



CESSNOCK HIGH SCHOOL

We are present, we are kind and we give our best.

Principal
Mr Peter Riley

EST. 1937
What e'er you do, do well

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Year 11 2022 Assessment Schedules & Policy Booklet

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STAGE 6 ASSESSMENT POLICY & PROCEDURES

INTRODUCTION

This manual provides details of Cessnock High School's assessment policies and procedures which are to be reviewed regularly. Staff, students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

The NSW Education Standards Authority (NESA) requirements place a lot of emphasis on the Cessnock High School policies and procedures. It is an expectation that students should always endeavour to do their best in all assessment tasks.

Cessnock High School views assessment very seriously. Students who are not making a serious attempt at their courses will be interviewed by Head Teachers and/or a Deputy Principal to make them aware of the requirements and consequences.

WHAT ARE THE KEY UNDERPINNINGS OF THIS POLICY?

All students will be treated fairly and equitably commensurate with their needs.

Individual subjects (except VET courses) will have a maximum number of three formal assessment tasks in Year 11 and four in Year 12.

The number of formal written examination tasks that mimic the HSC examination will be limited to one per course, with a maximum weighting of 30% for the Year 12 course.

HOW WILL THIS POLICY BE DISTRIBUTED?

A written copy of this policy will be distributed to students with the Year 11 assessment schedules during a year meeting. Students will sign to say they have received this document.

The policy and procedures document will be published on Cessnock High School’s website with the Assessment Schedule.

STAFF & STUDENT RESPONSIBILITIES

STAFF

- Demonstrate an understanding of course content, objectives and outcomes
- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Ensure that students have copies of all relevant course documents
- Implement classroom assessment procedures according to school and NESA requirements
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for students, establishing high expectations
- Ensure learning is based on current material and meets syllabus requirements and student needs
- Identify students causing concern and employ strategies to support them and communicate with parents.

STUDENTS

- Make a serious attempt at each task and act on constructive feedback
- Adhere to the assessment guidelines
- Follow a pattern of study that meets their educational needs
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance.

HSC ELIGIBILITY

To be eligible for the award of the Higher School Certificate students must have:

- ✓ Passed Minimum Standard of Literacy and Numeracy.
- ✓ Completed the HSC: All My Own Work Program (except Life Skills students).
- ✓ Gained the Record of Student Achievement (RoSA) or other qualifications as NESA considers satisfactory.
- ✓ Attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a college of TAFE.
- ✓ Satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate.
- ✓ Made a serious attempt at the required HSC examinations.

YOUR PATTERN OF STUDY

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

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

** Satisfactory completion of English Studies fulfils English requirements for Year 12. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC.*

Students must meet eligibility requirements if studying:

- English (ESL) course
- Continuers course in language
- Beginners course in language
- Heritage course in language

All Year 11 and Year 12:

- Board Endorsed Courses must have current endorsement

ELIGIBILITY FOR AN AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

To be eligible for an ATAR students must complete at least 10 units of Board Developed Courses including:

- ❖ at least eight units from Category A subjects (no more than 2 units of Category B subjects)
- ❖ at least two units of English
- ❖ at least three Board Developed Courses of two units or greater
- ❖ at least four subjects

Board Endorsed Courses and Content Endorsed Courses, including Vocational Content Endorsed Courses and the English Studies Content Endorsed Course (unless the exam is completed) do not satisfy requirements for an ATAR.

ADMINISTRATIVE REQUIREMENTS

Students are required to confirm their pattern of study and sign the NESA 'Confirmation of Entry form'.

UNDERSTANDING ASSESSMENT TASKS

The syllabus provides guidance in relation to the types of tasks that are suitable. The assessment tasks used should be appropriate to the outcomes and component of the course being assessed.

For example; tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

The following pages will explain the requirements of Assessment Task design, notification, submission and misadventure.

ASSESSMENT TASK OVERVIEW

- An individual task will not be worth less than 10%, nor more than 40%, of the total assessment marks. One task may address several course outcomes.
- Head Teachers are required to validate each task prior to distribution to students.
- All assessment tasks for a course should be completed by each student.
- Tasks will be submitted by the student, in person, before 9:30am on the due date.
- Students will sign the Assessment Task Register Sheet to acknowledge the receipt, submission and return of an Assessment Task.
- Teachers will assess the students' actual performance, not potential performance. Assessment marks must not be modified to predict the possible effects of illness or domestic situations.
- Students who indicate they are sick on the day of an assessment task should contact the Deputy Principal to discuss whether they should sit the task, and to discuss the required documentation for non-completion.

ASSESSMENT NOTIFICATION

At least two weeks notice of the details of a task should be given and, in addition to the Assessment Schedule and Scope and Sequence provided to the student at the beginning of the course, each task should notify students of the precise date, outcomes assessed, weighting for components and marking guidelines.

Students are to sign that they have received the assessment task notification.

If a student is absent on the day that a notification for an assessment task is given to students, the teacher will give the student their notification the next day that they are present. Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.

