



2025

Bellingen High School

Year 11 Assessment Procedures Handbook

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STUDENT RESPONSIBILITIES IN ASSESSMENT

1. **Keep yourself informed**

You are expected to check with your class teacher, after any absence from class, whether you have missed any information about assessment tasks.

2. **Complete all tasks**

It is expected that you will complete all tasks to the best of your ability. Demonstrate diligence and sustained effort in all tasks and coursework.

3. **Hand in tasks on time**

It is your responsibility to be present for, or hand in, assessment tasks on time on the day it is due to the teacher personally.

4. **Attend school the day before a task is due**

You must be present at school the day before a task is due. School excursions or representing the school are considered as attendance.

If you are absent the day before a task is due, you must bring evidence, such as a doctor's certificate, to explain that absence.

5. **Attend classes the periods before an assessment**

You must attend all scheduled classes **on the day of an assessment**. If you miss scheduled classes, you may be required to submit evidence explaining your absence. In cases #4 and #5, an 'N' Determination warning could be issued and a zero recorded for the task.

6. **Assessment Schedule**

Make sure that you have a copy of the assessment schedule for each subject that you are studying. It is your responsibility to check dates and organise your time to complete your assessment tasks.

7. **Clashes**

If you notice that there is a clash, such as several tasks due on the one day or a compulsory excursion, please inform your teacher. If you feel the situation has not been resolved satisfactorily, please inform the Head Teacher or Deputy Principal.

8. **If you are going to be or were absent**

Ensure that, if you are absent, that you call the school that morning, then report to the Head Teacher of the subject you missed on the first day of return with independent written evidence e.g. a medical certificate. You must complete a VOA form.

If you know you will be absent for a task you must notify the class teacher and/or Head Teacher of the subject at least five days in advance and complete a VOA form e.g. sporting representation.

9. **Appeals**

Ensure that you see your teacher if you have concerns about your mark or rank within three school days of return of the marked task.

1. Rationale

The policy and procedures have been developed to ensure that assessments for students in all courses at Bellingén High School are administered in accordance with NSW Department of Education *Curriculum planning and programming, assessing and reporting to parents K-12 policy (2018)*, the requirements of NSW Educational Standards Authority (NESA), NSW requirements for the award of Record of School Achievement (ROSA); and The Assessment Certification Examination (ACE) manual.

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information of student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course

2. Principles of effective assessment

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Assessment activities should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

3. Number, weighting and types of tasks

Year 11

For all courses, there are to be no more than THREE formal assessment tasks, including the examination. In class tests are not considered formal written examinations. The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. One task may address several course outcomes. There should be a balance between the assessment of skills, knowledge and understanding outcomes and course content. An individual task should not be worth less than 10% and not more than 40% of the total assessment marks.

Year 12

For all courses, there are to be no more than FOUR formal assessment tasks, including an examination. The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. One task may address several course outcomes. There should be a balance between the assessment of skills, knowledge and understanding outcomes and course content. Only one task may be a formal written examination with a maximum weighting of 30%. In class tests are not considered formal written examinations.

4. Administration of assessment

Student notification

Students will receive and must sign for the Assessment Handbook prior to the distribution or completion of any assessment tasks. Included in the Handbook are proformas for extensions and appeals, the 'N' Determination Flow Chart, as well as an assessment schedule for every subject taught at the school. Individual course assessment schedules show the number, weighting and type of tasks as well as the outcomes assessed and the week in which the task is due.

In addition to the schedule of dates for assessment tasks, students will receive **AT LEAST two weeks notice** of the exact date of a task, the type, the weighting and marking guidelines for each task. This information will be provided on the Bellinghen High School Assessment Task Notification cover sheet. Students will need to register receipt of the assessment task by signature, and this will be filed in accordance with Bellinghen High School monitoring procedures. For the Year 11 examination and the Trial HSC examinations, no formal notification shall be given unless the exam has multiple components, for example Music/Drama theory and practical, or Languages listening and speaking.

When a student is absent from school, the teacher should email the assessment notification to the student's school email account. If a student is absent for an extended period, an alternate task will have to be considered.

Due to various circumstances which may arise during the year, it may be necessary for some assessment tasks to have their dates altered. In such cases, it must be with the approval of the Principal, or their delegate, and students will be notified in writing with two weeks' notice.

Students will need to sign for receipt of the new notification, and this must be filed in accordance with Bellinghen High School monitoring procedures.

Submission and Attendance

Submitted assessment tasks are to be handed in as directed on the Belling High School Assessment Task Notification cover sheet. In general, hand in tasks are to be submitted to the Front Office before 9am. They should ensure their name is on the task as well as their teacher's name. Students will be asked to sign a register that indicates they have handed in the task unless it is submitted electronically. In this case, the teacher should check the file contains the task and have the student/s sign a registration in the following lesson.

Students must attend all timetabled lessons the day before an assessment task due date and all timetabled lessons the day of an assessment task. Failure to do so, without a valid reason or documentation will result in a zero for the task and an "N" Determination warning letter will be issued. If a student attends TAFE or other approved activity the day before an assessment task, this is deemed their normal school day and no penalties will be imposed.

In unusual circumstances where an assessment task is deemed by the principal to be invalid or unreliable, the principal will consult with NESA to decide the best course of action, ensuring students are not disadvantaged.

Special Provisions

Disability provisions in the HSC are practical arrangements which are designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. Principals have the authority to grant disability (or special) provisions in assessment tasks for students with special needs over a range of areas such as medical, physical, learning or mental health and can also include students with injury. Schools should attempt to apply similar provisions for identified students in internal assessment as could be granted by NESA for external assessment tasks. Examples of some of the possible provisions include separate/small group supervision, readers and/or writers, rest breaks. For some students with disabilities, alternative tasks may be devised.

Life Skills

NESA does not require schools to formally assess Life Skills outcomes. However, teachers may like to have students complete a modified assessment task. Schools are not required to use the Common Grade Scale (A to E) or equivalent to report achievement for students entered in Life Skills courses. Task feedback, marking criteria and reports should reflect 'working towards' or achieving the designated outcomes 'independently' or 'with support'. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome, either:

- a. without adjustments, or
- b. with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities.

Assessment can occur in a range of situations or environments such as the school and wider community.

5. Variation of Assessment

If a student has a valid reason for not completing an assessment task, they will be given an opportunity to attempt the task by either:

- providing an extension of time to complete the original assessment task. An extension of time can only be granted if it does not compromise the validity of the task.
- providing the student with a substitute assessment task.

In exceptional circumstances, where a student cannot complete the assessment task, an estimate based on completed comparable assessment tasks which contain comparable outcomes may be provided. This must be approved by the Principal who may contact Quality in Credentialing to ascertain whether a circumstance is considered exceptional or not.

Illness and Misadventure

If illness or misadventure prevents a student handing in or completing an assessment task, they may apply for an extension of time to complete the task at a later date, via the Variation of Assessment process. In some circumstances, an alternate task may have to be used.

If illness or misadventure affects a student's performance during an assessment task, they may apply for consideration using the Variation of Assessment form. This form is available from the Deputy Principal or can be found in this booklet. You will need to complete a separate application for each of the tasks and exams you have missed.

For exams: Students are to **notify the Deputy Principal or the Exam Supervisor BEFORE** the exam begins (or during the exam if illness sets in late) and submit a Variation of Assessment form as soon as possible.

