



Assessment Handbook

Year 11, 2022

This booklet provides you with important information about the school's assessment policy, timing of Assessment Tasks and the content examined for each assessable task you have this year.

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Introduction

Killarney Heights High School is committed to enhancing and encouraging students' achievement of learning outcomes. The Killarney Heights High School Assessment Policy is designed to ensure consistency in assessment throughout the school. Our aim is to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

To ensure progress, teachers use Formative Assessment to monitor student learning and provide ongoing feedback that can help students to identify their strengths and weaknesses and target areas that need further work. As a result, it is common that formal homework is not always set, however, students may be required to submit components of their assignment for feedback during the process of completing the task.

Assessment at Killarney Heights High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment Tasks are designed to measure performance against course outcomes through a range of activities. Assessment Tasks may include:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions – musical
- Extended response – imaginative, analytical, persuasive, discursive, evaluative, reflective
- Formal examinations

School Responsibilities

- The year adviser will issue each student with an assessment booklet containing a summary of the schedule including the school policies and procedures at the start of each year
- A copy of the complete assessment schedule will be published on the school website
- Subject teachers will hand out and explain the schedule at the start of each school year
- Any changes will be communicated to students at least 2 weeks before the due date and updated on the school website
- The New South Wales Education Standards Authority (NESA) recommends a maximum of four formal Assessment Tasks per subject per school year
- No formal Assessment Task may be conducted within 1 week of any examination period
- Where possible, an Assessment Task will be marked by more than one teacher
- Students must be provided with a notification of assessment (Assessment Notification) as early as possible but no less than 2 weeks in advance of the date that the Assessment Task is due (Due Date)
- The Assessment Notification must contain information about expectations of the task

Student Responsibilities

It is the student's responsibility to:

- Know and understand the expectations, tasks and timing of assessments for each of their courses.
- Demonstrate, sustained diligence and effort in each subject and participate in all lessons constructively.
- Collect any work missed due to absence from class for any reason.
- Complete a "Misadventure Form" if the student is sick on the day of an assessment or cannot complete a task.
- Make a serious attempt at completing all tasks, including submitting their work in an appropriate format and on time.
- Attend all examinations and bring all required examination equipment
- Ensure that any questions about marks, grades, or comments awarded for an individual piece of work are resolved at the time the work is handed back.

Parent Responsibilities

- Assist students in the development of time management skills by encouraging the use of diaries and calendars.
- Support students with the completion of assignments that reflect the student's own knowledge and understanding.

Success Criteria for KHHS Assessments

To have satisfactorily completed a course, students will have:

- satisfactorily completed the NESA requirements for all courses studied
- have a satisfactory record of attendance
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Participation

A genuine attempt must be made concerning the teaching and learning activities of a course.

Participating in a course involves completing assignments, homework, and set tasks. It is up to the teacher's professional judgement to determine what constitutes genuine participation.

Recording extra-curricular achievements

Killarney Heights High School is registered with up2now, a NESA program which allows students to record their extra-curricular activities. Up2now is an ongoing learning portfolio in which students can record, organise, and share evidence of their engagement with activities like volunteer programs, first aid courses, community work, etc. Students can use this program to share this information with prospective employers or to access other education or training pathways. www.up2now.net.au

Examination and Class Test Rules

- If students are found to have notes, paper, unauthorised material or any communication device such as a programmable watch, smartwatch or a mobile telephone in their possession once the examination has commenced, they may be penalised, which could result in being given zero for the examination.
- Students are required to make a serious attempt at the examination by answering a range of questions types. Answering only multiple choice questions is not considered a serious attempt and may result in the cancellation of the course.
- Students must complete the student attendance slip, and ensure it has been collected before they leave the examination room.
- Students must remove their watch and place it in clear view on the desk.
- Students must not start writing until instructed to and must stop writing immediately when instructed to do so.
- When leaving, students must not take any part of the examination materials or question booklet from the examination room.
- Students may not leave the examination room within the first hour of the examination or in the last 15 minutes, except in cases of emergency, or with the permission of the Principal.

Students who have been granted special provisions for their exams will need to see the exam coordinator prior to the exam period so that all supervising teachers can be made aware of these special provisions.

Students who miss an exam due to illness, misadventure, leave, or domestic problems, must complete the Illness/Misadventure form supplied in this handbook and submit it to the relevant Head Teacher on the morning of their return to school.

Suspension and assessment

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school Assessment Task is being completed.

If the task is in the form of a written assessment, it must be handed to the front office on the due date. Failure to comply with the above will result in a zero grade.

Absence, Illness and Misadventure Procedures

Students must ensure that their Assessment Tasks are submitted on the due date. In all cases, where a student does not submit or attend an Assessment Task, they must complete an Illness/Misadventure form. Failure to follow these procedures will result in a mark of zero being awarded.

Technology failure is not an acceptable reason for late submission of work.

Absence

If a student is absent for all or part of the due date, they must complete an “Illness/Misadventure” form (see below).

If a student is absent for all or part of the due date without a valid reason, they will receive a mark of zero for that Assessment Task.

If a student is absent the day prior to the due date without a valid reason, they will receive a mark of zero for that Assessment Task.

Excursions and Fieldwork

Some subjects require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities, students must negotiate alternate arrangements prior to the event. This is at the discretion of the Principal.

School Leave and Assessment

If students know that they will be absent for an Assessment Task due to extra-curricular school commitments, they must give notice of their leave as soon as possible.

The task should be handed in prior to the Due Date in these cases, unless an alternative date has been negotiated with the Head Teacher.

Extensions

A student may apply for an extension to the Due Date if they feel that they have a genuine inability to meet a Due Date due to exceptional circumstances.

A student who wishes to apply for an extension to the Due Date must:

- complete an “Illness/Misadventure” form; and
- provide the completed “Illness/Misadventure” form to their usual classroom teacher or the relevant Head Teacher as soon as reasonably possible.

Any requests for an extension to the Due Date will be assessed by the relevant Head Teacher on a discretionary basis.

Illness and Misadventure

If a student is unwell or suffers some misadventure on the day (or the day prior to) the Due Date they must complete an “Illness/Misadventure” form and provide any relevant accompanying documentation (including, where relevant, a medical certificate).

Immediately on the student’s return to school, they must provide the completed “Illness/Misadventure” form and relevant accompanying documentation to the Head Teacher.

Result of Illness/Misadventure Claim

Where the Head Teacher finds that the student had a valid reason for their absence on the day (or day prior to) the Due Date of the Assessment Task, the student will incur no academic penalty and alternative arrangements for the submission of the Assessment Task will be made.

Where the Head Teacher finds that the student did not have a valid reason for their absence on the day (or day prior to) the Due Date of the Assessment Task, the student will receive a mark of zero for that Assessment Task.

Appeals can be made to the Deputy Principal if the misadventure claim is disputed.

Group Performance Absence, Illness or Misadventures.

- Students are required to perform on the scheduled date specified in the assessment notice
- In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an illness/misadventure form as a group.
- Completed illness/misadventure forms must be completed and submitted within two school days of the scheduled assessment date.
- The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form within two school days of returning to school. Please note this application will be considered separately to the group application.
- Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion.
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task at the earliest opportunity. Rescheduling of the performance to an alternate date will be determined by the Head Teacher.

Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- Breach of school examination or test rules
- Copying someone else's work (in whole or part) and presenting it as their own
- Using material from other sources without correct reference
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts)
- Paying someone to write or prepare material
- Breaching school examination rules (see page 3)
- Using non-approved aids during an Assessment Task
- Creating false explanations to explain work not handed in by the Due Date
- Assisting another student to engage in malpractice

Malpractice is taken seriously at Killarney Heights High School and will result in:

- zero marks for part or all of the Assessment Task/examination
- potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged (referenced).

For the malpractice policy related to Stage 6, check the Higher School Certificate section and the relevant Assessment Guidelines.

Unsatisfactory Performance in a Course

When students are failing to meet the requirements of their course, several steps will be taken by KHHS to support them in improving their result.

