



Pittwater High School



PRELIMINARY HSC

ASSESSMENT

GUIDE

YEAR 11

2024

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Dear students, parents and carers of Year 11 2024,

Welcome back to the start of Year 11 and your senior years. It is an exciting time ahead as you enter your senior years at Pittwater High. We know you will continue to build on positive relationships with your peers and teachers. Our aim is to support you grow and reach your potential. One of the ways we can assist is to ensure you have a clear understanding of our expectations.

1. Changes in Patterns of Study

By now you should have decided on your full pattern of study. If you are unsure, please discuss the situation with the respective teachers, your Year Adviser Ms Excel or your Deputy Principal Ms Purvis.

2. Study periods and Senior Learning Centre

Study periods are clearly indicated on your timetable. These are not free periods. During study periods, students need to sign in (and out) of the library to indicate whether they are working in the Senior Learning Centre, the outside study area or working with a teacher (e.g. on a major work). **Students are not to leave the school grounds.**

In the Senior Learning Centre, a teacher is on hand to assist students with any general queries. More specifically, students can seek support in note making, summarising, essay writing, time management, unpacking major assignments and more. In this time there will also be occasional study skill sessions scheduled.

3. Late Arrival/Early Departure

As a privilege to senior students only, those students who have study periods during Period 1 have permission to arrive at school for the start of Period 2, if they have signed the Stage 6 Student Agreement. However, they must be **at school in order to attend assembly and/or year meetings held on Mondays.** Any individual variations to this must be applied for in writing to the Deputy Principal.

Students are only permitted to leave at lunch if there are no scheduled Period 5 classes. They are to go directly home or to Mona Vale library, not to the shops. If they are off class before lunch, they are to work at school in this study period and not leave until the bell. **Students are not to leave the school grounds in lunch breaks.**

4. School Uniform

Seniors are expected to wear the correct school uniform at all times **including black leather lace up school shoes.** Our strong community reputation is advantageous to us all and is founded on respect and responsibility as evident in wearing the correct uniform. Please see the website for any clarification.

5. Get the most out of your learning by:

- attending school and all timetabled lessons every day
- being punctual to class
- demonstrating hard work and effort in all learning activities
- completing assessment tasks, assignments and homework punctually
- behaving appropriately at all times: in class, in the school grounds and on excursions
- becoming actively involved in the wider activities of school life.

6. Access to the senior outdoor kitchen

All students in Year 11 will be able to have access to the senior outdoor area (in between A and B Block) and the senior kitchen. This is a shared space. Students need to make sure they clean up after themselves and respect each other's space. Some students choose to work in this area.

Good luck Year 11. Make the most of all the opportunities that come your way.

regards

Alison Gambino
Principal

ASSESSMENT CALENDAR 2024

Year 11 Term 1 2024									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
NO ASSESSMENT	NO ASSESSMENT	NO ASSESSMENT	NO ASSESSMENT		Engineering Studies Investigating Science ACC I.T. Multimedia ACC Legal Studies	Earth & Environmental Science Modern History Society & Culture	Ancient History Chemistry Dance Design & Technology Economics Japanese Continuers Physics	Business Studies Community & Family Studies Geography Food Technology Mathematics Adv Mathematics Std 1 Mathematics Std 2 PDHPE Sport, Lifestyle & Recreation	Aboriginal Studies ACC Agriculture Biology Drama English Advanced English Studies English Standard Mathematics Ext Photography, Video & Digital Imaging Work Studies

ASSESSMENT CALENDAR 2024

Year 11 Term 2 2024

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
English as an Additional Language or Dialect (EAL/D) Hospitality Food & Beverage Hospitality Kitchen Operations & Cookery Textiles & Design	English Ext 1 Industrial Technology Timber Music 1 Music 2 Visual Arts			Investigating Science ACC Visual Arts	Dance	Ancient History Chemistry Earth & Environmental Science English Advanced English Standard Modern History	Drama Economics English Studies Engineering Studies Food Technology Legal Studies PDHPE Photography, Video & Digital Imaging Sport Lifestyle & Recreation Visual Arts	Aboriginal Studies ACC HSC Trial Biology English as an Additional Language or Dialect (EAL/D) Geography Japanese Continuers Hospitality Kitchen Operations & Cookery Investigating Science ACC HSC Trial I.T. Multimedia ACC HSC Trial Mathematics Adv Mathematics Std 1 Mathematics Std 2 PDHPE Work Studies	Aboriginal Studies ACC HSC Trial Agriculture Business Studies Community & Family Studies Hospitality food & Beverage Investigating Science ACC HSC Trial I.T. Multimedia ACC HSC Trial Mathematics Ext Physics Society & Culture

ASSESSMENT CALENDAR 2024

Year 11 Term 3 2024

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Weeks 8 & 9	Week 10
	English Ext 1	Industrial Technology Multimedia ACC Industrial Technology Timber Music 1	Aboriginal Studies Design & Technology	Music 2 Textiles & Design Investigating Science ACC	Aboriginal Studies ACC Hospitality Food & Beverage Hospitality Kitchen Operations & Cookery Sport Lifestyle & Recreation		Agriculture Ancient History Biology Business Studies Chemistry Community & Family Studies Dance Design & Technology Drama Earth & Environmental Science Economics Engineering Studies English Advanced English (EAL/D) English Extension 1 English Standard English Studies Food Technology Geography Industrial Technology Multimedia ACC Industrial Technology Timber Japanese Continuers Legal Studies Mathematics Advanced Mathematics Extension Mathematics Standard 1 Mathematics Standard 2 Modern History Music 1 Music 2 PDHPE Photography, Video & Digital Imaging Physics Society & Culture Textiles & Design Visual Arts Work Studies	

PATTERN OF STUDY

To qualify for the Higher School Certificate (HSC) over year 11 and 12, students must complete 12 units in the Year 11 course and 10 units in the Year 12 course.

Both patterns of study must include at least:

- 6 units from Board Developed Courses
- 2 Units of a Board developed course in English
- 3 courses of 2 or more units (either Board Developed or Board endorsed courses)
- 4 subjects

To satisfy the pattern of study requirement for the HSC, a student can count a maximum of 6 units of science courses in Year 11 and 7 units of Science in Year 12.

ASSESSMENT FOR THE YEAR 11 COURSE 2024

The purpose of school assessment is to:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide information on student learning
- Provide evidence of satisfactory completion of courses
- Provide multiple opportunities for students to demonstrate their achievements

An overall assessment mark is awarded for each course studied. This mark is indicative of the student's achievement of course outcomes or competencies across a range of tasks including class tasks, formal and informal assessments, presentations and practical works.

The award of the Year 11 Course is dependent upon the satisfactory progress and completion of course work and assessment tasks. Students need to be aware that all formal assessment tasks throughout the course contribute to their final mark. Informal assessments, coursework and class tasks are essential to the development of knowledge and skills in formative assessments for the HSC.

SATISFACTORY COMPLETION OF COURSES

Course completion criteria for the Year 11 and Year 12 courses:

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:

- a) **Followed the course** developed or endorsed by NESAs; and
- b) **Applied themselves** with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **Achieved** some or all of the course outcomes

Should a student not satisfy the above criteria, they will be at risk of being awarded a non-determination (non-completion of course requirements). The Principal or delegate will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing. This process supports to satisfactorily complete courses.