Students will complete tasks within an allocated two-week assessment block. Within each block tasks will be allocated a day and period (or date for submission) when each task is to take place. These blocks will operate at various stages of the course, the weeks allocated are noted on the next page of this booklet.

2022 ASSESSMENT BLOCKS

	WEEK					SDD
TERM 1 2022	1	SDD				
	2					
	3					
	4					
	5					
	6					
	7					
	8	Year 11 Assessment Block 1				
	9					
	10					
	WEEK					
TERM 2 2022	1	SDD				
	2					
	3					
	4					
	5					
	6	Year 11 Assessment Block 2				
	7					
	8					
	9					
	10					
	WEEK					
TERM 3 2022	1	SDD				
	2	Year 11 Assessment Block 3				
	3					
	4					
	5					
	6					
	7					
	8					
	9	Year 11 FINAL EXAMS				
	10					
* NOTE SOME ASSESSMENTS MAY FALL OUTSIDE ASSESSMENT BLOCKS DUE HIGH DEMAND						

Examinations

All courses will have a Year 11 Exam (except English Extension 2 and some Content Endorsed Courses and Board Endorsed Courses)

These examinations should form a significant part of the course assessment.

For the examinations students:

- are required to wear full school uniform
- only attend school during the time of their scheduled examinations

If a student is absent from the Examination, they must:

Contact the school on the day of the examination to speak with the Deputy Principal and complete the task within the scheduled examination period

EXAMINATION PROCEDURES

You:

- must be prompt to the examination
- are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the relevant faculty
- are not permitted to leave the venue before the end of the examination
- must not talk once you have entered the examination venue
- will be directed where to sit. When there are multiple exams, subject groups will sit together.
- are responsible for making sure that the correct examination paper has been provided for the course entered. When asked to do so by the supervisor, check the examination papers to make sure that there are no pages missing.
- during reading time, students must not write, use any equipment including highlighters, or annotate examination paper in any way. Reading time for examination papers is as follows:
 - 10 minutes of reading time for Paper 1 of the examination in all 2-unit English courses
 - 10 minutes of reading time for all written modern Languages examinations for Beginners, Continuers, Heritage, Background Speakers and Extension courses.
 - 5 minutes of reading time for all other written examinations.
- may consult their dictionary during reading time in examinations where dictionaries are permitted.
- must read the instructions on the examination paper carefully as well as all questions. Supervisors are not permitted to interpret examination questions or instructions relating to questions.
- write clearly, with black pen.
- write answers in the correct answer booklets.
- stop writing immediately when told to do so by the supervisor.
- must follow the supervisor's instructions at all times.
- must behave in a polite and courteous manner towards the supervisors and other students.
- must make a serious attempt at the examination.
- must not leave until dismissed by the supervising teacher.
- must not remove any examination papers from the examination room. If students want to see an examination paper after the examination is over, they will need to speak to their teacher.
- If a student is absent on the day of a scheduled examination, they are to make contact with the Faculty running that examination. (See PROCEDURES FOR ALTERNATIVE SUBMISSION AND NON-COMPLETION OF TASKS.)

EQUIPMENT CHECKLIST FOR EXAMINATIONS

- black pens, pencils, erasers, sharpener (only use pencils where specifically directed)
- a ruler marked in millimetres and centimetres
- highlighter pen
- a bottle of water in a clear bottle
- Watches: Students can wear their watch into the examinations, but once they sit down, they will have to take it off and place it in clear view on their desk. Programmable watches, including smartwatches, will not be allowed in the examination room.
- Specific course equipment approved by NESA can be found at Equipment Checklist for the Higher School Certificate Examinations:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>
- All equipment brought in may be subject to inspection on entry. Students will be directed to place any unauthorized equipment or material in a designated area. Examination staff will not be responsible for these items.
- Students are not permitted to borrow equipment during examinations.
- Students may only use scientific calculators that appear on the Board's list of approved scientific calculators. The list of approved scientific calculators, can be found at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- Students are permitted to take dictionaries into certain Language examinations. However, they must be monolingual and/or bilingual print dictionaries relating to the language being examined. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.

Students must NOT bring any of the following into the examination room:

- a mobile phone or smartwatch
- any electronic device (except a calculator where permitted). This includes communication devices, organizers, tablets (e.g. iPads, etc.), music players or electronic dictionaries
- paper or any printed or written material (including the examination timetable)
- correction fluid or correction tape.

SUBMISSION OF TASKS

All hand in assessment tasks must be submitted as directed on the assessment notification, before 9:30 on the date they are due.

On occasions where tasks are to be submitted in an electronic form, students have a responsibility to ensure the correct electronic file is easily identified with the task title, and the file is accessible and not corrupt. A technology fault is not grounds for appeal.

During an in-class assessment task, students must abide by examination expectations.

