



KILLARNEY  
HEIGHTS  
HIGH SCHOOL

# Assessment Handbook

Year 11, 2024

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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# Overview of policy

## 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.

## Assessment

Students will be regularly assessed on their learning progress in a range of forms. Assessment tasks will reflect work completed in class, and teachers will create opportunities to provide students with feedback on their progress. For this reason, homework will often consist of work towards assessment tasks. For more information, see *Appendix 1: Assessment at KHHS*.

## Expectations

The school will provide students with adequate notice, preparation and support for assessment tasks. Students are expected to work to the best of their ability and to follow procedures outlined in the school Assessment Policy. Students must participate and produce work to demonstrate the achievement of course outcomes. Parents and carers are also to refer to the policy when engaging with students or the school in relation to assessment tasks. For more information, see *Appendix 2: Responsibilities and/or Appendix 6: Preliminary and Higher School Certificate*.

## Malpractice and Awarding Zero Marks

Malpractice will result in a mark of zero. This may include any of the activities outlined in the Assessment Policy (see *Appendix 3: Malpractice*). Students who have engaged in malpractice may appeal (see Appeals) to avoid receiving a mark of zero. Marks of zero may also be awarded for absence the day on or day prior to an assessment task without valid cause (see Illness and Misadventure). For more information, see *Appendix 3: Malpractice*.

## Unsatisfactory Performance in a Course: Letters of Concern and N-Award Determination

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. Parents will be notified when students are reviewed for their performance in a course.

Students who fail to complete an assessment task, are absent for multiple lessons, or fail to complete classwork across multiple lessons will receive a Letter of Concern (Stage 4) or an N-Award Warning (Stage 5 RoSA and Stage 6 HSC). They are expected to submit this work to the Head Teacher of the faculty in order to resolve the warning. They will receive a mark of zero, but will be eligible for report grades based on course outcomes.

Students who receive an N-Award Warning will receive support from their teacher in order to complete the work necessary. Students are expected to apply themselves to this process, which may include attending the school's Homework Club, and using any free periods to work in the school Library.

An Unsatisfactory Determination Award (N-Award) will be determined by the Principal, and will occur in conjunction with the assessment appeals process (see Appeals). 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 NESAC that a student will receive an "N Determination" for the course.

## Absence for Assessment Tasks

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. If a student is absent for all or part of the due date or the school day prior to the due date, they must complete an Illness/Misadventure form (see below). Failure to follow these procedures will result in a mark of zero being awarded.

If a student is aware that they will be absent for an Assessment Task due to extra-curricular school commitments including holidays, 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 and an Illness/Misadventure form is completed.

## Leave during term time

The Department of Education does not support family holidays during term. Leave taken for this purpose does not qualify for a misadventure. Students may submit hand in tasks prior to leaving however exams and tests will not be rescheduled and the student will receive a mark of zero if they are absent on the day the task is scheduled. In this situation, the student still needs to complete the task at a time and in a manner determined by the Head Teacher in order to meet course outcomes. For assessments due or undertaken upon return from leave, students are expected to complete the task and will not be eligible for consideration of marks or an extension.

## Illness and Misadventure Procedures

The school's procedure for illness and misadventure is available to all students via the Illness/Misadventure form. This form should be used to apply for consideration for Assessment Tasks, including; explaining absences before or on due dates, negotiating alternate arrangements for submission of tasks, applying for extensions, or applying for consideration of extra marks or an estimate due to extreme circumstances. Technology failure is not an acceptable reason for late submission of work. For specific policies on these, see Appendix 4: Illness and Misadventure Procedures.

In all cases, the Illness/Misadventure form should be presented by the student to the Head Teacher at the earliest possible time, with any relevant accompanying documentation (including, where relevant, a medical certificate). Where the Head Teacher approves the application, the student will incur no academic penalty and alternative arrangements for the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason, 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 (see Appeals).

## Appeals

The appeals process is available to all students. If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must be immediately discussed with the Head Teacher. The student must provide a copy of their work accompanied by a written explanation of their reason for appealing, detailing features of the marking criteria or marking process that are being appealed. This process must be undertaken within two days of receiving back the task mark.

If the student is not satisfied with the Head Teacher's response in relation to their appeal of an Assessment Task mark, illness/misadventure application, or malpractice claim, they may choose to escalate their appeal to the relevant Deputy Principal. Students are encouraged to provide material such as drafts or planning documents to allow the Deputy Principal to consider all information and evidence when making a decision in regards to the claim. This process must be undertaken within two days of receiving the Head Teacher's response.

