



The Scots College
Sydney Australia

Year 11 Semester 2 Report 2022

Remy Davis Warrington



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- Gilchrist -

The Performance and Effort ratings in your son's report reflect the teacher's professional judgement in selecting the most appropriate descriptor based on information and data from on-going performance in individual classrooms and course assessment tasks.

Performance Descriptors

The Senior School aligns reporting descriptors to the standards of achievement published by the NSW Educational Standards Authority (NESA).

Level	Descriptor
Extensive A	Your son demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, your son demonstrates creative and critical thinking skills using perceptive analysis and evaluation. Your son effectively communicates complex ideas and information.
Thorough B	Your son demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, your son demonstrates creative and critical thinking skills using analysis and evaluation. Your son clearly communicates complex ideas and information.
Sound C	Your son demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition your son demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic D	Your son demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, your son demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Elementary E	Your son demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, your son demonstrates elementary skills in recounting information and communicating ideas.



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Effort Descriptors

Application through Effort and Attitude are assessed by each teacher on the following criteria: Care and attention demonstrated in class and assignment work; approach and effort to practical work and special projects; attitude towards teacher and peers.

Level	Descriptor
Outstanding	Your son has demonstrated outstanding application and attitude. He has participated in activities enthusiastically and possesses an outstanding level of self-motivation. He is attentive in class and demonstrates a strong commitment to co-operative and collaborative learning. All classroom tasks and assignments are conscientiously researched and presented, revealing strong evidence of independent thought and initiative.
High	Your son has demonstrated a high level of application and attitude. He has displayed a positive approach to his work and is mostly attentive in class, demonstrating a willingness to co-operate in collaborative learning. He is actively involved in class discussions and activities. Classroom tasks and assignments are diligently prepared and presented, indicating a high level of initiative.
Consistent	Your son has demonstrated sound application and attitude. He has generally worked well in class and is usually attentive, participating in collaborative learning activities. He is supportive in classroom discussions and activities. Classroom tasks and assignments are completed on time.
Inconsistent	Your son has demonstrated inconsistent application and attitude. He has generally worked well in class. At times, he needs encouragement in collaborative learning activities. His effort in classroom discussions and activities is variable. Classroom tasks and assignments are inconsistently completed.
Unsatisfactory	Your son lacks motivation and enthusiasm for the particular area of work. He requires encouragement to undertake set tasks and there is often minimal engagement in classroom discussions and activities. He struggles to demonstrate real effort and application in a particular area of work. Classroom tasks and assignments are often not completed to the expected standard.



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The Scots College Academic Report

The Scots College reports on your son's academic progress against NSW Education Standards Authority (NESA) Performance Grade Descriptors published on page 2 of this report. These grades describe your son's overall performance in each subject. This summative grade is based on available assessment evidence and is used to calculate a student's grade point average (GPA) which is tracked overtime as an overall measure of academic performance. A student's effort point average (EPA) is also tracked overtime (see graph on page 4).

A box and whiskers graph is provided for each subject based on the current completed assessment tasks at the time of reporting. Each 'whisker' represents the top & bottom 25% of the students in the course. The box represents the middle quartiles. The median (middle) mark is given by the vertical line in the box. The vertical line at the end of each whisker shows the top & bottom mark. The dot represents your son's current position in the course.

Teachers provide specific advice for each boy on strategies to assist them to improve their academic studies. Parents and boys are encouraged to use this information and advice to develop specific improvement goals and strategies to target for their ongoing academic development.

Tutor Report: Dr C Munday

Remy is to be commended for the way he has commenced his senior years, and more particularly for the maturity and discipline with which he has handled his many, and often competing, commitments. Academically, Remy's strengths were in Visual Arts, Christian Studies and Biology. His preliminary assessment results also revealed some key areas for improvement and growth, which Remy has been proactive in identifying strategies to address. It will be necessary for him to maintain a regular study routine, to revise content covered in class and to prepare earlier for assessments. This would be supported by a clear academic goal to direct his focus and achievement. In this coming year, Remy will need to continue to consider how he navigates competing priorities, particularly as he leads Basketball at the College. I encourage him to serve courageously in this role, to wield his influence discerningly and to consider the legacy he hopes to leave. I am very proud of the young man Remy is becoming, and know that he will approach this year with integrity and conviction.