For separate classes completing the same course, Head Teachers are required to ensure that students receive the same information to ensure consistency in the administration of the assessment task. Where possible, the task should be completed on the same day/period to protect the integrity of the task and ensure that all students have the same examination conditions and experiences.

HSC Assessment Tasks take precedence over all school and external activities including; excursions, work placement for VET, work experience, competitions, sporting events and family holidays. However, accommodations may be made where appropriate and alternate arrangements may be made with the Deputy Principal prior to the due date, to arrange early or alternate submission.

Change of dates for assessment tasks will only occur in special circumstances with the Principal's permission. Students must be informed of the change in writing and they must sign to acknowledge the change. Changes must also be altered on the School Calendar.

PROCEDURES FOR AWARDING MARKS

The HSC requires that a standard referenced approach be used for assessing and reporting student achievement.

Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to the NESA will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks are calculated based on the mandatory assessment components and weightings found in the syllabus for each course.

Marks will be aggregated to the nearest whole number and ranked accordingly. Assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their semester two report.

PROCEDURES FOR LATE SUBMISSION AND NON-COMPLETION OF TASKS

Tasks handed in late, or completed late, will receive a zero unless a student has completed ILLNESS/ MISADVENTURE APPEAL FORM which has been approved.

Where a teacher is absent on the day for an in-class task, the Faculty Head Teacher or senior teacher will arrange alternative cover to complete the task as required.

Where a student is absent on the day an assessment task is due, either for medical reasons or any other reason, a zero must be given initially and the student has the right to appeal via the submission of an ILLNESS/ MISADVENTURE FORM with the relevant documentation.

When a student is absent on the day when a written task or an examination is to be handed in, and the absence is known beforehand, the student must make arrangements for the task to be submitted or completed on or before the due date / time. If this is not possible the student may complete an ILLNESS/ MISADVENTURE FORM. This form must be submitted prior to the task being due.

PROCEDURES FOR LATE SUBMISSION AND NON-COMPLETION OF TASKS

Where a student is absent on the day of a hand-in task because of illness/misadventure, the student must arrange for the task to be handed in on time by an agent OR the task must be submitted electronically by 9.30am.

Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see their teacher/ Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task first day back. Relevant evidence (e.g. current certificate, statutory declaration, other) covering all absence must be submitted within three school days ILLNESS/ MISADVENTURE FORM.

Failure to follow the above procedures will result in an N Award Warning Letter being sent to parents/caregivers of the student and a mark of zero awarded.

PROCEDURES FOR ILLNESS / MISADVENTURE

What Is Illness and Misadventure?

NESA will only consider awarding special consideration in cases of illness and misadventure. These are defined as:

- ❖ **Illness:** Any sickness or injury that prevents a student from attending school
- ❖ **Misadventure:** Any unforeseen circumstance or incident that prevents a student from attending school.

An ILLNESS-MISADVENTURE FORM is used when an assessment task is:

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances.

Where a student experiences a misadventure, she/he should obtain an ILLNESS-MISADVENTURE APPEAL FORM from the front office (also available on the CHS website, within this booklet, and from a Deputy). This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

COMPLETING THE ILLNESS/MISADVENTURE APPEAL FORM

PART A: This section is to be completed by the student. Reasons for the Illness-Misadventure appeal must be documented in this section. Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal Form and return it to the class teacher within three school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

PART B: The appeal is then completed by the Deputy Principal (within policy guidelines), who may:

- i. uphold the appeal (marks may be awarded)
- ii. dismiss the appeal (mark of zero is maintained)
- iii. impose a penalty (marks are adjusted)

The result will be communicated to the student by the class teacher.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

PART C: The Appeals Committee shall be convened by the alternate Deputy Principal and Year Adviser. The committee will make a recommendation.

The committee may:

- uphold the appeal (marks may be awarded)
- dismiss the appeal (mark of zero is maintained)
- impose a penalty (marks are adjusted)

The committee will communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark. All documents related to the appeal should be placed in the student's file and the class teacher's HSC Monitoring folder.

SAMPLE ILLNESS / MISADVENTURE FORM



Assessment Policy and Procedure Document



ILLNESS/MISADVENTURE APPEAL FORM

PART A: STUDENT SECTION *(To be returned to the Deputy Principal)*

Student Name: _____ Subject: _____ Year: _____ Date: _____

Class Teacher: _____ Task Title: _____ Due Date: _____

Reason for failure to meet requirements: (Please outline your reasons)

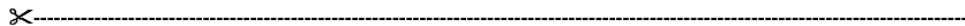
Supporting Documentation (E.g. Medical Certificate, Statutory Declaration, other)

- ☐ The following is attached: _____
- ☐ No evidence is attached

Student Signature: _____ Parent/Carer Signature: _____

Date: _____

*** Please submit this form to the Deputy Principal within 3 days of the Illness/Misadventure**



PART B: DEPUTY PRINCIPAL DECISION *(To be detached and returned to the student)*

Based on the above recommendation;

- ☐ I uphold the appeal
- ☐ I dismiss the appeal

Notes:

