



YEAR 11 2021

ASSESSMENT AND REPORTING PROCEDURES

Pennant Hills High School

Responsibility Integrity Achievement

Principal: R. Warren

Deputy Principal: F. Payne

Deputy Principal: B. O'Byrne

Laurence Street, Pennant Hills NSW 2120

Phone: (02) 9473 5000

Fax: (02) 9473 5099

Email: pennanthil-h.school@det.nsw.edu.au

<https://pennanthil-h.schools.nsw.gov.au>

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Subject Assessment Schedules

In this section, the following information is provided for each course:

Assessment Schedule and Subject Outcomes.

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PRINCIPAL'S MESSAGE – THE YEAR 11 COURSE

I am sure you will find the senior years to be both a challenging and exciting time in your schooling. You will have the opportunity to build upon the skills you developed in the junior school, as you strive to achieve your best educational results over the next two years of intense academic study. It is expected that you will further develop your organisational and leadership skills as you engage in a range of sporting, cultural and other school experiences.

Before you begin your senior study, it is important to realise that there will be greater expectations on you than in Years 7 – 10. Not only will you be expected to be an excellent role model for other students by being a good school citizen, but there will be a range of other school requirements that we will expect you to meet. Naturally, all teachers will have the basic expectation that you will try as hard as you can in class at all times and complete all homework. The NSW Educational Standards Authority (NESA), as the body that controls your Year 11 and 12 studies, will expect you to abide by all of its policies and procedures

One of the most important areas requiring your full attention is the completion of assessment tasks in each of your courses. Whilst the assessment tasks are compulsory and will require a great deal of effort on your part, they are also a valuable means by which you will obtain feedback on your performance as you work towards the HSC examinations. You should remember that in the Year 11 course, the assessment tasks (including the Yearly Examinations) constitute 100% of your final mark in each course; as such, they provide you with the opportunity to gain marks by working consistently over the duration of the course. Similarly, this will be the case in Year 12.

The following pages in this book give details about the specific assessment requirements in each senior course. You will need to study these carefully so that you meet the requirements of the school and NESA.

We look forward to working with you as you progress towards the Higher School Certificate.

A handwritten signature in black ink, appearing to read 'R Warren', with a long, sweeping underline.

R Warren
Principal

Assessment Policy – Year 11 Course

The School's policy aims to provide **a fair system for all students**. It has been designed to:

- Assist students who would otherwise be disadvantaged by illness or misadventure.
- Ensure that students cannot gain special consideration where this is not warranted.
- Ensure that all appeals are dealt with fairly and consistently.
- Promote and protect the best interests of all students.

RESPONSIBILITY

What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment is designed to provide information on student achievement and progress in each course in relation to syllabus standards, and to report on the standard of performance attained at the end of the course.

The Stage 6 course, both Year 11 and 12, requires a standards-referenced approach to assessment and reporting. A standards-referenced approach means that the achievements of students are assessed and reported against specified standards that are established for each course. Students are no longer assessed by comparing their achievements with other students, but against the **standards** that are specified in each syllabus.

These **standards** are established through:

- Knowledge, skills and understandings expected to be learnt by students as a result of studying the course.
- The standard set out in the syllabus.
- The levels of achievement reached by the students against the six performance bands of the syllabus.

Together, these specify what is to be learnt and how well it is achieved.

Assessment measures performance throughout the **whole course**. In each course, every course outcome will be measured at least once. Students **must satisfy the assessment requirements for Year 11** before commencing Year 12.

Year 11 courses satisfactorily completed appear on the Year 11 Record of School Achievement (ROSA).

Assessment for the Year 12 course must not commence until the satisfactory

completion of the Year 11 course.

How will assessment be undertaken?

The NSW Education Standards Authority (NESA) has provided a range of documents for each NESA course. These documents include a syllabus, assessment and reporting supplement, sample assessment tasks and sample examination papers. The assessment program for each subject is devised using these documents. The documents are available on the NESA website and should be consulted by students:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

The syllabus contains a statement of outcomes for each course. At some point during the assessment program, every one of the outcomes must be assessed.

Each syllabus lists components that must be followed by all schools, although schools will differ in how they assess the components.

Each course will require a different number of assessment tasks to adequately assess the course. NESA encourages teachers to assess student progress and achievement so that students will not be completely overwhelmed by assessment tasks. This will usually mean that students will undertake no more than 3 assessment tasks for each subject during the Year 11 course.

Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

<https://studentsonline.nesa.nsw.edu.au/>

Students should log into Students Online to check your confirmation of entry and ensure your name, courses, address, email and phone number are correct.

You can change your address, email and phone number in the personal details section.

You can download your free PDF credentials in the Results Services section.

You can find helpful information in My Account under Manuals and Guides.

It is the responsibility of each student to ensure all information contained on Students Online is kept up-to-date and must inform the Head Teacher Secondary Studies of any name changes or course concerns.

Information to be provided to students

Each school has the **responsibility** to tell students the following information:

- What aspects of the course will be assessed, including the relevant syllabus outcomes
- How they will be assessed, e.g. essays, tests, practical tasks etc.
- The relative value of the tasks
- When they are going to be assessed.

This information will be provided in writing. Your class teacher will provide details of each assessment task at least **two weeks** before the date that the task is due.

During the Year 11 course you will be provided with information about your performance in specific tasks. However, your final rank will not be provided until you complete your final Year 11 examinations in September 2021.

Rights and responsibilities in Year 11 assessment

You have the right to:

- be informed of the assessment policies of your school and NESAs.
- receive clear guidelines relating to the requirements of each assessment task. These will be issued to you in hard copy at least two weeks before the task due date. The template of the *Pennant Hills High School Assessment Task Notification Sheet* is provided on page 18.
- be told in advance of the due date for each assessment task.
- query the mark for an individual task at the time it is returned to you.

You have the responsibility to:

- become familiar with and follow the assessment requirements set by the school
- monitor upcoming tasks by reference to this booklet, and the *Term Assessment Planners*, issued at the beginning of each term
- complete all set tasks on time or talk to your teacher about what is required if you cannot meet a deadline
- complete all NESAs *All My Own Work* modules as a pre-requisite before entry into the Year 11 course. This is completed in Term 4 of Year 10 at Pennant Hills High School
- avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is your own or acknowledges the contribution of others
- follow up any concerns you have with tasks at the time they are returned to you.

Criteria for satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESAs
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

NESA does not set a minimum attendance for the satisfactory completion of a course. The Principal may determine that, as a result of absence, the above course completion criteria might not be met.

Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

Completion of assessment tasks

Students **must complete all assessment tasks**.

Where a student has been given zero marks **because of failure to complete assessment tasks** totaling more than 50% of the final course assessment mark, the Principal must certify that the course has **not been studied satisfactorily** and the student **will not** qualify for a Record of Student Achievement (ROSA) grade in that subject.

This could also mean that a student becomes **ineligible** to proceed to the Year 12 course.

Attendance before a task is due - Truancy and unacceptable reasons for absence before a task.

Missing lessons for all or part of a school day in order to prepare for a task is malpractice. When a student deliberately misses lessons (including carnivals) in order to gain an advantage in a task, the Principal may decide to apply a penalty commensurate with the total time missed.

Where a pattern of absence before a task is evident, the Principal may request that a medical certificate be produced in order to avoid a penalty. Each case will be treated individually. If it is evident that malpractice has occurred, a penalty will result.

Requesting an extension of time for an assessment task

Any request for extensions due to exceptional circumstances must be addressed to the relevant Head Teacher for consideration in writing **BEFORE** the due date.

Any extension will only be granted in **exceptional circumstances** and must be discussed with the relevant Head Teacher.

Tasks submitted late

Tasks submitted **late** without approved extension of time from the relevant Head Teacher will incur a mark of **zero** – that is **100%** of total marks.

Late tasks must still be completed and submitted in order to meet course outcomes.