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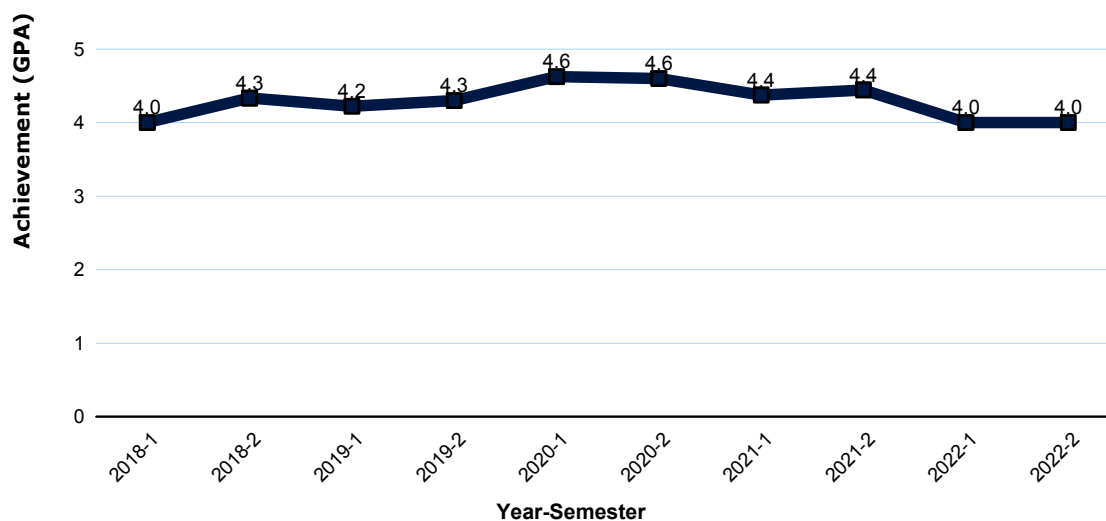
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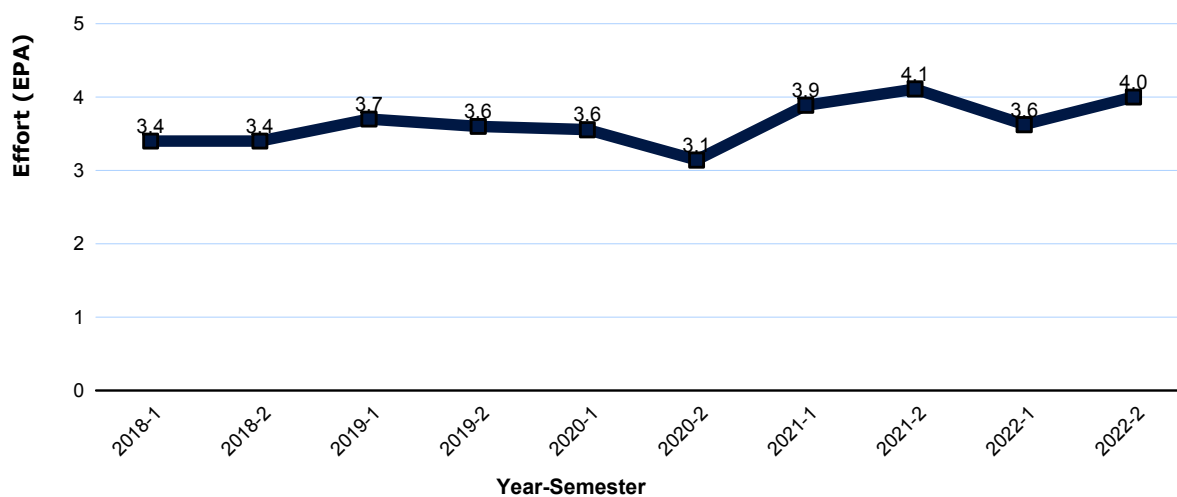
Student Achievement Tracking

