school delivery – refer to TAS) |            |   | Event 1<br>Cook Safe, Work Safe,<br>Eat Safe | Event 2<br>Love to serve           | Event 3<br>Keeping up to date      | Event 6 A<br>Working in Industry<br>(Work Placement A) | Event<br>Preliminary Half Year<br>Exam* | Event<br>Preliminary Yearly<br>Exam* |
|---|------------|---|--|------------------------------------|------------------------------------|--|---|--------------------------------------|
| Cluster   |            |   | Term 1 2021<br>Week 9<br>Date: TBA           | Term 3 2021<br>Week 2<br>Date: TBA | Term 3 2021<br>Week 6<br>Date: TBA | Term 3<br>Week 7<br>Date: 23/8 to 29/8/21              | Term 2<br>Week 9 & 10<br>Date: TBA      | Term 3<br>Week 9 & 10<br>Date: TBA   |
| Cluster   | Code       | Unit of Competency  |  |                                    |                                    |  |   |                                      |
| Event 1<br>Cook Safe, Work Safe,<br>Eat Safe  | SITXWHS001 | Participate in safe work practices                                    | ✓  |                                    |                                    |  |   |                                      |
|   | SITXFSA001 | Use hygienic practices for food safety                                | ✓  |                                    |                                    |  |   |                                      |
|   | SITHCCC001 | Use food preparation equipment<br>✓ collecting evidence towards       | ✓*   |                                    |                                    |  |   |                                      |
| Event 2<br>Love to serve  | SITXCCS003 | Interact with customers<br>✓ collecting evidence towards              |  | ✓*                                 |                                    |  |   |                                      |
|   | SITHFAB007 | Serve food and beverage   |  | ✓                                  |                                    |  |   |                                      |
|   | SITHFAB004 | Prepare and serve non-alcoholic beverages                             |  | ✓                                  |                                    |  |   |                                      |
|   | BSBWOR203  | Work effectively with others<br>✓ collecting evidence towards         |  | ✓*                                 |                                    |  |   |                                      |
|   | SITHCCC001 | Use food preparation equipment<br>✓ collecting evidence towards       |  | ✓*                                 |                                    |  |   |                                      |
| Event 3<br>Keeping up to date   | SITHIND002 | Source and use information on the hospitality industry                |  |                                    | ✓                                  |  |   |                                      |
| Event 6 A<br>Working in Industry<br>(Work placement A)  | SITHIND003 | Use Hospitality skills effectively<br>✓ collecting evidence towards   |  |                                    |                                    | ✓*   |   |                                      |
|   | SITXCOM002 | Show social and cultural sensitivity<br>✓ collecting evidence towards |  |                                    |                                    | ✓*   |   |                                      |

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate II in Hospitality** or a Statement of Attainment towards a **Certificate II in Hospitality**. 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".

\* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

✓\* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of competent is made

## Hunter Sports High School

### PRELIMINARY INDUSTRIAL TECHNOLOGY-TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

| Components   | Weighting   | Task 1                                     | Task 2                                  | Task 3               |
|--|---|--|---|----------------------|
| Task Description   |   | Industry Study                             | Practical Project & Communication folio | Preliminary Exam     |
| Date   |   | Term: 1<br>Week: 10                        | Term: 3<br>Week: 4                      | Term: 3<br>Week: 7/8 |
| Outcomes   |   | P1.1 P1.2 P2.1 P3.2<br>P5.1 P6.2 P7.1 P7.2 | P2.2 P3.1 P3.3 P4.1<br>P4.2 P4.3 P5.2   | All Outcomes         |
| Knowledge and understanding of course content                                    | 40%   | 20%  |   | 20%                  |
| Knowledge and skills in the management, communication and production of projects | 60%   | 10%  | 40%                                     | 10%                  |
| <b>TOTAL MARKS:</b>  | <b>100%</b>   | <b>30%</b>                                 | <b>40%</b>                              | <b>30%</b>           |
| <b>Outcomes</b>  |   |  |   |                      |
| <b>Course Outline Components:</b>  | <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design, Management &amp; Communication</li> <li>• Production</li> <li>• Industry Related Manufacturing Technology</li> </ul> |  |   |                      |