For more information regarding HSC Appeals, see *Appendix 6: HSC Processes*.

## Disability Provisions

A student may be granted disability provisions based on a number of factors.

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 and submitted to NESAs for approval. 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.

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.

For more information, see *Appendix 5: Disability Provisions*.

## Stage 6

Additional information regarding information and processes specific to the Preliminary and Higher School Certificate and Vocational Education and Training can be found in *Appendix 6: Preliminary and Higher School Certificate*, *Appendix 7: Vocational Education and Training*, *Appendix 8: HSC Checklist and Reminders*, and *Appendix 9: Excerpts - Education Act*

## Appendix 1: Assessment at KHHS

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

## Appendix 2: Responsibilities

### 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
- The Assessment Notification will contain a basic description of the task with essential information, to be supported by additional support materials and instruction in classes

### 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, the day prior to an assessment, or cannot complete a task. See Appendix 4: Absence, Illness and Misadventure Procedures for further information.
- 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.

## Appendix 3: Malpractice

### Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It may include, 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
- 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
- Use of augmentation or artificial intelligence software including automated essay generation or translation services

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.

### 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 their 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 case of emergencies, or with the permission of the principal.

Students who have been granted special conditions 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 conditions.

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 or submitted online to the class teacher on the due date. Failure to comply with the above will result in a zero grade.



## Appendix 4: Absence, Illness and Misadventure Procedures

### Absences and illness

If a student is unwell or suffers 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 form and accompanying documentation to the Head Teacher.

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.

### Excursions and Fieldwork

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

### 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 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. If the student does not receive an approved extension and does not submit any component of the task, they will receive a mark of zero.

### Estimates

Teacher must assess students' actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. Estimates must be based off similar tasks, and in many cases it may be relevant to base this off work completed in class rather than prior Assessment Tasks. This must be in accordance with the illness/misadventure process. Attendance and application are not to be taken into account in calculating final assessment marks or in any individual assessment task.

### Group Performance and Presentation Absence, Illness or Misadventures.

Students are required to perform or present on the scheduled date specified in the assessment notice. In the event that a performance or presentation 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 at the earliest possible opportunity.

The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form on the day of their return 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 or presentation to an alternate date will be at the discretion of the Head Teacher.

### Group Projects or Hand-In Assessment Absence, Illness or Misadventures.

Students are required to submit work on the scheduled date specified in the assessment notice. In the event that the ability to complete the task is limited by the absence of a group member or other factors, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

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. This may include consideration of the duration or reason for absences, or the degree of impact on the group's ability to complete the task. Extensions or consideration of marks will be at the discretion of the Head Teacher.

## Appendix 5: 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. This decision is then submitted to NESAs for approval.

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.

## Appendix 6: 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](http://www.amow.boardofstudies.nsw.edu.au)

### Assessment Schedule

Assessment will commence in Term 4 when all the HSC Courses begin. The final assessment will include only marks achieved during the HSC assessment period and from those tasks designated in individual subject course outlines.

1. Students will be given written notice of each task 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. Students will be informed of their rank for each course at the conclusion of the Year 12 course. Assessment ranks will be available on NESA Students Online.
6. 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.
7. In the case of students who transfer from another school, assessment will be determined only on tasks carried out at Killarney Heights High School.
8. 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.
9. 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.

## Appealing Student Ranking

Any student wishing to contest their ranking in a subject assessment:

- Must lodge an appeal with the Principal by the date published in the HSC timetable, to be passed onto the school's Appeals Committee for consideration.
- May only contest the ranking, not individual or cumulative teacher judgements or assessment marks, on the basis of a typical result compared with all/most other ranking progressively available to the student.
- May only challenge the computational accuracy.
- May only challenge the conformity of the school's weightings with those issued by the Board.
- May only challenge that the school's published assessment program and weighting were not employed.
- VET students who wish to lodge an appeal against the assessment of course competencies may do so on the grounds that they were not provided with a fair and reasonable opportunity to demonstrate the competency and/or they were not informed in advance of the conditions and method of assessment.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made. The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESAs (outlined below). The advice on this appeal to NESAs should include information about grounds for appeal.

## Appealing Student Ranking to NESAs

Any student wishing to contest their ranking in a subject assessment:

- Must first follow the Appeals process above.
- Must make sure the basis of their appeal meets the criteria outlined above and is a valid claim.