[Refer to Non-Determination for more information.](#)

REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory. To successfully complete the Year 11 and Year 12 courses, attendance should not fall below 85% for each subject.
- Students who are absent from school for any reason are to catch up on any missed work in a timely manner.
- Students will complete their class work, homework, assigned work and set tasks to each faculties requirements.
- Students will make serious attempts in all tasks and participate in all learning experiences.
- Students will apply themselves with diligence and sustained effort throughout the course.
- Students will have achieved some or all the course outcomes.

SCHOOL RESPONSIBILITIES

NESA outlines the requirements of schools in establishing Year 11 and Year 12 courses and programs within the guidelines of the syllabus. We are expected to:

- Create and implement quality teaching and learning programs that allow students to demonstrate the development of their knowledge, skills and understanding
- Develop quality assessment tasks and marking guidelines
- Provide timely and effective feedback to guide students towards the improvement of their understanding, knowledge, and skills
- Encourage students to take responsibility of their learning
- Evaluate and modify teaching and learning programs
- Report student achievement to parents, teacher's employers and so on to meet student needs.

INTERNAL ASSESSMENT

The school is required to submit to NESA, an internal assessment mark for all courses. These marks are intended to indicate student achievement at the end of the Year 11 and Year 12 course, based on:

- A wide range of syllabus outcomes that can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination.
- Multiple measures and observations made throughout the Year 11 and Year 12 courses

Each student must attempt tasks worth in excess of 50% of the course. If students fail to do this, the Principal will certify that the course outcomes have not been studied satisfactorily and will indicate the outcomes still to be completed. Students and parents will be informed in advance if a student is at risk of N award warning.

Assessment schedules in this book outline the tasks, weightings and outcomes that will be assessed throughout the year. Students will be issued with an assessment notification three weeks prior to the assessment due date. The notification will detail the task and provide further requirements and guidance on how to complete the task.

It is the responsibility of the student to discuss assessment notifications with their teacher if they were absent on the day they were issued.

COMPLETION AND SUBMISSION OF ASSESSMENT TASK

Students are expected to complete all tasks by the due date and sign an assessment register upon submission.

- **Assessment tasks must be submitted no later than 8:40am on the day they are due.**
 - Students can hand in tasks before the due date.
- **If an assessment task is handed in late or a student fails to attend an in-class task, the task will incur a zero result.**
 - If students have an explanation for their lateness, they may complete an illness misadventure form with accompanying documentation.
 - The misadventure form along with attached documentation needs to be submitted to the Head Teacher of the subject as soon as possible.
- **Failure of computers, printers or software will not be accepted as a reason for the lateness of a task as students are expected to use good management practices such as backing up their work on the cloud, google classroom or USB.**
 - Students have access to computers and printers at school. Work already undertaken for the task and a USB containing the task may be submitted to the teacher or HT for consideration in this case.
 - The Principal, Deputy Principal and in some cases the Assessment Review Panel (ARP) will decide on the legitimacy of a late assessment task. Unsuccessful late submissions will result in a zero mark.

ILLNESS, MISADVENTURE AND LATE SUBMISSIONS

If you have a valid reason for missing an in-school assessment task or late submission of a task, you need to complete an **Illness, Misadventure & Late Submission** form.

- The form is available in this book, the PHS website or from the front office.

When completing the form, attach as much supporting information as possible. For example, a doctors certificate, funeral notice etc.

- Return the form and supporting documentation to your Head Teacher

The Head Teacher will make a recommendation to the ARP and forward the application to the Panel Convener.

MEDICAL CERTIFICATES

When requesting a medical certificate from your doctor, ensure they address the following:

1. Time and date of illness
2. Nature of illness
3. Explanation of how the illness would affect the student's performance on an assessment task or examination.

Medical certificates that are backdated will not be accepted.

THE ASSESSMENT REVIEW PANEL (ARP)

The Assessment Review Panel (ARP) is a team of the Principal and various Head Teachers. The ARP forms to monitor and review assessment procedures for the Year 11 and Year 12 assessment program. The ARP meets to consider student appeals on the groups of illness, or misadventure. The Principal is the final arbiter in all appeals.

ATTENDANCE

Students will receive a zero mark if they are absent from an assessment task, unless they have a valid reason and have completed an illness, misadventure & late submission form with accompanying documentation.

Whole day or partial truancy on the due date of an assessment task will automatically score a zero mark.

- **Students are to attend all timetabled classes on the day an assessment task is due**

If a student knows in advance of their absence on an assessment task due date, it is expected that they submit the task ahead of time.

The Principal has discretion in granting leave for legitimate reasons. Students needing to take leave from school must apply in writing to the principal.

- Holidays taken outside the normal school holidays will generally not be accepted as a valid reason for absence from an assessment task.
- Parents are advised to apply for extended leave to the Principal BEFORE they book family holidays.
- Leave that has not been approved will automatically result in a zero mark for any missed assessment tasks.
- Students can monitor their attendance regularly by signing onto the PHS Parent and Student Portal.

MALPRACTICE AND PLAGIARISM

Dishonesty and unfair advantage during an assessment task will be directed to the subject's Head Teacher, who will report the matter to the ARP. The panel may elect to give a zero result for the task. No student should gain an unfair advantage by having all or part of the task produced by another person. Teachers and Head Teachers must be satisfied that the work is the student's own.

To avoid Malpractice (including plagiarism) students should:

- Take careful notes when researching and reading and use your own words when summarising and paraphrasing information.
- Use proper citation styles, as guided by your teachers, to give credit to the original author of the work. If you are unsure about how to cite something, ask your teacher for help.
- Avoid using AI tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.
- Avoid using material directly from books, journals, or the internet without reference to the source.
- Be sure not to buy, steal or borrow another person's work and presenting it as your own. Or submit work to which another person such as a parent, coach or subject expert has prepared.
- Avoid having someone to write or prepare material.
- Refrain from breaching school examination rules.
- Avoid using non-approved aides during an assessment task.
- Avoid making false claims to explain work not handed in by the due date.
- You are not to assist another student to engage in malpractice.

Regarding AI and assessment tasks:

- The use of AI tools to generate or summarise content is strictly prohibited.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task and may face additional consequences. In the case of HSC students, all schools are required to keep a register of malpractice. Malpractice is any attempt to gain an unfair advantage over other students.
- The use of AI tools for citation and grammar checking is permitted, but students should not rely solely on these tools to check their work.

Misbehaviour during an exam or assessment task will be reported to a Deputy Principal and the ARP. The ARP may award a mark of zero.

Remember that academic success comes from hard work, dedication, and original thinking.

N DETERMINATION

Students studying a Year 11 or Year 12 course must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient: tasks worth in excess of 50% must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed.

In cases of non-satisfactory completion, an N Determination will be submitted by the Principal to NESAs. Courses which are not satisfactorily completed will not be printed on Records of Achievement or Results notices.

A student, who has received an N Determination, have the right to appeal.

APPEAL PROCEDURES FOR N DETERMINATIONS

The Principal's Report will be completed, and a copy given, together with the Student Appeal Form to the student, or forwarded to the student's home address. The Principal will advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's determination. NESAs will review appeals only on the information submitted with the Principal's report and the Student Appeal Form. No further information will be sought.