For all other tasks: A student should **notify the school by phone on the day of the task**. They will need to collect appropriate documentation/evidence and complete a Variation of Assessment form. This should be submitted to the Deputy Principal within **a week** of the due date of the task.

Please note: The submission of a Variation of Assessment form does not mean that it will be approved. This is at the discretion of the Deputy Principal. If students do not complete the assessment task, it defers the time of submission. Students are expected to complete all assessment tasks and sit examinations.

NESA may consider some cases involving interruption to the completion of an HSC submitted work or loss of materials prepared by the student, such as the theft, vandalism or destruction of major works. A student must notify their teacher, with evidence, and the school must raise any incidents with NESA at the time of the incident.

The following pages show some scenarios that may arise and the appropriate actions to be taken. Please note outcomes suggested in the final column 'Possible Outcomes' are only possibilities, and each application is assessed on individual circumstances and the evidence supplied.

Scenarios	Appropriate Application	Possible Outcomes
A student is sick the day before an assessment task is due and does not attend school.	Variation of Assessment based on illness Medical Documentation	If the student is still sick the next day, they will be asked to complete the task or an alternative task when they return to school.
A student is sick on the day of an exam, during an exam or on the day an assessment task is due.	<ul style="list-style-type: none"> - Phone the school to alert the teacher. - Variation of Assessment based on illness - Medical Documentation 	<ul style="list-style-type: none"> - The student will sit the exam or alternative exam when better. - An extension to complete the assessment task may be given
The student is going on holidays with their family and will miss an exam or assessment task.	<ul style="list-style-type: none"> - Application for Principal Approved Leave. - Variation of Assessment form completed BEFORE they leave. 	<ul style="list-style-type: none"> - The student may be asked to submit the task or complete the exam before they go. - The student may be asked to complete an alternative exam / task after they return.
A student has an assessment due next week. They have been representing the school in a lot of activities recently.	A Variation of Assessment form completed BEFORE the due date.	<ul style="list-style-type: none"> - The student may be granted an extension of time to complete the task. However, in most cases, it is unlikely an extension will be granted.
A student is going to have surgery during the exam period or when an assessment task is due.	A Variation of Assessment form is completed BEFORE the due date.	<ul style="list-style-type: none"> - The student may be asked to submit the task or complete the exam before they go. - The student may be asked to complete an alternative exam after they return.
A student sleeps in and misses an exam or assessment deadline.	The student can apply via the Variation of Assessment. However, it is unlikely to be successful.	<ul style="list-style-type: none"> - The student's appeal may be declined without evidence or a good reason for missing an exam or assessment deadline.
A student has taken on a lot of extra shifts at work lately and has run out of time to complete an assessment task. It is due next week.	<ul style="list-style-type: none"> - The student can apply via the Variation of Assessment. However, it is unlikely to be successful. 	<ul style="list-style-type: none"> - The student's appeal may be declined and they may be offered support.
A close family member becomes extremely ill or dies during an assessment period.	Complete a Variation of Assessment. Documentation i.e. death certificate	<ul style="list-style-type: none"> - The student may be given an extension and asked to sit the exam or alternative assessment when able.

Scenarios	Appropriate Application	Possible Outcomes
The student is a member of the Indigenous community. Their family is preparing for 'Sorry Business' and they need to take some time off to support the community and family.	Complete a Variation of Assessment form. Documentation - communication from a leader of the community.	- The student may be given an extension and asked to sit the exam or alternative assessment when able.

Absence (leave and extra-curricular activities)

Requests for an extension of time to complete an assessment task must be made in writing, using the Variation of Assessment form, at least one week prior to the due date.

A Variation of Assessment form is located at the back of this booklet and can be collected from the Deputy Principal.

Students who know that they will be absent from school must notify the class teacher at least five days in advance with a valid reason supported by documentation. Typically, an extension will be granted if the absence is due to extra curricula school commitments. If the student is absent due to family leave (unrelated to illness or misadventure) the student may be required to hand the task in on or before the due date or, in the case of tests/exams, sit it prior to their period of leave.

6. Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

It includes, but is not limited to:

- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- **not attending earlier scheduled lessons on the day of a task**
- **not attending the timetabled school day immediately prior to the task or examination**, (illness MUST be substantiated by a medical certificate)
- misrepresentation, collusion and plagiarism (see below)

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project
- submitting falsified or altered documents
- referencing incorrect or non-existent sources
- contriving false explanations to explain work not handed in by the due date.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert
- contract cheating by outsourcing work to a third party
- unauthorised use of artificial intelligence technologies.

Plagiarism

Plagiarism is submitting work done by someone else and claiming it as your own. It includes:

- copying someone else's work in part or in whole and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

To avoid allegations of plagiarism, students should keep their teacher informed and show them work a number of times during the preparation of a task. Students are encouraged to seek opinions and ideas from a variety of sources. However, what a student submits for an assessment task must be their own work. If students do refer directly or indirectly to the ideas of others, this must be acknowledged.

In proven cases of malpractice, zero marks will be awarded, and an 'N' Determination warning letter will be sent. Malpractice offences in all HSC school-based assessment tasks will be recorded in the NESA Malpractice Register.

All cases of malpractice have a 48-hour appeal period after formal notification.

NOTE: All tasks are due **before 9am** on the due date unless otherwise outlined on the task notification sheet.

HSC: All My Own Work

The HSC: All My Own Work program is designed to help senior students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their Year 11 and HSC studies.

The program is delivered flexibly through five self-paced learning modules and must be completed by all senior students before Week 5 of Term 1, Year 11. All students are entered online on NESA when the course is satisfactorily completed.

7. Late submission and non-completion of tasks

Where there is no valid reason for non-completion of an assessment task on the due date, a zero mark will be recorded for that task. However, the student is still required to complete the task in order to satisfy the requirements of the course. Parents/caregivers will be notified in writing when students fail to complete a task on the due date, via the 'N' Warning official letter. Parents/caregivers must acknowledge receipt of this letter in writing. Copies of these documents are filed by the school and classroom teacher in their monitoring folders.

8. Internal and External Examinations

There is one formal examination period for Year 11 Courses (Year 11 Examination) which is scheduled late in Term 3. Year 12 HSC courses will have two formal examination periods (Trial HSC and HSC Examinations). Students are only required to attend school for their scheduled exams.

The school/NESA will publish:

- an examination timetable two weeks prior to the examination period
- examination rules which are consistent with those for the HSC examinations (see below), which are given to students and displayed in the examination room
- a list of equipment which students may take into the examination room. All equipment is to be in a transparent package, such as a plastic zip lock bag.
 - black pens, highlighter, pencils, erasers, sharpener (use pencils where specifically directed)
 - a ruler marked in millimetres and centimetres
 - Board approved scientific calculators
 - Board approved dictionaries into certain Language examinations
 - a transparent bottle of water with the label removed is approved (no other food or drink is permitted)

No other equipment is allowed.

Students are not permitted to borrow equipment during examinations.

Mobile phones and electronic devices (except Board approved calculators) are strictly forbidden in an examination.

- Examination rules which are consistent with those for the HSC examinations.

Students:

- must not write on examination papers in any way during reading time
- may consult their dictionary during reading time (for examinations where dictionaries are permitted)
- write clearly, with a black pen
- write answers in the correct answer booklets
- must follow the supervisor's instructions at all times
- must behave in a polite and courteous manner towards the supervisors/students
- must make a serious attempt at the examination

Subjects studied through other schools

Students studying courses through Distance Education and Aurora College will sit their exams at school. Details will be made clear to students in the exam timetable.