If the appeal is upheld, NESAs will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected. NESAs will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

## Appendix 7: Vocational Education and Training

### 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 NESAs. 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 NESAs 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

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.

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### 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

Task type:    In class/ Exam            Hand in                            Group project

Please circle

Head Teacher Recommendation:    Consideration for marks                            Assessment rescheduling  
(date .....)    Please circle

Misadventure not approved

Additional comments: .....  
.....

Head Teacher signature: .....    Date received .....

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RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL

Deputy Principal Signature: .....    Date received .....

## Appendix 8: HSC Checklist and Reminders

### Pattern of Study Checklist

Students who will complete the HSC 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 NESAs 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 NESAs as stated in the course descriptions, under 'exclusions'.

Check for NESAs 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 HSC 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) 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.

**Or**

at least 6 units of Category A courses **and** only 2 units Category B

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. 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 9: Excerpts – Education Act

The following information from the [Education Act 1990 No 8](#) underpins NESAs rules and regulations. In the legislation, 'the Authority' refers to NESAs. 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.

*Policy updated March 2024*

# 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
<b>Task Name</b>	Narrative and Reflection - Reading to Write	Multimodal and Critical Response - Narratives that Shape our World	Yearly Examination	
<b>Task Type</b>	Extended Imaginative and Reflective Responses	Multimodal Presentation and Extended Response	Short Answers, Imaginative and Critical Extended Responses	
<b>Due</b>	Term 1 Week 10	Term 2 Week 10	Examination Period	
<b>Method of Submission</b>	Hand In	Hand In	Formal Examination	
<b>Focus Outcomes</b>	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2 EA11-5, EA 11-6,	EA11-1, EA11-4, EA11-5, EA11-8	
<b>Syllabus Component</b>	Reading to Write	Narrative that Shape Our World	Reading to Write, Critical Study	
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all the modes	15	15	20	50%
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

# 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
<b>Task Name</b>	Imaginative Text with Reflection – Reading to Write	Multimodal Presentation – Contemporary Possibilities	Yearly Examination	
<b>Task Type</b>	Imaginative and Reflective Response	Multimodal Presentation and Analytical Response	Short Answers, Imaginative and Close Study Extended Responses	
<b>Due</b>	Term 1 Week 10	Term 2 Week 10	Examination Period	
<b>Method of Submission</b>	Hand In	Hand In	Formal Examination	
<b>Focus Outcomes</b>	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-5, EN11-6	EN11-1, EN11-4, EN11-5, EN11-8	
<b>Syllabus Component</b>	Reading to Write	Contemporary Possibilities	Reading to Write, Close study of Literature	
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50%
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

# English Extension

In the English (Extension) courses, students explore ideas of value and consider how they arise and why some texts may be perceived as culturally significant.

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
<b>Task Name</b>	Imaginative Response	Multimodal TED Talk	Yearly Examination	
<b>Task Type</b>	Extended Imaginative and Reflective Response	Multimodal Presentation and Extended Analytical Response	Extended Analytical Responses	
<b>Due</b>	Term 1 Week 11	Term 2 Week 10	Exam Period	
<b>Method of Submission</b>	Hand In	Hand In	Formal Examination	
<b>Focus Outcomes</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
<b>Syllabus Component</b>				
Knowledge and Understanding of texts and why they are valued	15	20	15	50%
Skills in complex analysis composition and investigation	15	20	15	50%
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

# English Studies

Year 11: In the Preliminary English Studies course, students refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

Outcomes
<b>ES11-1</b> comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
<b>ES11-2</b> identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
<b>ES11-3</b> gains skills in accessing, comprehending and using information to communicate in a variety of ways
<b>ES11-4</b> composes a range of texts with increasing accuracy and clarity in different forms
<b>ES11-5</b> develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
<b>ES11-6</b> uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>ES11-7</b> represents own ideas in critical, interpretive and imaginative texts
<b>ES11-8</b> identifies and describes relationships between texts
<b>ES11-9</b> identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
<b>ES11-10</b> monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
<b>Task Name</b>	Creative Writing and Resume	Digital Worlds Presentation	Portfolio of Classwork	
<b>Task type</b>	Extended imaginative writing	Multimodal Presentation	Portfolio	
<b>Due</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6	
<b>Method of Submission</b>	Hand in	Hand in	Hand in/in class	
<b>Focus Outcomes</b>	ES11-1, ES11-4, ES11-7	ES11-2 ; ES11-3 ; ES11-4 ; ES11-6 ;	ES11-5 ; ES11-8 ; ES11-9 ; ES11-10	
<b>Syllabus Component</b>	Mandatory Module: Achieving Through English	Module D: Digital Worlds	Module L: Who Do I Think I Am?	
Knowledge and understanding of course content	15	15	20	
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	15	15	20	
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# 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