If the student's appeal is successful at the school level, notification of the removal of the 'N' determination must be sent to NESAs, so that the 'N' can be removed from the unsatisfactory completion of course schedule. If the student's appeal to the school should be unsuccessful, then the Principal's Report form and Student Appeal form and other relevant information will be sent to NESAs.

The Principal will:

- advise the student in writing in time for the problem to be corrected.
- advise the parent or guardian in writing (if the student is under 18 years of age)
- request from the student/parent a written acknowledgement of the warning
- retain copies of the warning notice(s) and other relevant documentation.

CREDENTIALS

NESA determines the structure and areas of study for both Year 11 and Year 12 courses. It has the authority to award students the Year 11 and Year 12 credentials. Students must comply with the entry requirements, course guidelines and the rules and regulations prescribed by NESA. The assessment guidelines and schedules in this book comply with NESA requirements. The Year 12 Test amur is awarded to students who have fulfilled all eligibility requirements.

The HSC Record of Achievement is awarded to students who have satisfactorily completed the HSC Course. In addition to the course name(s) and unit value, the Record of school Achievement (ROSA) will also show as appropriate, an examination mark and performance band for each Board Developed HSC Course.

A certificate of competence is awarded to students who successfully complete all requirements of a two year, two-unit course in a Vocational Education and Training (VET) Course. The certificate lists all modules completed and is issued by NESA on behalf of the VET accreditation board.

DISABILITY PROVISIONS

If a student requires special provisions for an assessment task, (e.g., reader, writer, extra time etc.), it is their responsibility to apply to the school counsellor or Learning and Support teacher to establish eligibility.

The student must apply well in advance to allow sufficient time for the special provisions that are required to be put in place.

Except for circumstances of illness or misadventure, the only students that will be granted special provisions are those that have applied for and been granted special provisions by NESA. Students will be supported by a learning support teacher through the process.

ASSESSMENT SCHEDULES

ABORIGINAL STUDIES ACCELERATED

ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 27/11/2023	Assessment Task 1 Global Perspectives task In class and hand in	H1.2, H1.3, H2.2	5	5		5	15
Term 1 Week 10 3/4/2024	Assessment Task 2 Major Project and Logbook	H4.1, H4.2 H4.3	5	15	15	5	40
Term 2 Weeks 9/10	Assessment Task 3 Trial HSC Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3	20	5	5		30
Term 3 Week 6	Assessment Task 4 Aboriginality and the Land In-class task	H2.1, H2.2, H3.3	10			5	15
		Total	40	25	20	15	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
C	Research and inquiry methods, including aspects of the Major Project	20
D	Communication of information, ideas and issues in appropriate forms	15

OUTCOMES

H1.1	Evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	Analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping.
H2.1	Examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H2.2	Analyses the importance of Country as a contemporary issue impacting Aboriginal and other Indigenous peoples' cultural, political, social and economic life.
H3.1	Assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H3.2	Evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities.
H3.3	Evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H4.1	Plans, investigates, analyse, synthesis and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	Undertakes community consultation and fieldwork and applies ethical research practices
H4.3	Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

AGRICULTURE

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 10	Assessment Task 1 Plant growth task	P2.1, P1.2 P2.2, P3.1 P5.1	10	10	10	30
Term 2 Week 10	Assessment Task 2 Farm overview and case study	P2.2, P3.1 P4.1	15	15		30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	P1.1, P1.2 P2.1, P2.2 P2.3, P3.1 P4.1, P5.1	15	15	10	40
		Total	40	40	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge, understanding, and skills required to manage agricultural production systems	40
C	Skills in effective research, experimentation, and communication	20

OUTCOMES

P1.1	Describes the complex, dynamic and interactive nature of agricultural production systems
P1.2	Describes the factors that influence agricultural systems
P2.1	Describes the biological and physical resources and applies the processes that cause changes in plant production systems
P2.2	Describes the biological and physical resources and applies the processes that cause changes in animal production systems
P2.3	Describes the farm as a basic unit of production
P3.1	Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
P4.1	Applies the principles and procedures of experimental design and agricultural research
P5.1	Investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

ANCIENT HISTORY

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 8	Assessment Task 1 The Nature of Ancient History Troy	AH11.6, AH11.7 AH1.9	10	10	5	5	30
Term 2 Week 7	Assessment Task 2 Historical Investigation Project	AH11.3, AH11.4, AH11.6, AH11.8, AH11.9		10	15	5	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	AH11.1, AH11.3 AH11.4, AH11.5 AH11.6, AH11.7 AH11.9	30	5		5	40
Total			40	25	20	15	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

OUTCOMES

AH11.1	Describes the nature of continuity and change in the ancient world
AH11.2	Proposes ideas about the varying causes and effects of events and developments
AH11.3	Analyses the role of historical features, individuals, and groups in shaping the past
AH11.4	Accounts for the different perspectives of individuals and groups in shaping the past
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 TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	Assessment Task 1 Depth Study	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO11-7 BIO11-8	20	10	30
Term 2 Week 9	Assessment Task 2 First hand investigation and report	BIO11-1, BIO11-4 BIO11-5, BIO11-6 BIO11-7, BIO11-10	20	10	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	BIO11-4, BIO11-5 BIO11-6, BIO11-7 BIO11-8, BIO11-9 BIO11-10, BIO11-11	20	20	40
Total			60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding of course content	40%

OUTCOMES

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

BUSINESS STUDIES

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 9	Assessment Task 1 Nature of Business Case Study Business Report	P1, P2, P6, P7 P8	5	10	10		25
Term 2 Week 10	Assessment Task 2 Business Planning Business Plan for SME	P1, P3, P6, P7 P9	15		10	10	35
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	P3, P4, P5, P8, P9, P10	20	10		10	40
Total			40	20	20	20	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus – based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20

OUTCOMES

P1	Discusses the nature of business, its role in society and types of business structure
P2	Explains the internal and external influences on businesses
P3	Describes the factors contributing to the success or failure of small to medium enterprises
P4	Assesses the processes and interdependence of key business functions
P5	Examines the application of management theories and strategies
P6	Analyses the responsibilities of business to internal and external stakeholders
P7	Plans and conducts investigations into contemporary business issues
P8	Evaluates information for actual and hypothetical business situations
P9	Communicates business information and issues in appropriate formats
P10	Applies mathematical concepts appropriately in business situations

CHEMISTRY

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 8 (17-3-23)	Assessment Task 1 Modelling Task: Module 1	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8	20	10	30
Term 2 Week 7	Assessment Task 2 Depth Study: Module 2	CH11-1, CH11-2 CH11-3, CH11-4 CH11-5, CH11-6 CH11-7, CH11-8 CH11-9	20	10	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	CH11-4, CH11-5 CH11-6, CH11-7 CH11-8, CH11-9 CH11-10, CH11-11	20	20	40
Total			60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding of course content	40%