Failure of ICT is **NOT** an acceptable excuse. Students should develop a pattern of regularly backing up work on an internet-based or transportable storage device that can be brought to school in the event of any ICT failure, e.g. printer out of ink, USB failure. Do not rely on being able to access school ICT facilities on the task due date.

In the case of illness or misadventure a medical certificate and/or misadventure form with supporting document/s must be submitted to avoid penalty.

This must be given to the Head Teacher of the relevant subject on the **FIRST** day of return to school, irrespective of whether the student has a timetabled period in that subject that day. The task must be submitted / attempted as soon as the medical certificate expires.

An 'N' award warning letter will be issued if the above processes are not followed.

For all types of sickness, **a medical certificate** will be required. Lateness beyond the approved number of days as specified on the medical certificate, or lateness for which a student does not seek approval before the due date, will lead to a **zero** result for the task.

Absence from an assessment task/ examination – Illness or misadventure

When students are absent on the day of a formal assessment, a **medical certificate** and/or **Illness/Misadventure form** with supporting document/s must be submitted to avoid penalty. Students must return to school the day after the medical certificate expires and submit a medical certificate on the first day of their return to school.

This documentation is required immediately on the first day that the student returns to school and is to be given to the Head Teacher of that subject, irrespective of whether the student has a timetabled period in that subject that day. A note from a parent/caregiver is **NOT** sufficient documentary evidence.

Failure to provide documentary evidence (i.e. a medical certificate) may result in a zero mark for that task

Illness/Misadventure forms are available from the Deputy Principal or relevant Head Teacher.

A sample Illness/misadventure form is provided on page 9.

Examinations/Orals/Practical and other similar tasks

Students must be prepared to complete the task on the first day of return to school. **Students are advised that no adjustment of assessment marks is possible.** NESA mandates that actual performance, not potential performance is to be assessed. **If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.**

The Head Teacher of the subject concerned will:

- Allow you to undertake the same task; or
- Allow you to undertake a suitable replacement task; or
- Give an estimate for that task only, based on the quality of your work in the components being assessed, if the Principal permits.

Appeals will be considered by the relevant subject Head Teacher; further appeals will be heard by a panel consisting of the relevant Deputy Principal and Head Teacher Secondary Studies.

Absence from a task/ examination – factors known in advance

When a task is missed because a student is required by the school or some other organisation to attend some important function, the date of which cannot be altered, the alternatives listed above for a task missed through illness/misadventure will apply. An example might be a Zone or Regional final in sport, the date of which cannot be predicted, which may clash with the advertised dates for an assessment task.

This rule **does not** apply to private arrangements made by parents, such as holidays in school time and the like.

Students absent when a task is handed out CANNOT request or be granted an extension on the basis of that absence. Note that this includes absence due to TAFE commitments, sporting events or any other school-endorsed activity.

It is **your responsibility** to request any task notification sheets from your teacher upon your return.



Pennant Hills High School

Task Missed Due to Illness/Misadventure

Please submit this form and supporting documentation to the Head Teacher of the relevant subject.

Student Name:

Course:

Class teacher:

TASK DETAILS

Task Number: **Title:**

Weighting: **Due Date:**

Details of Illness/Misadventure/Absence

Date/s of Absences: to

Reason for Absence

.....
.....
.....

Supporting Documentation Attached? YES / NO

Type of Documentation:

Student Signature: **Date:**

Head Teacher Recommendation

Upheld New Due Date:

Declined Reason for refusal:

Head Teacher Name:

Head Teacher Signature: **Date:**

The N-Award Process

Students studying a Stage 6 course must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with **diligence** and **sustained effort** to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESAs;
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- Achieved some or all of the course outcomes.

An official NESAs N-Award Warning letter will be sent to the parents of any student who is **in danger of not satisfactorily completing a course** or who **fails to complete an assessment task**. If the outstanding work is not completed within the time set out in the N-Award Warning letter then a follow-up N-Award Warning letter will be sent indicating this. This may involve multiple letters for the same outstanding work product. NESAs N-Award Warning letters are issued regularly where required.

Students who do not make a serious attempt at a task may not receive marks for the course concerned. This may render some students ineligible for the award of the Higher School Certificate. **Non-serious attempts** include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. **Non-attempts** include those where only multiple-choice questions are attempted

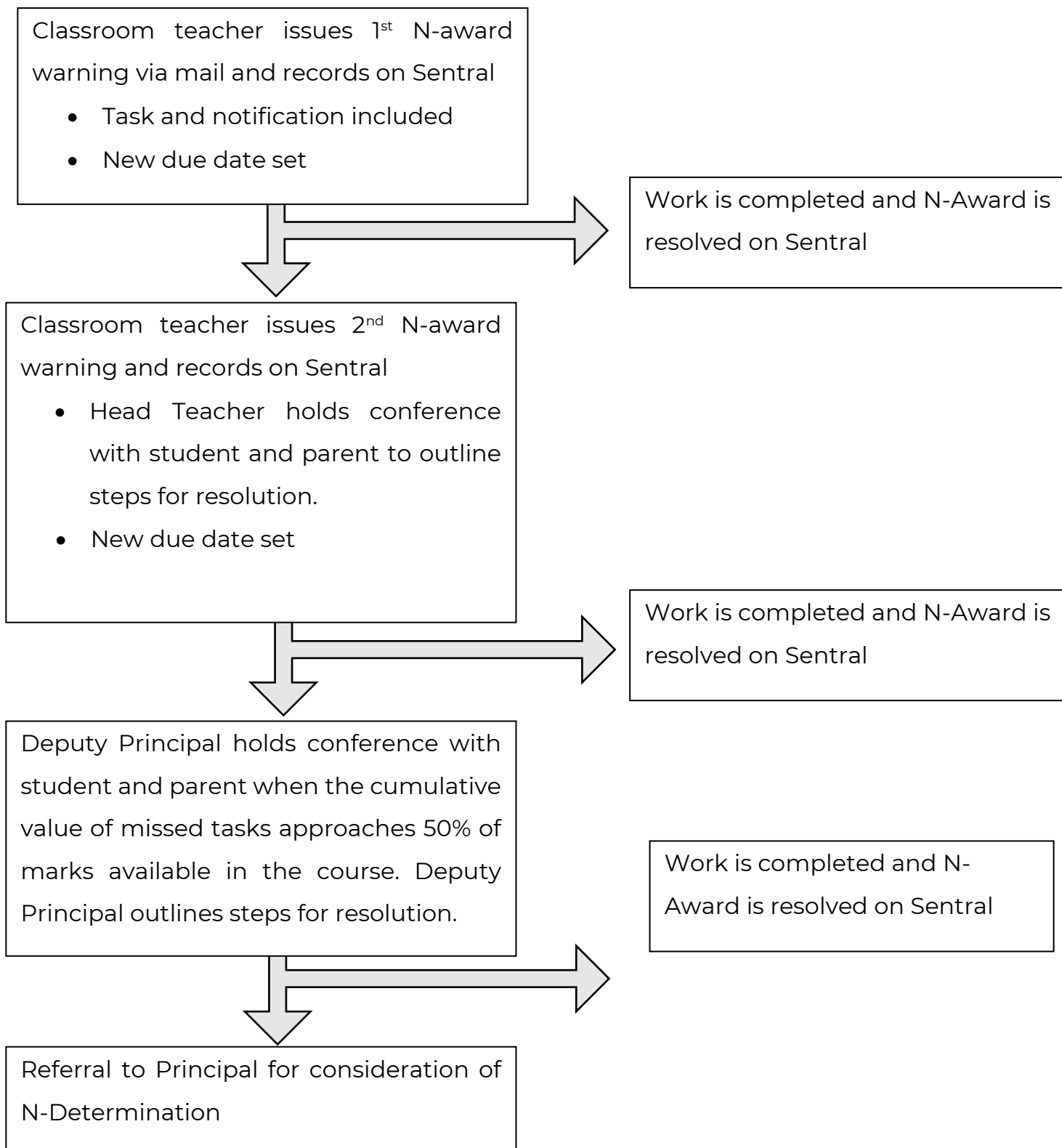
NESAs requires two warnings for a student in order for an 'N' Determination to be made by the Principal at the end of a course.