Deputy Principal Signature: _____ Date: _____

PART C: PANEL DECISION *(If student has appealed the original decision)*

Student Name: _____ Subject: _____ Year: _____ Date: _____

Class Teacher: _____ Task Title: _____ Due Date: _____

Decision:

Signature of Panel Member: _____

STUDENTS CANNOT SUBMIT AN APPEAL BASED ON:

- difficulties in preparation or loss of preparation time / technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations.
- illness once the assessment paper is opened during the reading time, or after the examination commences.
- under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date before 9:30am. It is the student's responsibility to notify the Deputy Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

MALPRACTICE

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

Where cheating is detected a mark of zero will be given for the task to each student involved. It is a NESAs requirement that the students name be added to a Malpractice Register. A student penalized for cheating has access to the appeals process.

Where a student is present on the day of the task and truant in periods prior to undertaking the task, penalties may apply.

INVALIDITY OF ASSESSMENT TASKS

Where invalid or unreliable results have been produced by an assessment task the Deputy Principal and faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

The Deputy Principal will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- negotiation with all students affected
- implement an alternate task supplied for the whole or part of the original
- mark adjustment to discount the invalid part of the test
- other, as determined by the Deputy Principal.

FEEDBACK

Teachers should provide feedback to students to assist their learning. The effectiveness of feedback to students on their performance on assessment tasks can result in significantly improvement in the standards-based system used for the HSC.

Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes
- Student relative positions within the course group
- Students should sign the Assessment Task Register Sheet to acknowledge that feedback and task rank are received.
- In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

N-WARNING & DETERMINATION

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course.

A minimum of two warning letters for each course is required for N-Determination.

The Principal will use the following as a guide for N-Determination:

A) 50% Rule: In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks.

B) Set Tasks and Experiences: Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination:

1. The Principal or delegate will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the HSC
2. Offer an Appeal form (if required)
3. Form an Appeals panel (if required) and review the appeal
4. If the appeal is upheld, award the marks for the course.
5. If the Appeal is declined, forward all documentation to the Board of Studies for determination.

If an 'N' determination is given:

The course will be listed as 'Not Completed' on the Record of Secondary Achievement

The student may be ineligible for the award of HSC.

SPECIAL PROVISIONS

The Learning and Support Team is responsible for the identification and management of students requiring special provisions. A submission for all known cases is made to the NSW Education Standard Authority (NESA).

Students who accessed special provisions in Year 10 should be screened for similar access for senior assessment and examination.

The Learning and Support Teacher will develop a list of students requiring special provisions. Additional students may be added during the year.

Special provisions should apply to those assessment tasks affected by the student's specific provisions, only when approved by the Board of Studies or by emergency arrangement with the Principal.

Students who believe they may be eligible for Special Provisions should see the Learning and Support Teachers for further information.

PRACTICAL & SUBMITTED WORKS

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within the NESA and HSC guidelines for size, weight and duration.
- examination dates for practical, submitted works and performances.
- teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation.
- teachers must certify that the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged
- students must sign to acknowledge the receipt of NESA guidelines.

Section 2

Vocational Education & Training

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VET ASSESSMENT REQUIREMENTS

Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence which can be in a variety of forms.

If after the completion of a task or an event a student is not yet competent against the prescribed standard they are required to gain the competency within **TWO** weeks or a letter of concern will be created. Further failure to gain competencies may result in a student being in danger of not completing a course satisfactorily and the N-warning and Determination process initiated.

NESA requires providers of VET curriculum framework courses to:

- ensure that all courses are delivered under the auspices of a Registered Training Organization (RTO).
- use a competency-based approach to assessment.
- maintain a record of all of the competencies achieved by each student.
- progressively record the achievement of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- use only qualified assessors to carry out assessment.
- report to the Board via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course.

VET ASSESSMENT REQUIREMENTS

- verify that students have completed the mandatory work placement hours that have been assigned to each course.
- prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It will be used only in the case of a successful illness/misadventure appeal.

Maintaining records

In the case of VET courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

VET EVENTS

VET Written Events: For all VET courses, students are required to submit written works to receive a Competent or Not Yet Competent result. Students can have as many attempts to achieve Competency though it is in the students' interest to complete in a suitable timeframe. There is no Life skills alternative for VET courses.

Students will participate in Year 11 and Trial HSC examinations, with the HSC being optional for non-ATAR students.

Students must complete the entire written component for Assessment Events to the prescribed standard set by their teacher. If a student has not made a genuine effort, then a Letter of Concern will be sent to inform caregivers of their child's lack of application. Feedback must be provided by teacher and task returned to student to be either corrected and/or completed for resubmission. It is the students' responsibility to submit their task to achieve their competency.

VET Practical Events: For all VET courses, students are required to complete practical assessment in conjunction with written task. Students will achieve either Competent or Not Yet Competent. Students are advised when assessment will occur to ensure participation.