OUTCOMES

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

COMMUNITY AND FAMILY STUDIES

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	Assessment task 1 Community Interview & Transcript	P 1.1, P4.1, P4.2, P5.1, P6.1	10	20	30
Term 2 Week 10	Assessment task 2 Research & Questionnaire Construction	P2.4, P3.1, P4.1, P4.2, P6.1	15	20	35
Term 3 Weeks 8 & 9	Assessment task 3 Year 11 Examination	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P6.1, P6.2	15	20	35
Total			40	60	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research methodology, analysing and communicating	60

OUTCOMES

P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	Proposes effective solutions to resource problems
P2.1	Accounts for the roles and relationships that individuals adopt within groups
P2.2	Describes the role of the family and other groups in the socialisation of individuals
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	Analyses the inter-relationships between internal and external factors and their impact on family functioning
P3.1	Explains the changing nature of families and communities in contemporary society
P3.2	Analyses the significance of gender in defining roles and relationships
P4.1	Utilises research methodology appropriate to the study of social issues
P4.2	Presents information in written, oral and graphic form
P5.1	Applies management processes to maximise the efficient use of resource
P6.1	Distinguishes those actions that enhance wellbeing
P6.2	Uses critical thinking skills to enhance decision-making
P7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	Develops a sense of responsibility for the wellbeing of themselves and others
P7.3	Appreciates the value of resource management in response to change
P7.4	Values the place of management in coping with a variety of role expectations

DANCE

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 8	Assessment Task 1 Written Report & Demonstration Safe Dance Practice	1.2, 2.1, 2.2 2.3	30			30
Term 2 Week 6	Assessment Task 2 Composition performance & Individual Discussion/Journal	1.1, 1.2, 3.1 3.5, 3.6		30		30
Term 3 Weeks 8 & 9	Assessment Task 3 Yearly Examination Part A – Perform dance sequence, Interview, and discussion Part B – Written task	1.4, 1.3, 2.4 2.5, 2.6, 4.1 4.2, 4.3, 4.4 4.5, 3.2	20		20	40
		Total	50	30	20	100

COMPONENTS AND WEIGHTINGS

A	Performance/Safe Dance Practice	50
B	Composition	30
C	Appreciation	20

OUTCOMES

P1.1	Understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	Understands the use of dance terminology relevant to the study of dance as an art form
P1.3	develops the skills of dance through performing, composing, and appreciating dance
P1.4	Values the diversity of dance as an art form and its inherent expressive qualities
P2.1	Identifies the physiology of the human body as it is relevant to the dancer
P2.2	Identifies the body's capabilities and limitations
P2.3	Recognises the importance of the application of safe dance practice
P2.4	Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination
P2.5	Performs combinations, phrases & sequences with due consideration of safe dance
P2.6	Values self-discipline, commitment and consistency in technical skills and performance
P3.1	Identifies the elements of dance composition
P3.2	Understands the compositional process
P3.3	Understands the function of structure as it relates to dance composition
P3.4	Explores the elements of dance relating to dance composition
P3.5	Devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	Structures movement devised in response to specific concept/intent
P3.7	Values their own and others' dance activities as worthwhile
P4.1	Understands the socio-historic context in which dance exists
P4.2	Develops knowledge to critically appraise and evaluate dance
P4.3	Demonstrates the skills of gathering, classifying, and recording information about dance
P4.4	Develops skills in critical appraisal and evaluation
P4.5	Values the diversity of dance from national and international perspectives

DESIGN AND TECHNOLOGY

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 8	Assessment Task 1 Designer case study	P1.1, P2.1, P2.2 P6.1	10	20	30
Term 3 Week 4	Assessment Task 2 Year 11 project	P3.1, P4.1, P4.2 P5.2, P5.3, P6.2	10	30	40
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	P1.1, P2.1, P2.2 P3.1, P4.1, P4.2 P4.3, P5.1, P5.2 P5.3, P6.1, P6.2	20	10	30
Total			40	60	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in designing, managing, producing, and evaluating design projects	60

OUTCOMES

P1.1	Examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	Identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	Explains the impact of a range of design and technology activities on the individual, society, and the environment through the development of projects
P3.1	Investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1	Uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	Uses resources effectively and safely in the development and production of design solutions
P4.3	Evaluates the processes and outcomes of designing and producing
P5.1	Uses a variety of management techniques and tools to develop design projects
P5.2	Communicates ideas and solutions using a range of techniques
P5.3	Uses a variety of research methods to inform the development and modification of design ideas
P6.1	Investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2	Evaluates and uses computer-based technologies in designing and producing

DRAMA

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 10	Assessment Task 1 Greek Theatre Time Capsule Task + Individual Project	P1.4	20		10	30
Term 2 Week 8	Assessment Task 2 Theatre of the Absurd Time Capsule Task + Individual Project	P2.6	20		10	30
Term 3 Week 8 & 9	Assessment Task 3 Stanislawski + Brecht Group Performance & Essay (Yr 11 Exams)	P1.7 P3.3		30	10	40
Total			40	30	30	100

COMPONENTS AND WEIGHTINGS

A	Making	40
B	Performing	30
C	Critically Studying	30

Workshop activities (60%) & written reflections (40%)

OUTCOMES

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages, and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates, and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff, and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements, and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures, and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions, and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

EARTH AND ENVIRONMENTAL SCIENCE

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 7	Assessment Task 1 Practical assessment	EES11-3, EES11-4, EES11-5, EES11-8	20	5	25
Term 2 Week 7	Assessment Task 2 Depth study	EES11-1, EES11-4 EES11-6, EES11-7 EES11-9	20	15	35
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	EES11-2, EES 11-4 EES11-5, EES11-8, EES11-9 EES11-10, EES11-11	20	20	40
Total			60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding of course content	40%

OUTCOMES

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

ECONOMICS

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 8	Assessment Task 1 Research and Presentation Case Study	P1, P2, P7, P10, P12	10		10	10	30
Term 2 Week 8	Assessment Task 2 Research Task	P8, P9, P10, P11	10	10	10		30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	P3, P4, P5, P6, P7, P11	20	10		10	40
Total			40	20	20	20	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of economic information, ideas and issues in appropriate forms	20

OUTCOMES

P1	Demonstrates understanding of economic terms, concepts and relationships
P2	Explains the economic role of individuals, firms and government in an economy
P3	Describes, explains and evaluates the role and operation of markets
P4	Compares and contrasts aspects of different economies
P5	Analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6	Explains the role of government in the Australian economy
P7	Identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8	Applies appropriate terminology, concepts and theories in economic contexts
P9	Selects and organises information from a variety of sources for relevance and reliability
P10	Communicates economic information, ideas and issues in appropriate forms
P11	Applies mathematical concepts in economic contexts
P12	Works independently and in groups to achieve appropriate goals in set timelines

ENGINEERING STUDIES

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 6	Assessment Task 1 Fundamentals Assignment Module 1	P1.2, P2.1, P5.1, P5.2	20	10	30
Term 2 Week 8	Assessment Task 2 Engineering Report & Presentation Module 3	P3.2, P3.3, P4.3, P5.2, P6.1	10	20	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination Modules 1-4	P1.1 P2.2, P3.1, P4.1, P4.2, P6.2	30	10	40
Total			60	40	100
A	Knowledge and understanding of course content				60%
B	Knowledge and skills in research, problem solving, and communication related to engineering practice				40%