1. Parents will be notified when students are reviewed for their performance in a course.
2. Students are given opportunity to rectify their situation.
 - a. If the issue is attendance, students will be placed on an attendance contract to meet requirements.
 - b. If the issue is participation, student will be placed on a class contract to meet requirements.
 - c. If the issue is completion of Assessment Tasks, students will be required to complete the Assessment Task within a two-week period.
3. A second N-Warning letter will be sent and students are given a second opportunity to rectify their situation.
4. An Unsatisfactory Determination Award (N-Award) will be determined by the Principal.
 - a. This will occur in conjunction with the assessment appeals process (see below).
 - b. The aim of the assessment appeals process is the avoidance of awarding unsatisfactory results.

Principals may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to the BOS that a student will receive an "N Determination" for the course.

Appeals

Appeal regarding individual Assessment Tasks

- If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must first be discussed with the relevant Head Teacher.
- If the grievance has not been adequately resolved the student may then choose to complete an illness/misadventure form.
- Illness/misadventure applications are to be submitted to the relevant Deputy Principal who will consider all information and evidence when making a decision in regards to the claim. The Deputy Principal will then hand back the original illness/misadventure form along with a written decision.
- In cases where the Head Teacher is also the class teacher involved, the illness/misadventure form can be lodged with the Deputy Principal for a final decision.

Appeal against the outcome of an Illness/Misadventure decision

- If the student believes that their Illness/misadventure application was not appropriately addressed by the Head Teacher, they may choose to appeal the decision.
- The process of appeal requires the student to re-submit their Illness/misadventure application, to the Principal within 2 school days of receiving the outcome.
- The re-submission for appeal must also include the Head Teacher's written decision from the original application, a copy of the Assessment Task, a copy of the student's attempt at the Assessment Task and any other relevant information
- The Deputy Principal will consider all the information and provide a final decision and course of action regarding the appeal.

Appeal against penalties due to malpractice

- In the case of some Assessment Tasks (such as research tasks, major works, or projects) a log of student work is required and must be presented on request
- Drafts, proofs, and rough copies of assignments should be kept to support the authenticity of the submission
- The student must appeal this decision within two school days of written notification of the zero penalty being given

Refer to the Assessment Guidelines for specific provisions relating to HSC Courses.

Disability Provisions

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Psychological difficulties

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group.

Disability provisions will be determined by the school. The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

Provisions may include, but are not limited to:

- A 'reader' or 'writer' in examinations
- Extra time or rest breaks in examinations
- Large print or coloured paper
- The use of a computer

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

Record of School Achievement (RoSA)

Course completion criteria

If a student fails to submit or perform tasks which make up more than 50% of the total assessment marks for a course, the Principal may not verify that the course has been satisfactorily studied. The student may then be awarded an 'N' (non-completion) determination for this course.

An 'N' determination in a course may also make the student ineligible for the award of the Record of School Achievement (RoSA).

Literacy and numeracy tests

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

These tests will be offered online and under teacher supervision, and will be reported separately to the RoSA credential. They will not be available to all students, only those that indicate they wish to leave school. They will be designed to reflect the needs and expectations of students who leave school without undertaking the HSC.

There will be 'windows' of availability throughout the year in which students can sit these tests. If students decide to stay on longer after sitting the tests, they will be able to re-sit them. The most recent results will be issued as part of the RoSA when a student leaves school.

Preliminary and Higher School Certificate

The pathway to an HSC is via two distinct courses, Preliminary (Year 11) and HSC (Year 12). To be eligible to enter an HSC course, a student must have satisfactorily completed the Preliminary Course in the subject. (Exceptions are VET courses taken as new courses for the HSC.)

The assessment criteria for the two courses are completely separate. Though the assessment marks achieved in the Preliminary Course do not count towards the HSC, they are an important component of Half-Yearly and Yearly reports and determine whether students have successfully achieved the outcomes of the course and are eligible to begin the HSC course. All courses are examined on the HSC year of teaching, an exception to this are the Mathematics courses, where work from both years is examined.

Rules for Satisfactory Completion of Preliminary and HSC Courses

To be eligible for the award of a Higher School Certificate, students must satisfactorily complete the NESA requirements for all courses studied.

The requirements for satisfactory completion of a course remain the same as in junior years of high school. Students who do not meet the requirements of their course will be issued with N-Determinations. This student will be ineligible to have that course recorded on their RoSA or to undertake the HSC course in that subject. Students may appeal N-Determinations by following the NESA process.

A student must satisfactorily complete courses totalling at least 12 units of Preliminary Courses and 10 units of HSC courses to receive the HSC award.

Course Assessment Outlines

Each subject has its own course outline where the assessment requirements are detailed. These include the range of tasks students are required to undertake, the specific Assessment Tasks and the weightings of each task.

Rules related to assessments can be found in the relevant sections in this policy.

These include rules related to:

- N-Determinations and warnings
- Academic malpractice
- Non-submission or late submission
- Appeals

Malpractice

Plagiarism in senior years is taken very seriously. As students move into Years 11 and 12 (Stage 6) they must complete All My Own Work (AMOW). Students complete AMOW in Term 4 of Year 10.

More information on AMOW can be found at: www.amow.boardofstudies.nsw.edu.au

Assessment Schedule

Assessment will commence in Term 1 when all the Preliminary Courses begin. The final assessment will include only marks achieved during the Preliminary assessment period and from those tasks designated in individual subject course outlines.

1. Students will be given written notice of each task at least two weeks in advance.
2. The school will use reasonable endeavours to structure the Assessment Schedule so that an individual student has no more than two (2) formal Assessment Tasks on any given day.
3. Assessment Tasks will not be scheduled one week prior to formal exams.
4. Students will be given feedback on their task attempts.
5. Parents will be informed when:
 - a. a zero award is made because of failure to attempt a set task;
 - b. an unsatisfactory attempt is made at a task;
 - c. it is anticipated that a student will not satisfy the required outcomes for the course and therefore will be classified as unsatisfactory ("N" determination) and will need to repeat the course;
 - d. a penalty has been applied due to malpractice.
6. In the case of students who transfer from another school, assessment will be determined only on tasks carried out at Killarney Heights High School.
7. Technological failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep a hard copy of text.
8. In the case of students attending work placement or on suspension, the student must complete the Assessment Task/s (including tests) by the advertised due date.

VET Course Requirements

VET courses are competency based. Competency is judged on the basis of performance. A student's performance is judged to be either competent or not yet competent against a prescribed standard. The judgement is made on the basis of a variety of evidence. VET courses may be dual-accredited.

Demonstration of competence in all Assessment Tasks may lead to the award of a Certificate I, II or III with the Australian Qualifications Framework (AQF).

Students who wish to include a VET course result in the calculation of the Australian Tertiary Admission Rank (ATAR) must attempt the final HSC examination. Where insufficient competencies are achieved in order to qualify for the Certificate I, II or III those competencies which have been achieved will be listed on the Record of School Achievement.

VET Assessment Policy

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which are awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

AQF Assessment

All Industry Curriculum Framework Courses are assessed under national Competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of Assessment Tasks ranging from practical tasks to written tasks. If students are deemed *not competent* at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course. Some VET courses, e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Administration Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET courses. This booklet explains the BOS procedures.

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the *achievement of competency*. AQF qualification will be assessed by NESA separately.

For students who have undertaken the HSC examination, a scaled *examination mark* will be recorded on the HSC Certificate. *No school based assessment mark will be recorded.*

No Assessment mark for VET courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted. *This mark will be used only in the case of an illness/misadventure appeal.*

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination.

Work placement

Work placement is a *mandatory HSC requirement* of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled NESA course requirements.

Note:

- Information and Digital Technology course may simulate 35 hours of work placement. This must be documented and authorised by the school.
- Entertainment Industry course permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school

Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses. These procedures are explained elsewhere in this policy.



Killarney Heights High School

Illness/ Misadventure/Absence for an assessable task

Stage 5 and 6 Assessment Tasks are a compulsory and necessary component of the RoSA and Higher School Certificate. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the RoSA and/or the Higher School Certificate. It is the responsibility of a student, who for various reasons, fails to submit an assessable task, to make proper application for consideration under the published rules of the Assessment Procedures.