NESAs N-Award Warning letters are **NOT** a punitive instrument. If the work requested for completion is completed, they are nullified. In accordance with NESAs policy, and in terms of natural justice, the school will provide students with the opportunity to fairly redeem the situation with time enough to enable correction of the concern or submission of outstanding work products.

Students are consistently encouraged by school staff and parents to redress an 'N' determination; the onus rests with the student to do so.

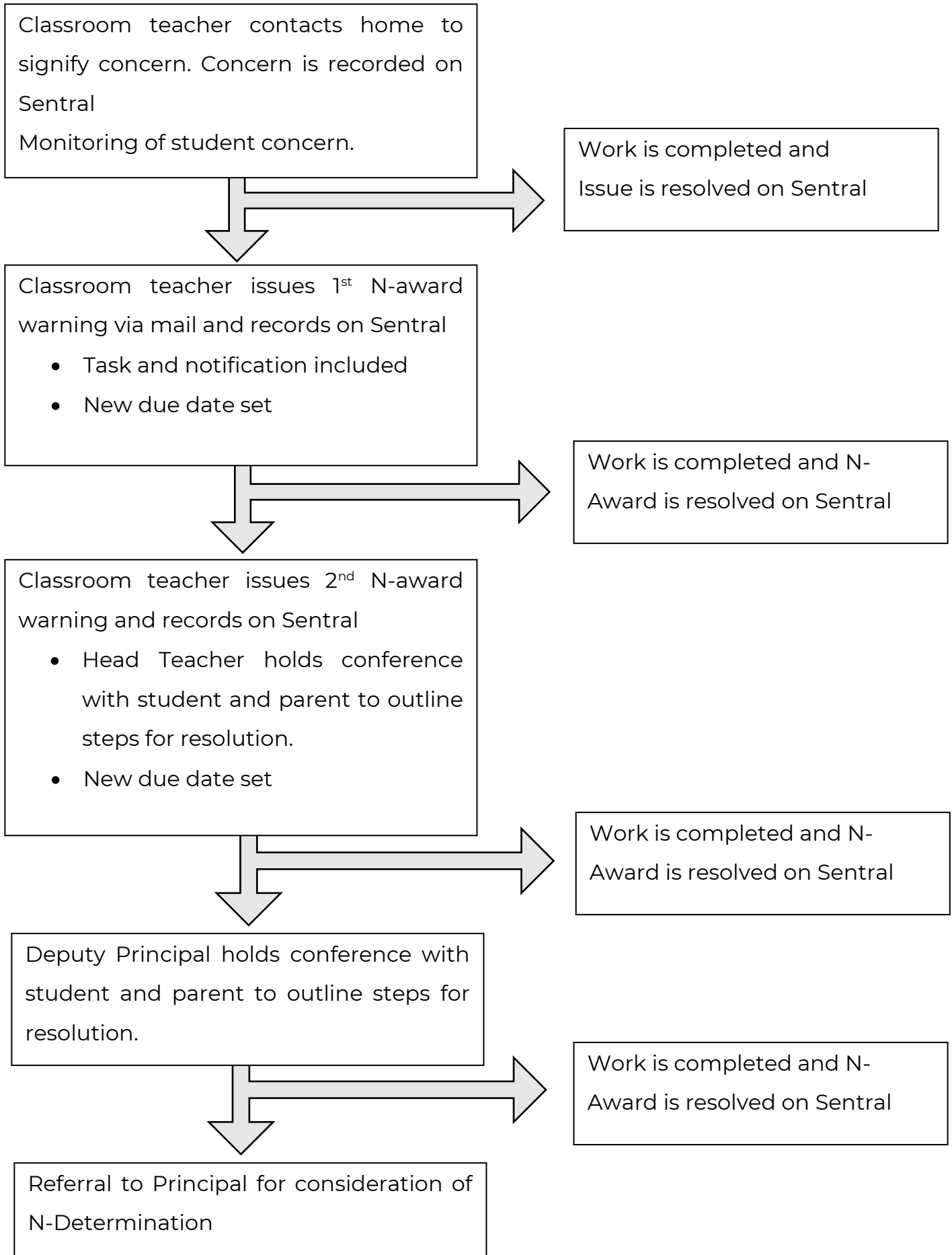
A student is to be given an 'N' Determination when there is a failure to complete tasks which contribute **in excess of 50 percent** of the final assessment marks in that course.

ASSESSMENT TASK MISSED / NOT SUBMITTED / NON-SERIOUS ATTEMPT



For additional missed tasks, classroom teacher to issue further warnings following steps above.

Sustained Effort and Due Diligence Concerns for Not Meeting course Requirements



INTEGRITY

HSC: All My Own Work

This program is designed to help HSC students follow the principles and practices of good and ethical scholarship as set out by NESA on its *HSC: All My Own Work* website at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent. This requirement excludes students who are entered for Life Skills courses or NESA Endorsed courses although the program would still be available as an option for these students if deemed appropriate by the school.

What is malpractice in Stage 6 assessment?

Cheating, or malpractice, is **dishonest behaviour** by a student that gives them an **unfair advantage** over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Some examples of behaviour considered to be cheating include, but are not limited to:

- Copying, buying, stealing or borrowing 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 acknowledging the source.
- Submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

The examples above are generally referred to as **plagiarism**.

What is plagiarism?

Plagiarism is when you imply or pretend that you have written or created a piece of work that someone else originated. It is cheating, dishonest, and could jeopardise your HSC results.

How to avoid plagiarism

Further information can be obtained online in the leaflet, *HSC Assessments and Submitted Works – Advice to Students*, found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

or students can refer to the *All My Own Work* booklet/webpage.

Consequences of malpractice

All assessment tasks done at school or at home **must be the student's own work**. If any malpractice is proven, the task concerned scores **zero** and the student **jeopardises his/her eligibility** for the award of the **HSC**.

If an assessment task for a subject is scheduled for different periods of the same day, students are **not to disclose details of the task** to the cohort undertaking the task at a later time. If this occurs, this will be considered to be malpractice and a **zero** mark will be awarded to all students who have **disclosed** or **received** the information.

Allegations of malpractice will initially be investigated by the Head Teacher of the faculty concerned, before being referred to the appropriate Deputy Principal, who will convene an **Assessment Review Panel** to examine the case.

NESA treats cheating in written tasks, examinations and practical work very seriously and takes measures to deal with students who are caught.

Depending on the circumstances of the case, one or more of the following may apply:

zero marks may be awarded for part or all of the examination

you may be required to have an interview with a 'malpractice' panel at NESA

you may lose the award of the HSC in one or more courses

you may damage your ability to apply for entry to TAFE or university courses or scholarships.

Mobile phones and electronic equipment

Mobile phones and smart watches must be switched off and placed in your bag **before the start of an assessment task or examination**. Failure to do so will make your performance in that examination null and void.

Other than **NESA approved calculators** (when required and permitted), **no other electronic equipment or instruments (e.g. MP3 players, portable video players, earphones, and smart watches etc.) will be permitted** in examinations, or during in-class assessment tasks. Essential medical appliances need prior approval before the examination/assessment.

Disputing an assessment mark

If you are concerned about a mark, you must discuss this with your teacher **when the work is returned**. If you are still not satisfied, you should pursue the matter with the relevant Head Teacher within **FIVE school days** of the return of the task.

Record of marks

Each faculty keeps a register of all marks awarded for tasks. Students are encouraged to monitor their progress by keeping their own record of marks. Each academic report will show the student's current ranking in the assessments in each subject.

Notification of tasks

Students are to be notified in writing of formal assessment items – that is, all tasks common to all students in the course. The notification is to be standardised, using the same format as the example given in this booklet on page 18.