## **COURSE: Preliminary – Industrial Technology – Timber Products & Furniture Technologies**

### **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 | Explains the impact of one related industry on the social and physical environment                                    |
| P7.2 | Identifies the impact of existing, new and emerging techniques of one related industry on society and the environment |

### **Assessment Components and Weightings**

**The mandatory components and weightings for the Year 11 Course are set out below:**

| <b>Component</b>   | <b>Weighting</b> |
|--|------------------|
| Knowledge and understanding of course content                                    | 40               |
| Knowledge and skills in the management, communication and production of projects | 60               |
|  | 100              |

**Hunter Sports High School**  
**Investigating Science – Year 11**

| Component                        | Task 1  | Task 2  | Task 3   | Weighting % |
|----------------------------------|---|---|--|-------------|
|                                  | Extended Investigation  | Depth Study   | Yearly Examination   |             |
|                                  | Week 8<br>Term 1  | Week 9<br>Term 2  | Week 10<br>Term 3  |             |
|                                  | Outcomes assessed<br>INS11/12-1, INS11/12-2,<br>INS11/12-3, INS11/12-4,<br>INS11/12-7, INS11/12-8 | Outcomes assessed<br>INS11/12-1, INS11/12-<br>2, INS11/12-5,<br>INS11/12-7, INS11/12-<br>10 | Outcomes assessed INS11/12-<br>1, INS11/12-2, INS11/12-3,<br>INS11/12-4<br>INS11/12-5<br>INS11/12-6 INS11/12-7<br>INS11-8<br>INS11-9<br>INS11-10<br>INS11-11 |             |
| Skills in Working Scientifically | 20  | 20  | 20   | 60          |
| Knowledge and Understanding      | 10  | 20  | 10   | 40          |
| <b>Total %</b>                   | <b>30</b>   | <b>40</b>   | <b>30</b>  | <b>100</b>  |

| Investigating Science- STAGE 6 OUTCOMES  |   |  |   |
|--|---|--|---|
| <u>SKILLS</u>  |   | <u>Knowledge and Understanding</u>   |   |
| <b>STUDENTS</b> <ul style="list-style-type: none"> <li>Develop skills in applying the processes of Working Scientifically</li> </ul> |   | <b>STUDENTS</b> <ul style="list-style-type: none"> <li>Develop knowledge and understanding of cause and effect.</li> <li>Develop knowledge and understanding of models, theories and laws.</li> <li>Develop knowledge and understanding of science and technology</li> <li>Develop knowledge and understanding of contemporary issues involving science</li> </ul> |   |
| INS11/12-1   | Develops and evaluates questions and hypotheses for scientific investigation                                  | INS11/11-8   | Identifies that the collection of primary and secondary data initiates scientific investigations.             |
| INS11-12-2   | Designs and evaluates investigations in order to obtain primary and secondary data and information            | INS11/11-9   | Examines the use of inferences and generalisation in scientific investigations.                               |
| INS11/12-4   | Conducts investigations to collect valid and reliable primary and secondary data and information              | INS11/11-10  | Develops and engages with modelling as an aid in predicting and simplifying scientific objects and processes. |
| INS11/12-5   | Analyses and evaluates primary and secondary data and information.  | INS11-11   | Describes and assesses how scientific explanations, laws and theories have developed.                         |
| INS11/12-6   | Solves scientific problems using primary and secondary data, critical thinking skills and scientific process. |  |   |