9. Marking, Feedback and Reporting

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and written comments. The feedback given for tasks that do not contribute to the final assessment mark should assist students in their preparation for tasks that are part of the assessment program. Feedback should provide detailed information about what a student is able to do and what they need to do in order to improve their level of performance. It should communicate how well the student's knowledge, skills and understanding are developing in relation to outcomes and be provided in a timely manner.

For each HSC Board Developed Course (except VET courses and Life Skills courses), the teacher submits an internal assessment mark for every student in Term 3 of Year 12.

10. Management of marks/grades/work samples

Year 11

Schools are required to award and submit A to E grades to NESA for all students completing any Year 11 Board Developed or Board Endorsed Course, except VET courses and Life Skills courses.

At the completion of the course, teachers make professional on-balance judgements on the basis of all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the Common Grade Scale and with reference to other material produced by NESA to support the consistent awarding of grades.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Year 11 courses.

Teachers are required to keep student work samples and the associated assessment activities for all Year 11 courses. If requested, these work samples and assessment activities are to be submitted to NESA for review to ensure there is consistency in the awarding of grades across the state.

A minimum of three work samples, representing the upper, middle and lower range of achievement of the current cohort, should be collected for each task. Work samples must be students' original work, not teachers' comments on a performance or submitted work.

Year 12

For each HSC Board Developed Course (except VET courses and Life Skills courses), the teacher submits an internal assessment mark for every student in Term 3 of Year 12.

Teachers are required to keep student work samples and the associated assessment activities for all Year 12 courses. A minimum of three work samples, representing the upper, middle and lower range of achievement of the current cohort, should be collected for each task and stored in the teachers HSC Monitoring Folder. Work samples must be students' original work, with teacher feedback.

11. Changing Courses

Students cannot change courses after the beginning of Term 2 in the year of their Year 11 Course. However, if there are special circumstances a student can change courses up until June 30, with principal approval.

12. Students transferred from other schools

Students who transfer to Bellingen High School before 30th June will be assessed using the tasks completed at this school and through the teacher's professional judgement. The teacher can consult with the previous school about any tasks completed by the student.

Students who transfer after 30th June will receive the assessment marks provided by the previous school.

Students who have achieved units of competency for VET courses are not required to be reassessed for recognition of those units provided a qualified RTO assessor has assessed the competencies.

Students who enter an HSC course at a new school must have satisfactorily completed the relevant Year 11 course.

13. Accelerants and Accumulants

Students who accelerate their HSC must complete all assessment tasks, or their equivalent, that are undertaken by students who complete requirements in the normal time frame.

Students may accumulate their HSC over a period of up to 5 years. There are various reasons for this: sporting commitments, student welfare, family commitments, etc. Students who commence a Year 12 subject with a different group of students must, where possible, begin in Term 4. They cannot use assessments or major works from previous attempts at the course. With accelerants and accumulants, student marks are entered to NESA and collated when the student has completed their HSC.

14. TAFE / SBAT / VET Work placement

Work placement will, where possible, be placed on the calendar for the final weeks of Term 2 and 3. No assessment tasks for courses involving work placement students will be scheduled during this time.

No assessment tasks should be scheduled for courses with TAFE students on the days where they are required to attend TAFE.

Assigned assessment task weeks/days for courses will take into account TAFE students in those courses. Students are not required to complete a Variation of Assessment form as this subject is an existing timetabled class.

15. Non satisfactory completion of a course

A student will be determined as having satisfactorily completed a course if they have:

1. Followed the course developed or endorsed by NESA and
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
3. Achieved some or all of the course outcomes

Principals may determine that, as a result of absence, course completion criteria may not be met. Early warning of the consequences of such absences must be given and warning letters must relate the student's absence to the non-completion of course requirements.

Stage 6 students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with **due diligence and sustained effort** to the set tasks and experiences provided in the course, both those that contribute to the final mark and those that don't.

Students who are not meeting the requirements for satisfactory completion of a course will receive an official warning letter in time for the situation to be corrected. A minimum of two warning letters must have been sent before the Principal can consider the possibility of an N Determination. A warning letter is deemed to have been received if the school postal records show it was mailed.

Students who do not complete tasks to the value of more than 50% of the total assessment mark in a subject or who do not complete 35 hours of mandatory work placement in VET subjects will be awarded an N Determination by the school in that subject. An N Determination can also be awarded to a student who has completed more than 50% of the total assessment mark but who has failed to demonstrate due diligence and sustained effort through non-completion of course work.

The student will, wherever possible, be informed in person that they are in danger of receiving an N Determination and this will also be confirmed by a letter from the Principal. A reasonable time frame will be given for the student to redeem the work and NESA deadlines will be adhered to.

IMPORTANT NOTE: NESA may issue an N Determination independent to the school for a non-serious attempt at an HSC examination or major work/folio.

16. Reviews and Appeals

If a student has a valid reason for disagreeing with their mark in any assessment task, they should discuss it with their teacher and Head Teacher within three school days of the return of the marked task. The task may be given to an alternative marker. The faculty must resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the task being returned. There can be no appeal regarding professional teacher judgement in applying the marking criteria. There can be no appeal to NESA against a school's judgement of a student's performance on a particular task. All disputes over an individual task must be resolved within the school at the time the task is returned.

Students may apply for a school review (and make a subsequent appeal NESA) only on the basis of the assessment program and the procedures used in arriving at the final assessment mark or their placement in the rank order for a course. In the event of an appeal, which cannot be easily resolved, the school will set up a review panel, consisting of a Head Teacher from another faculty or same faculty but different school, the Deputy Principal and an experienced senior teacher unrelated to the task.

Sometimes tasks do not function as required or there are problems with their administration. The school is entitled to reduce the weighting assigned to the task, create an additional task (with sufficient notice) and adjust the weightings accordingly. On rare occasions, an invalid task may need to be discarded, and an alternate task devised.

17. Completion Of Year 11

At the completion of Year 11, teachers will send a grade to NESa for each course studied. In the event that a student leaves school prior to gaining their HSC, they will be issued with a Record of School Achievement (RoSA), which will list all grades for Year 10 and for Year 11 Courses.



English Advanced

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Reading to Write *Short Answer response (in class) *Creative Task - Submit	<ul style="list-style-type: none">Knowledge and understanding of course content	15	Term 1 Week 10	EA11-3 EA11-5 EA11-9
	<ul style="list-style-type: none">Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15		
Task 2 Module B – Critical Study of Literature Multimodal	<ul style="list-style-type: none">Knowledge and understanding of course content	20	Term 2 Week 8	EA11-1 to EA11-5
	<ul style="list-style-type: none">Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	20		
Task 3 Module A – Narratives That Shape Our World Critical Response	<ul style="list-style-type: none">Knowledge and understanding of course content	15	Term 3 Week 9	EA11-1 EA11-3 EA11-5 EA11-6 EA11-7 EA11-8
Yearly Examination	<ul style="list-style-type: none">Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15		
Knowledge and understanding of course content.....				50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.....				50%
Outcomes				
A student:				
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				

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

English Extension 1

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Creative Response and Reflection	• Knowledge and understanding of texts and why they are valued	15	Term 1 Week 11	EE11-2 EE11-3 EE11-6
	• Skills in complex analysis composition and investigation	15		
Task 2 Related Research Project	• Knowledge and understanding of texts and why they are valued	20	Term 3 Week 1	EE11-1 EE11-3 EE11-4 EE11-5
	• Skills in complex analysis composition and investigation	20		
Task 3 Yearly Examination	• Knowledge and understanding of texts and why they are valued	15	Term 3 Week 9	EE11-1 EE11-2 EE11-3 EE11-5 EE11-6
	Skills in complex analysis composition and investigation	15		
Knowledge and understanding of texts and why they are valued.....				50%
Skills in complex analysis composition and investigation.....				50%
Outcomes				
A student:				
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				

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English Standard

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Reading to Write *Short Answer response (in class) *Creative Task - Submit	<ul style="list-style-type: none">Knowledge and understanding of course content	15	Term 1 Week 10	EN11-1 EN11-3 EN11-5
	<ul style="list-style-type: none">Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15		
Task 2 Module A – Contemporary Possibilities Multimodal	<ul style="list-style-type: none">Knowledge and understanding of course content	20	Term 2 Week 8	EN11-2 EN11-4 EN11-6 EN11-7
	<ul style="list-style-type: none">Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	20		
Task 3 Module B – Close Study of Literature Critical Response	<ul style="list-style-type: none">Knowledge and understanding of course content	15	Term 3 Week 9	EN11-1 EN11-5 EN11-8
Yearly Examination	<ul style="list-style-type: none">Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15		
Knowledge and understanding of course content..... 50%				
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes..... 50%				
Outcomes				
A student:				
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				

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English Studies

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Mandatory Module – Achieving through English Job Application (Submit) Interview (in class)	<ul style="list-style-type: none"> Knowledge and understanding of course content 	15	Term 1 Week 10	ES11-1 ES11-2 ES11-5 ES11-6
	<ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately, and effectively 	15		
Task 2 Module – teacher selected Multimodal (Podcast)	<ul style="list-style-type: none"> Knowledge and understanding of course content 	15	Term 2 Week 9	ES11-3 ES11-5 ES11-7 ES11-9
	<ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately, and effectively 	15		
Task 3 All Modules Collection of course work (submit)	<ul style="list-style-type: none"> Knowledge and understanding of course content 	20	Term 3 Week 5	ES11-1 ES11-4 ES11-10
	<ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately, and effectively 	20		

Knowledge and understanding of course content.....50%

Skills in comprehending texts; communicating ideas; using language accurately appropriately and effectively.....50%

Outcomes

A student:

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

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Ancient History

Task / Topic	Component	Weight	*Due	Outcomes
Task 1	• Knowledge and understanding of course content	10	Term 1 Week 9	AH11-5 AH11-6 AH11-9
The Nature of Ancient History	• In the analysis and evaluation of sources and interpretation	15		
	• Communication of historical understanding in appropriate forms	5		
Task 2	• Knowledge and understanding of course content	5	Term 2 Week 10	AH11-2 AH11-8 AH11-9
Historical Investigation	• In the analysis and evaluation of sources and interpretation	5		
	• Historical inquiry and research	20		
Task 3	• Knowledge and understanding of course content	25	Term 3 Week 9	AH11-1 to AH11-4
Yearly Examination	• Communication of historical understanding in appropriate forms	15		
Knowledge and understanding of course content.....				40%
In the analyses and evaluation of sources and interpretation.....				20%
Historical inquiry and research.....				20%
Communication of historical understanding in appropriate forms.....				20%
Outcomes				
A student:				
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			

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Biology

Task / Topic	Component	Weight	*Due	Outcomes
Task 1				
Skills and Data Manipulation	<ul style="list-style-type: none">Skills in working scientifically	20	Term 2 Week 2	BIO11-1 BIO11-2 BIO11-3 BIO11-7 BIO11-8 BIO11-9
Depth Study (Module 1)	<ul style="list-style-type: none">Knowledge and understanding	10		
Task 2				
Field Study Analysis	<ul style="list-style-type: none">Skills in working scientifically	20	Term 3 Week 2	BIO11-4 to BIO11-7 BIO11-10 BIO11-11
(Module 3)	<ul style="list-style-type: none">Knowledge and understanding	10		
Task 3				
Yearly Examination	<ul style="list-style-type: none">Skills in working scientifically	20	Term 3 Week 9	BIO11-1 to BIO11-11
(Modules 1-4)	<ul style="list-style-type: none">Knowledge and understanding	20		
Skills in working scientifically.....			60%	
Knowledge and understanding.....			40%	
Outcomes				
A student:				
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 Conducting investigations			
BIO11-3	conducts investigations to collect valid and reliable primary and secondary data and information Processing 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			

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Business Studies

Task / Topic	Component	Weight	*Due	Outcomes
Task 1	<ul style="list-style-type: none">Knowledge and understanding of course content	5	Term 1 Week 9	P2 P4 P7
The Nature of Business	<ul style="list-style-type: none">Inquiry and research	5		
Case Study/ Report	<ul style="list-style-type: none">Communication of information, ideas, and issues in appropriate forms	10		
Task 2	<ul style="list-style-type: none">Knowledge and understanding of course content	15	Term 2 Week 10	P4 P5 P8
Business Management	<ul style="list-style-type: none">Stimulus based skills	10		
	<ul style="list-style-type: none">Inquiry and research	10		
Research and In-class Essay	<ul style="list-style-type: none">Communication of information, ideas, and issues in appropriate forms	5		
Task 3	<ul style="list-style-type: none">Knowledge and understanding of course content	20	Term 3 Week 9	All outcomes
Yearly Examination	<ul style="list-style-type: none">Stimulus based skills	10		
	<ul style="list-style-type: none">Communication of information, ideas, and issues in appropriate forms	10		
Knowledge and understanding of course content.....40%				
Stimulus based skills.....20%				
Inquiry and research.....15%				
Communication of information, ideas, and issues in appropriate forms.....25%				
Outcomes				
A student:				
P1 discusses the nature of business, its role in society and types of business structure				
P2 explains the internal and external influences on businesses				
P3 describes the factors contributing to the success or failure of small to medium enterprises				
P4 assesses the processes and interdependence of key business functions				
P5 examines the application of management theories and strategies				
P6 analyses the responsibilities of business to internal and external stakeholders				
P7 plans and conducts investigations into contemporary business issues				
P8 evaluates information for actual and hypothetical business situations				
P9 communicates business information and issues in appropriate formats				
P10 applies mathematical concepts appropriately in business situations				

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Chemistry

Task / Topic	Component	Weight	*Due	Outcomes
Task 1				
Skills and Data Manipulation	<ul style="list-style-type: none">Skills in working scientifically	20	Term 2 Week TBC	CH11-4 CH11-5 CH11-7 CH11-8 CH11-9
Skills and Data Analysis	<ul style="list-style-type: none">Knowledge and understanding	10		
Task 1	<ul style="list-style-type: none">Skills in working scientifically	20	Term 3 Week TBC	CH11-1 to CH11-7 CH11-10
Deputy Study Practical Report	<ul style="list-style-type: none">Knowledge and understanding	10		
Task 3	<ul style="list-style-type: none">Skills in working scientifically	20	Term 3 Week 9	CH11-1 to CH11-11
Yearly Examination	<ul style="list-style-type: none">Knowledge and understanding	20		
Skills in working scientifically.....				60%
Knowledge and understanding.....				40%
Outcomes				
A student:				
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			

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Community & Family Studies

Task / Topic	Component	Weight	*Due	Outcomes
Task 1				
Resource Management	<ul style="list-style-type: none">Knowledge and understanding of course content	10	Term 1 Week 9	P1.1 P1.2 P4.1 P4.2
Extended Response	<ul style="list-style-type: none">Skills in critical thinking, research methodology, analysing and communicating	20		P5.1 P6.1
Task 2				
Families and Communities	<ul style="list-style-type: none">Knowledge and understanding of course content	10	Term 2 Week 9	P2.4 P3.1 P3.2
Research task	<ul style="list-style-type: none">Skills in critical thinking, research methodology, analysing and communicating	20		P4.1 P4.2 P6.2
Task 3	<ul style="list-style-type: none">Knowledge and understanding of course content	20	Term 3 Week 9	P1.1 P1.2 P2.1 to P2.4 P3.1 P3.2
Yearly Examination	<ul style="list-style-type: none">Skills in critical thinking, research methodology, analysing and communicating	20		P4.1 P4.2 P5.1 P6.1 P6.2
Knowledge and understanding of course content.....				40%
Skills in critical thinking, research methodology, analysing and communicating.....				60%
Outcomes				
A student:				
P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals				
P1.2 proposes effective solutions to resource problems				
P2.1 accounts for the roles and relationships that individuals adopt within groups				
P2.2 describes the role of the family and other groups in the socialisation of individuals				
P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement				
P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning				
P3.1 explains the changing nature of families and communities in contemporary society				
P3.2 analyses the significance of gender in defining roles and relationships				
P4.1 utilises research methodology appropriate to the study of social issues				
P4.2 presents information in written, oral and graphic form				
P5.1 applies management processes to maximise the efficient use of resources				
P6.1 distinguishes those actions that enhance wellbeing				
P6.2 uses critical thinking skills to enhance decision making				
7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society				
7.2 develops a sense of responsibility for the wellbeing of themselves and others				
7.3 appreciates the value of resource management in response to change				
7.4 values the place of management in coping with a variety of role expectations				

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Drama

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Playbuilding Group to develop and perform a short piece of original theatre	<ul style="list-style-type: none"> Making 	20	Term 1 Week 9	P1.1 P1.2 P1.3 P1.5 P2.3 P3.1
	<ul style="list-style-type: none"> Performing 	30		
Task 2 Folio Develop a director's folio and present to the class	<ul style="list-style-type: none"> Making 	20	Term 2 Week 10	P1.4 P2.2 P3.2
Task 3 Brecht Essay in exam conditions	<ul style="list-style-type: none"> Critically studying 	30	Term 3 Week 9	P1.76 P2.4 P3.2 P3.3
Making.....				40%
Performing.....				30%
Critically studying.....				30%
Outcomes A student: 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 P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole P2.1 understands the dynamics of actor-audience relationship 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 P2.5 understands and demonstrates the commitment, collaboration and energy required for a production P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance 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 synthesises research and experiences of dramatic and theatrical styles, traditions and movements P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest				

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Economics

Task / Topic	Component	Weight	*Due	Outcomes
Task 1	<ul style="list-style-type: none">Knowledge and understanding of course content.	10	Term 1 Week 9	P1 P2 P5 P7 to P10
Hypothetical Case Study	<ul style="list-style-type: none">Stimulus-based skills	10		
Introduction to Economics; Consumers and Business	<ul style="list-style-type: none">Inquiry and research	5		
	<ul style="list-style-type: none">Communication of information, ideas, and issues in appropriate forms	5		
Task 2	<ul style="list-style-type: none">Knowledge and understanding of course content.	15	Term 2 Week 10	P1 P2 P3 P5 P8 P10 P11
Topic Test	<ul style="list-style-type: none">Stimulus-based skills	5		
Markets	<ul style="list-style-type: none">Inquiry and research	5		
	<ul style="list-style-type: none">Communication of information, ideas, and issues in appropriate forms	5		
Task 3	<ul style="list-style-type: none">Knowledge and understanding of course content.	15	Term 3 Week 9	P1 to P11
Yearly Examination	<ul style="list-style-type: none">Stimulus-based skills	5		
	<ul style="list-style-type: none">Inquiry and research	10		
	<ul style="list-style-type: none">Communication of information, ideas, and issues in appropriate forms	10		
Knowledge and understanding of course content.....			40%	
Stimulus-based skills.....			20%	
Inquiry and research.....			20%	
Communication of information, ideas, and issues in appropriate forms.....			20%	
Outcomes				
A student:				
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			

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Geography

Task / Topic	Component	Weight	*Due	Outcomes
Task 1	• Knowledge and understanding of course content	10	Term 2 Week 2	GE-11-08 GE-11-09
Skills Analysis	• Geographical tools and skills	10		
Geographical Tools and Skills	• Geographical inquiry and research, including fieldwork	5		
	• Communication of geographical information, ideas, and issues in appropriate forms	5		
Task 2	• Knowledge and understanding of course content	10	Term 3 Week 4	GE-11-03 GE-11-05 GE-11-06 GE-11-07 GE-11-09
Geographical Inquiry	• Geographical inquiry and research, including fieldwork	10		
Geographical Investigation	• Communication of geographical information, ideas, and issues in appropriate forms	10		
Task 3	• Knowledge and understanding of course content	20	Term 3 Week 9	GE-11-01 GE-11-05 GE-11-08 GE-11-09
Yearly Examination	• Geographical tools and skills	10		
All topics	• Geographical inquiry and research, including fieldwork	5		
	• Communication of geographical information, ideas, and issues in appropriate forms	5		
Knowledge and understanding of course content.....				40%
Geographical tools and skills.....				20%
Geographical inquiry and research, including fieldwork.....				20%
Communication of geographical information, ideas, and issues in appropriate forms.....				20%
Outcomes				
A student:				
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			

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Health and Movement Science (formerly PDHPE)

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Collaborative Investigation Health for Individuals and Communities	<ul style="list-style-type: none"> Knowledge and understanding of course content 	10	Term 1 Week 9	HM11-01 HM11-02 HM11-05 HM11-06 HM11-10
	<ul style="list-style-type: none"> Skills in critical thinking, research, analysing and communicating 	20		
Task 2 Video Analysis The Body and Mind in Motion	<ul style="list-style-type: none"> Knowledge and understanding of course content 	10	Term 2 Week 9	HM11-03 HM11-04 HM11-07 HM11-08 HM11-09
	<ul style="list-style-type: none"> Skills in critical thinking, research, analysing and communicating 	20		
Task 3 Yearly Examination	<ul style="list-style-type: none"> Knowledge and understanding of course content 	20	Term 3 Week 9	HM11-01 to HM11-10
	<ul style="list-style-type: none"> Skills in critical thinking, research, analysing and communicating 	20		
Knowledge and understanding of course content.....			40%	
Skills in critical thinking, research, analysing and communicating.....			60%	
Outcomes				
A student:				
HM-11-01	interprets meanings, measures and patterns of health experienced by Australians			
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians			
HM-11-03	analyses the systems of the body in relation to movement			
HM-11-04	investigates movement skills and psychology to improve participation and performance			
HM-11-05	collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts			
HM-11-06	analysis: analyses the relationships and implications of health and movement concepts			
HM-11-07	communication: communicates health and movement concepts to audiences and contexts, using a variety of modes			
HM-11-08	creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts			
HM-11-09	problem-solving: proposes and evaluates solutions to health and movement issues			
HM-11-10	research: analyses a range of sources to make conclusions about health and movement concepts			

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Industrial Technology – Metal and Engineering Technologies

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Industry Study	• Industry Study	10	Term 1 Week 9	P1.1; P1.2; P2.1; P6.1; P6.2; P7.1
	• Workplace communications	5		P2.1; P3.1; P3.2; P3.4; P5.1; P5.2
	• Industry Specific Content and Production	10		P1.2; P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P6.1; P6.2; P7.1
Task 2 Practical Project and Folio	• Design and management	15	Term 3 Week 6	P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P5.2; P6.1; P6.2
	• Workplace communications	5		P2.1; P3.1; P3.2; P3.4; P5.1; P5.2
	• Industry specific content and production	20		P1.2; P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P6.1; P6.2; P7.1
Task 3 Yearly Examination	• Industry Study	10	Term 3 Week 9	P1.1; P1.2; P2.1; P6.1; P6.2; P7.1
	• Design and Management	5		P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P5.2; P6.1; P6.2
	• Workplace Communications	5		P2.1; P3.1; P3.2; P3.4; P5.1; P5.2
	• Industry specific content and production	15		P1.2; P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P6.1; P6.2; P7.1
Industry Study.....				20%
Design and Management.....				20%
Workplace communications.....				15%
Industry specific content and production.....				45%

Outcomes

A student:

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

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Industrial Technology – Timber Products and Furniture Technologies

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Industry Study	• Industry Study	10	Term 1 Week 9	P1.1; P1.2; P2.1; P6.1; P6.2; P7.1
	• Workplace communications	5		P2.1; P3.1; P3.2; P3.4; P5.1; P5.2
	• Industry specific content and production	10		P1.2; P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P6.1; P6.2; P7.1
Task 2 Practical Project and Folio	• Design and management	15	Term 3 Week 6	P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P5.2; P6.1; P6.2
	• Workplace communications	5		P2.1; P3.1; P3.2; P3.4; P5.1; P5.2
	• Industry specific content and production	20		P1.2; P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P6.1; P6.2; P7.1
Task 3 Yearly Examination	• Industry Study	10	Term 3 Week 9	P1.1; P1.2; P2.1; P6.1; P6.2; P7.1
	• Design and Management	5		P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P5.2; P6.1; P6.2
	• Workplace communications	5		P2.1; P3.1; P3.2; P3.4; P5.1; P5.2
	• Industry specific content and production	15		P1.2; P2.2; P3.1; P3.2; P3.3; P4.1; P4.2; P6.1; P6.2; P7.1
Industry Study.....				20%
Design and Management.....				20%
Workplace communications.....				15%
Industry specific content and production.....				45%
Outcomes				
A student:				
P1.1	describes the organisation and management of an individual business within the focus area industry			
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies			
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques			
P2.2	works effectively in team situations			
P3.1	sketches, produces and interprets drawings in the production of projects			
P3.2	applies research and problem-solving skills			
P3.3	demonstrates appropriate design principles in the production of projects			
P4.1	demonstrates a range of practical skills in the production of projects			
P4.2	demonstrates competency in using relevant equipment, machinery and processes			
P4.3	identifies and explains the properties and characteristics of materials/components through the production			
P5.1	uses communication and information processing skills			
P5.2	uses appropriate documentation techniques related to the management of projects			
P6.1	identifies the characteristics of quality manufactured products			
P6.2	identifies and explains the principles of quality and quality control			
P7.1	identifies the impact of one related industry on the social and physical environment			
P7.2	identifies the impact of existing, new and emerging technologies of one related industry on society and the environment			

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Mathematics Advanced

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Test		30	Term 1 Week 10	MA11-1 to MA11-9
Task 2 Assignment		30	Term 2 Week 8	MA11-1 to MA11-9
Task 3 Yearly Examination		40	Term 3 Week 9	MA11-1 to MA11-9
Outcomes A student: MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts MA11-9 provides reasoning to support conclusions which are appropriate to the context				

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Mathematics Extension 1

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Test		30	Term 1 Week 10	ME11-1 to ME11-7
Task 2 Assignment		30	Term 2 Week 9	ME11-1 to ME11-7
Task 3 Yearly Examination		40	Term 3 Week 9	ME11-1 to ME11-7

Outcomes

A student:

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

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Mathematics Numeracy

Task / Topic	Component	Weight	*Due	Outcomes
Task 1	Assignment 1	30	Term 1 Week 10	N6-1.1 to N6-1.3 N6-2.1 to N6-2.6 N6-3.1; N6-3.2
Task 2	Assignment 2	30	Term 2 Week 8	N6-1.1 to N6-1.3 N6-2.1 to N6-2.6 N6-3.1; N6-3.2
Task 3	Assignment 3	40	Term 3 Week 6	N6-1.1 to N6-1.3 N6-2.1 to N6-2.6 N6-3.1; N6-3.2

Outcomes

A student:

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Mathematics Standard

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Test		30	Term 1 Week 10	MS11-1 to MS11-10
Task 2 Assignment		30	Term 2 Week 8	MS11-1 to MS11-10
Task 3 Yearly Examination		40	Term 3 Week 9	MS11-1 to MS11-10

Outcomes

A student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Music 1 & 2

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Musicology and Performance Aural Skills Task	Mandatory Topic Music: 1600-1900 (Baroque Period) <ul style="list-style-type: none">Two short rhythmic and melodic notation exercises and short responses to one aural excerpt and one unseen score.Solo and/or ensemble of two pieces, one from the Mandatory Topic and one other		Term 1 Week 10	P2 P5 P6 P7
	- Performance	5		
	- Musicology	10		
	- Aural	10		
Task 2 Presentation of Performance with Background Research	Mandatory Topic Music 1600-1900 (Classical Period) <ul style="list-style-type: none">Solo and/or ensemble performance of two pieces, one from the mandatory topic and one from the additional topic.Response to two aural excerpts and hand in composition		Term 2 Week 8	P3 to P9
	- Performance	10		
	- Composition	15		
	- Musicology	10		
Task 3 Submission of Composition and Aural Analysis and Performance	Mandatory Topic Music 1600-1900 (Romantic Period) and Additional Topic <ul style="list-style-type: none">Solo and/or ensemble performances of two pieces, one from the mandatory topic and one from the additional topic.Submission of composition portfolio with score and response to aural excerpts		Term 3 Week 9	P2 to P5 P7
	- Performance	10		
	- Composition	10		
	- Musicology	5		
	- Aural	15		
Performance.....			25%	
Composition.....			25%	
Musicology.....			25%	
Aural.....			25%	
Outcomes				
A student:				
P1	performs music that is characteristic of the topics studied			
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied			
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied			
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles			
P5	comments on and constructively discusses performances and compositions			
P6	observes and discusses concepts of music in works representative of the topics studied			
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied			
P8	identifies, recognises, experiments with and discusses the use of technology in music			
P9	performs as a means of self-expression and communication			
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities			
P11	demonstrates a willingness to accept and use constructive criticism			