If a student is unable to complete a practical assessment event they will have one further opportunity at a date and time designated by their teacher. If a student fails to complete make-up practical task it will then become the responsibility of the student to organise resources and time to complete the task.

VET WORK PLACEMENT

All students must partake in **mandatory** work placement resulting in up to 70 hours total – 35 Preliminary and 35 Year 12. It is the students responsibility to:

- Organise an interview with employer
- Ensure the insurance paperwork is completed (four copies sign by the Principal)
- Maintain the hours summary sheet and evaluation from the employer
- Contact the employer if they are unable to attend work placement and make up the missed hours at an agreed date and time

If any student does not attend pre-organised Work Placement, it will be the students' responsibility to contact and organise individual placement as Youth Express and Cessnock High School will not be responsible for organising a second placement. Work placement must be organised during a holiday period to ensure there is no further disruption to student learning.

Student will be issued with an N Award and if this matter is not resolved and student does not attend work placement, they will not achieve a Statement of Attainment.

VET CERTIFICATE

It is the aim that all VET students obtain a Certificate I, II or III in their course. This requires the student to complete the 240 hour course:

- complete all core and electives unit
- complete and gain competency in all assessment events (both theory and practical),
- examinations and
- complete all work placement.

If a student does not achieve all competencies but completes work placement student will achieve a Statement of Attainment that reports on the elements of the certificate the student has achieved.

VET Core units

Students are required to complete all Core units. If a student does not attend or complete Core Units an N Warning letter will be issued.

Cluster	Code	Unit of Competency	Assessment Events for (Must be edited to suit school delivery – refer to TAS)					Preliminary Yearly Exam
			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Work Placement 4 th	
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry (White Card)	Week	Week 2	Week 1	Week 5	Week 9	Week 9-10
			Term	Term 2	Term 3	Term 3	Term 2	Term 3
			Date: TBA	Date: TBA	Date: TBA	Date: TBA	Date: TBA	Date: TBA
			X					
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X				
Cluster 3	CPCCOM1001 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations			X			
Cluster 4	CPCCOM2001 CPCCPM1013	Read and interpret plans and specifications Plan and organise work				X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA reporting requirements.

Selected units only to be confirmed by your teacher.

WHITECARD TRAINING TBA

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.

School Name: Cessnock High School

Student Competency Assessment Schedule

2022 – 2023

COURSE: SIT20316 Certificate II in Hospitality (Strategy A) Preliminary



Assessment Events for (Must be edited to suit school delivery – refer to TAS)		Cluster 1	Cluster 2	Cluster 3	Work Placement 1*	Preliminary Yearly Exam**
Cluster	Code	Unit of Competency	Week 6 Term 2 Date TEA	Week 7 Term 3 Date	Week 10 Term 2 Date	Week 9 – 10 Term 3 Date TEA
Cluster 1 Cook Safe, Work Safe, Eat Safe	SITXWHS001 SITXESA001	Participate in safe work practices Use hygienic practices for food safety				
Cluster 2 Communication is key	SITXCOM002 BSBCOMM201	Show social and cultural sensitivity Communicate in the workplace				
Cluster 3 Drinks galore	SITHFAB004 SITHFAB007	Prepare and serve non-alcoholic beverages Serve food and beverages				
Cluster 8 (A) Working in industry (work placement 1)	SITHIND003 BSBSUS201	Use Hospitality skills effectively Participate in environmentally sustainable work practices				

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate II in Hospitality or a Statement of Attainment towards a SIT20316 Certificate II in Hospitality.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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.

COURSE: FSK20119 Skills for Work and Vocational Pathways Preliminary/HSC

Assessment		Cluster 1			Cluster 2		Cluster 3	
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency	Date 2022	Date 2022	Date 2022	Date 2022	Date 2022	Date 2022	Date 2022
FSKLRG011	Use routine strategies for work-related learning	X						
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work							
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work							
FSKRDG009	Read and respond to routine standard operating procedures -	X						
FSKRDG010	Read and respond to routine workplace information		X					
FSKDIG003	Use digital technology for non-routine workplace tasks						X	
FSKLRG010	Use routine strategies for career planning							
FSKOCM004	Use oral communication skills to participate in workplace meetings						X	
FSKOCM007	Interact effectively with others at work							
FSKWTG009	Write routine workplace texts		X					
FSKLRG009	Use strategies to respond to routine workplace problems							
FSKLRG009	Deliver a service to customers -							
FNSFLT211	Develop and use personal budgets							
FNSFLT212	Develop and use a savings plan							

Depending on the achievement of units of competency, the possible qualification outcome is BSB30120 Certificate III in Business or a Statement of Attainment towards a BSB30120 Certificate II in Business.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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.