Completed by Student

Surname Given name

Class Subject(s)

Date(s) of task

Reason for absence or not submitting task

Medical certificate and/or other documentation attached: Yes / No

Student signature Date

Parent signature Date

Completed by Head Teacher

Prior approval given: Yes / No

Student informed school of illness/misadventure: Yes / No

Misadventure type:

Consideration for marks

Assessment rescheduling/extension

Please circle

Task type:

Exam

Written

In class

Project

Research

Please circle

Practical

Group

Oral

Head Teacher Recommendation:

Head Teacher signature: Date received

☐ Entered on Sentral

RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL

Decision:

Deputy Principal Signature: Date received

HSC Checklist and Reminders

Pattern of Study Checklist

Students who will complete the HSC in 2020 should meet the following pattern of study requirements:

- ☐ at least 12 units of Year 11 courses and
- ☐ at least 10 units of Year 12 courses.

Check that both patterns include:

- ☐ at least 6 units of Board Developed Courses
- ☐ at least 2 units of a Board Developed Course in English
- ☐ at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)
- ☐ at least 4 subjects
- ☐ a maximum of 6 Year 11 units and 7 Year 12 units from courses in science, where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- ☐ students meet eligibility requirements for English EAL/D and languages
- ☐ students have completed 'HSC: All My Own Work' (or its equivalent)
- ☐ there are no exclusions in the course combinations
- ☐ students seeking an ATAR meet eligibility requirements
- ☐ Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- ☐ school-based assessment and reporting requirements
- ☐ students with disability.

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online Syllabuses A-Z \(Stage 6\)](#) for course descriptions of relevant syllabuses

HSC: All My Own Work

To be eligible for the HSC, students must complete the program 'HSC: All My Own Work' (or its equivalent) before they submit any work for Year 11 or Year 12 courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. This includes students entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. If a student with disability has difficulty accessing the program 'HSC: All My Own Work', the school should devise an appropriate equivalent program if the student is undertaking a Year 11 or Year 12 course that is not a Life Skills course.

Refer to:

ACE 8006: [Eligibility requirements for the Higher School Certificate](#)

NESA: [HSC All My Own Work program](#)

Eligibility for English EAL/D and Languages

Check that students meet eligibility requirements and have completed the NESA eligibility form, and that all documentation is retained by the school for:

- ☐ English EAL/D
- ☐ Continuers courses in those languages which also offer [Language] in Context courses and [Language] and Literature courses
- ☐ Beginners courses
- ☐ [Language] in Context courses.

Refer to:

ACE 8007: [Entry requirements for the HSC English as an additional language or dialect \(EAL/D\) course](#)

NESA: [Eligibility for Stage 6 Languages courses](#)

ACE 8008: [Entry requirements for Stage 6 Languages courses](#)

Exclusion of Course Combinations

Some course combinations are excluded by NESA as stated in the course descriptions, under 'exclusions'. Check for NESA exclusions of course combinations for Board Developed Courses (BDCs), Content Endorsed Courses, TAFE delivered VET HSC Courses and Board Endorsed Courses (BECs).

Refer to:

ACE 8011: [Exclusions: Industrial Technology, Languages, Mathematics, Science, Studies of Religion](#)

ACE manual exclusions index: [Exclusions](#)

[Syllabuses A-Z \(Stage 6\)](#) to access the most up to date information on exclusions in the course descriptions.

School-Based Assessment and Reporting

The 'Assessment and Reporting' documents for each syllabus outline the mandatory components and weightings for new school-based assessment requirements for BDCs.

In addition, school-based assessment:

| Year 11 (commenced Term 1) | Year 12 (commenced Term 4) |
|---|--|
| <input type="checkbox"/> must be capped at 3 tasks | <input type="checkbox"/> must be capped at 4 tasks |
| <input type="checkbox"/> may only include 1 formal written examination Mathematics courses may include 1-2 formal written examinations | <input type="checkbox"/> may only include 1 formal written examination with a maximum weighting of 30% |

Refer to:

ACE 8072: [Development of HSC school-based assessment programs](#)

ACE 8069: [Higher School Certificate school-based assessment](#)

NESA: [Stage 6 school-based assessment](#)

[Syllabuses A-Z \(Stage 6\)](#) for syllabus-based components and weightings

English Studies and Mathematics Standard 1

Student achievement in school-based assessment for the Year 12 English Studies and Mathematics Standard 1 courses is reported as a grade.

- ☐ To award grades, use the new [English Studies Achievement Level Descriptions](#) and [Mathematics Standard 1 Achievement Level Descriptions](#).
- ☐ Upload Year 12 work samples in [Schools Online](#) (for grade monitoring purposes).
- ☐ For the optional HSC examinations, enter students separately and submit an estimated examination mark. For the 2020 HSC and beyond teachers will not be required to derive the estimated mark from a formal written exam that is part of the school-based assessment program. This change provides schools with greater flexibility in the design of the school-based assessment program.

ATAR Eligibility

Students seeking an Australian Tertiary Admission Rank (ATAR) in 2020 must complete at least 10 units of BDCs for which there are formal examinations conducted by NESA, including:

- ☐ at least 2 units of English
- ☐ at least 8 units of Category A courses.

Only 2 units of Category B courses can contribute to an ATAR. Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. Note that both English Studies and Mathematics Standard 1 are Category B courses. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills Courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, do not satisfy requirements for the ATAR.

Refer to:

UAC in particular: [HSC courses that can be used in the ATAR calculation](#)

[English Stage 6](#) and [Mathematics Stage 6](#) for English Studies and Mathematics Standard 1 syllabus documents

HSC Minimum Standard

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC. Students get two chances a year to sit each of the online tests from Year 10 and up to five years after starting their first HSC course. For the 2020 HSC, students do not need to sit the reading, writing or numeracy test(s) if they achieved at Band 8 or above in the respective 2017 Year 9 NAPLAN test(s). Students taking Life Skills courses may be exempt under certain conditions.

Refer to:

ACE 4060: [Demonstration of the HSC minimum standard](#)

NESA: [HSC minimum standard](#)

Department: [Literacy and Numeracy](#) with quick link to HSC minimum standard

Students with Disability

Identifying and responding to the personalised learning and support needs of students with disability should be addressed through a collaborative planning process and should not be reliant on requests for support from the student, parents or carers. Planning should include course options, provision of reasonable adjustments and HSC disability provisions where required and be an ongoing process. Adjustments should enable equitable participation by students in the full range of education activities on the same basis as their peers without disability. The NESA website provides information about HSC disability provisions, including the application process and the due date in Term 1.

Students with disability can meet the requirements for the award of the HSC by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a collaborative planning process that addresses the student's transition from school to adult life.

Refer to:

ACE: [Studying HSC Life Skills courses](#)

NESA: [Disability Provisions](#)

Australian Government: [Disability Standards for Education 2005](#)

Reminders

- ❑ Schools are responsible for overseeing the delivery of courses by outside tutors (defined in ACE 8060) and external providers (including VET courses).
- ❑ Ensure that NESA requirements are met:
 - for commencement of Year 11 and Year 12 courses
 - for credit transfer and recognition of prior learning
 - for accumulation, acceleration and repeating
 - for satisfactory completion and non-completion of courses.
- ❑ Additional departmental curriculum requirements in the policy standards (e.g. Life Ready, religious education, physical activity including sport) or conditions of enrolment at individual schools are not requirements for NESA HSC credentialing.
- ❑ Consider the wellbeing of students when formulating assessment schedules including trial examinations, particularly in consideration of the completion of major works and performance examinations.

Refer to:

ACE: Commencement of Preliminary and HSC courses

ACE 8060: study with an outside tutor

ACE 8061: study with an external provider

ACE: Credit transfer and recognition of prior learning

ACE: Pathways (Includes accumulation and/or repeating courses and acceleration)

ACE: Satisfactory completion; non-completion; leave

Appendix 1 Excerpts – Education Act

The following information from the [Education Act 1990 No 8](#) underpins NESA's rules and regulations. In the legislation, 'the Authority' refers to NESA. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Section 2 HSC checklist and reminders.