**Hunter Sports High School**  
**Year 11 LEGAL STUDIES**

|  | <b>Task 1</b>                   | <b>Task 2</b>                  | <b>Task 3</b>                                  | <b>Component Weighting</b> |
|--|---------------------------------|--------------------------------|--|----------------------------|
| <b>Task Description</b>  | <b>Law reform investigation</b> | <b>Media File and Response</b> | <b>Final Examination</b>                       |                            |
| <b>Date</b>  | <b>Term 1<br/>Week 10</b>       | <b>Term 3<br/>Week 2</b>       | <b>During examination period</b>               |                            |
| <b>Outcomes</b>  | <b>P1, P3, P4, P6, P10</b>      | <b>P2, P4, P5, P8, P9,</b>     | <b>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</b> |                            |
| <b>Component</b>   |                                 |                                |  |                            |
| <b>Knowledge and understanding of course content</b>                                     |                                 | <b>10</b>                      | <b>30</b>                                      | <b>40</b>                  |
| <b>Analysis and evaluation</b>   | <b>10</b>                       | <b>5</b>                       | <b>5</b>                                       | <b>20</b>                  |
| <b>Inquiry and research</b>  | <b>10</b>                       | <b>10</b>                      |  | <b>20</b>                  |
| <b>Communication of Legal Studies information, issues and ideas in appropriate forms</b> | <b>10</b>                       | <b>5</b>                       | <b>5</b>                                       | <b>20</b>                  |
| <b>Task Weighting</b>  | <b>30</b>                       | <b>30</b>                      | <b>40</b>                                      | <b>100</b>                 |

**SYLLABUS OUTCOMES****LEGAL STUDIES**

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

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| Component   | Weighting |
|---|-----------|
| Knowledge and understanding of course content                                     | 40        |
| Analysis and evaluation   | 20        |
| Inquiry and research  | 20        |
| Communication of Legal Studies information, issues and ideas in appropriate forms | 20        |
| Task Weighting  | 100       |

**Hunter Sports High School**  
**YEAR 11 MATHEMATICS-STANDARD 1/2**

|   | Task 1             | Task 2                    | Task 3                     | Component Weighting |
|---|--------------------|---------------------------|----------------------------|---------------------|
| Task Description                          | Investigation Task | Practical Assessment Task | Final Examination assisted |                     |
| Date                                      | Term 1 Week 7      | Term 2 Week 8             | Term 3 Examination period  |                     |
| Outcomes                                  | MS11-1, 9, 10      | MS 11-2,7,9,10            | All Outcomes tested        |                     |
| Component                                 |                    |                           |                            |                     |
| Understanding, fluency, communication     | 15%                | 15%                       | 20%                        | 50%                 |
| Problem solving, reasoning, justification | 15%                | 15%                       | 20%                        | 50%                 |
| Task Weighting                            | 30%                | 30%                       | 40%                        | 100%                |

**SYLLABUS OUTCOMES****MATHEMATICS-STANDARD 1/2**

| <b>Outcome</b> | <b>Description</b>   |
|----------------|--|
| <b>MS11-1</b>  | <b>uses algebraic and graphical techniques to compare alternative solutions to contextual problems</b> |
| <b>MS11-2</b>  | <b>represents information in symbolic, graphical and tabular form</b>                                  |
| MS11-3         | solves problems involving quantity measurement, including accuracy and the choice of relevant units    |
| MS11-4         | performs calculations in relation to two-dimensional and three-dimensional figures                     |
| MS11-5         | models relevant financial situations using appropriate tools   |
| MS11-6         | makes predictions about everyday situations based on simple mathematical models                        |
| MS11-7         | develops and carries out simple statistical processes to answer questions posed                        |
| MS11-8         | solves probability problems involving multi stage 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 |

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| <b>Component</b>                                 | <b>Weighting</b> |
|--|------------------|
| <b>Understanding, fluency, communication</b>     | <b>50</b>        |
| <b>Problem solving, reasoning, justification</b> | <b>50</b>        |
| <b>Total Weighting</b>                           | <b>100</b>       |

**Hunter Sports High School**  
**YEAR 11 MATHEMATICS**

|   | Task 1                         | Task 2                         | Task 3              | Component Weighting |
|---|--------------------------------|--------------------------------|---------------------|---------------------|
| Task Description                          | Open Book Class Test           | Assignment / Investigation     | Final Examination   |                     |
| Date                                      | Term 1, Week 10                | Term 2, Week 8                 | Term 3, Week 9/10   |                     |
| Outcomes                                  | MA11-1, MA11-2, MA11-8, MA11-9 | MA11-1, MA11-3, MA11-8, MA11-9 | All outcomes tested |                     |
| Component                                 |                                |                                |                     |                     |
| Understanding, fluency, communication     | 15%                            | 15%                            | 20%                 | 50%                 |
| Problem solving, reasoning, justification | 15%                            | 15%                            | 20%                 | 50%                 |
| Task Weighting                            | 30%                            | 30%                            | 40%                 | 100%                |