Average / Achievement across all subjects



Student Effort Tracking

Average / Effort across all subjects



Attendance

Days absent from school:

0

Late arrivals:

0



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11 Visual Arts

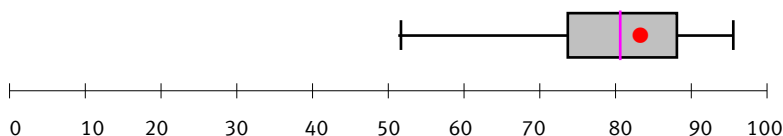
Grade: A

Effort: High

Teacher Comment: Mr A Anastas

Remy is a sincere young man who has made excellent progress this year in Visual Arts. He has produced thoughtful and well composed artworks and he enjoys learning the various techniques and processes. He has a mature approach to art theory and criticism. His written work has a well reasoned argument and is developing. Remy can continue to make good progress in Visual Arts through visiting art galleries and institutions to broaden the scope of his understanding of art, as well as a willingness to experiment with both techniques and materials.

Achievement Relative to Peers



11 Biology

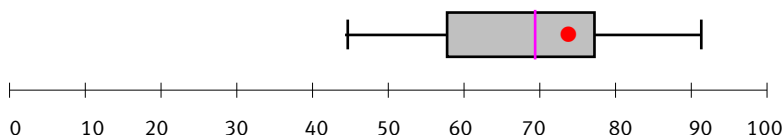
Grade: B

Effort: High

Teacher Comment: Miss V Rastin

Remy is able to articulate a sound understanding of the Year 11 Biology content. He engages in classwork, practical lessons and class discussions effectively. His Final Year 11 Examination results demonstrated that he would benefit from including accurate scientific terms and data from the stimulus material. Remy is encouraged to develop his examination technique by answering past examination question booklets, checking his responses against the marking criteria and submitting them for further feedback. He is encouraged to clarify difficulties by seeking help in order to gain a deeper understanding of key biological concepts and examination techniques. Remy is engaging deeply in Biology, which is really pleasing.

Achievement Relative to Peers





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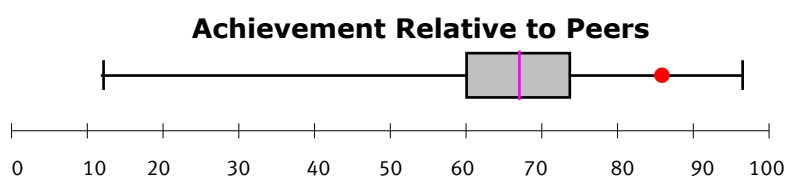
11 Christian Studies

Grade: A

Effort: High

Teacher Comment: Mr J Graham

Remy is a delightful student with an earnest approach to Christian Studies. He often asks questions to enhance his understanding and is a positive influence on his peers. He will benefit from going beyond set tasks and fostering his natural curiosity. Remy's research assessment task demonstrated a sound understanding of the Christian view of suffering in comparison to Islam. He could further strengthen his video response by exploring in more depth the strength and weaknesses of alternative approaches and reflecting specifically on his own view. I wish Remy all the best for Year 12.



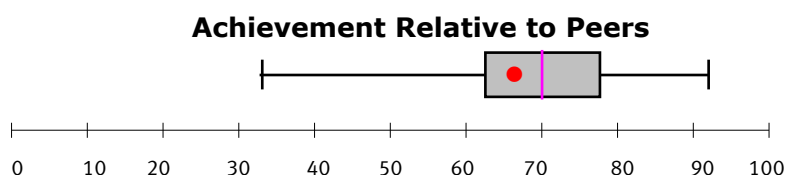
11 English Advanced

Grade: B

Effort: Consistent

Teacher Comment: Ms M Futia

Remy is a quiet young man who has worked diligently this year. He is focused during class and can be relied upon to complete the required formative tasks in preparation for summative assessments; many of which have shown an improvement in his English skills. Remy has excellent ideas and is able to articulate original and engaging concepts verbally, but this is not always as effectively communicated in his writing. In his yearly exam, Remy performed in line with the class; however, he needed to consider the effectiveness of language features in Yeats' poetry. I also recommend that he continue to read widely as a way to help develop his ideas for creative writing as well as his vocabulary and written expression. It has been a pleasure teaching Remy and I look forward to the HSC year.





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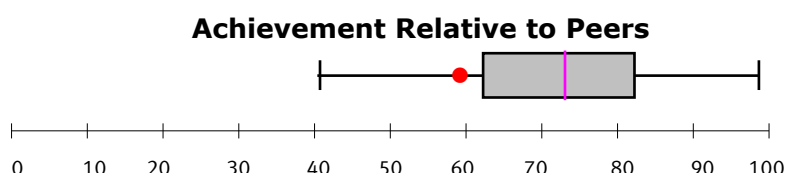
11 Mathematics Extension

Grade: C

Effort: High

Teacher Comment: Mr R Gulson

Remy has engaged well with the Extension Mathematics Course this year, showing a real interest in the complexities of this course. He makes a point to ask clarifying questions in class and is capable of working collaboratively to solve challenging problems. It is essential for Remy to now spend time revising the more abstract concepts of the course, particularly Polynomials and Trigonometric Functions. Developing a study routine that allows for the regular practise of questions from all topics will be necessary for future success. Remy should also look to integrate a variety of question sources and types into this revision to help him identify what skills are being assessed and what unit of work they relate to.



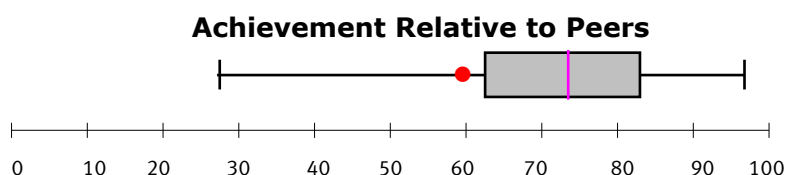
11 Mathematics Advanced

Grade: B

Effort: High

Teacher Comment: Mr R Gulson

Remy is an enthusiastic and affable young man who has approached his Mathematics with a sense of positivity this year. He typically completes set work, is diligent working through modelled responses and engages well in each lesson, asking clarifying questions to develop his understanding. Whilst Remy has a tendency to grasp the initial concepts of a topic, he needs to be disciplined at home to apply these skills to the more challenging components of each unit. The course requires a real breadth of knowledge and it is only through the regular retrieval of prior learning that Remy will be able to stay on top of his learning. He must strive to develop mastery of the Functions and Calculus topics as these will underpin much of the work ahead.





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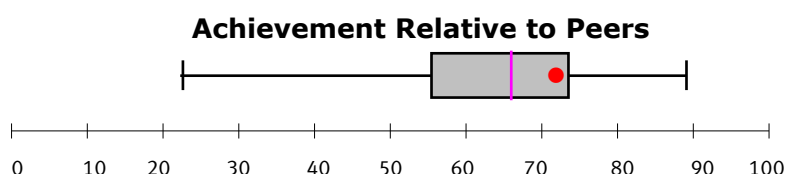
11 PDHPE

Grade: B

Effort: Outstanding

Teacher Comment: Ms S Roxburgh

Remy has participated extremely well in PDHPE this year, demonstrating that he has a good ability to do well in the course. It is important that as he moves into his HSC year, Remy makes sure that he applies a very consistent amount of effort towards all tasks so that he can ultimately achieve the best rank possible. Remy demonstrates a good level of interest towards PDHPE and is very capable of making a significant contribution towards lessons. I would encourage him to maintain this level of effort, as the HSC course will move at a much more rapid pace, with a greater range of content to learn. Remy has made a good start towards PDHPE and I hope that his positive attitude is able to be maintained over the next 12 months. He has set himself the goal of getting over 90% for his final result in PDHPE.



11 Studies of Religion I

Grade: B

Effort: High

Teacher Comment: Rev S Anderson

Remy is a warm and quiet young man who is a pleasure to have in class. Remy has achieved reasonably consistent results but his marks are not as high as I would have hoped. In class, Remy works hard to engage and he often shows moments of real understanding. In order to improve, Remy needs to continue to engage and answer questions and check his own understanding of concepts. I hope that Remy continues to take Studies of Religion in the HSC.