OUTCOMES

P1.1	Identifies the scope of engineering and recognizes current innovations
P1.2	Explains the relationship between properties, structure, uses and applications of materials in engineering
P2.1	Describes the types of materials, components and processes and explains their implications for engineering development
P2.2	Describes the nature of engineering in specific fields and its importance
P3.1	Uses mathematical, scientific and graphical methods to solve problems of engineering practice
P3.2	Develops written, oral and presentation skills and applies these to engineering reports
P3.3	Applies graphics as a communication tool
P4.1	Describes developments in technology and their impact on engineering products
P4.2	Describes the influence of technological change on engineering and its effect on people
P4.3	Identifies the social, environmental and cultural implications of technological change in engineering
P5.1	Demonstrates the ability to work both individually and in teams
P5.2	Applies management and planning skills related to engineering
P6.1	Applies knowledge and skills in research and problem-solving related to engineering
6.2	Applies skills in analysis, synthesis and experimentation related to engineering

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

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Weight		
			A	B	Total
Term 2 Week 1	Assessment Task 1 Module A: multimodal presentation	EAL11-1A, EAL11-2 EAL11-8, EAL11-9	20	20	40
Term 2 Week 9	Assessment Task 2 Module C: reading and writing task	EAL11-1B, EAL11-4 EAL11-7	15	15	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	EAL11-3, EAL11-5 EAL11-6	15	15	30
Total			50	50	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50

OUTCOMES

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 ADVANCED

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	Assessment Task 1 Common Module: Reading to Write Multimodal presentation	EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-7 EA11-9	20	20	40
Term 2 Week 7	Assessment Task 2 Module B Critical Study of Literature Extended Response	EA11-1, EA11-3 EA11-5, EA11-7 EA11-8	15	15	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-6 EA11-7, EA11-8	15	15	30
Total			50	50	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50

OUTCOMES

EA11-1	Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	Investigates and evaluates the relationships between texts
EA11-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	Explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH EXTENSION 1

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 2	Assessment Task 1 Extended response on core texts	EE11-1, EE11-2 EE11-3, EE11-5	15	15	30
Term 3 Week 2	Assessment Task 2 Multimodal Presentation on independent project	EE11-1, EE11-2 EE11-3, EE11-4 EE11-5, EE11-6	15	15	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	EE11-1, EE11-2 EE11-3, EE11-5	20	20	40
Total			50	50	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of complex texts and of how and why they are valued	50
B	Skills in complex analysis, sustained composition and independent investigation	50

OUTCOMES

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

ENGLISH STANDARD

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	Assessment Task 1 Common Module: Reading to Write Multimodal presentation	EN11-1, EN11-2 EN11-3, EN11-4 EN11-5, EN11-7 EN11-9	20	20	40
Term 2 Week 7	Assessment Task 2 Module B Close Study of Literature Extended Response	EN11-1, EN11-3 EN11-5, EN 11-8	15	15	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	EN11-1, EN11-3 EN11-4, EN11-5 EN11-6	15	15	30
Total			50	50	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50

OUTCOMES

EN11-1	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	Investigates and explains the relationships between texts
EN11-7	Understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	Identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ENGLISH STUDIES

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	Assessment Task 1 Module: Achieving through English Mock interview	ES11-1, ES11-4 ES11-6	15	15	30
Term 2 Week 8	Assessment Task 2 Module: On the road Portfolio of classwork	ES11-3, ES11-7 ES11- 9 ES11-10	20	20	40
Term 3 Week 8 & 9	Assessment Task 3 Year 11 examination	ES11-2, ES11-5 ES11-8	15	15	30
Total			50	50	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50

OUTCOMES

ES11-1	Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	Gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	Composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	Uses appropriate strategies to compose texts for different modes, mediums, 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 TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 9	Assessment task 1 Functional Property of Food Investigation	P2.2, P3.2, P4.1 P4.2, P4.4, P5.1		10	20	30
Term 2 Week 8	Assessment task 2 Nutrition Investigation/Report	P2.1, P3.1, P3.2 P4.1, P4.3, P5.1	10	10	10	30
Term 3 Week 8 & 9	Assessment task 3 Year 11 Examination	P1.1, P1.2, P2.2 P4.4, P5.1	30	10		40
		Total	40	30	30	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in designing, researching, analysing and evaluating	30
C	Skills in experimenting with and preparing food by applying theoretical concepts	30

OUTCOMES

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

GEOGRAPHY

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 9	Assessment task 1 Research – task	P1, P2, P3, P7, P9, P12	10		10	10	30
Term 2 Week 9	Assessment task 2 Senior Geography Project	P7, P8, P9, P10, P11, P12	10	10	10	5	35
Term 3 Week 8 & 9	Assessment task 3 Year 11 Examination	P4, P5, P6, P10, P12	20	10		5	35
Total			40	20	20	20	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Geographical tools and skills	20
C	Geographical inquiry and research, including fieldwork	20
D	Communication of geographical information, ideas and issues in appropriate forms	20

OUTCOMES

P1	Differentiates between spatial and ecological dimensions in the study of geography
P2	Describes the interactions between the four components which define the biophysical environment
P3	Explains how a specific environment functions in terms of biophysical factors
P4	Analyses changing demographic patterns and processes
P5	Examines the geographical nature of global challenges confronting humanity
P6	Identifies the vocational relevance of a geographical perspective
P7	Formulates a plan for active geographical inquiry
P8	Selects, organizes and analyses relevant geographical information from a variety of sources
P9	Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquires
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 MULTIMEDIA ACCELERATED

ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4, Week 6 17/11/23	Assessment Task 1 Project Design and Planning	H3.1, H3.2, H5.2		20	20
Term 1, Week 6	Assessment Task 2 Project Development	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2	25		25
Term 2, Week 9/10	Assessment Task 3 Trial HSC Examination	H1.1 - H7.2	15	10	25
Term 3, Week 1	Assessment Task 4 Record of production & evaluations	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2		30	30
		Total	40	60	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in the design, management, communication and production of a major project	60

OUTCOMES

H1.1	Investigates industry through the study of businesses in one focus area
H1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	Identifies important historical developments in the focus area industry
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	Demonstrates skills in sketching, producing and interpreting drawings
H3.2	Selects and applies appropriate research and problem-solving skills
H3.3	Applies and justifies design principles effectively through the production of a Major Project
H4.1	Demonstrates competence in a range of practical skills appropriate to the Major Project
H4.2	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	Critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	Selects and uses communication and information processing skills
H5.2	Examines and applies appropriate documentation techniques to project management
H6.1	Evaluates the characteristics of quality manufactured products
H6.2	Applies the principles of quality and quality control
H7.1	Explains the impact of the focus area industry on the social and physical environment
H7.2	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

INDUSTRIAL TECHNOLOGY TIMBER

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 2	Assessment task 1 Industry case study	P1.1, P1.2, P5.1, P.6.2 P7.1, P7.2	10	10	20
Term 3 Week 3	Assessment task 2 Project and portfolio	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2, P6.1	10	30	40
Term 3 Week 8 & 9	Assessment task 3 Year 11 Examination	P1.1, P1.2, P2.1, P3.3, P4.3, P5.1, P6.1, P6.2, P7.1, P7.2	20	20	40
Total			40	60	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in the management, communication and production of projects	60