**SYLLABUS OUTCOMES****MATHEMATICS****A student:**

**MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

**MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems

**MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

**MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

**MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

**MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

**MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

**MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

**MA11-9** provides reasoning to support conclusions which are appropriate to the context

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| Component                                 | Weighting |
|---|-----------|
| Understanding, fluency, communication     | 50        |
| Problem solving, reasoning, justification | 50        |
| Total Weighting                           | 100       |

**Hunter Sports High School**  
**YEAR 11 MATHEMATICS – EXTENSION 1**

|   | Task 1                 | Task 2                                | Task 3          | Component Weighting |
|---|------------------------|---------------------------------------|-----------------|---------------------|
| Task Description                          | Assignment             | In Class Open Book Test               | Exmaination     |                     |
| Date                                      | Term 1, Week 9         | Term 2, Week 9                        | Term 3, Week 10 |                     |
| Outcomes                                  | ME11-5, ME11-6, ME11-7 | ME11-1, ME11-2, ME11-5 ME11-6, ME11-7 | ALL OUTCOMES    |                     |
| Components                                |                        |                                       |                 |                     |
| Understanding, fluency, communication     | 15%                    | 15%                                   | 20%             | 50%                 |
| Problem solving, reasoning, justification | 15%                    | 15%                                   | 20%             | 40%                 |
| Task Weighting                            | 30%                    | 30%                                   | 40%             | 100%                |

## SYLLABUS OUTCOMES

## MATHEMATICS EXTENSION 1

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

### Assessment Components and Weightings

The mandatory components and weightings for the Year 11 Course are set out below:

| Component                     | Weighting |
|-------------------------------|-----------|
| Concepts, Skills & Techniques | 50        |
| Reasoning & Communication     | 50        |
| Total Weighting               | 100       |

## Hunter Sports High School

### PRELIMINARY MEM10119 Certificate I in Engineering

COURSE: Preliminary 2020 Manufacturing & Engineering – Introduction  
Schedule

Student Competency Assessment

Preliminary outcome: MEM10119 Certificate I in Engineering

| Assessment Events for<br>Certificate I in Engineering MEM10119 |  | Event 1                          | Event 2                          | Event 3                          | Yearly<br>Assessment          |
|--|--|----------------------------------|----------------------------------|----------------------------------|-------------------------------|
|  |  | Working safely and effectively   | Introduction to Manufacturing    | Career Planning                  |                               |
|  |  | Date:<br>Week: 6<br>Term: 1 2020 | Date:<br>Week: 9<br>Term: 3 2020 | Date:<br>Week: 6<br>Term: 4 2020 | Date:<br>Week: 10<br>Term: T3 |
|  |  |                                  |                                  |                                  |                               |
| Code   | Unit of Competency   |                                  |                                  |                                  |                               |
| <a href="#">MEM13015</a>                                       | Work safely and effectively in manufacturing and engineering         | ✓                                |                                  |                                  | ✓                             |
| <a href="#">MEM16006</a>                                       | Organise and communicate information                                 | ✓                                |                                  |                                  | ✓                             |
| <a href="#">MEM11011</a>                                       | Undertake manual handling  | ✓                                |                                  |                                  | ✓                             |
| <a href="#">MEM12023</a>                                       | Perform engineering measurements                                     |                                  | ✓                                |                                  | ✓                             |
| <a href="#">MEM12024</a>                                       | Perform computations   |                                  | ✓                                |                                  | ✓                             |
| <a href="#">MEM18001</a>                                       | Use hand tools   |                                  | ✓                                |                                  | ✓                             |
| <a href="#">MEM18002</a>                                       | Use power tools/hand held operations                                 |                                  | ✓                                |                                  | ✓                             |
| <a href="#">MEMPE005A</a>                                      | Develop a career plan for the engineering and manufacturing industry |                                  |                                  | ✓                                |                               |

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate I in Engineering MEM10119** or a Statement of Attainment towards a **Certificate I in Engineering MEM10119**. 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".

**Hunter Sports High School**  
**Year 11 MODERN HISTORY**

|   | Task 1  | Task 2                                 | Task 3                         | Component Weighting |
|---|---|--|--------------------------------|---------------------|
| Topic Focus   | Research and source work<br>Investigating Modern History: JFK Assassination | Historical Investigation               | Yearly examination             |                     |
| Date  | Term 1 Week 9   | Term 2 Week 7                          | During exam period             |                     |
| Outcomes  | MH11-6, MH11-7, MH11-9, MH11-10   | MH11-2, MH11-4, MH11-6, MH11-8, MH11-9 | MH11-1, MH11-3, MH11-5, MH11-9 |                     |
| Task Description  | Research and source work  | Research task                          | Yearly examination             |                     |
| Component   |   |  |                                |                     |
| Knowledge and understanding of course content                                   | 20  |  | 20                             | 40                  |
| Historical skills in the analysis and evaluation of sources and interpretations | 5   | 5                                      | 10                             | 20                  |
| Historical inquiry and research   |   | 15                                     | 5                              | 20                  |
| Communication of historical understanding in appropriate forms                  | 5   | 10                                     | 5                              | 20                  |
| Task Weighting  | 30  | 30                                     | 40                             | 100                 |

**SYLLABUS OUTCOMES****MODERN HISTORY**

| Outcome | Description   |
|---------|---|
| 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                                       |

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| Component   | Weighting |
|---|-----------|
| Knowledge and understanding of course content                                   | 40        |
| Historical skills in the analysis and evaluation of sources and interpretations | 20        |
| Historical inquiry and research   | 20        |
| Communication of historical understanding in appropriate forms                  | 20        |
| Total Weighting   | 100       |

**Hunter Sports High School**  
**Year 11 MUSIC**

|                         | Task 1   | Task 2  | Task 3   | Component Weighting |
|-------------------------|--|---|--|---------------------|
| <b>Task Description</b> | Computer compositional activity representing current topic | Musicology written assignment task (includes listening examples) on current topic<br>+<br>Presentation of performance piece | Detailed aural analyses of several pieces (exam style)<br>+<br>Presentation of performance piece/s |                     |
| <b>Date</b>             | TERM 1, Week 8   | TERM 2, Week 4  | TERM 3 – During Exam Period  |                     |
| <b>Outcomes</b>         | P2, P3, P5, P8, P10  | P1, P4, P6, P7, P10   | P1, P4, P5, P6, P9, P11  |                     |
| <b>Component</b>        |  |   |  |                     |
| Aural Core              |  |   | 25   | 25                  |
| Musicology Core         |  | 25  |  | 25                  |
| Composition Core        | 25   |   |  | 25                  |
| Performance Core        |  | 10  | 15   | 25                  |
| MARKS                   | 25   | 35  | 40   | 100                 |

**SYLLABUS OUTCOMES****MUSIC**

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

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| Component        | Weighting |
|------------------|-----------|
| Aural Core       | 25        |
| Performance Core | 25        |
| Musicology Core  | 25        |
| Composition Core | 25        |
|                  |           |

**Hunter Sports High School**  
**Year 11 PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION**

|  | Task 1   | Task 2                                       | Task 3                    | Weight    |
|--|--|--|---------------------------|-----------|
| Description  | Health Promotion Research & Response – Better Health for Individuals | Analysis and Application- The Body in Motion | Year 11 Final Exam        |           |
| Core/Option  | Core 1   | Core 2                                       | Core 1 & 2<br>Option 1& 2 |           |
| Due Date   | Week 9/10<br>Term 1  | Week 9<br>Term 2                             | Week 9/10<br>Term 3       |           |
| Outcomes Assessed  | P5, P15  | P7,P8, P10,P11, P16, P17                     | P1-P12, P15-P17           |           |
| Component  |  |  |                           | Weighting |
| Knowledge and understanding of course content                      | 10   | 10   | 20                        | 40        |
| Skills in critical thinking, research, analysing and communicating | 20   | 20   | 20                        | 60        |
| Weighting  | 30%  | 30%  | 40%                       | 100       |