Notice of examinations must also be given using the same format.

The notification must be given in the form of a handout, at least two weeks before the task, in addition to any other means of notification which may include, but not be limited to: Assessment Booklets, noticeboards, Moodle, etc. Students are to sign upon receipt of the task, and when the task is submitted. A sample of the form to be used for this is given on the next page.

The notification sheet must contain the following:

- Description of task: topic/s, type of task
- Date due or date of task (test items)
- Method of submission where appropriate (e.g. due by 3.20pm; must be handed in during class time, etc.)
- Outcomes being assessed
- Assessment criteria
- A statement about the avoidance of plagiarism, specific reference to *HSC: All My Own Work*.

Assessment protocols

- Students in Stage 6 are to use student numbers, **NOT NAMES**.
- With examination-style tasks, usual examination rules regarding conduct are to be observed.

Examination rules

1. All candidates must check the examination timetable carefully. No consideration can be given to students who arrive late for an examination or who miss an examination due to misreading the timetable.
2. Candidates are to assemble in the library quad at least 15 minutes before an examination and wait for instructions about entry to the examination centre. There should be no talking once you have entered the examination centre.
3. All candidates are to remain in the examination room until time has expired for the examination, all papers have been collected, and the examination supervisor dismisses students from the examination centre.
4. Candidates must check with their subject teachers in advance to ensure they take the necessary equipment to each examination.
5. You MUST NOT:
 - speak to any person other than a supervisor after entering the examination room
 - take any electronic device into the examination, unless NESA approved. This includes, but is not limited to mobile phones and smart watches.
 - behave in any way likely to disturb the work of any other student or upset the conduct of the examination
 - take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment approved for the specific examination
 - wear a cap
 - take any food or drinks (other than water) into the examination room, unless you have been granted special provisions. Water in a clear bottle may be taken into the examination room.
6. Only the equipment necessary for the examination is to be placed on the examination desk. Pencil cases and other equipment must be placed on the floor under your chair. You must remove your watch and place it in clear view on the examination desk.
7. Mobile phones must be turned off and left in your bag in the examination room.
8. If you need to leave the examination room to use the bathroom, you must raise your hand and wait until a teacher allows you to leave. Bathroom breaks are NOT permitted during the first 30 minutes OR the last 30 minutes of the examination. Exceptions will be made ONLY in the case of an emergency.

Examination rules - continued

9. Full school uniform must be worn throughout the examination period. This includes school shoes.
10. If a candidate is to miss an examination due to illness or misadventure, the school is to be advised before the examination is held. You are to ring the school on 9473 5000 and leave a message for the relevant Head Teacher.
11. Candidates who miss an examination/task due to illness or misadventure, or absence, should see the appropriate subject Head Teacher immediately upon their return to school. Upon acceptance of a medical certificate or document of explanation, provision will be made for the student to sit the examination paper at an appropriate time, or alternative arrangements will be made.
12. Candidates need only attend school when they have a scheduled examination. However, if students are at school for a morning examination and have an examination later that day, students are not permitted to leave the grounds between examinations. When a candidate's last examination for the day is finished, they must go home to study and are not to loiter at shops, railway stations, parks or other venues.



Pennant Hills High School Assessment Task Notification

Course:

Stage:

Year:

Task/Area of study:

Date issued:

Task date / Due date:

Task number:

Weighting:

Task Type:

E.g.: oral presentation, formal examination, research report, research essay, examination essay, practical performance, etc.

Task Description:

Any information that helps students understand what is expected of them; would include length, break-down of components, etc.

e.g.: A formal examination of 90 minutes duration made up of multiple choice questions, short answer questions, source-based questions and an extended essay-style response

Outcomes assessed by this task:

E.g. BIO 12-1 to 12-7 and 12-12, 12-14, 12-15 (As per the syllabus for the course)

Criteria for assessment:

Include marking criteria where appropriate – i.e. all non-examination tasks. For examinations: include the rubric

Additional information:

Student numbers, not names, are to be used **(this is to be included in all non-practical Stage 6 tasks)**

Upon submission of this task you will be required to certify that your work complies with NES A HSC: All My Own Work rules **(this to be included in all Stage 6 non-examination tasks)**

This is a formal assessment item. In Year 11, the student or parent must phone the school as soon as they are aware that they will be unable to attend the task and speak to/leave a message for the relevant Head Teacher. This does not replace the need for a medical certificate. Absence due to illness must be supported by a medical certificate, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school and/or at a time negotiated with the Head Teacher– i.e. when your medical certificate expires.

Please see YEAR 11 ASSESSMENT AND REPORTING PROCEDURES document for further information.

Additional information may include: submission details, equipment needed, how the order will be determined for oral/practical tasks, etc.

ACHIEVEMENT

Steps to manage your assessment tasks

- Be aware of due dates. Keep an up-to-date diary of all assessment activities and other commitments. Highlight dates on the planner issued at school.
- Use a wall calendar or small whiteboard in a public space like your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save, back up and print any work completed on a computer. The failure of technology is **not** an acceptable excuse for the late submission of work. Don't forget to keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

General comments on assessment

- 1 Each subject provides information in this booklet about the types of tasks which will be set. Remember, the components of the course to be assessed and the percentage weightings given to each component are determined by NESAs. The school decides the tasks.
- 2 There may be variation in the number of tasks set or in the description of the task, but students will always be given notice of any change, in advance, in writing.
- 3 **Two** weeks **WRITTEN** notice will be given of the date for a set task. Carefully read the information on **LATE** tasks and **MISSED** tasks.
- 4 If a student is suspended when an assessment task is due/taking place the student must not attend school for the duration of the suspension. Assessment tasks are to be submitted on time by either mail or by delivery to the Administrative Office or to the respective faculty Head Teacher.
- 5 The school will endeavour to monitor the dates set for tasks by having teachers of all subjects inform the Deputy Principal of planned dates. If too many tasks appear to be set over too short a time (e.g. three on the one day), the Deputy Principal will seek a variation of dates from Head Teachers. Any problems should be referred to the Deputy Principal.
- 6 Remember, work done in assignments, etc., must be the student's efforts. It easily becomes apparent to teachers if this is not so. If work is proven to be other than the student's efforts, a zero mark will be awarded. Ignorance of the rules regarding plagiarism is not a defense: it is the student's responsibility to read **ALL** information provided.
- 7 While assessment tasks are obviously important, no one should lose sight of the fact that the HSC examination still remains more important, as candidates' results in the final examinations will influence the final scaled assessment mark.
- 8 Please note that not all tasks may be weighted equally and a poor level of achievement in a major task can have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur during the HSC year as a consequence of relatively small mark differences.
- 9 Finally, learn to organise your time and efforts, so that deadlines and other aspects of the assessment scheme do not cause unnecessary stress. If problems seem insurmountable, there are staff in the school who are available to provide advice and guidance.

Looking ahead to the Higher School Certificate

Eligibility for an Australian Tertiary Admission Rank (ATAR)

When planning your program of study for 2020, you must satisfactorily complete 12 units of study in the Year 11 course. To be eligible for an ATAR, you must satisfactorily complete at least 10 units of ATAR courses.

The ATAR courses must include at least:

- Two units of English
- Eight units from Category A courses
- Three Board Developed courses of 2 units
- Four subjects

Calculation of the ATAR

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- Your best two units of English; and
- Your best eight units from your remaining units, with the provision that no more than two units of Category B courses be included.

The ATAR is optional. You can request that an ATAR not be calculated as a result of your HSC.

For further information about the ATAR, see:

<https://www.uac.edu.au/future-applicants/atar>

Assessment schedules for individual subjects are available on the school website or from your teacher.