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
<b>Task Name</b>	Assessment Task 1	Assessment Task 2	Assessment Task 3	
<b>Task Type</b>	Class Test	Assignment	Formal Examination	
<b>Due</b>	Term 1 Week 9	Term 2 Week 9	Examination Period	
<b>Method of Submission</b>	In Class	Hand In	Formal Examination	
<b>Focus Outcomes</b>	MS11-6, MS11-7	MS11-3, MS11-4, MS11-5	MS11-1, MS11-4, MS11-5, MS11-7, MS11-8	
<b>Syllabus Component</b>	S1.1, A1	F1, M1	All Components	
Understanding, Fluency and Communicating	20	15	15	50%
Problem Solving, reasoning and justification	15	15	20	50%
<b>Weighting</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100%</b>

# 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
<b>Task Name</b>	Assessment Task 1	Assessment Task 2	Assessment Task 3	
<b>Task Type</b>	Class Test	Assignment	Formal Examination	
<b>Due</b>	Term 1 Week 9	Term 2 Week 9	Examination Period	
<b>Method of Submission</b>	In Class	Hand In	Formal Examination	
<b>Focus Outcomes</b>	MA11-1, MA11-2	MA11-2, MA11-5, MA11-8, MA11-9	MA11-2, MA11-3, MA11-5, MA11-6, MA11-7	
<b>Syllabus Component</b>	F1	C1	All Components	
Understanding, Fluency and Communicating	20	15	15	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
<b>Weighting</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100%</b>

# 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	Examination Period	
Method of Submission	In Class	Hand In	Formal Examination	
Focus Outcomes	ME11-1, ME11-2	ME11-1, ME11-3	ME11-1, ME11-2, ME11-3, ME11-4	
Syllabus Component	F1	T1, T2	All Components	
Concepts, Skills & Techniques	15	15	20	50%
Reasoning and Communicating	20	15	15	50%
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.

<b>Outcomes</b>	
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
<b>Task Name</b>	Practical Task	Depth Study	Formal Examination	
<b>Task Type</b>	Practical Exam	A: Project B: Evaluative Extended Response	Formal Examination	
<b>Due</b>	Term 1 Week 9	Term 3 Week 2	Examination Period	
<b>Method of Submission</b>	In Class	A: Hand In B: In Class	Formal Examination	
<b>Focus Outcomes</b>	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,	
<b>Syllabus Component</b>				
Knowledge and Understanding	5	10	25	40%
Skills in Working Scientifically	15	30	15	60%
<b>Weighting</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>

# 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
<b>Task Name</b>	Depth Study	Practical Skills Assessment	Formal Examination	
<b>Task Type</b>	Report	Practical Exam	Formal Examination	
<b>Due</b>	Term 1 Week 9	Term 2 Week 7	Examination Period	
<b>Method of Submission</b>	Hand In	In Class	Formal Examination	
<b>Focus Outcomes</b>	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	
<b>Syllabus Component</b>				
Knowledge and Understanding	10	5	25	40%
Skills in Working Scientifically	25	25	10	60%
<b>Weighting</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100%</b>

# 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

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 Test	Report	Formal Examination	
Due	Term 1 Week 8	Term 3 Week 4	Examination Period	
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		10	30	40%
Skills in Working Scientifically	25	25	10	60%
Weighting	25	35	40	100%

# Earth and Environmental Science

Year 11 The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Outcomes	
EES11-1	develops and evaluates questions and hypotheses for scientific investigation
EES11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11-5	analyses and evaluates primary and secondary data and information
EES11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Practical Assessment	Depth Study	Formal Examination	
Task Type	Cohort Test	Report	Formal Examination	
Due	Term 1 Week 7	Term 2 Week 5	Examination Period	
Method of Submission	In Class	Hand In	Formal Examination	
Focus Outcomes	EES11-3, EES11-4, EES11-5	EES11-1, EES11-2, EES11-4, EES11-5, EES11-7, EES11-11	EES11-2, EES11-4, EES11-8, EES11-9, EES11-10, EES11-11	
Syllabus Component				
Knowledge and Understanding		10	30	40%
Skills in Working Scientifically	25	25	10	60%
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 Test	Report	Formal Examination	
Due	Term 1 Week 6	Term 2 Week 8	Examination 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		10	30	40%
Skills in Working Scientifically	20	30	10	60%
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.