12 Curriculum for Higher School Certificate candidates

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

95 Higher School Certificate

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
- (b) who:
 - (i) have attended a government school, or
 - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
 - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
- (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
- (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
- (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
- (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

English (Advanced)

Year 11: In the Preliminary English (Advanced) course, students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

| 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 |

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|--|---|--|--|-----------|
| Task Name | Narrative and Reflection – Reading to Write | Multimodal and Critical Response – Narratives that Shape our World | Yearly Examination | |
| Task type | Extended imaginative and reflective responses | Multimodal presentation and extended response | Short answers, imaginative and critical extended responses | |
| Due | Term 1 Week 11 | Term 2 Week 10 | Exam Period Term 3 – Weeks 9/10 | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Focus Outcomes | EA11-3, EA11-5, EA11-9 | EA11-1, EA11-2, EA11-5, EA 11-6, | EA11-1, EA11-4, EA11-5, EA11-8 | |
| Syllabus Component | Reading to Write | Narrative that Shape Our World | Reading to Write, Critical Study | |
| Knowledge and understanding of course content | 15 | 15 | 20 | |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all the modes | 15 | 15 | 20 | |
| Total Weighting % | 30 | 30 | 40 | 100 |

English (Standard)

Year 11: In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.

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

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|--|---|--|---|------------|
| Task Name | Imaginative text with reflection – Reading to Write | Multimodal presentation – Contemporary Possibilities | Yearly Examination | |
| Task type | Imaginative and Reflective response | Multimodal presentation and analytical response | Short answers, imaginative and close study extended responses | |
| Due | Term 1 Week 10 | Term 2 Week 10 | Exam Period Term 3 – Weeks 9/10 | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Focus Outcomes | EN11-3, EN11-5, EN11-9 | EN11-1, EN11-2, EN11-5, EN11-6 | EN11-1, EN11-4, EN11-5, EN11-8 | |
| Syllabus Component | Reading to Write | Contemporary Possibilities | Reading to Write, Close study of Literature | |
| Knowledge and understanding of course content | 15 | 15 | 20 | |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | |
| Total Weighting % | 30 | 30 | 40 | 100 |

English EAL/D

Year 11. The study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic values. It develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

| Outcomes | |
|------------|--|
| EAL11-1A – | A student responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. |
| EAL11-1B – | A student communicates information, ideas and opinions in familiar personal, social and academic contexts. |
| EAL11-2 – | A student uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies. |
| EAL11-3 – | A student identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning. |
| EAL11-4 – | A student applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts. |
| EAL11-5 – | A student thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts. |
| EAL11-6 – | A student investigates and explains the relationships between texts. |
| EAL11-7 – | A student understands and assesses the diverse ways texts can represent personal and public worlds. |
| EAL11-8 – | A student identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning. |
| EAL11-9 – | A student reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner. |

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|--|--|--|--|-----------|
| Task Name | Short answer in class exam | Multimodal Presentation | Yearly Examination | |
| Task type | Short answer responses to unseen texts | Multimodal Presentation and Listening | Short answer responses and essay | |
| Due | Term 1 Week 11 | Term 2 Week 10 | Term 3 Weeks 9-10 | |
| Method of Submission | In class exam | Hand in video presentation and in class listening exam | Formal examination | |
| Focus Outcomes | EAL11-1B, EAL11-3, EAL11-4, EAL11-7 | EAL11-1A, EAL11-2, EAL11-3, EAL11-5 | EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8 | |
| Syllabus Component | Module C: Texts and Society | Module A: Language, Texts and Context | Module B: Close Study of Text | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 |
| Total Weighting % | 30 | 40 | 30 | 100% |

Mathematics Standard

Year 11: The Mathematics Standard course is designed to promote the development of knowledge, skills and understanding in areas of mathematics that have a direct application to the broad range of human activity. Reported course outcomes reflect the current level of attainment in the topic areas assessed and provide a means of selecting course content requiring further review.

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

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|--|-----------------------------------|------------------------------------|--|-----------|
| Task Name | Assessment Task 1 | Assessment Task 2 | Assessment Task 3 | |
| Task type | Class Test | Assignment | Formal Examination | |
| Due | Term 1 Week 9 | Term 3 Week 3 | Examination Period | |
| Method of Submission | In class | Hand In | Formal examination | |
| Focus Outcomes | MS11-1, MS11-2, MS11-6, MS11-7 | MS11-3, MS11-4, MS11-5, MS11-6, | MS11-1, MS11-2, MS11-5, MS11-6, MS11-7, MS11-8, | |
| Syllabus Component | S1.1, A1, M1.1 | M1.3, F1.2, F1.3, M1.2 | A2, S2, F1.1, S1.2, M2, S1.1, A1, M1.1, M1.3, F1.2, F1.3, M1.2 | |
| Understanding, Fluency and Communicating | 15 | 20 | 15 | 50 |
| Problem Solving, reasoning and justification | 15 | 15 | 20 | 50 |
| Total Weighting % | 30 | 35 | 35 | 100 |

Mathematics Advanced

Year 11: The Mathematics Advanced course is designed to provide students with an understanding of, and competence in, some further aspects of mathematics which are applicable to the real world. The understanding and application of calculus is fundamental to the topics studied. Reported course outcomes reflect the current level of attainment in the topic areas assessed and provide a means of selecting course content requiring further review.

| 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 solve simple practical problems |
| MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems |
| MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions |
| MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts |
| MA11-9 provides reasoning to support conclusions which are appropriate to the context |

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|-------------------------------|------------------------------|----------------------------|--|-----------|
| Task Name | Assessment Task 1 | Assessment Task 2 | Assessment Task 3 | |
| Task type | Class test | Project | Formal examination | |
| Due | Term 1 Week 10 | Term 2 Week 8 | Exam Period | |
| Method of Submission | In class | Hand In | Formal examination | |
| Focus Outcomes | MA11-1, MA11-2 MA11-3 MA11-4 | MA11-3, MA11-4, MA11-5, | MA11-4, MA11-5, MA11-6, MA11-7 | |
| Syllabus Component | F1, T1 | T2, C1.1, C1.2, C1.3, C1.4 | E1.1, E1.2, E1.3, E1.4, S1.1, S1.2, T2, C1.1, C1.2, C1.3, C1.4, F1, T1 | |
| Concepts, Skills & Techniques | 20 | 15 | 15 | 50 |
| Reasoning and Communicating | 15 | 20 | 20 | 50 |
| Total Weighting % | 35 | 30 | 35 | 100 |

Mathematics Extension 1

Year 11: The study of Mathematics Extension 1 in Stage 6 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

| Outcomes |
|--|
| ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses |
| ME11-2 manipulates algebraic expressions and graphical functions to solve problems |
| ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solutions in the solution of problems |
| ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change |
| ME11-5 uses concepts of permutations and combinations to solve problems involving counting and ordering |
| ME11-6 uses appropriate technology to investigate, organize and interpret information to solve problems in a range of contexts |
| ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs. |

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|-------------------------------|------------------------|---------------------------|--|-----------|
| Task Name | Assessment Task 1 | Assessment Task 2 | Assessment Task 3 | |
| Task type | Class test | Assignment | Formal examination | |
| Due | Term 1 Week 10 | Term 2 Week 8 | Exam Period | |
| Method of Submission | In class | Hand In | Formal examination | |
| Focus Outcomes | ME11-1, ME11-2 | ME11-1, ME11-2, ME11-3 | ME 11-1, ME 11-2 ME 11-3, ME 11-4, ME 11-5 | |
| Syllabus Component | F1.1, F1.2, F1.3, F1.4 | T1, T2, F2.1, F2.2 | F1.1, F1.2, F1.3, F1.4, T1, T2, F2.1, F2.2, C1.1, C1.2, C1.3, A1.1, A1.2 | |
| Concepts, Skills & Techniques | 15 | 15 | 20 | 50 |
| Reasoning and Communicating | 20 | 15 | 15 | 50 |
| Total Weighting % | 35 | 30 | 35 | 100 |

NB: Year 11 Advanced outcomes are assumed knowledge for each task where applicable.

Investigating Science

Year 11: The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood.