AGRICULTURE

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|-----------------------------------|-----------------------------------|--|--------------------|
| Nature of task | Farm Case Study | Open Ended Investigation | Yearly Examination | |
| Timing | Term 1, Week 10 | Term 2, Week 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P 1.1, P 1.2, P 2.3, P 3.1, P 5.1 | P 2.1, P 2.3, P 3.1, P 4.1, P 5.1 | P 1.1, P 1.2, P 2.1, P 2.2, P 2.3, P 3.1, P 4.1, P 5.1 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 30 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 20 | 20 | 10 | 50 |
| Total % | 30 | 30 | 40 | 100 |

AGRICULTURE

OUTCOMES

A student:

- P 1.1** describes the complex, dynamic and interactive nature of agricultural production systems
- P 1.2** describes the factors that influence agricultural systems
- P 2.1** describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P 2.2** describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P 2.3** describes the farm as a basic unit of production
- P 3.1** explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P 4.1** applies the principles and procedures of experimental design and agricultural research
- P 5.1** investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

ANCIENT HISTORY

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|---|---|---|-----------------------------------|--------------------|
| Nature of task | Source Analysis task with use of own knowledge | Mandatory Research and Oral Presentation | Yearly Examination | |
| Timing | Term 1, Week 6 | Term 2, Week 9 | Term 3, Weeks 9-10 | |
| Outcomes assessed | AH11-2, AH 11-4, AH 11-6, AH 11-7 | AH 11-1 – AH 11-10 | AH 11-1, AH 11-3, AH 11-5 AH 11-9 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | - | 30 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 15 | - | 5 | 20 |
| Historical inquiry and research | - | 20 | - | 20 |
| Communication of historical understanding in appropriate forms | 5 | 15 | - | 20 |
| Total % | 30 | 35 | 35 | 100 |

Ancient History

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

BIOLOGY

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|------------------------------|-----------------------------|---------------------------|--------------------|
| Nature of task | Application of Skills | Depth Study | Yearly Examination | |
| Timing | Term 1, Week 10 | Term 2, Week 9 | Term 3, Weeks 9-10 | |
| Outcomes assessed | BI 11-1 – BI 11-9 | BI-11-1 – BI 11-7, BI 11-10 | BI 11-1 – BI 11-11 | |
| Components | | | | Weighting % |
| Skills in Working Scientifically | 20 | 25 | 15 | 60 |
| Knowledge and understanding | 10 | 15 | 15 | 40 |
| Total % | 30 | 40 | 30 | 100 |

Biology

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
- BIO11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5** analyses and evaluates primary and secondary data and information
- BIO11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8** describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9** develop knowledge and understanding of the Earth's biodiversity and the effect of evolution
- 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

BUSINESS STUDIES

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|--|---|----------------------------------|--------------------|
| Nature of task | <p>In-class Extended Response (800 words - 3 mins planning time; 50 mins working time)</p> <p>Research based: <i>Actual Business case study</i> <i>Contemporary Business Issues</i></p> | <p>In-class Business Report (800 words - 3 mins planning time; 50 mins working time)</p> <p>Research based: <i>Hypothetical Business</i> <i>Contemporary Business Issues</i></p> | <p>Yearly Examination</p> | |
| Timing | Term1, Week 9 | Term 3, Week 2 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P2, P7, P8, P9 | P4, P7, P8, P9 | P1-P10 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Stimulus-based skills | 5 | 5 | 10 | 20 |
| Inquiry and research | 10 | 10 | - | 20 |
| Communication of business information, ideas and issues in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

BUSINESS STUDIES

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

CHEMISTRY

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|--------------------|--|---------------------------|--------------------|
| Nature of task | Depth Study | Application of Skills | Yearly Examination | |
| Timing | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 9 -10 | |
| Outcomes assessed | CH 11-2 – CH 11-8 | CH 11-1 – CH 11- 7 CH 11-9 – CH 11-10 | CH 11-1 – CH 11- 11 | |
| Components | | | | Weighting % |
| Skills in Working Scientifically | 15 | 20 | 25 | 60 |
| Knowledge and understanding | 15 | 10 | 15 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Chemistry

Outcomes

A student:

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

COMMUNITY AND FAMILY STUDIES

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|--------------------------|------------------|---|--------------------|
| Nature of task | Extended Response | Baby Task | Yearly Examination | |
| Timing | Term 1, Week 6 | Term 2, Week 10 | Term 3, Weeks 9 –10 | |
| Outcomes assessed | P4.2, P6.1 | P2.2, P2.4, P3.2 | P1.1, P1.2, P2.1, P2.1, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Skills in critical thinking, research methodology, analysing and communicating | 20 | 20 | 20 | 60 |
| Total % | 30 | 30 | 40 | 100 |

Community and Family Studies (CAFS)

Outcomes

A student:

- 1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- 1.2 proposes effective solutions to resource problems
- 2.1 accounts for the roles and relationships that individuals adopt within groups
- 2.2 describes the role of the family and other groups in the socialisation of individuals
- 2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- 2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- 3.1 explains the changing nature of families and communities in contemporary society
- 3.2 analyses the significance of gender in defining roles and relationships
- 4.1 utilises research methodology appropriate to the study of social issues
- 4.2 presents information in written, oral and graphic form
- 5.1 applies management processes to maximise the efficient use of resources
- 6.1 distinguishes those actions that enhance wellbeing
- 6.2 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

ECONOMICS

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|--|---|--------------------|
| Nature of task | In class task 5 x in-class obj. response; 2 x in-class short responses – 1 x stimulus-based, 1 x non-stimulus-based; 1 x research-based extended response submission | In class task 5 x in-class obj. response; 2 x in-class short responses 1 x stimulus-based, 1 x non-stimulus-based; 1 x research-based extended response submission | Yearly Examination | |
| Timing | Term 1, Week 10 | Term 2, Week 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P1, P4, P9, P10 | P1, P5, P6, P7, P8, P9, P10, P11 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 10 | 40 |
| Stimulus-based skills | 4 | 6 | 10 | 20 |
| Inquiry and research | 4 | 6 | 10 | 20 |
| Communication of economic information, ideas and issues in appropriate forms | 4 | 6 | 10 | 20 |
| Total % | 27 | 33 | 40 | 100 |

Economics

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

ENGINEERING STUDIES

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|---|------------------------------|---|---------------------------|--------------------|
| Nature of task | Engineering Materials | Engineering Solution and Report* | Yearly Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 7 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P1.1, P1.2, P2.1, P3.2 | P3.1, P4.1, P5.1, P6.2 | All | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 20 | 25 | 60 |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 10 | 15 | 15 | 40 |
| Total % | 25 | 35 | 40 | 100 |

*Mandatory Task

Engineering Studies

Outcomes

A student:

- P 1.1** identifies the scope of engineering and recognises current innovations
- P 1.2** explains the relationship between properties, structure, uses and applications of materials in engineering
- P 2.1** describes the types of materials, components and processes and explains their implications for engineering development
- P 2.1** describes the nature of engineering in specific fields and its importance to society
- P 3.1** uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P 3.2** develops written, oral and presentation skills and applies these to engineering reports
- P 3.3** applies graphics as a communication tool
- P 4.1** describes developments in technology and their impact on engineering products
- P 4.2** describes the influence of technological change on engineering and its effect on people
- P 4.3** identifies the social, environmental and cultural implications of technological change in engineering
- P 5.1** demonstrates the ability to work both individually and in teams
- P 5.2** applies management and planning skills related to engineering
- P 6.1** applies knowledge and skills in research and problem-solving related to engineering
- P 6.2** applies skills in analysis, synthesis and experimentation related to engineering

ENGLISH ADVANCED

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|--|-------------------------------------|---------------------------------|--------------------|
| Nature of task | Creative Writing and Reflection | Multimodal Vlog Presentation | Yearly Examination | |
| Timing | Term 1, Week 10 | Term 2, Week 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | EA11-1, EN11-2, EN11-3, EN11-9 | EA11-2, EA11-4, EA11-5, EA11-6 | EA11-1, EA11- 3, EA11-7, EA11-8 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