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
<b>Task Name</b>	Business Report	Business Plan	Yearly Examination	
<b>Task type</b>	Report	Short answer responses	Formal Examination	
<b>Due</b>	Term 1 Week 10	Term 2 Week 10	Examination Period	
<b>Method of Submission</b>	In class	In class	Formal examination	
<b>Focus Outcomes</b>	P1, P2, P7	P8, P9, P10	P6, P3, P4, P5,	
<b>Syllabus Component</b>	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
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

*Year 11 Business Studies assessment schedule updated 15/2/2024*

# 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.

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
<b>Task Name</b>	Extended Response	Research Essay	Yearly Exam	
<b>Task Type</b>	Essay	Research Essay	Formal Examination	
<b>Due</b>	Term 1 Week 11	Term 2 Week 9	Examination Period	
<b>Method of Submission</b>	In Class	In Class	Formal Examination	
<b>Focus Outcomes</b>	P1, P2, P4, P7	P3, P5, P9	P6, P8, P10, P11	
<b>Syllabus Component</b>	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		15	5	20%
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

# Legal Studies

Year 11 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
<b>Task Name</b>	Law in Practice Essay	The Individual and the Law Essay	Yearly Examination	
<b>Task Type</b>	Analytical Extended Response	Evaluative Extended Response	Formal Examination	
<b>Due</b>	Term 1 Week 11	Term 2 Week 9	Examination Period	
<b>Method of Submission</b>	In Class	In Class	Formal Examination	
<b>Focus Outcomes</b>	P1, P6, P10	P4, P5, P8	P2, P9, P7, P3	
<b>Syllabus Component</b>	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%
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

# Modern History

Year 11: Students examine the key concepts and issues by investigating the construction of modern history, its contestability and representation. Students engage in source analysis, written response and research skills.

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
<b>Task Name</b>	Written response	Historical Investigation	Yearly Examination	
<b>Task type</b>	Analytical Extended Response	Evaluative extended response	Formal examination	
<b>Due</b>	Term 1 Week 10	Term 2 Week 10	Examination Period	
<b>Method of Submission</b>	In class	In class	Formal examination	
<b>Focus Outcomes</b>	MH11-2, MH11-3, MH11-6	MH11-7, MH11-8, MH11-9	MH11-1, MH11-4, MH11-5	
<b>Syllabus Component</b>	Shaping of the Modern World	Case Studies	Case Studies, Nature of Modern History	
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		10	10	20
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

*Year 10 Modern History assessment schedule updated 15/2/2024*

# Ancient History

Year 11: Students study 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
<b>Task Name</b>	Source Task	Historical Investigation	Yearly Examination	
<b>Task type</b>	Analytical response	Evaluative extended response	Formal Examination	
<b>Due</b>	Term 1 Week 9	Term 2 Week 10	Examination Period	
<b>Method of Submission</b>	In class	In class	Formal examination	
<b>Focus Outcomes</b>	AH11-6, AH11-4 AH11- 1,	AH11-2, AH11-7, AH11-8	AH 11-5, AH11-3, AH 11-9 AH11-10	
<b>Syllabus Component</b>	The Nature of Ancient History	Case Studies	Case Studies, Features of Ancient Societies	
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		10	10	20
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

Year 11 Ancient History assessment schedule updated 15/2/2024

# Society and Culture

Year 11: Students develop 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.

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
<b>Task Name</b>	Written Response	Research Project	Yearly Exam	
<b>Task Type</b>	Extended Response	Report	Formal Examination	
<b>Due</b>	Term 1 Week 11	Term 2 Week 8	Examination Period	
<b>Method of Submission</b>	In Class	Hand In	Formal Examination	
<b>Focus Outcomes</b>	P1, P3, P9	P2, P8, P10	P4, P5, P6, P7	
<b>Syllabus Component</b>	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%
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

# Geography

Year 11: Geography is the study of places, people and environments, and their interrelationships, and integrates knowledge from the natural sciences, social sciences and humanities. It develops students' sense of curiosity about the places, environments and cultures that make up our world, enabling them to be more attuned to its diversity and complexity. Geography promotes understanding of the role of natural systems and human activity in shaping the world and how they may vary from place to place.