**SYLLABUS OUTCOMES****PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION**

| Outcome | Description   |
|---------|---|
| P1      | Identifies and examines why individuals give different meanings to health   |
| P2      | Explains how a range of health behaviours affect an individual's health   |
| P3      | Describes how an individual's health is determined by a range of factors  |
| P4      | Evaluates aspects of health over which individuals can exert some control   |
| P5      | Describes factors that contribute to effective health promotion   |
| P6      | Proposes actions that can improve and maintain 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 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)                          |
| P13     | Develops, refines and performs movement compositions in order to achieve a specific purpose (option 2)                                      |
| P14     | Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (option 4) |
| 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   |

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| Component  | Weighting |
|--|-----------|
| Knowledge and understanding of course content                      | 40        |
| Skills in critical thinking, research, analysing and communicating | 60        |
| Total Weighting  | 100       |

## Hunter Sports High School SPORTS COACHING

**COURSE: Preliminary 2021 - Certificate III in Sport Coaching**

| Assessment Events for<br>SIS30519 – Certificate III in Sport Coaching |                        |   | Event 4   | Event 3b   | Event 5  | Event 6  | Work Experience  |
|---|------------------------|---|---|--|--|--|--|
|   |                        |   | Date: TBD<br>Week: 10<br>Term: 1                            | Date: TBD<br>Week: 10<br>Term: 2   | Date: TBD<br>Week: 10<br>Term: 2   | Date: TBD<br>Week: 10<br>Term: 3   | Date: TBD<br>Week: 10<br>Term: 3   |
| Event   | Code                   | Unit Of Competency  | Evidence gathering techniques                               |  |  |  |  |
|   |                        |   | Direct Observation –<br>real time, simulated<br>environment | Product based method -<br>structured activities e.g. role<br>plays, work samples,<br>presentation, reports | Portfolio – purposeful collection of<br>annotated and validated pieces of<br>evidence compiled by the learner<br>work samples, photos, videos,<br>logbooks | Questioning – written<br>or oral related to<br>knowledge e.g. quizzes,<br>interviews | Direct Observation,<br>Product based<br>method,<br>Portfolio,<br>Questioning |
| <b>Event 4</b><br>Coaching the<br>Individual                          | SISSSCO003<br>BSBRK401 | Meet participant coaching needs<br>Identify risk and apply risk management<br>processes | X   | X  | X  | X  | X  |
| <b>Event 3b</b><br>Inclusive<br>Coaching                              | SISXDIS001             | Facilitate inclusion for people with a disability                                       | X   | X  | X  | X  | X  |
| <b>Event 5</b><br>Next Level<br>Coaching                              | SISSSCO012             | Coach sports participants up to an<br>intermediate level                                | X   | X  | X  | X  | X  |
| <b>Event 6</b><br>First Aid   | HLTAID003              | First Aid   | X   |  |  | X  |  |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Sports Coaching

**A minimum of 35 hours work placement to occur during the course in an industry that provides experiences related to the UOCs included in the course**

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.

**Hunter Sports High School**  
**SPORT, LIFESTYLE & RECREATION**

|  | Task 1   | Task 2   | Task 3   | Weight     |
|--|--|--|--|------------|
| <b>Description</b>                             | Investigate a major Lifestyle Disease and how a Healthy Lifestyle can prevent this disease | Practical Assessment of Games and Sport Applications | Investigate and Examine chosen Individual Sport and Practical Assessment of Individual Sport and Application |            |
| <b>Core/Option</b>                             | Healthy Lifestyle  | Games and Sport Applications                         | Individual Games and Sport Applications  |            |
| <b>Due Date</b>                                | Week 6 Term 2  | Throughout Term 1 & 2                                | Week 8 Term 3  |            |
| <b>Outcomes Assessed</b>                       | 1.5,3.5,4.3  | 1.3,2.1,3.1, 3.2,4.1,4.4                             | 1.1, 1.3, 2.1,3.1, 3.2, 4.1, 4.4   |            |
| Knowledge & Understanding of outcome & content | 20   | 10   | 20   | 50         |
| Skills   | 10   | 20   | 20   | 50         |
| <b>Weighting</b>                               | <b>30%</b>   | <b>30%</b>   | <b>40%</b>   | <b>100</b> |