OUTCOMES

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

INVESTIGATING SCIENCE ACCELERATED

Assessment Schedule 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 5	Assessment Task 1 Literature Review	INS12-3, INS 12-5, INS12-7, INS12-12	10	10	20
Term 1 Week 6	Assessment Task 2 Depth Study	INS12-1, INS 12-2, INS12-3, INS 12-4, INS 12-5, INS12-7, INS 12-12, INS 12-14	20	10	30
Term 2 Week 9/10	Assessment Task 3 Trial Examination	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS 12-6, INS12-7, INS 12-12, INS12-13, INS12-14	20	10	30
Term 3 Week 5	Assessment Task 4 Research & Long Response	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS 12-6, INS12-12, INS12-14, INS12-15	10	10	20
Total			60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding of course content	40%

OUTCOMES

INS12-1	develops and evaluates questions and hypotheses for scientific investigation
INS12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS12-5	analyses and evaluates primary and secondary data and information
INS12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economical and political influences on science

JAPANESE CONTINUERS

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 8	Assessment task 1 Speaking / Listening	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	20		10		30
Term 2 Week 9	Assessment task 2 Reading / Writing	2.1 2.2 2.3 3.1 3.2 3.3 3.4 3.5 3.6		20		10	30
Term 3 Week 8 & 9	Assessment task 3 Year 11 Examination	1.1 – 4.3	10	10	10	10	40
		Total	30	30	20	20	100

COMPONENTS AND WEIGHTINGS

A	Listening	30
B	Reading	30
C	Speaking	20
D	Writing	20

OUTCOMES

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

LEGAL STUDIES

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 6	Assessment Task 1 Legal System Topic Test	P1, P2, P3, P6,	15	5	5	5	30
Term 2 Week 8	Assessment Task 2 Law Reform – Research task	P4, P5, P7, P8, P9, P10	5	10	15	5	35
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	P1, P3, P5, P7, P8, P9	20	5		10	35
Total			40	20	20	20	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, issues and ideas in appropriate forms	20

OUTCOMES

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

MATHEMATICS ADVANCED

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	Assessment task 1 In class test	MA11-1, MA11-2 MA11-8, MA11-9	15	15	30
Term 2 Week 9	Assessment task 2 In class test	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-8 MA11-9	15	15	30
Term 3 Week 8 & 9	Assessment task 3 Year 11 Examination	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7, MA11-8 MA11-9	20	20	40
Total			50	50	100

COMPONENTS AND WEIGHTINGS

A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	50

OUTCOMES

MA11-1	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	Uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	Uses appropriate technology to investigate, organize, model and interpret information in a range of contexts
MA11-9	Provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS EXTENSION

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	Assessment task 1 In class test	ME11-1, ME11-2 ME11-6, ME11-7	15	15	30
Term 2 Week 10	Assessment task 2 In class test	ME11-1, ME11-3 ME11-6, ME11-7	15	15	30
Term 3 Week 8 & 9	Assessment task 3 Year 11 Examination	ME11-1, ME11-2 ME11-3, ME11-4 ME11-5, ME11-6 ME11-7	20	20	40
Total			50	50	100

COMPONENTS AND WEIGHTINGS

A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	50

OUTCOMES

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

MATHEMATICS STANDARD 1

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	Assessment task 1 In class test	MS11.1, MS 11.2 MS11.6, MS11.7 MS11.9, MS11.10	15	15	30
Term 2 Week 9	Assessment task 2 In class test	MS11.1, MS11.2 MS11.3, MS11.4 MS11.5, MS11.6 MS11.9, MS11.10	15	15	30
Term 3 Week 8 & 9	Assessment task 3 Year 11 Examination	MS11.1, MS11.2 MS11.3, MS11.4 MS11.5, MS11.6 MS11.7, MS11.8 MS11.9, MS11.10	20	20	40
Total			50	50	100

COMPONENTS AND WEIGHTINGS

A	Understanding, fluency and communicating	50
B	Problem solving, reasoning and justification	50

OUTCOMES

MS11.1	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11.2	Represents information in symbolic, graphical and tabular form
MS11.3	Solves problems involving quantity measurement including accuracy and the choice of relevant units
MS11.4	Performs calculations in relation to two dimensional figures
MS11.5	Models relevant financial situations using appropriate tools
MS11.6	Makes predications about everyday situations based on simple mathematical models
MS11.7	Develops and carries out simple statistical processes to answer questions posed
MS11.8	Solves probability problems involving multistage events
MS11.9	Uses appropriate technology to investigate, organize and interpret information in a range of contexts
MS11.10	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MATHEMATICS STANDARD 2

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	Assessment task 1 In class test	MS11.1, MS11.2 MS11.6, MS11.7 MS11.9, MS11.10	15	15	30
Term 2 Week 9	Assessment task 2 In class test	MS11.1, MS11.2 MS11.3, MS11.4 MS11.5, MS11.6 MS11.9, MS11.10	15	15	30
Term 3 Week 8 & 9	Assessment task 3 Year 11 Examination	MS11.1, MS11.2 MS11.3, MS11.4 MS11.5, MS11.6 MS11.7, MS11.8 MS11.9, MS11.10	20	20	40
Total			50	50	100

COMPONENTS AND WEIGHTINGS

A	Understanding, fluency and communicating	50
B	Problem solving, reasoning and justification	50

OUTCOMES

MS11.1	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11.2	Represents information in symbolic, graphical and tabular form
MS11.3	Solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11.4	Performs calculations in relation to two dimensional figures
MS11.5	Models relevant financial situations using appropriate tools
MS11.6	Makes predictions about everyday situations based on simple mathematical models
MS11.7	Develops and carries out simple statistical processes to answer questions posed
MS11.8	Solves probability problems involving multistage events
MS11.9	Uses appropriate technology to investigate, organize and interpret information in a range of contexts
MS11.10	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MODERN HISTORY

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 7	Assessment Task 1 Source Analysis Task	MH11.1, MH11.2 MH11.5, MH11.6	10	5	5	10	30
Term 2 Week 7	Assessment Task 2 Historical Investigation Project	MH11.4, MH11.7 MH11.8, MH11.9 MH11.10		10	15	5	30
Term 3 Weeks 8 & 9	Assessment Task 3 Year 11 Examination	MH11.1 MH11.3 MH11.4 MH11.5 MH11.6 MH11.7	30	5		5	40
Total			40	20	20	20	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

OUTCOMES

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 TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 2 Week 2	Assessment Task 1 Performance/Musicology (viva)	P1 P4 P5 P6 P7 P9 P10	10		15		25
Term 3 Week 3	Assessment Task 2 Composition/Aural Skills	P2 P3 P4 P6 P7 P8		25		10	35
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination. Performance/Musicology Aural Skills	P1 P4 P6 P9	15		10	15	40
Total			25	25	25	25	100

COMPONENTS AND WEIGHTINGS

A	Performance	25
B	Composition	25
C	Musicology	25
D	Aural	25

OUTCOMES

P1	Through activities in performance, composition, musicology and aural, a student 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 TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 2 Week 2	Assessment Task 1 Aural skills/Musicology				10	15	25
Term 3 Week 5	Assessment Task 2 Composition/Performance		10	25			35
Term 3 Weeks 8 & 9	Assessment Task 3 Year 11 Examination		15		15	10	40
Total			25	25	25	25	100

COMPONENTS AND WEIGHTINGS

A	Performance	25
B	Composition	25
C	Musicology	25
D	Aural	25

OUTCOMES

P1	Confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
P2	Demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
P3	Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
P4	Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
P5	Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
P6	Discusses and evaluates music making constructive suggestions about performances and compositions
P7	Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P8	Understands the capabilities of performing media, explores and uses current technologies as uses
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

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 9	Assessment Task 1 Core 1: Better Health for Individuals Task	P1, P3, P4, P6	10	10	10	30
Term 2 Week 8 & 9	Assessment Task 2 Core 2: The Body in Motion Task	P7, P8, P11, P15	10	10	10	30
Term 3 Weeks 8 & 9	Assessment Task 3 Year 11 Examination	P2, P5, P9, P10 P12, P16, P17	20	10	10	40
		Total	40	30	30	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of factors that affect health and the way the body moves	40
B	Skills in influencing personal and community health, taking action to improve participation and performance in physical activity	30
C	Skills in critical thinking, research and analysis	30

OUTCOMES

P1	Identifies and examines why individuals give different meanings to health
P2	Explains how a range of health behaviours affect an individual's health
P3	Describes how an individual's health is determined by a range of factors
P4	Evaluates aspects of health over which individuals can exert some control
P5	Describes factors that contribute to effective health promotion
P6	Proposes actions that can improve and maintain an individual's health
P7	Explains how body systems influence the way the body moves
P8	Describes the components of physical fitness and explains how they are monitored
P9	Describes biomechanical factors that influence the efficiency of the body in motion
P10	Plans for participation in physical activity to satisfy a range of individual needs
P11	Assesses and monitors physical fitness levels and physical activity patterns
P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
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

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	Assessment Task 1 Portfolio of photographs	M1 M2 M3 M4 M6	25		25
Term 2 Week 8	Assessment Task 2 Studio and research task	M1 M2 M3 M4 M5 CH1 CH2 CH3 CH4	25	10	35
Term 3 Weeks 8 & 9	Assessment Task 3 Manipulated photographic series and written Year 11 Examination.	M1 M2 M3 M4 M5 CH1 CH2 CH3 CH4 CH5	20	20	40
Total			70	30	100

COMPONENTS AND WEIGHTINGS

A	Art making	70
B	Critical and Historical studies	30

OUTCOMES

M1	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and / or moving works.
M3	Investigates different points of view in the making of photographs and/or videos and/or digital images
M4	Generates images and ideas as representations / simulations in the making of photographs and / or videos and/or digital images.
M5	Develops different techniques suited to artistic intentions in the making of photographs and / or videos and/or digital images.
M6	Considers issues of occupational health and safety in the making of photographs and/or videos and / or digital works.
CH1	Generates in their critical and historical practice ways to interpret and explain photography and / or video and / or digital works.
CH2	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
CH3	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and / or video and / or digital imaging.
CH5	Recognises how photography and / or video and / or digital imaging are used in various fields of cultural production.

PHYSICS

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 8	Assessment Task 1 Practical Exam Electricity & Magnetism	PH11-3, PH11-4 PH11-5, PH11-6 PH11-7, PH11-10	20	10	30
Term 2 Week 10	Assessment Task 2 Depth Study Motion	PH11-1, PH11-2 PH11-3, PH11-4 PH11-5, PH11-6 PH11-7, PH11-8 PH11-9	20	10	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	PH11-4, PH11-5 PH11-6, PH11-7 PH11-8, PH11-9 PH11-10, PH11-11	20	20	40
		Total	60	40	100

COMPONENTS AND WEIGHTINGS

A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40

OUTCOMES

PH11-1	Develops and evaluates questions and hypotheses for scientific investigation
PH11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
PH11-3	Conducts investigations to collect valid and reliable primary and secondary data and information
PH11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5	Analyses and evaluates primary and secondary data and information
PH11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	Explains and quantitatively analyses electric fields, circuitry and magnetism

SOCIETY AND CULTURE

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 7	Assessment Task 1 The Social and Cultural World Cross Cultural Study	P3, P6, P7, P10	10	10	10	30
Term 2 Week 10	Assessment Task 2 Mini-PIP: Personal and Social Identity; Intercultural Communication	P2, P4, P8, P9, P10, P11	10	15	5	30
Term 3 Week 8 & 9	Assessment Task 3 Year 11 Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P11	30	5	5	40
Total			50	30	20	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research	30
C	Communication of information, ideas and issues in appropriate forms	20

OUTCOMES

P1	Describes the interaction between persons, societies, cultures and environments across time
P2	Identifies and describes relationships within and between social and cultural groups
P3	Describes cultural diversity and commonality within societies and cultures
P4	Explains continuity and change, and their implications for societies and cultures
P5	Investigates power, authority, gender and technology, and describes their influence on decision- making and participation in society
P6	Differentiates between, and applies, the methodologies of social and cultural research
P7	Applies appropriate language and concepts associated with society and culture
P8	Selects, organises and considers information and sources for usefulness, validity and bias
P9	Plans an investigation and analyses information from a variety of perspectives and sources
P10	Communicates information, ideas and issues using appropriate written, oral and graphic forms
P11	Works independently and in groups to achieve appropriate goals in set timelines

SPORT, LIFESTYLE AND RECREATION

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	Assessment Task 1 Practical Performance	1.1 1.3 4.4	10	20	30
Term 2 Week 8	Assessment Task 2 Sports Coaching	3.1, 3.2	20	15	35
Term 3 Week 6	Assessment Task 3 Seminar	1.1 1.3 3.2 4.1	20	15	35
		Total	50	50	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding	50
B	Skills	50

OUTCOMES

1.1	Applies the rules/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 & interprets the patterns of participation in sport & physical activity in Australia
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	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 & participates in physical activities that meet individual needs, interests and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.4	Composes, performs and appraises movement
3.5	Analyses personal health practices
3.6	Assesses and responds appropriately to emergency care situations
3.7	Analyses the impact of professionalism in sport
4.1	Plans strategies to achieve performance goal
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	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
5.1	Accepts responsibility for personal and community health 5.2 5.3 5.4 5.5
5.2	Willingly participates in regular physical activity
5.3	Values the importance of an active lifestyle
5.4	Values the features of a quality performance
5.5	Strives to achieve quality in personal performance

TEXTILES AND DESIGN

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight	Your mark and rank
			A	B		
Term 2 Week 1	Assessment task 1 Communication	P1.1, P1.2, P2.1 P2.2, P2.3, P4.1	10	30	40	
Term 3 Week 5	Assessment task 2 Year 11 Apparel Project	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	10	10	20	
Term 3 Week 8 & 9	Assessment task 3 Year 11 Examination	P1.1, P1.2, P3.1 P3.2, P5.1, P5.2 P6.1	30	10	40	
		Total	50	50	100	

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Skills and knowledge in the design, manufacture, and management of textiles projects	50

OUTCOMES

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

VISUAL ARTS

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1					
Term 2 Week 2	Assessment Task 1 Historical and critical research task Visual Arts Process Diary	P1, P2, P4, P7, P8, P10	10	10	20
Week 8	Assessment Task 2 Practical and writing task	P1, P2, P3, P4, P5 P6, P8, P9 P10	20	20	40
Term 3 Week 8 & 9	Assessment Task 3 Practical body of work and exam paper.	P1, P2, P5, P7, P8, P9, P10	20	20	40
			Total	50	50
				50	100

COMPONENTS AND WEIGHTINGS

A	Art History and Criticism	50
B	Art Making	50

OUTCOMES

P1	Explores the conventions of practice in art making
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 art making.
P5	Investigates ways of developing coherence and layers of meaning in the making of art.
P6	Explores a range of material techniques in ways that support artistic intention.
P7	Applies their understanding of practice in art criticism and art history
P8	Explores the roles and relationships between concepts and 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

WORK STUDIES

ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	Assessment task 1 Interview and Research Investigation Task.	1,2,3,4,5,9	10	15	25
Term 2 Week 9	Assessment task 2 Theory and Practical task. Presentation of Resume and interview. Application/process.	1,2,3,4,5,6,7,8,9	10	35	45
Term 3 Week 9	Assessment task 3 Work Experience Report and PowerPoint Presentation.	1,2,3,4,5,6,7,9	10	20	30
		Total	30	70	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of work, the work environment, skills for employment, employment option, career management, life planning and further education and training.	30
B	Skills for success in the workplace, skills in critically assessing personal and social influences on individuals and groups.	70

OUTCOMES

1	Investigates a range of work environments
2	Examines different types of work and skills for employment
3	Analyses employment options and strategies for career management
4	Assesses pathways for further education, training and life planning
5	Communicates and uses technology effectively
6	Applies self-management and teamwork skills
7	Utilises strategies to plan, organise and solve problems
8	Assesses influences on people's working lives
9	Evaluates personal and social influences on individuals and groups

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

- Units towards Year 11 and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate I, II or III which will be awarded under the Australian Qualifications Framework (AQF).

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry.

Competency based assessment means that students need to demonstrate that they have gained and can apply specific knowledge and skills of each unit of competency.

Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "component". There is no mark awarded in competency-based assessment.

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

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

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

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

2. Higher School Certificate (HSC)

Students will be awarded units towards their Year 11 and HSC by studying a VET Course.

Curriculum Framework Courses will allow students to include a mark from the optional written HSC examination which can be used in the calculation of the Australian Tertiary Admission Index (ATAR).

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

An estimated examination mark for students entered for the HSC written examination must be submitted this mark will be used only in the case of an illness/disadvantage appeal. A Trial HSC examination mark would be a suitable mark.

As with all Year 12 courses, NESA procedures apply to all VET Courses. VET courses will be listed on the HSC Certificate Record of School Achievement.

3. Work Placement

Work Placement is a mandatory HSC requirement of Curriculum Framework VET courses.

Appropriate hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace
- Some courses allow 35 hours of simulated Work Placement

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled

NESA course requirements. An N Award may be issued if mandatory hours are not met. Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies.
- Develop appropriate attitude towards work.
- Learn a range of behaviours appropriate to the industry.
- Practice skills acquired off the job in a classroom or workshop.
- Develop additional skills and knowledge, including key competencies.

4. Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. (Refer to School Assessment Booklet).

5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses. Refer to School Assessment Booklet.

Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

There are two types of Stage 6 VET courses available to students:

1. **Board Developed VET courses** count towards the HSC or RoSA and are classified as Category B subjects. These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 x Preliminary and/or HSC units. **ONLY ONE** Board Developed VET course may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.

School Name: PITTWATER HIGH SCHOOL

Student Competency Assessment Schedule 2024

Course: Preliminary Hospitality – Kitchen Operations and Cookery

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

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

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated

School Name: PITTWATER HIGH SCHOOL

Student Competency Assessment Schedule 2024

Course: Preliminary Hospitality - Food and Beverage Stream

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination (Optional)
		Getting ready for work	Practical Café Skills	Working relationships	
		Week: 1 Term: 2	Week: 10 Term: 2	Week: 6 Term: 3	
Code	Unit of Competency	Assessment Due			
SITXFSA001	Use hygienic practices for food safety	X			HSC Examinable Units of Competency
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Hospitality SIT20316** or a **Statement of Attainment towards Certificate II in Hospitality SIT20316**.

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

ILLNESS, MISADVENTURE OR LATE SUBMISSION CHECKLIST

If a student has a valid reason for not submitting an assessment task or not completing an in-class assessment task on the due date, the following procedure is to be followed.

If you know before the due date:

1. Complete the Illness, Misadventure or Late Submission appeal as soon as you know there is a problem or no later than the day before the due date for all affected tasks.
2. Submit the form to the Head Teacher no later than the day before the due date.
3. Head teacher will arrange an alternative date and/or refer to the Assessment Review Panel.

If you DO NOT know before the due date:

1. **Phone the school before 9:00am** on the day the task is scheduled or due, providing the following details:
 - Name
 - Subject and type of assessment task
 - Class teacher
 - Brief detail of the Illness Misadventure/late submission.
2. **For illness see a doctor** for a medical certificate (NB doctors will not postdate certificates and post-dated certificates will not be considered).
3. **Complete the Illness, Misadventure or Late Submission Appeal form.**
4. The first day the student returns to school, **report to the Head Teacher immediately.**
5. **Submit the completed form to Head Teacher** attaching the medical certificate or other documentation.
6. **Hand in the assessment task OR arrange a time to complete the task.**
Be prepared to complete the task on the first day of your return to school
7. Head teacher will submit their recommendation to the Principal who will decide and/or consult with the Assessment Review Panel.



PITTWATER HIGH SCHOOL

ILLNESS, MISADVENTURE OR LATE SUBMISSION APPEAL

Submit this form to the Head Teacher of the subject concerned by roll call on the first day back following the illness, misadventure or late submission. Complete one form for each subject.

SECTION A (STUDENT TO COMPLETE)

Student Full Name	Appeal Type (Tick one) <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Late Submission Appeal
Date & Time of Appeal Submission	Course Level (Tick one) <input type="checkbox"/> ROSA <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12

Subject	Assessment Task Title		Weighting
Teacher	Original Due Date	Date Submitted	
Reason for appeal – Briefly state the reason for your appeal			
Supporting documentation – List the documentation that you have attached in support of your appeal			
Student Signature	Parent Print Name	Parent Signature	Date

SECTION B (HEAD TEACHER AND CLASS TEACHER TO COMPLETE)

Student phoned school before 9am to advise of illness, misadventure or late submission Office to enter initial details on Sentral	YES <input type="checkbox"/> NO <input type="checkbox"/>
Student submitted form on the first day of return and either submitted task OR made arrangements to complete the task in class	YES <input type="checkbox"/> NO <input type="checkbox"/>
Teacher Comment	Teacher Signature
Head Teacher Recommendation	Head Teacher Signature
Appeal Panel Recommendation	Delegate Signature
Student advised by	Date

Office to enter illness, misadventure, or late submission into Sentral once form has been completed. Keep a copy of this form and any supporting documents in the relevant RoSA, Year 11, or Year 12 Monitoring folder; give the original to your Head Teacher.