COURSE: SIS30521 - Certificate III in Sport Coaching - 2022 - 2023

Cluster	Code	Unit of Competency	Assessment Events for SIS30521 - Certificate III in Sport Coaching (Release 1)				Preliminary 1/2 Year Exam**		Work Placement 1*		Preliminary Yearly Exam**	
			Event 1	Event 2	Event 3a	Event 3b	Week	Term	Week	Term	Week	Term
1	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	Week: 8 Term: 1 Date: 01/04/22	Week: 9 Term: 2 Date: 20/06/22	Week: 10 Term: 3 Date: 24/08/22							
2	SISSSCO002 SISSSCO005	Work in a community coaching role Continuously improve coaching skills and knowledge	X	X								
3a		Strength and Conditioning			X							
6	HLTAID011	First Aid (if required)	X									

Depending on the achievement of units of competency in 2022, the possible qualification outcome is a Statement of Attainment towards a SIS30521 - Certificate III in Sport Coaching

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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.

Section 3

Assessment Schedules

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Year 11 Agriculture 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Farm Case Study	Plant Trial	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	In class	Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	15%	10%	15%
Skills in effective research, experimentation and communication	20%	5%	10%	5%
Total	100%	30%	30%	40%
Outcomes Assessed		P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1

Course Outcomes:

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit of production
- P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1 applies the principles and procedures of experimental design and agricultural research
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Year 11 Ancient History 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Source Analysis	Historical Investigation	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 3, 2022 Block 3 Weeks 2/3	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	Submit	Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	5%	5%	10%
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
Total	100%	30%	30%	40%
Outcomes Assessed		AH11-1, AH11-2, AH11-4, AH11-5, AH11-6, AH11-9, AH11-10	AH11-1, AH11-2, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9

Course Outcomes:

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

Year 11 Biology 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Investigation	Depth Study Analysis	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 3, 2022 Block 3 Weeks 2/3	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	In class	Examination
Skills in Working Scientifically	60%	25%	25%	10%
Knowledge and Understanding	40%	10%	10%	20%
Total	100%	35%	35%	30%
Outcomes Assessed		BIO11/12-2, BIO11/12-4, BIO11/12-6 BIO11-10, BIO11-11	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-7 BIO11-10	BIO11/12-5, BIO11/12-6, BIO11/12-7 BIO11-8, BIO11-9, BIO11-10, BIO11-11

Course Outcomes:

Working Scientifically

BIO11/12-1 - develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 - conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 - analyses and evaluates primary and secondary data and information

BIO11/12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

BIO11-8 - describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 - explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 - describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 - analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Year 11 Business Studies 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		In class Assessment Short Answer and Multiple Choice Questions	Business plan	Final Examination
Timing		Term 1, 2022 Block One Weeks 8/9	Term 3, 2022 Block Three Weeks 2/3	Term 3, 2022 Block Four Weeks 9/10
Assessment Component		In class	Submit	Examination
Knowledge and understanding of course content	40%	15%	5%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%		20%	
Communication of business information, ideas and issues in appropriate forms	20%		10%	10%
Total	100%	25%	35%	40%
Outcomes Assessed		P1, P2, P6, P8	P3, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10

Course Outcomes:

P1 - discusses the nature of business, its role in society and types of business structure

P2 - explains the internal and external influences on businesses

P3 - describes the factors contributing to the success or failure of small to medium enterprises

P4 - assesses the processes and interdependence of key business functions

P5 - examines the application of management theories and strategies

P6 - analyses the responsibilities of business to internal and external stakeholders

P7 - plans and conducts investigations into contemporary business issues

P8 - evaluates information for actual and hypothetical business situations

P9 - communicates business information and issues in appropriate formats

P10 - applies mathematical concepts appropriately in business situations

Year 11 Community and Family Studies 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Resource Management Short Answer and Multiple Choice Questions	Families and Communities Extended Response	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9-10
Assessment Component		In class	In class	Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		1.1, 4.1, 4.2, 5.1	P2.4 P3.1 P4.2 P6.1	P1.1 P1.2 P2.1 P2.2 P2.3 P3.1 P3.2

Course Outcomes:

- P1.1 Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
- P1.2 Proposes effective solutions to resource problems .
- P2.1 Accounts for the roles and relationships that individuals adopt within groups.
- P2.2 Describes the role of the family and other groups in the socialisation of individuals.
- P2.3 Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4 Analyses the interrelationships between internal and external factors and their impact on family functioning.
- P3.1 Explains the changing nature of families and communities in contemporary society.
- P3.2 Analyses the significance of gender in defining roles and relationships.
- P4.1 Utilises research methodology appropriate to the study of social issues.
- P4.2 Presents information in written, oral and graphic form.
- P5.1 Applies management processes to maximise the efficient use of resources.
- P6.1 Distinguishes those actions that enhance wellbeing.
- P6.2 Uses critical thinking skills to enhance decision making

Year 11 Earth and Environmental Science 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Assessment Task	Depth Study Analysis	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	In class	Examination
Knowledge and understanding	40%	5%	10%	25%
Working Scientifically Skills	60%	25%	20%	15%
Total	100%	30%	30%	40%
Outcomes Assessed		EES11-2, EES11-3, EES11-4, EES11-5, EES11-8	EES11-1, EES11-4, EES11-5, EES11-6, EES11-7, EES11-9	EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11