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| Component   | Weighting  |
|---|------------|
| Knowledge and Understanding of Outcomes and Content | 50         |
| Skills outcomes and content                         | 50         |
| <b>Total Weighting</b>                              | <b>100</b> |

**SYLLABUS OUTCOMES****SPORT, LIFESTYLE & RECREATION**

| <b>Outcome</b> | <b>Description</b>   |
|----------------|--|
| <b>P1.1</b>    | <b>Applies the rules and conventions that related to the participation in a range of physical activities</b>         |
| <b>P1.2</b>    | <b>Explains the relationship between physical activity, fitness and healthy lifestyle</b>                            |
| <b>P1.3</b>    | <b>Demonstrates ways to enhance safety in physical activity</b>  |
| <b>P1.4</b>    | <b>Investigates and interprets the patterns of participation in sport and physical activity in Australia</b>         |
| <b>P1.5</b>    | <b>Critically analyses the factors affecting lifestyle balance and their impact on health status</b>                 |
| <b>P1.6</b>    | <b>Describes administrative procedures that support successful performance outcomes</b>                              |
| <b>P2.1</b>    | <b>Explains the principles of skill development and training</b>   |
| <b>P2.2</b>    | <b>Analyses the fitness requirements of specific activities</b>  |
| <b>P2.3</b>    | <b>Selects and participates in physical activities that meet individual needs, interests and abilities</b>           |
| <b>P2.4</b>    | <b>Describes how societal influences impact on the nature of sport in Australia</b>                                  |
| <b>P2.5</b>    | <b>Describes the relationship between anatomy, physiology and performance</b>  |
| <b>P3.1</b>    | <b>Selects appropriate strategies and tactics for success in a range of movement contexts</b>                        |
| <b>P3.2</b>    | <b>Designs programs that respond to performance needs</b>  |
| <b>P3.3</b>    | <b>Measures and evaluates physical performance capacity</b>  |
| <b>P3.4</b>    | <b>Composes, performs and appraises movement</b>   |
| <b>P3.5</b>    | <b>Analyses personal health practices</b>  |
| <b>P3.6</b>    | <b>Assesses and responds appropriately to emergency care situations</b>  |
| <b>P3.7</b>    | <b>Analyses the impact of professionalism in sport</b>   |
| <b>P4.1</b>    | <b>Plans strategies to achieve performance goal</b>  |
| <b>P4.2</b>    | <b>Demonstrates leadership skills and a capacity to work cooperatively in movement context</b>                       |
| <b>P4.3</b>    | <b>Makes strategic plans to overcome the barriers to personal and community health</b>                               |
| <b>P4.4</b>    | <b>Demonstrates competence and confidence in movement contexts</b>   |
| <b>P4.5</b>    | <b>Recognises the skills and abilities required to adopt roles that support health, safety and physical activity</b> |
| <b>P5.1</b>    | <b>Accepts responsibility for personal and community health</b>  |
| <b>P5.2</b>    | <b>Willingly participates in regular physical activity</b>   |
| <b>P5.3</b>    | <b>Values the importance of an active lifestyle</b>  |
| <b>P5.4</b>    | <b>Values the features of a quality performance</b>  |
| <b>P5.5</b>    | <b>Strives to achieve quality in personal performance</b>  |