## Outcomes

- GE-11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05 analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-11-08 applies mathematical ideas and techniques to analyse geographical data
- GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
<b>Task Name</b>	Earth's Natural Systems Extended Response	Geographical Investigation	Yearly Examination	
<b>Task type</b>	Analytical Response	Report	Formal examination	
<b>Due</b>	Term 1 Week 9	Term 3 Week 1	Examination Period	
<b>Method of Submission</b>	In Class	Hand in	Formal examination	
<b>Focus Outcomes</b>	11-01, 11-02, 11-03	11-05, 11-07, 11-08	11-04, 11-06, 11-09	
<b>Syllabus Component</b>	Earth's Natural Systems	Geographical Investigation	People's patterns and processes & human-environment interactions	
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
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

# Work Studies

The aim of the Work Studies syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

## Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	My Working Life in-class test	In the Workplace	Personal Finance	
Task type	Cohort Test	Research task	Final year exam	
Due	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Period	
Method of Submission	In Class	In Class	Formal examination	
Focus Outcomes	1, 2, 3	1, 2, 5	7,8,9	
Syllabus Component	Exploring Career and life choices	Wages and Conditions	Managing a bank account	
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	
Task Type	Performance	Project	Formal Examination	
Due	Term 1 Week 11	Term 2 Week 9	Examination Period	
Method of Submission	In Class	Hand In	Formal Examination	
Focus Outcomes	P1.1, P1.2, P2.3, P3.2, P2.1	P1.4, P1.5, P1.6, P2.5	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	10	10	30%
Weighting	30	40	30	100%

# 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	Small Ensemble	Music of a Culture	Film Music	
Task Type	A: Performance B: Viva Voce	A: Portfolio B: Composition	Aural Skills Exam	
Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8	
Method of Submission	In Class	Hand In	Hand in	
Focus Outcomes	P1, P4, P5, P6	P2, P3, P6, P7,P8	P4, P5, P7, P8	
Syllabus Component				
Performance	25			25%
Composition		25		25%
Musicology	15	10		25%
Aural		5	20	25%
Weighting	40	40	20	100%

*Year 11 Music 1 assessment schedule updated 15/2/2024*

# Music 2

Year 11: Students study the contexts of music (styles, periods and genres) through a Mandatory Topic – Music 1600-1900 and an additional topic – Music 1900-1945. 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	confidently performs repertoire that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
P2	demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
P3	composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
P4	creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
P5	analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
P6	discusses and evaluates music making constructive suggestions about performances and compositions
P7	observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P8	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
P9	identifies, recognises, experiments with, and discusses the use of technology in music
P10	performs as a means of self-expression and communication

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
<b>Task Name</b>	Mandatory Topic 1600 - 1900	Mandatory Composition	Additional Topic	
<b>Task Type</b>	Performance	Composition and Portfolio	Aural and Musicological Skills Exam	
<b>Due</b>	Term 1 Week 11	Term 2 Week 8	Examination Period	
<b>Method of Submission</b>	In Class	Hand In	Formal Examination	
<b>Focus Outcomes</b>	P1, P6, P10	P3, P4, P5	P2, P7, P8, P9	
<b>Syllabus Component</b>				
Performance	25			25%
Composition		25		25%
Musicology	10		15	25%
Aural		10	15	25%
<b>Weighting</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100%</b>

# 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 & 2 Art History and Criticism Preliminary Exam	
Task Type	A: Artmaking B: Extended Response	A: Artmaking B: Extended Response	Formal Examination	
Due	Term 1 Week 11	Term 3 Week 3	Term 3 Examination Period	
Method of Submission	Hand In	Hand In	Formal Examination	
Focus Outcomes	P1, P2, P7	P3, P4, P6, P8	P7, P9, P10	
Syllabus Component				
Art History/Criticism	10	10	30	50%
Artmaking	25	25		50%
Weighting	35	35	30	100%

# French Continuers – Preliminary

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	Extended Response	Formal Examination	
Due	Term 1 Week 10	Term 2 Week 8	Examination Period	
Method of Submission	In Class	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%
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. Students study topics including Holidays, Family, School and Healthy Lifestyles. 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'	'Response to a Text'	Preliminary Exam	
Task Type	Digital Presentation	Written Response	Formal Examination	
Due	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Method of Submission	Hand In	In Class	Formal Examination	
Focus Outcomes	2.1, 2.2, 2.3	2.2, 3.1, 3.3	3.4, 3.5, 3.6	
Syllabus Component				
Listening			30	30%
Reading		20	10	30%
Speaking	20			20%
Writing	10	10		20%
Weighting	30	30	40	100%

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

# 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 Administration	Resistance Training	Individual Games and Sport Applications	
Task Type	A - Practical Performance B - Hand In	Assignment	Report - Fieldwork	
Due	Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	
Method of Submission	A: In Class B: Hand In	Hand In	Hand In	
Focus Outcomes	4.2, 4.5	2.2, 3.2	1.3, 2.3	
Syllabus Component				
Knowledge and understanding of course content	25	20	30	75%
Skills and movement	15	10		25%
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 account 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	Weighting
<b>Task Name</b>	NSW Bushfires	Leadership Styles	Yearly Examination	
<b>Task Type</b>	Written Report	Research Report	Formal Examination	
<b>Due</b>	Term 1 Week 8	Term 2 Week 6	Examination Period	
<b>Method of Submission</b>	Hand In	Hand In	Formal Examination	
<b>Focus Outcomes</b>	P1.2, P5.1	P2.1, P2.3	P2.2, P2.4, P3.1, P6.1	
<b>Syllabus Component</b>				
Knowledge and understanding of course content	5	15	20	40%
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60%
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

# Design and Technology

Year 11 Design and Technology, students participate in hands-on, practical activities to achieve the outcomes of the course. Class activities are designed to develop knowledge and skills in designing and producing. Minor Design Projects involve students in the design, production and evaluation of a product, system or environment (PSE). Documentation of evidence of the application of the design process in a design portfolio is required for each project. Students will also learn to communicate their design ideas using a range of appropriate media.

Outcomes	
P1.1	Examines design theory & practice and consider design factors affecting designing & producing in design projects
P2.1	Identifies design & production processes in domestic, community, industrial & commercial setting
P2.2	Explains the impact of a range of D&T activities on the individual, society & environment through the development of projects
P3.1	Investigates & experiments with techniques in creative & collaborative approaches in designing & producing
P4.1	Uses design processes in the development & production of design solutions to meet identified needs & opportunities
P4.3	Evaluates the processes and outcomes of designing & producing
P5.2	Communicates ideas & solutions using a range of techniques
P6.1	Investigates a range of manufacturing & production processes and relates these to aspects of design projects
P6.2	Evaluate and uses computer-based technologies in designing and producing

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Designer Case Study with Practical	Preliminary Project	Yearly Examination	
Task Type	Research and Practical	Practical and Portfolio	Examination	
Due	Term 2 Week 2	Term 3 Week 7	Exam Period	
Method of Submission	Hand In	Hand In	Formal Examination	
Focus Outcomes	P1.1, P2.1, P2.2, P5.3	P3.1, P4.1, P4.2, P4.3, P6.1	P1.1, P2.1, P2.2, P5.2	
Syllabus Component				
Knowledge and understanding of course content	10	10	20	40%
Knowledge and skills in designing, managing, producing and evaluation design projects	20	30	10	60%
Weighting	30	40	30	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
<b>Task Name</b>	Engineering Fundamentals and Engineered Products	Braking Systems	Yearly Exam	
<b>Task Type</b>	A: Practical B: Report	A: Practical B: Report	Examination	
<b>Due</b>	Term 1 Week 10	Term 2 Week 9	Formal Examination	
<b>Method of Submission</b>	Hand In	Hand In	Formal Examination	
<b>Focus Outcomes</b>	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	
<b>Syllabus Component</b>				
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%
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

# 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
<b>Task Name</b>	Food Availability and Selection Case Study	Sensory Assessment	Yearly Examination	
<b>Task Type</b>	A: Research Report B: Practical	A: Practical B: Report	Examination	
<b>Due</b>	Term 1 Week 10	Term 2 Week 7	Formal Examination	
<b>Method of submission</b>	A: Hand In B: In Class	A: In Class B: Hand In	Formal Examination	
<b>Focus Outcomes</b>	1.2, 4.2, 4.3, 5.1	2.2, 3.2, 4.1, 4.4	1.1, 2.1, 3.1	
<b>Syllabus Component</b>				
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%
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