Course Outcomes:

EES11-1 Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation

EES11-2 Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information

EES11-3 Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information

EES11-4 Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11-5 Analysing data and information analyses and evaluates primary and secondary data and information

EES11-6 Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11-7 Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES11-8 Knowledge and understanding describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

EES11-9 Knowledge and understanding describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 Knowledge and understanding describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 Knowledge and understanding describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Year 11 English Advanced 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Imaginative Response & Reflection	Multimodal Presentation	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 3, 2022 Block 3 Weeks 2/3	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		Submit	Submit	Examination
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		EA11-1 EA11-4 EA11-5 EA11-9	EA11-2 EA11-4 EA11-6 EA11-8	EA11-3 EA11-5 EA11-7 EA11-8

Course Outcomes:

EA11-1: responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2: uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3: analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4: strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5: thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6: investigates and evaluates the relationships between texts

EA11-7: evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8: explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9: reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Year 11 English Standard 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Response & Reflection	Multimodal presentation	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		Submit	Submit	Examination
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		EN11-1 EN11-3 EN11-5 EN11-9	EN11-2 EN11-4 EN11-6 EN11-7	EN11-5 EN11-4 EN11-7 EN11-8

Course Outcomes:

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Year 11 English Studies 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Report	Multimodal Presentation	Portfolio
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		Submit	Submit	Submit
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: - comprehending text - communicating ideas - using language accurately, appropriately and effectively	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		ES11.1, ES11.2, ES11.10	ES11.3, ES11.7, ES11.8	ES11.4, ES11.5, ES11.6, ES11.9

Course Outcomes:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Year 11 Geography 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Class test	SGP	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	Submit	Examination
Knowledge and understanding of course content	40%	20%		20%
Geographical tools and skills	20%		10%	10%
Geographical inquiry and research, including fieldwork	20%		20%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	10%
Total	100%	25%	35%	40%
Outcomes Assessed		P1, P2, P3, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P10, P12

Course Outcomes:

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

Year 11 IT Timber 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Industry Study	Major Practical & Portfolio	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 3 Outside Block Week 7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	Submit	Examination
Knowledge and understanding of course content	40%	25%		15%
Knowledge and skills in the management, communication and production of projects	60%	5%	40%	15%
Total	100%	30%	40%	30%
Outcomes Assessed		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1

Course Outcomes:

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

Year 11 Legal Studies 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Class test Multiple Choice and Short Answers	Research and Written Report	Final Examination Multiple Choice, Short Answers and Extended Responses
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	Submit	Examination
Knowledge and understanding of course content	40%	20%		20%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%		20%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	10%
Total	100%	30%	30%	40%
Outcomes Assessed		P1, P2	P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9

Course Outcomes:

- P1. identifies and applies legal concepts and terminology
- P2. describes the key features of Australian and international law
- P3. describes the operation of domestic and international legal systems
- P4. discusses the effectiveness of the legal system in addressing issues
- P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6. explains the nature of the interrelationship between the legal system and society
- P7. evaluates the effectiveness of the law in achieving justice
- P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9. communicates legal information using well-structured responses
- P10. accounts for differing perspectives and interpretations of legal information and issues

Year 11 Maths Advanced 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		In Class Open-Book Test	Assignment/Investigation	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	Submit	Examination
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-8 MA11-9 MA11-5	MA11-1 to MA11-9

Course Outcomes:

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

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

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

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

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

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

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

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

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

Year 11 Maths Standard 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		In Class Open-Book Test	Assignment/ Investigation	Final Examination
Timing		Term 1, 2021 Block 1 Weeks 8/9	Term 2, 2021 Block 2 Weeks 6/7	Term 3, 2021 Block 4 Weeks 9/10
Assessment Component		In class	Submit	Examination
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		MS11-1 MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	MS11-1 to MS11-10

Course Outcomes:

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

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

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

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

MS11-5 models relevant financial situations using appropriate tools

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

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

MS11-8 solves probability problems involving multistage events

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

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

Year 11 Modern History 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Source Analysis	Historical Investigation	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 3, 2022 Block 3 Weeks 2/3	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	Submit	Examination
Knowledge and understanding of course content	40%	10%	25%	5%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	10%		10%
Communication of historical understanding in appropriate forms	20%	5%		15%
Total	100%	30%	30%	40%
Outcomes Assessed		MH11-4, MH11-5, MH11-6, MH11-9, MH11-7	MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-8	MH11-4, MH11-7, MH11-9, MH11-10

Course Outcomes:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Year 11 Music 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Composition and Musicology Research	Performance and Viva Voce	Aural Skills Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		Submit	In class	In class
A Performance	25%		25%	
B Composition	25%	25%		
C Musicology	25%	10%	15%	
D Aural	25%			25%
Total	100%	35%	40%	25%
Outcomes Assessed		P2, P3, P5 P11	P1, P6 P7, P9, P10	P4, P6, P8

Course Outcomes:

- 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.

Year 11 Numeracy CEC 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Assignment	Investigation Assignment	Assignment
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		Submit	Submit	Submit
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		N6-1.2, N6-1.3, N6-2.2, N6-3.1	N6-1.2, N6-2.3, N6-3.2	N6-1.1, N6-1.3, N6-3.2

Course Outcomes:

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve every day problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Year 11 PDHPE 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 4
Task Type		Video Analysis & Questions	Better Health for Individuals Short Answer & Multiple Choice	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	In class	Examination
Knowledge and understanding of course content	40%	10%	15%	15%
Skills in critical thinking, research, analysing and communicating	60%	20%	15%	25%
Total	100%	30%	30%	40%
Outcomes Assessed		P7, P8, P9	P1, P3, P4,P16	P1,P2,P3,P4,P5,P6, P7,P8, P9, P10, P11, P12, P13, P14, P15, P16, P17.

Course Outcomes:

- 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 are monitored.
- P9 Describes biomechanical factors that influence the efficiency of the body in motion.
- P10 Plans for participation in physical activity to satisfy a range of individual needs.
- P11 Assesses and monitors physical fitness levels and physical activity patterns.
- P12 Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings.
- P15 Forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16 Uses a range of sources to draw conclusions about health and physical activity concepts.
- P17 Analyses factors influencing movement and patterns of participation.

Year 11 Physics 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Assessment Task	Depth Study Analysis	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	In class	Examination
Knowledge and understanding	40%	5%	10%	25%
Working Scientifically Skills	60%	25%	20%	15%
Total	100%	30%	30%	40%
Outcomes Assessed		PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-8	PH11-1, PH11-2, PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11

Course Outcomes:

- PH11-1 Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation
- PH11-2 Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3 Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4 Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5 Analysing data and information analyses and evaluates primary and secondary data and information
- PH11-6 Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7 Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 Knowledge and understanding describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9 Knowledge and understanding describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 Knowledge and understanding explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11 Knowledge and understanding explains and quantitatively analyses electric fields, circuitry and magnetism

Year 11 Society and Culture 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		In-class Assessment	Research Task	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 3, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	Submit	Examination
Knowledge and understanding of course content	50%	20%	10%	20%
Application and evaluation of social and cultural research methods	30%		30%	
Communication of information, ideas and issues in appropriate forms	20%	10%		10%
Total	100%	30%	40%	30%
Outcomes Assessed		P1, P3, P5	P6, P8, P10	P2, P4, P7, P9

Course Outcomes:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Year 11 SLR 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 4
Task Type		Individual Games & Sports Applications	Sports Coaching Training Session Development	Final Examination
Timing		Term 1, 2022 Block 1 Weeks 8/9	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Assessment Component		In class	In class	Examination
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in Performance, Leadership, Analysing and Planning	50%	15%	20%	15%
Total	100%	30%	40%	30%
Outcomes Assessed		1.3, 2.1, 3.2, 4.1, 4.4	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5

Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Year 11 Visual Arts 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		VAPD Artwork Analysis	Mini BoW Progress Essay	Mini Body of Work Final Examination
Timing		Term 1, 2022 Block 1 Weeks 9/10	Term 2, 2022 Block 2 Weeks 6/7	Term 3, 2022 Block 4 Weeks 9/10
Submission method		In class & Submit	In Class & Submit	In Class & Submit
Assessment Component				
A: Artmaking	50%	5%	30%	15%
B: Critical & Historical Studies	50%	15%	10%	25%
Total	100%	20%	40%	40%
Outcomes Assessed		P2 P7 P8 P9	P1 P3 P4 P10	P5 P6 P7 P8 P9 P10

Course Outcomes:

- P1: explores the conventions of practice in artmaking
- P2: explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3: identifies the frames as the basis of understanding expressive representation through the making of art
- P4: investigates subject matter and forms as representations in artmaking
- P5: investigates ways of developing coherence and layers of meaning in the making of art
- P6: explores a range of material techniques in ways that support artistic intentions
- P7: explores the conventions of practice in art criticism and art history
- P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

2022 Year 11 ASSESSMENT BLOCKS

	WEEK					SDD
TERM 1 2022	1	SDD				
	2					
	3					
	4					
	5					
	6					
	7					
	8	Block 1				
	9					
	10					
	WEEK					
TERM 2 2022	1	SDD				
	2					
	3					
	4					
	5					
	6	Block 2				
	7					
	8					
	9					
	10					
	WEEK					
TERM 3 2022	1	SDD				
	2	Block 3				
	3					
	4					
	5					
	6					
	7					
	8					
	9	Year 11 FINAL EXAMS				
	10					
* NOTE SOME ASSESSMENTS MAY FALL OUTSIDE ASSESSMENT BLOCKS DUE HIGH DEMAND						