English Advanced

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

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|--|---|--------------------|
| Nature of task | Multimodal Task – Language Texts and Context | Extended Response – Close Study of a Text | Yearly Examination | |
| Timing | Term 1, Week 10 | Term 2, Week 9 | Term 3, Weeks 9-10 | |
| Outcomes assessed | EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9 | EAL11-1A, EAL11-3, EAL11-4, EAL11-1B | EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8, EAL11-9 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

English EAL/D

Outcomes A student:

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

ENGLISH EXTENSION

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|---|-----------------------------------|--------------------|
| Nature of task | Creative Writing | Essay | TED Talk Presentation | |
| Timing | Term 1, Week 10 | Term 2, Week 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | EE11-1, EE11-2, EE11-3, EE-4, EE11-5 | EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 | EE11-1, EE11-2, EE11-3, EE11-6 | |
| Components | | | | Weighting % |
| Knowledge and Understanding of texts and why they are valued | 15 | 15 | 20 | 50 |
| Skills in complex analysis composition and investigation | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

English Extension

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

ENGLISH STANDARD

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|--|-------------------------------------|--------------------------------|--------------------|
| Nature of task | Creative Writing and Reflection | Multimodal Vlog Presentation | Yearly Examination | |
| Timing | Term 1, Week 10 | Term 2, Week 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | EN11-1, EN11-2, EN11-3, EN11-9 | EN11-2, EN11-4, EN11-5, EN11-6 | EN11-1, EN11-3, EN11-7, EN11-8 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

English Standard

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

ENGLISH STUDIES

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|---|---|---|---|--------------------|
| Nature of task | Written report on career field and employment Achieving through English | Multimodal collection of class work. | Yearly Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 9-10 | |
| Outcomes assessed | ES11-1, ES11-4, ES11-5 ES11-6 | ES11-2, ES11-6, ES11-7, ES11-8 | ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

English Studies

Outcomes

A student:

- ES11-1A** 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

FOOD TECHNOLOGY

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|---|------------------------------------|--------------------|
| Nature of task | Food Selection Research Report and Preparation | Food Nutrients Investigation and Preparation | Yearly Examination | |
| Timing | Term 1, Week 8 | Term 3, Week 2 | Term 3, Week 9-10 | |
| Outcomes assessed | P1.2, P2.2, P3.2, P4.1, P4.2, P5.1 | P2.1, P2.3, P3.1, P3.2, P4.3, P5.1 | P1.1, P1.2, P2.2, P4.2, P4.4, P5.1 | |
| Components | | | | Weighting % |
| Knowledge and skills in designing, researching, analysing and evaluating | 5 | 5 | 30 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 15 | 15 | – | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 15 | 15 | – | 30 |
| Total % | 35 | 35 | 30 | 100 |

Food Technology

Outcomes

A student:

- P 1.1** identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2** accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1** explains the role of food nutrients in human nutrition
- P 2.2** identifies and explains the sensory characteristics and functional properties of food
- P 3.1** assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2** presents ideas in written, graphic and oral form using computer software where appropriate.
- P 4.1** selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P 4.2** plans, prepares and presents foods which reflect a range of the influences on food selection
- P 4.3** selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P 4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1** generates ideas and develops solutions to a range of food situations

GEOGRAPHY

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|---------------------------------|--|------------|
| Nature of task | Research task with media file and in-class extended response Biophysical Interactions | Senior Geography Project | Yearly Examination Biophysical Interactions Global Challenges | |
| Timing | Term 1, Week 9 | Term 3, Week 2 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P1, P2, P3, P8, P9, P12 | P7, P8, P9, P10, P11, P12 | P1, P2, P3, P4, P5, P6, P10, P12 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Geographical tools and skills | 5 | 10 | 5 | 20 |
| Geographical inquiry and research, including fieldwork | 5 | 10 | 5 | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 25 | 35 | 40 | 100 |

GEOGRAPHY

Outcomes

A student:

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

INDUSTRIAL TECHNOLOGY

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|-----------------------------------|--|------------------------------|--------------------|
| Nature of task | Planning and Communication | Preliminary Project | Yearly Examination | |
| Timing | Term 1, Week 10 | Term 3, Week 7 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P3.1, P3.3, P5.1, P5.2 | P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2 | P1.1, P1.2, P2.1, P6.1, P7.1 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Knowledge and skills in the management, communication and production of projects | 10 | 30 | 20 | 60 |
| Total % | 20 | 40 | 40 | 100 |

Industrial Technology

Outcomes

A student:

- P 1.1** describes the organisation and management of an individual business within the focus area industry
- P 1.2** identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P 2.1** describes and uses safe working practices and correct workshop equipment maintenance techniques
- P 2.1** works effectively in team situations
- P 3.1** sketches, produces and interprets drawings in the production of projects
- P 3.2** applies research and problem-solving skills
- P 3.3** demonstrates appropriate design principles in the production of projects
- P 4.1** demonstrates a range of practical skills in the production of projects
- P 4.2** demonstrates competency in using relevant equipment, machinery and processes
- P 4.3** identifies and explains the properties and characteristics of materials/components through the production of projects
- P 5.1** uses communication and information processing skills
- P 5.2** uses appropriate documentation techniques related to the management of projects
- P 6.1** identifies the characteristics of quality manufactured products
- P 6.2** identifies and explains the principles of quality and quality control
- P 7.1** identifies the impact of one related industry on the social and physical environment
- P 7.2** identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

INFORMATION PROCESSES AND TECHNOLOGY

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|---|---------------------------------------|--|--|--------------------|
| Nature of task | Test | Project | Yearly Examination | |
| Timing | Term 1, Week 8 | Term 2, Week 7 | Weeks 9 – 10 | |
| Outcomes assessed | P1.1, P2.1, P3.1, P5.1, P6.1, P6.2 | P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2 | P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 20 | 20 | 20 | 60 |
| Knowledge and skills in the design and development of information systems | - | 20 | 20 | 40 |
| Total % | 20 | 40 | 40 | 100 |

Information Processes and Technology

Outcomes

A student:

- P1.1** describes the nature of information processes and information technology
- P 1.2** classifies the functions and operations of information processes and information technology
- P 2.1** identifies and describes the information processes within an information system
- P 2.2** recognises and explains the interdependence between each of the information processes
- P 3.1** identifies and describes social and ethical issues
- P 4.1** describes the historical development of information systems and relates these to current and emerging technologies
- P 5.1** selects and ethically uses computer based and non-computer based resources and tools to process information
- P 6.1** analyses and describes an identified need
- P 6.2** generates ideas, considers alternatives and develops solutions for a defined need
- P 7.2** recognises, applies and explains management and communication techniques used in individual and team-based project work
- P 7.2** uses and justifies technology to support individuals and teams

JAPANESE BEGINNERS

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------|---|--|--|--------------------|
| Nature of task | Listening and Writing | Speaking and Reading | Yearly Examination All topics | |
| Timing | Term 1, Week 10 | Term 2, Week 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | |
| Components | | | | Weighting % |
| Listening | 20 | - | 10 | 30 |
| Reading | - | 20 | 10 | 30 |
| Speaking | - | 10 | 10 | 20 |
| Writing | 10 | - | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

JAPANESE BEGINNERS

Outcomes

Objectives

Outcomes

Interacting

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese speaking communities to interact appropriately

Understanding Texts

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts

Producing Texts

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese speaking communities to the production of texts.