Investigating Science uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

Outcomes

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
 INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
 INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
 INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
 INS11/12-5 analyses and evaluates primary and secondary data and information
 INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
 INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
 INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations
 INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------------------|---|---|---------------------------|-----------|
| Task Name | Practical Task | Depth study | Formal Examination | |
| Task type | Practical Exam | Report | Formal Exam | |
| Due | Term 1 Week 9 | Term 3 Week 2 | Exam Period | |
| Method of Submission | In Class | In class | Formal examination | |
| Focus Outcomes | INS11/12-1, INS11/12-2, INS11/12-5, INS11/12-6, INS11-8 | INS11/12-1, INS11/12-2, INS11/12-6 , INS11/12-7, INS11-10 | INS11/12-1 - INS11/12-11, | |
| Syllabus Component | | | | |
| Knowledge and Understanding | 5 | 10 | 25 | 40 |
| Skills in Working Scientifically | 15 | 30 | 15 | 60 |
| Total Weighting % | 20 | 40 | 40 | 100% |

Assessment schedule updated 28/2/2022

Biology

Year 11: The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

Outcomes

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

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------------------|---|------------------------------|---|-----------|
| Task Name | Depth Study | Practical Skills Assessment | Formal Examination | |
| Task type | Report | Practical Exam | Formal Exam | |
| Due | Term 1 Week 10 | Term 3 Week 3 | Exam Period | |
| Method of Submission | Hand in | In class | Formal examination | |
| Focus Outcomes | BIO 11-1, BIO 11-3, BIO 11-5, BIO 11-7, BIO 11-11 | BIO11-3, BIO11-5, BIO11-8 | BIO 11-2, BIO 11-4, BIO 11-6, BIO 11-9, BIO 11-10 | |
| Syllabus Component | | | | |
| Knowledge and Understanding | 10 | 5 | 25 | 40 |
| Skills in Working Scientifically | 25 | 25 | 10 | 60 |
| Total Weighting % | 35 | 30 | 35 | 100% |

Assessment schedule updated 28/2/2022

Chemistry

Year 11: The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Outcomes

- CH11-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5 analyses and evaluates primary and secondary data and information
- CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------------------|-----------------------------|---|--|-----------|
| Task Name | Practical Skills Assessment | Depth Study | Formal Examination | |
| Task type | Practical Exam | Report | Formal Exam | |
| Due | Term 2 Week 2 | Term 3 Week 2 | Term 3 Week 9/10 | |
| Method of Submission | In class | Hand in | Formal Examination | |
| Focus Outcomes | CH11-3, CH11-5, CH11-6 | CH11-1, CH11-2, CH11-4, CH11-6, CH11-10 | CH11-5, CH11-8, CH11-9, CH11-10, CH11-11 | |
| Syllabus Component | | | | |
| Knowledge and Understanding | 0 | 10 | 30 | 40 |
| Skills in Working Scientifically | 25 | 25 | 10 | 60 |
| Total Weighting % | 25 | 35 | 40 | 100% |

Physics

Year 11: The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

| Outcomes | | | | |
|----------|---|--|--|--|
| PH11-1 | develops and evaluates questions and hypotheses for scientific investigation | | | |
| PH11-2 | designs and evaluates investigations in order to obtain primary and secondary data and information | | | |
| PH11-3 | conducts investigations to collect valid and reliable primary and secondary data and information | | | |
| PH11-4 | selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | | | |
| PH11-5 | analyses and evaluates primary and secondary data and information | | | |
| PH11-6 | solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | | |
| PH11-7 | communicates scientific understanding using suitable language and terminology for a specific audience or purpose | | | |
| PH11-8 | 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 | 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 | explains and analyses waves and the transfer of energy by sound and light | | | |
| PH11-11 | explains and quantitatively analyses electric fields, circuitry and thermodynamic principles | | | |

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------------------|-----------------------------|---|--------------------------------------|-----------|
| Task Name | Practical Skills Assessment | Depth Study | Formal Examination | |
| Task type | Practical Exam | Report | Formal Exam | |
| Due | Term 1 Week 6 | Term 2 Week 8 | Exam Period | |
| Method of Submission | In class | Hand in | Formal examination | |
| Focus Outcomes | PH11-3, PH11-4, PH11-5 | PH11-1, PH11-3, PH11-6, PH11-7, PH11-10 | PH11-6 PH11-8 PH11-9 PH11-10 PH11-11 | |
| Syllabus Component | | | | |
| Knowledge and Understanding | 0 | 10 | 30 | 40 |
| Skills in Working Scientifically | 20 | 30 | 10 | 60 |
| Total Weighting % | 20 | 40 | 40 | 100% |

Business Studies

Year 11: Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

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

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|--------------------|---|--|-----------|
| Task Name | Business Report | Business Plan | Yearly Examination | |
| Task type | Report | Report | Cohort Test | |
| Due | Term 1 Week 11 | Term 3 Week 2 | Exam Period | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Focus Outcomes | P1, P2, P7 | P8, P9, P10 | P6, P3, P4, P5, | |
| Syllabus Component | Nature of Business | Business Planning, Business Management | Nature of Business, Business Planning, Business Management | |
| Knowledge and understanding of course content | 5 | 15 | 20 | 40 |
| Stimulus based skills | 5 | | 15 | 20 |
| Inquiry and research | 5 | 15 | | 20 |
| Communication of business information, ideas and issues in appropriate form | 10 | 5 | 5 | 20 |
| Total Weighting % | 25 | 35 | 40 | 100% |

Assessment Schedule update 16/5/2022

Economics

Year 11 Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops.

Outcomes

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|---|----------------|--------------------|-------------|
| Task Name | Stimulus Task | Research Essay | Yearly Exam | |
| Task type | Cohort test | Research essay | Formal Examination | |
| Due | Term 1 Week 11 | Term 2 Week 9 | Examination Period | |
| Method of Submission | In class | Hand in | Formal examination | |
| Focus Outcomes | P1, P2, P4, P7 | P3, P5, P9 | P6, P8, P10, P11 | |
| Syllabus Component | Introduction to Economics, Consumers and Businesses | Labour Market | All Syllabus Areas | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Stimulus based skills | 10 | | 10 | 20 |
| Inquiry and research | 5 | 10 | 5 | 20 |
| Communication of economic information, ideas and issues in appropriate form | 5 | 10 | 5 | 20 |
| Weighting | 30 | 30 | 40 | 100% |

Legal Studies

Year 11 In Legal Studies, students will have the opportunity to learn about basic legal concepts including the nature and functions of law through the examination of law-making processes and institutions. Students will also explore dispute resolution techniques and engage with a range of contemporary legal issues to assess the effectiveness of Australian and international legal systems.

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

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|------------------------------|----------------------------------|---|-------------|
| Task Name | Law in Practice Essay | The Individual and the Law Essay | Yearly examination | |
| Task type | Analytical extended response | Evaluative extended response | Formal examination | |
| Due | Term 1 Week 11 | Term 2 Week 9 | Exam Period | |
| Method of Submission | Hand in | In class | Formal examination | |
| Focus Outcomes | P1, P6, P10 | P4, P5, P8 | P2, P9, P7, P3 | |
| Syllabus Component | Law in Practice I | The Individual and the Law | The Legal System The Individual and the Law The Law in Practice 2 | |
| Knowledge and Understanding of course content | 10 | 10 | 20 | 40 |
| Analysis and evaluation | 5 | 5 | 10 | 20 |
| Inquiry and Research | 5 | 10 | 5 | 20 |
| Communication of legal information, issues and ideas in appropriate forms | 5 | 10 | 5 | 20 |
| Total Weighting % | 25 | 35 | 40 | 100% |

Legal Studies Assessment Schedule updated 27/4/2022

Modern History

Year 11: Students study the topic: The Nature of Modern History, examining the key concepts and issues by investigating the construction of modern history, its contestability and representation. They complete two Investigating Modern History case studies; one from List A and one from List B. Students engage in source analysis, written response and research skills. These skills enable them to complete their Historical Investigation, which allows students to individually research and present an historical issue of their own choice. Students finish with the topic - The Shaping of the Modern World.

| Outcomes | |
|----------|---|
| MH 11-1 | describes the nature of continuity and change in the modern world |
| MH11-2 | proposes ideas about the varying causes and effects of events and developments |
| MH11-3 | analyses the role of historical features, individuals, groups and ideas in shaping the past |
| MH11-4 | accounts for the different perspectives of individuals and groups |
| MH11-5 | examines the significance of historical features, people, ideas, movements, events and developments of the modern world |
| MH11-6 | analyses and interprets different types of sources for evidence to support an historical account or argument |
| MH11-7 | discusses and evaluates differing interpretations and representations of the past |
| MH11-8 | plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources |
| MH11-9 | communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| MH11-10 | discusses contemporary methods and issues involved in the investigation of modern history |

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|------------------------------|------------------------------|---|-----------|
| Task Name | Written response | Historical Investigation | Yearly Examination | |
| Task type | Analytical Extended Response | Evaluative extended response | Formal examination | |
| Due | Term 1 Week 11 | Term 2 Week 9 | Exam Period | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Focus Outcomes | MH11-2, MH11-3, MH11-6 | MH11-7, MH11-8, MH11-9 | MH11-1, MH11-4, MH11-5 | |
| Syllabus Component | The Nature of Modern history | Case Studies | Case Studies, Shaping of the Modern World | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 10 | 20 |
| Historical inquiry and research | 10 | 10 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 10 | 20 |
| Total Weighting % | 30 | 30 | 40 | 100% |

Ancient History

Year 11 Students study the Core topic - Investigating the Past, examining the nature of history, archaeology and science, including case studies. Students engage in source analysis, written response and research skills. These skills enable them to complete their individual Historical Investigation, which focuses on a study of an ancient archaeological site.

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

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|----------------------------------|------------------------------|---|-------------|
| Task Name | Source Task | Historical Investigation | Yearly Examination | |
| Task type | Analytical response | Evaluative extended response | Formal Examination | |
| Due | Term 1 Week 11 | Term 2 Week 9 | Exam Period | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Focus Outcomes | AH11-6, AH11-4 AH11- 1, | AH11-2, AH11-7, AH11-8 | AH 11-5, AH11-3, AH 11-9 AH11-10 | |
| Syllabus Component | The Nature of Ancient History | Case Studies | Case Studies, Features of Ancient Societies | |
| Knowledge and Understanding of course content | 5 | | 35 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | 10 | | 20 |
| Historical inquiry and research | 10 | 10 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 10 | 5 | 20 |
| Total Weighting % | 30 | 30 | 40 | 100% |

Assessment Schedule updated 9/5/2022

Society and Culture

Year 11; The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

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

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|-----------------------------|----------------------------|--------------------|-------------|
| Task Name | Written Response | Research Project | Yearly Exam | |
| Task type | Extended response | Report | Formal examination | |
| Due | Term 1 Week 10 | Term 2 Week 8 | Exam Period | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Focus Outcomes | P1, P3, P9 | P2, P8, P10 | P4, P5, P6, P7 | |
| Syllabus Component | The Social & Cultural World | Personal & Social Identity | All | |
| Knowledge and understanding of content | 15 | 10 | 25 | 50 |
| Application and evaluation of social and cultural research methods | 5 | 20 | 5 | 30 |
| Communication of information, ideas and issues in appropriate forms | 5 | 5 | 10 | 20 |
| Total Weighting % | 25 | 35 | 40 | 100% |

Geography

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world. In this course, students will study Biophysical Interactions, Global Challenges, and complete a Senior Geography Project.

| 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. |

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|--|--------------------------|--------------------------|--------------------|-----------|
| Task Name | Written Response | Senior Geography Project | Yearly Exam | |
| Task type | Extended response | Report | Formal examination | |
| Due | Term 1 Week 10 | Term 3 Week 2 | Exam Period | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Focus Outcomes | P1, P2, P3, P8 | P6, P7, P9, P11 | P4, P5, P10, P12 | |
| Syllabus Component | Biophysical Interactions | Senior Geography Project | All | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Geographical tools and skill | 5 | 5 | 10 | 20 |
| Geographical inquiry and research, including fieldwork | 5 | 10 | 5 | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 10 | 5 | 5 | 20 |
| Total Weighting % | 30 | 30 | 40 | 100% |

Drama

Year 11: In the Preliminary course students learn the skills of Improvisation, Playbuilding and Acting and investigate the elements of production to communicate a scripted or unscripted drama to an audience. Students also learn about the historical, social and cultural context of performance and the importance of these contexts. They develop performance skills through exploring the differences in performance spaces, acting techniques, dramatic structures and theatrical conventions.

Outcomes

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles;
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form;
- P1.3 demonstrates performance skills appropriate to a variety of styles and media;
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively;
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action;
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------|--|--|--|-----------|
| Task Name | Improvisation and Playbuilding: Physical Theatre | Elements of Production/ Individual Project | Theatre Practitioners: Artaud, Brecht | |
| Task type | Performance | Project | Formal Examination | |
| Due | Term 1 Week 11 | Term 2 Week 8 | Term 3 Week 9 | |
| Method of Submission | In class | Hand in | Formal examination | |
| Focus Outcomes | P1.1, P1.2, P2.3, P3.2, P2.1 | P1.4, P1.5, 1.6, P2.5 | P1.3, P1.8, P2.4, P2.6, P3.2, P3.3, P3.4 | |
| Syllabus Component | | | | |
| Making | 10 | 20 | 10 | 40% |
| Performing | 10 | 10 | 10 | 30% |
| Critically Studying | 10 | | 20 | 30% |
| Weighting | 30% | 30% | 40% | 100% |

Assessment Schedule updated 28/2/2022

Music 1

Year 11: During the Music 1 course, students will study three topics: Music for Film, Radio, Television & Multimedia, Music of a Culture, and Music for Small Ensembles. Students will learn to perform, compose and analyse music in styles which represent these topics. Work toward each assessment will commence in class; however, practise and preparation should be done at home.

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

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------|----------------------|--|--|-----------|
| Task Name | Film Music | Small Ensemble | Music of a Culture | |
| Task type | Aural Skills Exam | Part A: Performance Part B: Viva Voce | Part A: Portfolio Part B: Composition | |
| Due | Term 1 Week 10 | Term 2 Week 8 | Term 3 Week 10 | |
| Method of Submission | In class examination | A & B: In class | Hand in | |
| Focus Outcomes | P4, P5, P7, P8 | P1, P4, P5, P6 | P2, P3, P6, P7, P8 | |
| Syllabus Component | | | | |
| Performance | | 25 | | 25 |
| Composition | | | 25 | 25 |
| Musicology | | 15 | 10 | 25 |
| Aural | 20 | | 5 | 25 |
| Total Weighting % | | | | 100% |

Assessment Schedule updated 1/3/2022

Visual Arts

Year 11: Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view as well as in critical and historical studies. Students will study the representation of the Australian landscape, Modernism and Postmodernism. They will practice artmaking in 2D and 3D form.

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.

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|-----------------------|--|--|--|-----------|
| Task Name | Representations of the Australian Landscape | Modernism | Section 1 Art History and Criticism Preliminary Exam | |
| Task type | Part A: Case Study (Process diary) B: Artmaking | Part A: Artmaking Part B: Extended Response | Formal examination | |
| Due | Term 1 Week 11 | Term 2 Week 10 | Term 3 Exam period | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Outcomes | P1 P2 P7 P8 | P3 P6 P8 P9 | P7 P8 P9 P10 | |
| Syllabus Component | | | | |
| Art History/Criticism | 10% | 10% | 30% | 50% |
| Artmaking | 25% | 25% | | 50% |
| Total Weighting % | 35% | 35% | 30% | 100% |

French Continuers

Year 11: The students will explore the following topics: personal identity, relationships, school life and aspirations, leisure and interests.

Outcomes

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|-------------------------|-----------------------|-------------------------------------|--------------------|-----------|
| Task Name | Listening Speaking | Reading Writing | Yearly Exam | |
| Task type | Class test | Class test and extended response | Formal Examination | |
| Due | Term 1 Week 10 | Term 2 Week 8 | Exam Period | |
| Method of Submission | In class | In class and hand-in | Formal examination | |
| Focus Outcomes | 1.3, 3.1 | 2.2, 3.5 | 1.4, 2.2, 3.2, 3.6 | |
| Syllabus Component | | | | |
| Listening | 20 | | 10 | 30 |
| Reading | | 20 | 10 | 30 |
| Speaking | 10 | | 10 | 20 |
| Writing | | 10 | 10 | 20 |
| Total Weighting % | 30 | 30 | 40 | 100% |

Japanese Continuers

The Year 11 Japanese Continuers program aims to deepen students' knowledge of Japanese grammar, vocabulary and writing conventions (i.e. all three writing systems). Students study topics including Myself, Family, Home & Friends, Daily Life, Neighbourhood, School, Shopping & Leisure. Emphasis is on the analysis of texts and the production of students' own texts. Relevant cultural aspects are covered in context.

Outcomes

Exchange ideas

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience

Express ideas

- 2.1 applies knowledge of language structures create original written or spoken texts
- 2.2 composes informative, descriptive, reflective, Japanese persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information

Analyse, process and respond to texts that are in Japanese

- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context

Understand aspects of the language and culture of Japanese speaking communities

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------|---|--|--------------------|-----------|
| Task Name | 'My Life on Video' | 'My Research Presentation' | Preliminary exam | |
| Task type | Digital Presentation and Response | Multimodal Presentation and Response | Formal examination | |
| Due | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 9-10 | |
| Method of Submission | Video - Hand in Listening - In Class | Presentation - Hand in Reading - In Class | Formal examination | |
| Focus Outcomes | 1.2, 2.1, 3.2 | 2.2, 3.4, 4.3 | 2.3, 3.1, 3.3 | |
| Syllabus Component | | | | |
| Listening | 15 | | 15 | 30 |
| Reading | | 20 | 10 | 30 |
| Speaking | 15 | | 10 | 20 |
| Writing | | 10 | 10 | 20 |
| Total Weighting % | 30 | 30 | 40 | 100% |

Assessment Schedule updated 28/2/2022

Personal Development Health and Physical Education (PDHPE)

Year 11: Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

As students are confronted by particular PDHPE issues, they are challenged to examine them in socially imaginative ways and respond in terms of individual plans, lifestyle decisions and clarification of values.

The study of PDHPE also supports students as they develop into young adults. The syllabus encourages personal growth, the enhancement of wellbeing and the development of the individual's capacity to take a productive role in society.

Students will study option 4 – Outdoor Recreation and option 3 – Fitness Choices.

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 (Option 1)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|-------------------|---------------------|--------------------|-------------|
| Task Name | Health Promotion | Body in Motion Test | Yearly Exam | |
| Task type | Research Report | Class Test | Formal Examination | |
| Due | Term 1 Week 11 | Term 2 Week 9 | Exam period | |
| Method of Submission | Hand in | In class | Formal examination | |
| Focus Outcomes | P3, P5 and P15 | P7, P8 and P9 | P1-12 and P15-17 | |
| Syllabus Component | | | | |
| Knowledge and Understanding of course content | 10 | 10 | 20 | 40 |
| Skills in critical thinking, research, analysis and communicating | 20 | 20 | 20 | 60 |
| Total Weighting % | 30 | 30 | 40 | 100% |

Sport, Lifestyle and Recreation

Year 11: Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K-10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students are given opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. This course offers experiences in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

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
- 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
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|--|--------------------|---|-----------|
| Task Name | Sports Coaching and Training | Fitness | Social Perspectives of Games and sports | |
| Task type | Part A - Report Part B -Performance | Report - Fieldwork | Report - Research | |
| Due | Term 1 Week 9 | Term 2 Week 6 | Term 3 Week 1 | |
| Method of Submission | Part A Hand in Part B In class | Hand in | Hand in | |
| Focus Outcomes | 3.2, 4.2 | 2.2, 3.2 | 1.4, 2.4 | |
| Syllabus Component | | | | |
| Knowledge and understanding of course content | 25 | 20 | 30 | 50 |
| Skills and movement | 15 | 10 | | 50 |
| Total Weighting % | 40 | 30 | 30 | 100% |

Community and Family Studies

Year 11: Community and Family Studies provides opportunities for students to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships within their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication.

Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

| Outcomes | |
|----------|--|
| P1.1 | describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals |
| P1.2 | proposes effective solutions to resource problems |
| P2.1 | accounts for the roles and relationships that individuals adopt within groups |
| P2.2 | describes the role of the family and other groups in the socialisation of individuals |
| P2.3 | examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement |
| P2.4 | analyses the interrelationship between internal and external factors and their impact on family functioning |
| P3.1 | explains the changing nature of families and communities in contemporary society |
| P5.1 | applies management processes to maximise the efficient use of resources |
| P6.1 | distinguishes those actions that enhance wellbeing |

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | |
|--|------------------|-------------------|------------------------|--------|
| Task Name | NSW Bushfires | Leadership Styles | Yearly Examination | |
| Task type | Written Report | Research Report | Cohort Test | |
| Due | Term 1 Week 8 | Term 2 Week 6 | Exam period | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Outcomes | P1.2, P5.1 | P2.1, P2.3 | P2.2, P2.4, P3.1, P6.1 | |
| Syllabus Component | | | | Weight |
| Knowledge and understanding of course content | 5 | 15 | 20 | 40% |
| Skills in critical thinking, research methodology, analysing and communicating | 20 | 20 | 20 | 60% |
| Total Weighting % | 25% | 35% | 40% | 100% |

Engineering Studies

Year 11: Engineering Studies focuses on the development and application of mathematical, scientific and technological skills and their integration with the engineering profession. It provides students with skills, knowledge and understanding associated with the study of engineering, its practices and associated methodologies. Students complete modules of work relating to Engineering Fundamentals, Engineered Products, Braking Systems and Biomedical Engineering. Products, Braking Systems and Biomedical Engineering.

Outcomes:

- P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 develops written, oral and presentation skills and applies these to engineering reports
- P3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P6.1 applies knowledge and skills in research and problem-solving related to engineering

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|--|--|-------------------------------------|---|-----------|
| Task name | Engineering Fundamentals and Engineered Products | Braking Systems | Yearly Exam | |
| Task type | Part A: Practical Part B: Report | Part A: Practical Part B: Report | Examination | |
| Due | Term 2 Week 1 | Term 2 Week 9 | Formal Examination | |
| Method of Submission | Hand in | Hand in | Formal examination | |
| Focus Outcomes | P3.3, P4.2, P5.2, P6.1 | P1.1, P3.2, P6.1, P4.1. | P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1 | |
| Syllabus Component | | | | |
| Knowledge and understanding of course content | 10 | 10 | 40 | 60 |
| Knowledge and skills in research, problem solving and communication related to engineering practice. | 20 | 20 | | 40 |
| Total Weighting % | 30 | 30 | 40 | 100% |

Food Technology

Year 11: Food Technology students will learn about factors that influence food availability and selection in addition to developing an understanding of the role of nutrients in maintaining a healthy diet. Through practical experiences they will investigate the functional properties of food and conduct sensory assessments.

| Outcomes | |
|----------|---|
| P 1.1 | identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods |
| P1.2 | accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors |
| P2.1 | explains the role of food nutrients in human nutrition |
| P2.2 | identifies and explains the sensory characteristics and functional properties of food |
| P3.1 | assesses the nutrient value of meals/diets for particular individuals and groups |
| P3.2 | presents ideas in written, graphic and oral form using computer software where appropriate. |
| P4.1 | selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food |
| P4.2 | plans, prepares and presents foods which reflect a range of the influences on food selection |
| P4.3 | selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups |
| P4.4 | applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products |
| P5.1 | generates ideas and develops solutions to a range of food situations |

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|--|--|-------------------------------------|--------------------|-----------|
| Task Name | Food Availability and Selection Case Study | Sensory Assessment | Yearly Examination | |
| Task type | Part A: Practical and Research Part B: Report | Part A: Practical Part B: Report | Examination | |
| Due | Term 1 Week 10 | Term 2 Week 7 | Formal examination | |
| Method of submission | Part A: In class Part B: hand in | Part A: In class Part B: hand in | Formal examination | |
| Focus Outcomes | 1.2, 4.2, 4.3, 5.1 | 2.2, 3.2, 4.1, 4.4 | 1.1, 2.1, 3.1 | |
| Syllabus Component | | | | |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 10 | 10 | 10 | 30 |
| Skills in experimenting with and preparing food | 10 | 20 | | 30 |
| Total Weighting % | 30 | 40 | 30 | 100% |

Industrial Technology

Year 11: Students will learn to apply practical experiences to the study of the technology, design, management and organisation of the focus industry. Students use a range of processes and technologies to create a range of products.

Outcomes

A student:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P4.1 demonstrates a range of practical skills in the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P7.1 identifies the impact of one related industry on the social and physical environment

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Weighting |
|--|---------------------|--------------------------------------|--------------------|-----------|
| Task Name | Industry Case Study | Practical Project | Yearly Examination | |
| Task Type | Written Report | Part A: Project Part B: Portfolio | Formal Examination | |
| Due | Term 1 Week 11 | Term 2 Week 9 | Exam period | |
| Method of Submission | Hand In | Hand in | Formal Examination | |
| Focus Outcomes | P1.1, P5.2, P7.1 | P3.1, P3.2, P4.1 | P1.1, P5.1 | |
| Syllabus Component | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40% |
| Knowledge and skills in the management, communication and production of projects | 10 | 30 | 20 | 60% |
| Total Weighting % | 20 | 40 | 40 | 100% |

Assessment Schedule updated 28/2/2022

Textiles and Design

Year 11: This course provides students with the opportunity to learn about design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability, current issues and the Australian Textile Industry. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of textile projects.

Outcomes

A student:

- P1.1 describes the elements and principles of design and uses them in a variety of applications
- P1.2 identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1 demonstrates the use of a variety of communication skills, including computer-based technology
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P2.3 manages the design and manufacture of textile project.
- P3.1 identifies properties of a variety of fabrics, yarns and fibres
- P3.2 justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | |
|---|--------------------------------------|--------------------------------------|------------------------|-----|
| Task Name | Elements and Principles of Design | Properties and Performance | Yearly Examination | |
| Task Type | Part A: Project Part B: Portfolio | Part A: Project Part B: Portfolio | Formal examination | |
| Due | Term 2 Week 1 | Term 3 Week 6 | Exam Period | |
| Method of Submission | Practical / Hand in | Practical / Hand in | Formal examination | |
| Focus Outcomes | P1.1, P1.2, P2.2, P2.3 | P2.1, P3.1, P3.2, P5.1 | P3.2, P5.1, P5.2, P6.1 | |
| Syllabus Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 15 | 25 | 50 |
| Skills and knowledge in the design, manufacture and management of textiles projects | 25 | 25 | | 50 |
| Total Weighting % | 35 | 40 | 25 | 100 |

Software Design and Development

Year 11: The Software Design and Development course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

Outcomes

- P1.2 describes and uses appropriate data types
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.3 designs and constructs software solutions with appropriate interfaces

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | |
|--|------------------------|------------------------------------|--|-----------|
| Task Name | Problem Solving Task | Preliminary Project | Yearly Examination | |
| Task Type | Project | Part A: Project Part B: logbook | Formal examination | |
| Due | Term 1, Week 11 | Term 3, Week 4 | Exam period | |
| Method of Submission | Hand in | Hand in | Formal Examination | |
| Focus Outcomes | P1.3, P3.1, P4.1, P5.2 | P1.2, P4.2, P5.1, P5.2, P6.3 | P1.2, P3.1, P4.1, P4.2, P4.3, P5.2, P6.3 | |
| Syllabus Component | | | | Weighting |
| Knowledge and understanding of course content | 10 | 10 | 30 | 50 |
| Knowledge and skills in the design and development of software solutions | 10 | 30 | 10 | 50 |
| Total % | 20 | 40 | 40 | 100% |

School Name: Killarney Heights High School
 Course: Preliminary Hospitality – Kitchen Operations and Cookery

Student Competency Assessment Schedule 2022

| Assessment Tasks for Certificate II in Kitchen Operations SIT20416 Assessment Due: | | Cluster A Getting ready for work | Cluster B Intro to the Commercial Kitchen | Cluster C Keeping Food Safe | Work Placement Mandatory 35 Hours | Yearly Examination (Optional) |
|--|---|--|---|--------------------------------|---|------------------------------------|
| Code | Unit of Competency | Week: 8 Term: 1 | Week: 3 Term: 2 | Week: 6 Term: 3 | Week: TBC Term: | Week: 9/10 Term: 3 |
| SITXFSA001 | Use hygienic practices for food safety | X | | | | HSC Examinable Units of Competency |
| SITXWHS001 | Participate in safe work practices | X | | | | |
| SITHKOP001 | Clean kitchen premises and equipment | | X | | | |
| SITHCCC001 | Use food preparation equipment | | X | | | |
| SITXINV002 | Maintain the quality of perishable items | | | X | | |
| SITXFSA002 | Participate in safe food handling practices | | | X | | |
| SITHCCC002 | Prepare and present simple dishes | | | X | | |

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Kitchen Operations SIT20416** or a **Statement of Attainment towards Certificate II in Kitchen Operations SIT20416**.

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

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". A course mark is not allocated.

Assessment Summary

| Week | Term 1 2022 | Term 2 2022 | Term 3 2022 |
|------|---|--|---|
| 1 | | Engineering - 30 (H) Textiles and Design - 35 (H) | SLR - 30 (H) |
| 2 | | Chemistry - 25 (C) | Chemistry - 35 (H) Investigating Science - 40 (C) Geography - 30 (H) Business - 35 (H) |
| 3 | | VET Hosp | Maths Standard - 35 (H) Biology - 300 (C) |
| 4 | | | Software Design - 40 (H) |
| 5 | | | |
| 6 | Physics - 20 (C) | CAFS - 35 (H) SLR - 35 (H) | Textiles and Design - 40 (H) VET Hosp |
| 7 | | Food Technology - 40 (H/C) | Industrial Technology - 40 (H) |
| 8 | CAFS - 25 (H) VET Hosp | Music 1 - 40 (C) Society & Culture - 35 (H) French - 30 (H/C) Physics - 40 (H) Maths Advanced - 30 (H) Maths Extension 1- 30 (H) Drama - 30 (H) Music 1 - 40 (C) | |
| 9 | Maths Standard - 30 (C) Maths Extension 1 - 35 (C) SLR - 40 (H/C) Investigating Science - 20 (C) | Economics - 30 (H) Legal - 35 (C) Modern History 30 (H) Japanese - 30 (H/C) Engineering - 30 (H) Industrial Technology - 40 (H) Ancient History - 30 (H) PDHPE - 30 (C) | Prelim exam period - see table below |
| 10 | Music 1 - 20 (E) French Cont - 30 (C) Japanese Cont.- 30 (H/C) Food Technology - 30 (H/C) Maths Advanced - 35 (C) English Standard - 30 (H) Society & Culture - 25 (H) Geography - 30 (H) Biology - 35 (H) | English Advanced - 30 (H) English Standard - 30 (H) English EAL/D - 40 (H/C) VAR - 35 (H/C) | Music 1 - 40 (H) |
| 11 | Business - 25 (H) Legal - 25 (H) Industrial Technology - 20 (H) Software Design - 20 (H) PDHPE - 30 (H) English EAL/D - 30 (C) English Advanced - 30 (H) Economics - 30 (C) VAR - 35 (H/C) Ancient History - 30 (O) Modern History - 30 (H) Drama - 30 (C) | | |

Key **H**: Hand in **C** in class **E** Examination **O** Online

Preliminary Exam Subjects

| English | Mathematics | HSIE | Science | CAPA /Languages | PDHPE | TAS |
|--|--|--|--|--|-------------------------|--|
| Advanced - 40 EAL/D - 30 Standard - 40 | Maths Advanced - 35 Maths Extension 1 - 35 Maths Standard - 35 | Business - 40 Economics - 40 Legal - 40 Modern History - 40 Ancient History - 30 Society & Culture - 40 Geography - 40 (H) | Biology - 35 Chemistry - 40 Physics - 40 Investigating Science - 40 | VAR - 30 French 40 Japanese - 40 Drama - 40 | CAFS - 40 PDHPE - 40 | Food Technology - 30 Industrial Technology - 40 Software Design - 40 Textiles & Design - 25 Engineering - 40 |