# 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	A: Project B: Portfolio	Formal Examination	
Due	Term 1 Week 11	Term 3 Week 5	Examination 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%
Weighting	20	40	40	100%

Year 11 Industrial Technology assessment schedule updated 6/3/2024

# 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	Weighting
Task Name	Elements and Principles of Design	Properties and Performance	Yearly Examination	
Task Type	A: Project B: Portfolio	A: Project B: Portfolio	Formal Examination	
Due	Term 2 Week 1	Term 3 Week 6	Examination Period	
Method of Submission	Hand In	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 Component				
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%
Weighting	35	40	25	100%

School Name:

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1	Mandatory Work placement	Preliminary Exam (optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.				
Code	Unit of Competency	Week 6 Term 3	One week in industry (35 hours) Term 2 or 3 Dates to be confirmed	Week: 9 & 10 Term 3
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity	X		
SITXCCS011	Interact with customers	X		

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20421 Certificate II in Cookery**.

**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting 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”. This means a course mark is not allocated.

**\* Selected units only to be confirmed by your teacher.**

**Due to updates to the Hospitality Framework dates and tasks are subject to change in 2024.**

# Assessment Summary Year 11 2024

Week	Term 1	Term 2	Term 3
1		VETHosp-work placement tbc Textiles and Design - 35 (H)	VETHosp-work placement tbc Geography - 30 (H)
2		Design & Tech - 30 (H)	Investigating Science - 40 (H /C)
3			VA - 35 (H)
4			Chemistry - 35 (H)
5		Earth ES -35 (H)	Industrial Technology - 40 (H)
6	Physics - 20 (C)	CAFS - 35 (H) SLR - 30 (H)	Textiles and Design - 40 (H) English Studies - 40 (H/C)
7	Earth ES -25 (C)	Food Technology - 40 (H/C) Biology - 30 (C)	Design & Tech - 40 (H) SLR - 30 (H)
8	CAFS - 25 (H) SLR - 40 (C/H) Chemistry - 25 (C)	Music 1 - 40 (H) Music 2 - 35 (H) French cont - 30 (H) Physics - 40 (H) Maths Extension 1- 30 (H) Society & Culture - 35 (H) Work Studies - 30 (C)	Music 1 - 20 (H)
9	Maths Advanced - 35 (C) Investigating Science - 20 (C) Maths Standard - 35 (C) Biology - 35 (H) Japanese Continuers - 30 (H) Geography - 30 (C) Ancient History - 25 (C) Music 1 - 40 (C)	Maths Advanced - 30 (H) Economics - 35 (C) Legal - 35 (C) Engineering - 30 (H) PDHPE - 30 (H) Maths Standard - 30 (H) Drama - 40 (H) Japanese Continuers - 30 (C)	Prelim exam period - see table below
10	Maths Extension 1 - 35 (C) French Cont - 30 (C) Food Technology - 30 (H/C) Engineering - 30 (H) Business - 25 (C) Modern History - 25 (C) Work Studies - 30 (C) PDHPE - 30 (C) English Standard - 30 (H) English Advanced - 30 (H) English Studies - 30 (H)	English Advanced - 30 (H) English Standard - 30 (H) English Extension - 40 (H) English Studies - 30 (H) Business - 35 (C) Ancient History - 35 (C) Modern History 35 (C)	
11	English Extension - 30 (H) Legal - 25 (C) Industrial Technology - 20 (H) Economics - 25 (C) VA - 35 (H) Drama - 30 (C) Music 2 - 35 (C) Society & Culture - 25 (C)		

H: Hand In C: In Class



# Preliminary Exam Subjects Year 11 2024

English	Mathematics	HSIE	Science	CAPA /Languages	PDHPE	TAS
Standard - 40 Advanced - 40 Extension - 30	Maths Advanced - 35 Maths Extension 1 - 35 Maths Standard - 35	Business - 40 Economics - 40 Legal - 40 Modern History - 40 Ancient History - 40 Society & Culture - 40 Geography - 40 Work Studies - 40	Biology - 35 Chemistry - 40 Physics - 40 Investigating Science - 40 Earth ES -40	VA - 30 French Cont - 40 Japanese Cont - 40 Drama - 30 Music 2 - 30	CAFS - 40 PDHPE - 40	Food Technology - 30 Industrial Technology - 40 Textiles & Design - 25 Engineering - 40 Design & Tech - 30 VET Hospitality