JAPANESE CONTINUERS

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------|---|--|---|------------|
| Nature of task | Speech and Question time Self, Family, Friends, Daily Routine | Grammar and Kanji Test Neighbourhood, School | Yearly Examination All topics | |
| Timing | Term 1, Week 10 | Term 3, Week 1 | Term 3, Weeks 9-10 | |
| Outcomes assessed | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1 | 2.1, 3.1, 3.2, 3.5, 3.6, 4.1, 4.3 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 | |
| Components | Weighting % | | | |
| Listening | 15 | - | 15 | 30 |
| Reading | - | 15 | 15 | 30 |
| Speaking | 15 | - | 5 | 20 |
| Writing | - | 15 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

JAPANESE CONTINUERS

Outcomes

A student:

1. Exchange information, opinions and experiences in Japanese

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

2. Express ideas through the production of original texts in Japanese

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

3. Analyse, process and responds to texts that are in Japanese

- 3.1 Conveys the gist of texts and identifies specific information
- 3.2 Summarises the main ideas
- 3.3 Identifies the tone, purpose, context and audience
- 3.4 Draws conclusions from or justifies an opinion
- 3.5 Interprets, analyses and evaluates information
- 3.6 Infers points of view, attitudes or emotions from language or context

4. Understand aspects of the language and culture of Japanese-speaking communities

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

written or spoken texts created by students incorporating their own ideas

LEGAL STUDIES

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|---|---|---|--|--------------------|
| Nature of task | Research task with a written response submission The Legal System | Research task with an in-class response Law in Practice | Yearly Examination Objective responses Short responses Extended response | |
| Timing | Term 1, Week 6 | Term 2, Week 8 | Term 3, Weeks 9 10 | |
| Outcomes assessed | P3, P4, P8, P9 | P5, P7, P8, P9 | P1, P2, P6, P9, P10 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 7.5 | 10 | 22.5 | 40 |
| Analysis and evaluation | 7.5 | 10 | 2.5 | 20 |
| Inquiry and research | 7.5 | 10 | 2.5 | 20 |
| Communication of legal information, ideas and issues in appropriate forms | 7.5 | 10 | 2.5 | 20 |
| Total % | 30 | 40 | 30 | 100 |

Legal Studies

Outcomes

A student:

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

MATHEMATICS ADVANCED

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|--|--|--------------------|
| Nature of task | Assignment/ Investigation Topic: F1 | Half Yearly Examination Topics: F1, T1, T2 | Yearly Examination Topics: F1, T1, T2, C1, E1, S1 | |
| Timing | Term 1, Week 7-8 | Term 2, Week 8-9 | Term 3, Weeks 9-10 | |
| Outcomes assessed | MA11-1 MA11-2 MA11-6 MA11-7 | MA11-1 MA11-2 MA11-3 MA11-6 MA11-7 | MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9 | |
| Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 10 | 20 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 20 | 40 | 40 | 100 |

Mathematics Advanced

Outcomes

A student:

- MA 1-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA 1-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA 1-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA 1-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA 1-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA 1-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA 1-7** 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
- MA 1-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA 1-9** provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS EXTENSION 1

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|--|--|--------------------|
| Nature of task | Class Test Topics: F1, F2, T1, T2 | Assignment/ Investigation Topics: F1, T1 | Yearly Examination Topics: F1, F2, T1, T2, C1, A1 | |
| Timing | Term 1, Week 9-10 | Term 2, Weeks 6-7 | Term 3, Weeks 9-10 | |
| Outcomes assessed | ME11-1 ME11-2 ME11-3 ME11-7 | ME11-1 ME11-2 ME11-6 ME11-7 | ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7 | |
| Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 10 | 20 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 20 | 40 | 40 | 100 |

Mathematics Extension 1

Outcomes

A student:

- ME 11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME 11-2** manipulates algebraic expressions and graphical functions to solve problems
- ME 11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME 11-4** 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
- ME 11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME 11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME 11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

MATHEMATICS STANDARD

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|---|---|--------------------|
| Nature of task | Assignment/ Investigation Topic: F1, M1, S1 | Open Book Test Topics: A1, F1, M1, S1, S2 | Yearly Examination Topics: F1, F1.2, S1, S2, M1, M2, A1, A2 | |
| Timing | Term 1, Week 8-9 | Term 2, Weeks 8-9 | Term 3, Weeks 9-10 | |
| Outcomes assessed | MS11-1 MS11-2 MS11-5 MS11-6 MS11-7 MS11-9 MS11-10 | MS11-1 MS11-2 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10 | MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10 | |
| Components | | | | Weighting % |
| Understanding, Fluency and Communicating | 10 | 20 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 20 | 40 | 40 | 100 |

Mathematics Standard

Outcomes

A student:

- MS 11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS 11-2** represents information in symbolic, graphical and tabular form
- MS 11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS 11-4** performs calculations in relation to two-dimensional and three-dimensional figures
- MS 11-5** models relevant financial situations using appropriate tools
- MS 11-6** makes predictions about everyday situations based on simple mathematical models
- MS 11-7** develops and carries out simple statistical processes to answer questions posed
- MS 11-8** solves probability problems involving multistage events
- MS 11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS 11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MODERN HISTORY

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|---|--|---------------------------------|--|--------------------|
| Nature of task | Analysis of Source and Use of Own Knowledge | Historical Investigation | Yearly Examination | |
| Timing | Term 1, Week 5 | Term 2, Week 6 | Term 3, Weeks 9-10 | |
| Outcomes assessed | MH 11-1, MH 11-2, MH 11-6, MH 11-7 | MH 11-8, MH 11-9, MH 11-10 | MH 11-3, MH 11-4, MH 11-5, MH 11-6, MH 11-10 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | - | 25 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 15 | - | 5 | 20 |
| Historical inquiry and research | - | 20 | - | 20 |
| Communication of historical understanding in appropriate forms | - | 20 | - | 20 |
| Total % | 30 | 40 | 30 | 100 |

Modern History

Outcomes

A student:

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

MUSIC 1

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------|--|--|---------------------------------------|------------|
| Nature of task | Topic 1 – Analysis & Aural Skills | Topic 2 – Composition & Performance | Yearly Examination | |
| Timing | Term 1, Week 8 | Term 2, Week 7 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P2, P4, P6, P7, P8, P10 | P1, P3, P5, P8, P11 | P1, P2, P4, P5, P6, P9, P10, P11 | |
| Components | Weighting % | | | |
| Performance | - | Performance (10) | Yearly Examination Performance (15) | 25 |
| Composition | - | Composition & Arrangement (25) | - | 25 |
| Musicology | Analysis (25) | - | - | 25 |
| Aural | Aural Skills (10) | - | Yearly Examination Written Paper (15) | 25 |
| Total % | 35 | 35 | 30 | 100 |

MUSIC 1

Outcomes

A Student:

Through activities in performance, composition, musicology and aural, 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

MUSIC 2

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------|---|---|---------------------------------------|--------------------|
| Nature of task | Performance & Aural Skills | Composition Portfolio | Musicology/Aural Examination | |
| Timing | Term 1, Week 8 | Term 2, Week 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P1, P2, P5, P8, P10, P11, P12 | P2, P3, P4, P5, P6, P11, P12 | P2, P5, P6, P7, P9, P11, P12 | |
| Components | | | | Weighting % |
| Performance | Mandatory Topic (Baroque Period) Performance (25) | | | 25 |
| Composition | | Mandatory Topic (Classical Period) Portfolio (25) | | 25 |
| Musicology | | Composition Analysis (10) | Yearly Examination Written Paper (15) | 25 |
| Aural | Aural Skills (10) | | Yearly Examination Written Paper (15) | 25 |
| Total % | 35 | 35 | 30 | 100 |

MUSIC 2

Outcomes

A Student:

Through activities in performance, composition, musicology and aural, a student:

- P1** confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2** demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3** composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4** creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5** analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6** discusses and evaluates music making constructive suggestions about performances and compositions
- P7** observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8** understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
- P9** identifies, recognises, experiments with, and discusses the use of technology in music
- P10** performs as a means of self-expression and communication
- P11** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12** demonstrates a willingness to accept and use constructive criticism