Hunter Sports High School  
**Skills for Work and Vocational Pathways (FSK)**

**COURSE: Preliminary 2021 - Certificate II Skills for Work and Vocational Pathways**

| Assessment Events for<br>FSK20113 Certificate II in Skills for Work and Vocational Pathways |   |   | Event 1<br>Date: TBD<br>Week: 5<br>Term: 1                  | Event 2<br>Date: TBD<br>Week: 2<br>Term: 2   | Event 3<br>Date: TBD<br>Week: 8<br>Term: 2   | Event 4<br>Date: TBD<br>Week: 6<br>Term: 3  |
|---|---|---|---|--|--|---|
|   |   |   | Evidence gathering techniques                               |  |  |   |
| Event   | Code  | Unit Of Competency  | Direct Observation –<br>real time, simulated<br>environment | Product based method -<br>structured activities e.g. role<br>plays, work samples,<br>presentation, reports | Portfolio – purposeful collection<br>of annotated and validated pieces<br>of evidence compiled by the<br>learner work samples, photos,<br>videos, logbooks | Questioning – written or<br>oral related to knowledge<br>e.g. quizzes, interviews |
| <b>Event 1</b><br>Career Wise   | FSKLRG11<br>FSKLRG10<br>BSBITU211<br>FSKOCM07                         | Use routine strategies for work-related learning<br>Use routine strategies for career planning<br>Produce digital text documents<br>Interact effectively with others at work  |   | X  | X  | X   |
| <b>Event 2</b><br>Entrepreneurial<br>Essentials   | FSKOCM04<br>BSBWOR204<br>FSKNUM14<br>FSKNUM15                         | Use oral communication skills to participate in workplace<br>meetings.<br>Use business technology<br>Calculate with whole numbers and familiar fractions,<br>decimals and percentages for work.<br>Estimate, measure and calculate with routine metric<br>measurements for work.                        | X   | X  |  | X   |
| <b>Event 3</b><br>Give Back   | FSKDIG03<br>FSKLRG09<br>FSKOCM07<br>FSKWTG09<br>BSBITU211<br>FSKOCM04 | Use digital technology for routine workplace tasks.<br>Use strategies to respond to routine workplace problems<br>Interact effectively with others at work<br>Write routine workplace texts<br>Produce digital text documents<br>Use oral communication skills to participate in workplace<br>meetings. | X   | X  | X  | X   |
| <b>Event 4</b><br>Business<br>Management  | FSKRDG09<br>BSBITU212<br>FSKWTG07<br>FSKRDG10                         | Read and respond to routine standard operating<br>procedures<br>Create and use spreadsheets<br>Write routine formal workplace texts<br>Read and respond to routine workplace information  | X   | X  |  | X   |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II Skills for Work and Vocational Pathways (FSK20113) or a Statement of Attainment towards a Certificate II in Skills for Work and Vocational Pathways (FSK20113)

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.

## Hunter Sports High School

### Year 11 VISUAL ARTS

|                               | Task 1   | Task 2   | Task 3              | Component Weighting |
|-------------------------------|--|--|---------------------|---------------------|
| Task Description              | Art Making 1 – art making practice as evident in Visual Art Process Diary and portfolio including experiments with materials, written reflections and explanations, research about related artist's practice<br>+<br>In class written task | Art Making 2 - art making practice as evident in Visual Art Process Diary and portfolio including experiments with materials, written reflections and explanations, research about related artist's practice | Examination         |                     |
| Date                          | Term 2<br>Week 4   | Term 3<br>Week 8/9   | Term 3<br>Week 9/10 |                     |
| Outcomes                      | P1, P2, P3, P4, P7, P8, P9   | P1, P2, P3, P4, P5, P6   | P7, P8, P9          |                     |
| Component                     |  |  |                     |                     |
| Art Making                    | 20   | 30   |                     | 50                  |
| Art Criticism and Art History | 15   |  | 35                  | 50                  |
| Task Weighting                | 35   | 30   | 35                  | 100                 |

**SYLLABUS OUTCOMES****VISUAL ARTS**

| Outcome | Description   |
|---------|---|
| P1      | Investigates a range of work environments                           |
| P2      | Examines different types of work and skills for employment          |
| P3      | Analyses employment options and strategies for career management    |
| P4      | Assesses pathways for further education, training and life planning |
| P5      | Communicates and uses technology effectively                        |
| P6      | Applies self-management and teamwork skills                         |
| P7      | Utilises strategies to plan, organise and solve problems            |
| P8      | Assesses influences on peoples working lives                        |
| P9      | Evaluates personal and social influences on individuals and groups  |

**Assessment Components and Weightings**

The mandatory components and weightings for the Year 11 Course are set out below:

| Component                   | Weighting |
|-----------------------------|-----------|
| Knowledge and Understanding | 50        |
| Skills                      | 50        |
| Total Weighting             | 100       |