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Physics

Task / Topic	Component	Weight	*Due	Outcomes
Task 1				
Skills and Data Analysis	<ul style="list-style-type: none">Skills in working scientifically	20	Term 2 Week 2	PH11-4 PH11-5 PH11-7 PH11-8
Kinematics	<ul style="list-style-type: none">Knowledge and understanding	10		
Task 2				
Depth Study Practical	<ul style="list-style-type: none">Skills in working scientifically	20	Term 3 Week 2	PH11-1 to PH11-7
Dynamics	<ul style="list-style-type: none">Knowledge and understanding	10		
Task 3				
Yearly Examination	<ul style="list-style-type: none">Skills in working scientifically	20	Term 3 Week 9	PH11-4 to PH11-11
Modules 1-4 (All Topics)	<ul style="list-style-type: none">Knowledge and understanding	20		
Skills in Working Scientifically.....				60%
Knowledge and Understanding.....				40%
Outcomes				
A student:				
P11-1	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, light and thermodynamic principles			
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism			

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Society & Culture

Task / Topic	Component	Weight	*Due	Outcomes
Task 1	• Knowledge and understanding of course content	15	Term 1 Week 8	P1
In Class Test	• Application and evaluation of social and cultural research methods	15		P3
				P4
				P6
				P7
Task 2	• Knowledge and understanding of course content	15	Term 3 Week 1	P2
Hand in Task	• Communication of information, ideas, and issues in appropriate forms	15		P5
				P8
				P10
Task 3	• Knowledge and understanding of course content	20	Term 3 Week 9	All outcomes
Yearly Examination	• Application and evaluation of social and cultural research methods	15		
	• Communication of information, ideas, and issues in appropriate forms	5		
Knowledge and understanding of course content.....				50%
Application and evaluation of social and cultural research methods.....				30%
Communication of information, ideas, and issues in appropriate forms.....				20%
Outcomes				
A student:				
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			

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Sport, Lifestyle & Recreation

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Practical and Skills Sessions	• Games and Sports Applications 1	25	Term 1	1.1 1.3 2.1
	• Tutorial Participation and Workbook	5	Ongoing	3.1 3.2
	• Ongoing Practical Assessment	5		4.1 4.4
	Task 2 Practical and Skills Session	• Social Perspectives of Games and Sports	20	Term 2
• Tutorial Participation and Workbook		5	Ongoing	3.7
• Ongoing Practical Assessment		5		4.5
Task 3 Practical and Written Test		• Sports Coaching and Training	25	Term 3
	• Tutorial Participation and Workbook	5	Ongoing	2.2 3.1
	• Ongoing Practical Assessment	5		3.2 4.2 4.5
	Games and Sports Applications 1.....			
Social Perspectives of Games and Sports.....				20%
Sports Coaching and Training.....				25%
Tutorial Participation and Workbook.....				15%
Ongoing Practical Assessment.....				15%
Outcomes				
A student:				
1.1 applies the rules and conventions that relate to participation in a range of physical activities				
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				
2.4 describes how societal influences impact on the nature of sport in Australia				
3.1 selects appropriate strategies and tactics for success in a range of movement contexts				
3.2 designs programs that respond to performance needs				
3.7 analyses the impact of professionalism in sport				
4.1 plans strategies to achieve performance goal				
4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context				
4.4 demonstrates competence and confidence in movement contexts				
4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical				

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Textiles and Design

Task / Topic	Component	Weight	*Due	Outcomes
Task 1 Design, manufacturing, technique portfolio	• Knowledge and understanding of course content	10	Term 1 Week 11	P1.1 P2.1 P2.2 P2.3 P4.1
	• Skills and knowledge in the design, manufacture and management of textiles projects	20		
Task 2 Properties and performance of textiles (minor project)	• Knowledge and understanding of course content	15	Term 3 Week 5	P2.1 P2.2 P2.3 P3.2 P4.1
	• Skills and knowledge in the design, manufacture and management of textiles projects	25		
Task 3 Yearly Examination	• Knowledge and understanding of course content	25	Term 3 Week 9	P1.1 P1.2 P2.1 P2.2 P3.1 P3.3 P5.1 P5.2 P6.1
	• Skills and knowledge in the design, manufacture and management of textiles projects	5		
Knowledge and understanding of course content.....				50%
Skills and knowledge in the design, manufacture and management of textiles projects.....				50%
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 projects				
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				

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Visual Arts

Task / Topic	Component	Weight	*Due	Outcomes
Task 1				
Body of Work + VAD	<ul style="list-style-type: none">• Art Making	25	Term 2 Week 2	P1 to P6
Historical and Critical Written Task - Essay	<ul style="list-style-type: none">• Art Criticism and Art History	10		
Task 2				
Body of Work _ VAD	<ul style="list-style-type: none">• Art Making	25	Term 3 Week 6	P1 to P6
Task 3				
Yearly Examination	<ul style="list-style-type: none">• Art Criticism and Art History	40	Term 3 Week 9	P7 to P10
Art Making.....			50%	
Art Criticism and Art History.....			50%	
Outcomes				
A student:				
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, crucial narratives and other documentary accounts of the visual arts can be constructed			

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Work Studies

Task / Topic	Component	Weight	*Due	Outcomes
Task 1	• Career Plan	30	Term 1 Ongoing	
Task 2	• Work Experience Logbook	40	Term 2 Ongoing	
Task 3	• Resume and Cover Letter	30	Term 3 Ongoing	

Outcomes

A student:

- 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

* The due weeks are a guide only; there may be changes depending on the timetable. You will be notified of any changes closer to the time through official notification.

Business Services

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	Exam (Optional) Term 3 Week 9
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				
BSBTEC201	Use business software applications	x			
BSBTEC202	Use digital technologies to communicate in the work environment	x			
BSBWHS311	Assist with maintaining workplace safety		x		
BSBINS302	Organise workplace information		x		
BSBXCM301	Engage in workplace communication			x	
BSBOPS201	Work effectively in business environments			x	
Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.					
* Examinable units to be confirmed by teacher					
The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.					

Certificate II in Cookery

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Week 10 Term 2	Week 3 Term 3
Code	Unit of Competency	HSC Examinable	Date 4/7/25	Date: 8/8/25
SITXWHS005	Participate in safe work practices	x	x	
SITXFSA005	Use hygienic practices for food safety	x	x	
SITXFSA006	Participate in safe food handling procedures	x	x	
SITHCCC025	Prepare and present sandwiches		x	
SITXCOM007	Show social and cultural sensitivity	x		x
SITXCCS011	Interact with customers	x		x

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

Primary Industries – Certificate II Agriculture

Assessment Tasks for			Task	Task	Task	Task	Task	Task	Task
AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Handle and Observe Livestock and Care for Livestock completion may be carried over to HSC year			WHS	Operate Tractors	Biosecurity	Communicate and Work Effectively	Handle and Observe Livestock	Care for Livestock	Provide Feed, Monitor Water, Identify and Mark Livestock
			Week 6 Term 1	Week 10 Term 1	Week 10 Term 1	Week 10 Term 2	Week 10 Term 4	Week 10 Term 4	Week 10 Term 4
			Date	Date: 4/4/25	Date: 4/4/25	Date: 7/3/25	Date: 12/12/25	Date: 12/12/25	Date: 12/12/25
Code	Unit of Competency	HSC Examinable							
AHCWHS202	Participate in workplace health and safety processes	√	x						
AHCMOM202	Operate tractors			x					
AHCMOM304	Operate machinery and equipment			x					
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity				x				
AHCWRK212	Work effectively in industry	√				x			
AHCWRK213	Participate in workplace communications					x			
AHCLSK205	Handle livestock using basic techniques						x		
AHCLSK204	Carry out regular livestock observation						x		
AHCLSK202	Care for health and welfare of livestock	√						x	
AHCLSK211 or AHCLSK206	Provide feed or Identify and Mark Livestock								x

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward AHC20122 Certificate II in Agriculture.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



ASSESSMENT TASK NOTIFICATION

YEAR 11 2025

Course:	Teacher:
Task Number:	Task Weight: %
Date of Notification:	/ /
Due date (Term and Week)	Term Week Date / /
Task Description	
Task Outcomes	
Task Instructions Equipment or Resources (list any)	
Task Submission	<p>Students must complete assessment task submission form and submit with task as indicated below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Admin Office by 9.00am on due date <input type="checkbox"/> In class assessments e.g. test, skills, oral/speeches <input type="checkbox"/> Electronic submission by 9.00am on due date <input type="checkbox"/> Larger projects e.g. Art/TAS by 9.00am to faculty on due date to faculty
Rubric / Marking Criteria	
<p>Students are reminded that, because this is a formal assessment task, absence from school resulting in failure to hand the task in by the due date will require you to telephone the school on the due day and support this with a medical certificate on your first day back at school. An application to vary an assessment must also be completed. The Deputy Principal will determine the approval of this application. Absence without an explanation will result in zero marks and an 'N' award warning notification. A non-serious attempt will also result in zero marks and an 'N' award notification. The task must still be completed and submitted to meet NESA requirements.</p>	

	FOLLOW THE INSTRUCTIONS	COMPLETED
1		
2		
3		
4		
5		
	FINAL PRODUCT: (Length/format and other presentation requirements)	

MARKING CRITERIA	MARK/ GRADE
	A 17-20
	B 13-16
	C 9-12
	D 5-8
	E 1-4



VARIATION OF ASSESSMENT APPLICATION

YEAR 11 2025

STUDENT NAME: _____

SUBJECT: _____ TEACHER NAME: _____

ASSESSMENT TASK: _____ DUE DATE: _____

REASON(S) FOR APPEAL / CONSIDERATION: _____

TEACHER RECOMMENDATION / NAME: _____

SIGNATURE OF TEACHER: _____ DATE: ____/____/____

SIGNATURE OF HEAD TEACHER: _____ DATE: ____/____/____

CONSULTATION WITH SENIOR SUPPORT ADVISOR (SSA): _____

SIGNATURE OF SNR SUPPORT ADVISOR: _____ DATE: ____/____/____

SUPPORTING DOCUMENTATION ATTACHED (please list) _____

MEDICAL CERTIFICATE from Dr. _____

LETTER FROM PARENT/GUARDIAN: ☐ Yes ☐ No

OTHER (describe): _____

SIGNATURE OF STUDENT: _____ DATE: ____/____/____

DECISION: _____

SIGNATURE OF DEPUTY: _____ DATE: ____/____/____

THIS FORM MUST BE SUBMITTED TO THE DEPUTY PRINCIPAL. PLEASE READ 'SCHOOL BASED ASSESSMENT – GENERAL SCHOOL POLICIES' AND 'ASSESSMENT TASK APPEALS' IN YOUR ASSESSMENT BOOKLET.

NO CONSIDERATION CAN BE GIVEN IF THESE POLICIES ARE NOT FOLLOWED.



N DETERMINATION WARNING FLOWCHART

YEAR 10-12 2025

- * Initial contact with caregiver informing them of concerns or initial meeting with student to determine if misadventure is warranted.
- * If it is, Misadventure process followed.
- * If not, *First N Determination Warning Letter sent
- * Recording of meeting notes and N-Determination letter



If the first N Award Warning is not resolved:

- * Three-Way meeting between student, teacher and Head Teacher.
- * Formal offer of support to resolve the N Award Warning
- * Caregiver contacted to outline requirements and consequences
- * Second N Determination Warning Letter sent



If the second N-Determination Warning is not resolved:

- * Referral of student to the senior executive to organise a conference between caregiver, student, advocate, and Head Teacher.
- * Appeal process outlined
- * Third N Determination Warning letter sent



If there is no resolution:

- * Senior Executive to begin process of determining if a Non Award Determination will be awarded

* N Award warning – stands for Non-Award. If you cannot resolve two N Awards, you may receive a Non-Award – that is, you fail that subject and those units do not count towards the achievement of the qualification of ROSA and/or HSC.



5 May 2025

Mr and Mrs R Andrews,
22 Elm Street,
RIVERDALE NSW 2465

Dear Mr and Mrs Andrews,

OFFICIAL WARNING – Non-completion of a Year 11 Course

This letter is to advise that your son **Archie Andrews**, is in danger of not meeting the requirements for satisfactory completion of the **Year 11** course in **Ancient History**.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the **first official warning** we have issued notifying you that Archie is at risk of not completing the above course.

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he has not satisfactorily completed the Year 11 Course.

Archie is not currently meeting one or more of these requirements.

Opportunity to correct the problem

The following tasks or requirements need to be completed by Archie to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment Task 1 – Essay	30%	30 April 2025	Complete and submit this task	19 May 2025

Action by parent/guardian

To support Archie in meeting the course requirements, we request that you discuss this matter with him and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Head Teacher HSIE Miss Geraldine Grundy.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Miss Geraldine Grundy
Head Teacher HSIE

Mr Waldo Weatherbee
Principal

Acknowledgement of Official Warning
Please return to the school office

I have received the letter dated 5 May 2025 advising me that Archie Andrews is in danger of not meeting the course completion requirements for Ancient History and am aware that this is the first official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

YEARLY ASSESSMENT PLANNER

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1 2025	SLR (ongoing) Wrk Studies (ongoing)					Prim Ind (V)		Soc & Cult	Ancient Hist Business Stud Drama IT Timber Hlth/Move Scie CAFS Economics IT Metal	English Adv English Stan English Stud Maths Adv Maths Num Maths Stand Maths Ext Prim Ind (V) Music	English Ext Text & Des
Term 2 2025	SLR (ongoing) Wrk Studies (ongoing)	Biology Geography Physics Visual Arts						English Adv English Stand Maths Adv Maths Num Maths Stand Music	English Stud Hlth/Move Scie Maths Ext CAFS	Ancient Hist Hosptlty (V) Bus Stud Drama Economics Prim Ind (V)	
Term 3 2025	SLR (ongoing) Wrk Studies (ongoing) Soc & Cult English Ext	Biology Physics	Hosptlty (V)	Geography	Text & Des	IT Timber IT Metal Visual Arts English Stud Maths Num	NO TASKS	NO TASKS	EXAM WEEK		

Chemistry – task weeks will be advised by classroom teacher.

TERM 1 2025 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.
Assessment dates are published on the calendar in the Senior Study

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A					
Week 2B					
Week 3A					
Week 4B					
Week 5A					
Week 6B					
Week 7A					
Week 8B					
Week 9A					
Week 10B					

TERM 2 2025 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.
Assessment dates are published on the calendar in the Senior Study

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A					
Week 2B					
Week 3A					
Week 4B					
Week 5A					
Week 6B					
Week 7A					
Week 8B					
Week 9A					
Week 10B					

TERM 3 2025 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.
Assessment dates are published on the calendar in the Senior Study

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A					
Week 2B					
Week 3A					
Week 4B					
Week 5A					
Week 6B					
Week 7A					
Week 8B					
Week 9A					
Week 10B					