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

CORE 1: Better Health for Individuals

OPTION 1 First Aid

CORE 2: The Body in Motion

OPTION 3 Fitness Choices

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|-----------------------------------|---|---|--------------------|
| Nature of task | In Class Extended Response | In Class Extended Response and Critical Analysis | Yearly Examination | |
| Timing | Term 1, Week 7 | Term 2, Week 8 | Term 3, Weeks 9-10 | |
| Outcomes assessed | Core 1 P1-6; P12, P15, P16 | Core 2 P7-13; P16, P17 | Core 1 and 2 Option 1 and 3 P1-17 Except P14 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 5 | 5 | 30 | 40 |
| Skills in critical thinking, research, analysing and communicating | 25 | 25 | 10 | 60 |
| Total % | 30 | 30 | 40 | 100 |

Personal Development, Health and Physical Education (PDHPE)

Outcomes

A student:

- P1** identifies and examines why individuals give different meanings to health
- P2** explains how a range of health behaviours affect an individual's health
- P3** describes how an individual's health is determined by a range of factors
- P4** evaluates aspects of health over which individuals can exert some control
- P5** describes factors that contribute to effective health promotion
- P6** proposes actions that can improve and maintain an individual's health
- P7** describes the components of physical fitness and explains how they are monitored
- P8** describes the components of physical fitness and explains how they are monitored
- P9** describes biomechanical factors that influence the efficiency of the body in motion
- P10** plans for participation in physical activity to satisfy a range of individual needs
- P11** assesses and monitors physical fitness levels and physical activity patterns
- P12** demonstrates strategies for the assessment, management and prevention of injuries in first aid settings **(Option 1)**
- P13** develops, refines and performs movement compositions in order to achieve a specific purpose **(Option 2)**
- P14** demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities **(Option 4)**
- P15** forms opinions about health-promoting actions based on a critical examination of relevant information
- P16** uses a range of sources to draw conclusions about health and physical activity concepts
- P17** analyses factors influencing movement and patterns of participation

PHYSICS

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|-------------------------|---------------------------|---------------------------|--------------------|
| Nature of task | Depth Study | Investigations | Yearly Examination | |
| Timing | Term 2, Week 2 | Term 2, Week 7 | Term 3, Weeks 9 – 10 | |
| Outcomes assessed | 11PH 2 – 11PH 8, 11PH 9 | 11PH 1 – 11 PH 7, 11PH 10 | 11PH 1- 11PH - 11 | |
| Components | | | | Weighting % |
| Skills in Working Scientifically | 25 | 25 | 10 | 60 |
| Knowledge and understanding | 15 | 5 | 20 | 40 |
| Total % | 40 | 30 | 30 | 100 |

PHYSICS

Outcomes A student:

- PH 11-1** develops and evaluates questions and hypotheses for scientific investigation
- PH 11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH 11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH 11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH 11-5** analyses and evaluates primary and secondary data and information
- PH 11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH 11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH 11-8** 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
- PH 11-9** 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
- PH 11-10** 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

SOCIETY AND CULTURE

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|---|---|------------------------------------|---------------------------|--------------------|
| Nature of task | Research Report (Hand In Task) | Mini PIP (Hand In Task) | Yearly Examination | |
| Timing | Term 1, Week 7 | Term 2, Week 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P1, P3, P9, P10 | P1, P2, P5, P7, P8, P9 | P1-P7, P9, P10 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Application and evaluation of social and cultural research methods | - | 20 | 10 | 30 |
| Communication of information, ideas and issues in appropriate forms | 10 | 5 | 5 | 20 |
| Total % | 25 | 40 | 35 | 100 |

Society and Culture

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

SOFTWARE DESIGN AND DEVELOPMENT

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|--|------------------------|---|---|--------------------|
| Nature of task | Test | Project | Yearly Examination | |
| Timing | Term1, Week 9 | Term 2, Week 10 | Term 3, Weeks 9 – 10 | |
| Outcomes assessed | P1.2, P4.1, P6.1, P6.3 | P1.1, P1.2, P1.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3 | P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 20 | 20 | 50 |
| Knowledge and skills in the design and development of software solutions | 10 | 20 | 20 | 50 |
| Total % | 20 | 40 | 40 | 100 |

SOFTWARE DESIGN AND DEVELOPMENT

Outcomes

A student:

- P 1.1** describes the functions of hardware and software
- P 1.2** describes and uses appropriate data types
- P 1.3** describes the interactions between the elements of a computer system
- P 2.1** describes developments in the levels of programming languages
- P 2.1** describes the effects of program language developments on current practices
- P 3.1** identifies the issues relating to the use of software solutions
- P 4.1** analyses a given problem in order to generate a computer-based solution
- P 4.2** investigates a structured approach in the design and implementation of a software solution
- P 4.3** uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P 5.1** uses and justifies the need for appropriate project management techniques
- P 5.2** uses and develops documentation to communicate software solutions to others
- P 6.1** describes the skills involved in software development
- P 6.2** communicates with appropriate personnel throughout the software development process
- P 6.3** designs and constructs software solutions with appropriate interfaces

SPORT, LIFESTYLE AND RECREATION STUDIES (2 UNIT)

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|-----------------------------|--------------------------------------|--|-------------------------|--------------------|
| Nature of task | Fitness – Training Program | Outdoor Recreation – Experience Plan | Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 7 | Term 3, Week 9-10 | |
| Outcomes assessed | 3.2, 3.3 | 1.3, 2.2, 4.1 | 1.2, 1.4, 1.5, 2.1, 3.1 | |
| Components | | | | Weighting % |
| Knowledge and Understanding | 20 | 20 | 10 | 50 |
| Practical Skill | 20 | 10 | 20 | 50 |
| Total % | 40 | 30 | 30 | 100 |

SPORT, LIFESTYLE AND RECREATION STUDIES (SLR) - 2 UNIT

Outcomes

A student:

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

TEXTILES AND DESIGN

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|---|---|-------------------------------------|--|--------------------|
| Nature of task | Communication Techniques Portfolio | Preliminary Textiles Project | Yearly Examination | |
| Timing | Term 2, Week 1 | Term 3, Week 7 | Term 3, Weeks 9–10 | |
| Outcomes assessed | P2.1, P2.3, P3.2, P4.1 | P1.1, P1.2, P2.1, P2.2, P2.3, P4.1 | P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 30 | 50 |
| Skills and knowledge in the design, manufacture and management of textiles projects | 10 | 30 | 10 | 50 |
| Total % | 20 | 40 | 40 | 100 |

TEXTILES AND DESIGN

Outcomes

A student:

- P 1.1** describes the elements and principles of design and uses them in a variety of applications
- P 1.2** identifies the functional and aesthetic requirements and features of a range of textile items
- P 2.1** demonstrates the use of a variety of communication skills, including computer-based technology
- P 2.2** develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P 2.3** manages the design and manufacture of textile projects
- P 3.1** identifies properties of a variety of fabrics, yarns and fibres
- P 3.2** justifies the selection of fabrics, yarns and fibres for end-uses
- P 4.1** identifies and selects textiles for specific end-uses based on analysis of experimentation
- P 5.1** examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P 5.2** investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P 6.1** identifies and appreciates the factors that contribute to the quality and value of textiles in society

VISUAL ARTS

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | |
|-------------------------------|--|--|---------------------------|--------------------|
| Nature of task | Submission of a Body of Work and Visual Arts Process Diary- artists practice/case study | Submission of a Body of Work and Visual Arts Process Diary- artists practice/case study | Yearly Examination | |
| Timing | Term 1, Weeks 9 & 10 | Term 2, Weeks 9 & 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P1-P10 | P1-P10 | P7-P10 | |
| Components | | | | Weighting % |
| Artmaking | 25 | 25 | - | 50 |
| Art Criticism and Art History | 10 | 10 | 30 | 50 |
| Total % | 35 | 35 | 30 | 100 |

VISUAL ARTS

Outcomes A Student:

Artmaking

- 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 the 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.

Art Criticism and Art History

- P7** Explores the conventions and practice in art criticism and art history
- P8** Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art.
- P9** Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
- P10** Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed