

**2024**



**Year 11**  
**Assessment Policy and**  
**Subject Assessment**  
**Schedules**

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# STUDENT INFORMATION

## Rationale

Cardiff High School is focused on raising the academic outcomes and standards for students and preparing them for the challenges and rigours of HSC study in the senior school. The Year 11 and 12 Assessment Policy provides a framework for students, parents, and staff to assist in the effective delivery and completion of assessable tasks to a high standard. Cardiff High School's Assessment Policy aligns with the Rules and Procedures of the **New South Wales Education Standards Authority (NESA)**.

## Year 11 Course and HSC Course

The Higher School Certificate program is divided into two courses, the Year 11 Course, and the HSC Course. Satisfactory completion of the Year 11 Course is a prerequisite for entry into the HSC Course. The Year 11 Course is to be regarded as assumed knowledge which has been covered by all candidates. NESA Examination Specifications ensure that the major focus of the examination will be on HSC course content.

The HSC course is defined by syllabus course content, i.e. the knowledge, skills and understanding of achievable outcomes.

Year 11 and HSC syllabuses are structured into two approximately equal components. Formal assessment to determine the Higher School Certificate assessment mark awarded by the school takes place only during the HSC Course. At Cardiff High School, the changeover from Year 11 Course to HSC Course will take place after completion of the Year 11 Course, which for most courses is at the end of the first week of Term 4. Formal HSC assessment will start at this time, is progressive and will continue to the completion of the HSC Course.

## The Record of School Achievement (RoSA)

The (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate. The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy test results (if sat), and the date of leaving school. NESA issue the formal RoSA credential to students who satisfy the eligibility requirements upon leaving school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

<http://educationstandards.nsw.edu.au> (RoSA credential)

## Minimum Standard Online Tests

Students need to pass online reading, writing and numeracy tests of everyday reading, writing and maths skills to show they meet the minimum standard of literacy and numeracy required to receive the HSC from 2023.

Students planning to leave school before completing their HSC may also take these tests to show their level of literacy and numeracy skills. For further information on the Minimum Standard Online Tests click on the link below.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

## WHAT IS THE PURPOSE OF THE ASSESSMENT?

The purpose of assessment is to measure performance:

- Over the whole course rather than as measured by a single end examination; and in wider areas of the course including those which cannot be tested in a formal examination e.g. fieldwork skills, laboratory practical work etc.
- HSC assessment tasks will help you learn, expand your knowledge and encourage you to challenge yourself.
- Show how much you have learnt and where you need to improve.
- Prove you have satisfactorily completed a course.
- Contribute to your final HSC mark.
- Assessment tasks allow you to show what you know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give you the chance to address any weak areas in your knowledge before you sit your external HSC exams.

## HOW WILL I BE ASSESSED?

- You will be required to complete a set of assessment tasks for each of your subjects e.g., tests, essays, fieldwork, oral reports, etc. The mark you score for each of these tasks will be used by the school as part of your course assessment.
- In a Year 11 course, students will be awarded an A-E grade.

The general performance descriptors describe performance at each of five grade levels.

<b>A</b>	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

(<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>)

- In a HSC course, 50% of your final mark comes from your assessment marks.
- Tasks will be given with a minimum notice of 2 weeks.
- Each task will have the syllabus outcomes indicated.
- Tasks other than examinations are accompanied by a comprehensive marking guideline when the task is distributed.
- Students sign the “HSC Assessment Task Register” when the notification is received, on submission or attendance at a task and when they receive task feedback.
- Any required changes to the nature and date of a task are given in writing to all students.
- If a student fails to attend or submit a task on the date published then:
  - The student can access an appeal form to document the reason.
  - The student makes an alternative arrangement with the teacher to complete the task.
  - If the appeal is accepted the task is marked and included in the assessment.
  - If the reason on the appeal is not accepted the task is marked, feedback is given, but zero mark is recorded.
  - If the student does not do the task an N Award warning letter is sent.
  - If a student fails to complete more than 50% of assessment marks they will be given an N Determination in that course.

## **HOW IS MY FINAL MARK DETERMINED BY NESAS?**

### **Moderating Assessment Marks**

For most courses, students complete a program of assessment tasks that are set and marked at their school. Once the assessment program for a course is complete, the school submits a final assessment mark and rank for each student.

It is important to note that all schools use different programs of assessment tasks and they all mark slightly differently. This means that students from different schools experienced different assessment conditions. For this reason, all HSC assessment marks that schools submit are adjusted by NESAS using a process called moderation. This moderation process adjusts all of the school assessment marks in each course to a common scale: the examination. Once this is done, direct comparisons can be made between assessment marks awarded by different schools.

For more information on moderation please click the link below.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

## WHAT ARE MY RIGHTS AND RESPONSIBILITIES AS A STUDENT?

### RIGHTS

- To be informed of the assessment policies of the school and NESAs.
- To receive clear guidelines relating to requirements of each assessment task.
- To be given a minimum of 2 weeks notice of an assessment task where possible.
- To receive feedback that assists them to review their work.
- To appeal marks for an individual task at the time it is returned to them.
- To request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.
- To request their rank in a subject area.

### RESPONSIBILITIES

- To complete the All My Own Work program prior to commencing the HSC program of study.
- To become familiar with and follow Cardiff High School assessment policies and the Rules and Procedures for the HSC Candidates booklet.
- To ensure they follow the Course Completion Criteria as below;
  - (a) followed the course developed or endorsed by the 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.
- To complete all set tasks on time, or talk to their teachers about **Illness and Misadventure procedures**.
- Not to engage in behaviour which could be considered malpractice, or cheating, including plagiarism, and ensure that all assessment work is their own or acknowledge the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.

***NOTE: To complete a course successfully you must do all set homework and assignments and attend lessons, not just complete assessment tasks.***

### **Notice of assessment**

Where possible students will receive a minimum of two weeks written notice for any variation to the Assessment Schedule and/or assessment task.

### **Return of completed tasks**

Teachers will endeavour to return marked tasks to students within two weeks of the due date for the submission of the task. Due to the nature of some tasks, the teacher may need to collect and keep these tasks once feedback has been provided to students.

### **Feedback**

Students should receive feedback from their teacher within two weeks of the due date for the submission of the task. Feedback may be written and/or verbal.

### **Submission of Assessment Tasks**

The due date for an assessment task is published on the Assessment Task Notification provided by the teacher. It is the student's responsibility to hand in all tasks on the day they are due following the assessment task submission instructions.

If a student is absent or unable to submit the task on the due date they are to follow the school assessment appeal process.

### **'N' Determinations**

'N' Determinations are issued to students who do not complete the requirements for a course. If a student has been given an 'N' Determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' Determination was given. The words 'Not completed' will appear next to each 'N' Determined course. If a student is given an 'N' Determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

<http://educationstandards.nsw.edu.au>

### **'N' Warning Letters**

Schools issue 'N' Warning Letters to students who are in danger of not meeting course completion criteria, giving the student time for the task to be completed. 'N' Warning Letters will only be issued to students for failure to complete assessment tasks or coursework.

If a student has not completed over 50% of tasks by the end of the assessment period or has failed to complete 50% of tasks **by the due date**, the school will follow the 'N' Determination process specified by NESAs.

## Illness and Misadventure Appeals

Throughout the year, a student may experience difficulty attending an assessment, completing an assessment task by the due date, or their performance in an assessment task may be affected by illness or misadventure. The school has a process to support these students.

A student may submit an Illness and Misadventure form if they are affected by:

- Illness – either personal or the illness of a family member
- Bereavement
- Sporting Representation – for school approved activities
- School Excursions
- Work Placement and Work Experience
- Other – events that have adversely affected a student’s completion or performance in a task that are worthy of consideration.

### The Illness and Misadventure process

It is a student’s responsibility to collect an Illness and Misadventure form from the appropriate Deputy Principal, Principal or an electronic version during online study using the following link:

<https://docs.google.com/forms/d/e/1FAIpQLSdlbgEW49BalkLmwUM0WkafO-4m6cpK8mDWxtOUHqV-J4qzdg/viewform>

If a student **knows that they will be absent for a task** they need to complete and submit the Illness and Misadventure form **prior to their leave or absence**.

If a student is **unable to attend school on the day of a task**, they will need to complete and submit an Illness and Misadventure form **within two school days of their return to school**.

If a student’s **performance in a task is affected**, they will need to complete and submit an Illness and Misadventure form **within two school days of the date of the task**.

Students are required to support their application with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School Representation Note
- Sport Representation Note
- Student Placement Record – Work Placement

### Notes

- a. There are no grounds for appeal against the value of the mark awarded.
- b. Computer, printer, or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- c. Medical certificates and/or other supplementary evidence will be requested to cover absences, illness or misadventure.
- d. The NSW Education Standards Authority guidelines of illness and misadventure shall form the basis for determination of applications.
- e. Holidays are not considered acceptable reasons for absence as per the Department’s guidelines.
- f. Where a student has a scheduled Work Placement for a VET course or a work experience opportunity it is **essential**, a student completes the misadventure form **prior** to their placement as soon as dates are confirmed, and wherever practicable organise completion or submission of the task prior to the placement with the classroom teacher.



### **Loss of marks for late submission of tasks**

If a task is handed in late, and the appeal is denied:

1 or more school days late = 100% deduction. A zero mark is recorded, and the class teacher will issue an 'N' Determination Letter. Students are still required to complete this task for the purpose of meeting the syllabus requirements and to ensure the award of a Record of School Achievement in the subject concerned.

### **Assessment Task Template**

All assessment tasks issued at Cardiff High School use a common Assessment Task Template (**see Appendix 1**). Assessment tasks provide students with all of the information they need to complete the task including the task weighting, due date, a description of the task, an assessment criteria, the syllabus outcomes assessed, submission instructions, and the marking guidelines the teacher will use to assess the completed task. Students are also required to sign that the work they are submitting is their own and is not plagiarised.

### **Assessment Ranks and Marks**

Students will receive their final assessment rank in their final school report. Assessment marks submitted to NESAs are confidential.

### **Assessment Schedules**

At the beginning of the school year, students are issued with assessment schedules for each subject. This information is provided to students and parents to inform them of the number and nature of tasks that students will have to complete.

### **Access to Technology**

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assignments. Students can access computers, the internet and printing facilities in the school library before school, at recess and lunch. If students or parents have concerns about the requirements of a particular task, please contact your child's teacher.

## **What is Malpractice?**

In accordance with NESA requirements, all students must complete the All My Own Work program prior to commencing their HSC program of study.

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

Examples of malpractice include:

- Copying someone's work in part or in whole and presenting it as their own.
- Using material directly from books, journals, or the internet without reference to the source.
- Building on the ideas of another person without referencing the source.
- Purchasing, stealing, or borrowing another person's work and presenting it as their own.
- Submitting work to which another person – parent, coach, tutor has contributed substantially.
- Using words, ideas, designs, or workmanship of others in practical and performance tasks without acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting others to engage in malpractice.
- The use of Artificial Intelligence software to gain an unfair advantage
- Presenting Artificial Intelligence results as their own work.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task, or partial loss of marks. A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the Appeals Panel at the school that the submitted work in question is their own.

## **Artificial Intelligence (AI)**

It is important that the school and students take every measure to maintain the integrity of assessment tasks and to ensure that assessment task results are both valid and reliable. These measures include taking all available measures to ensure that students abide by the underlying principles of "All My Own Work".

In January 2023, the NSW Department of Education has publicly announced that the use of generative AI programs (one example is ChatGPT) are restricted in NSW public schools. The emergence of generative AI programs has proven a challenge to ensuring the integrity of all assessment tasks. Therefore, the use of artificial intelligence (AI) programs to either generate or produce student submissions is prohibited.

Once submissions are uploaded, teaching staff may use a third-party software program, to detect the use of AI.

Students who submit work that contains evidence of the use of Artificial Intelligence may be dealt with under the school's malpractice procedures. It will be the student's responsibility to prove that the submitted work in question is their own. This may be done by evidencing drafts or through interviews regarding task content.

## **Examinations**

Examinations (exams) are used to assess student knowledge. Exams may be written or verbal and vary in the length of time. Exams may be conducted throughout the year, from class topic tests to formal examinations.

## Rules for Senior Examinations

### Attendance:

- Students are required to sit for all their subjects at the allocated times.
- Students who miss an exam for any reason will be required to go through the school process relating to illness misadventure.
- Students who are late for an exam will not be given extra time.

### Procedures and Conduct:

- It is the responsibility of the student to ensure they receive an exam timetable.
- Students are to check the timetable carefully and note the days and times of exams.
- It is the responsibility of the student to ensure that they attend all required exams.
- Students must be in attendance 10 minutes prior to the commencement of each exam.
- Students are not required to attend school when they do not have an exam.
- School uniform is to be worn for all written exams, including the HSC.
- Bags are to be left outside.
- Mobile phones are to be switched off and left in bags. Under no circumstances are mobile phones to be brought into an exam venue for any reason.
- Enter in an orderly fashion and take your seat. There is to be no talking from this time onwards.
- Ensure that you know your student number. Student numbers are to be used on all examination papers.
- Fill in the attendance slip for each examination. This will be collected by the supervisor.
- Be sure to make effective use of the reading time given at the commencement of each written paper to acquaint yourself with the questions/ requirements.
- Read all instructions carefully. Remember that supervisors are not permitted to interpret questions.
- Write in black pen only. Pencil should only be used for diagrams or if directed.
- A supervisor will accompany students who need to leave the exam room to go to the toilet etc. for the duration of their absence.
- Students are expected to always behave in a polite and courteous manner and must not act in any way that is likely to disturb the work of any other student or upset the conduct of the exam.
- Pencil cases must be clear (see through). A clear plastic bag can be used.
- Be sure to wear a watch to keep track of time. *Remember*, no phones or smart watches are allowed in the venue.
- Only approved calculators may be used. These will be checked at the start of each exam.

**Year 11 Students must remain in the exam room for the duration of the examination.**

**Year 12 Students are not allowed to leave the exam room during the first 60 minutes or the last 30 minutes of an exam.**

## Feed Forward

### Formal Assessment Task Preparation

Teachers will prepare students for their formal assessment tasks in the following ways:

- Composing and teaching the faculty program relating to the outcomes, concepts and activities addressed in the program.
- Providing relevant and appropriate written and/or spoken feedback on learning activities and a practice question students may develop from the prescription for the relevant unit.
- Teaching the process of self-evaluation based on the relevant faculty checklist for extended answers.
- Indicate to students the preferred method of submission for draft feedback.

The teacher will not:

- Be expected to provide feedback of any kind on the formal assessment task question or draft responses to the formal assessment task question within five school days of the task due date.
- Co-construct, write or rewrite parts of the student's work.
- Indicate grades, bands or marks on draft work but rather provide comments and strategies to improve work.
- Accept more than two draft submissions from each student, with the exception of Major Work Projects.
- Prioritise feedback to support students moving up to the next level of accomplishment. Students who undertake all prescribed feedback should understand this does not guarantee them full marks but instead should improve the overall quality of their response.

Students may prepare for their formal assessment task in the following ways:

- Engaging with the entire program of teaching and learning activities as taught by their teacher.
- Asking relevant questions and listening to and engaging in class discussion with their peers and teacher regarding the learning activities, concepts and practice questions.
- Evaluating the quality of their classwork based on scaffolds, criteria lists and checklists provided by their teacher.
- Completing home study tasks to develop knowledge and understanding of concepts, content and skills.
- After students have completed all class learning activities, teachers will accept two complete practice responses to a question the student has created or sourced. Students must also use the self-evaluation checklist to compose the response as a guide.

## Appendix 1 – Assessment Task Template



# Cardiff High School

Celebrating Excellence, Opportunities and Success.

Curriculum Guidelines  
Year 11 – 12 Assessment Task Notification

2024  
Page 1 of 3

### Assessment Overview

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Teacher(s) Name:		Weighting:	
Course:		Issued Date:	
Title:		Due Date:	
Task Number:		Marks:	

### Task Overview

---

Overview of the task in general terms a broad overview

### Task Instructions

---

Task instructions informing of the requirements to complete the task more specific details

### Presentation Guidelines

---

How, what, when, where to hand in and the structure and lay out of the task submission

### Outcomes Assessed

---

List the syllabus outcomes to be assessed below including code and statement

Teacher's signature: \_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_



## Criteria for Assessment and Feedback

Teachers will endeavour to return marked tasks to students within two weeks of the due date from the submission of the task.

Select from one of the following three samples or negotiate subject specific requirements (delete unused assessment criteria)

Assessment Criteria	Achievement Indicators	Marks
1. Type Criteria 1 Here	Outstanding – Type Description Here	XX
	High – Type Description Here	XX
	Sound – Type Description Here	XX
	Basic – Type Description Here	XX
	Limited – Type Description Here	XX
2. Type Criteria 1 Here	Outstanding – Type Description Here	XX
	High – Type Description Here	XX
	Sound – Type Description Here	XX
	Basic – Type Description Here	XX
	Limited – Type Description Here	XX
3. Type Criteria 1 Here	Outstanding – Type Description Here	XX
	High – Type Description Here	XX
	Sound – Type Description Here	XX
	Basic – Type Description Here	XX
	Limited – Type Description Here	XX
4. Type Criteria 1 Here	Outstanding – Type Description Here	XX
	High – Type Description Here	XX
	Sound – Type Description Here	XX
	Basic – Type Description Here	XX
	Limited – Type Description Here	XX
5. Type Criteria 1 Here	Outstanding – Type Description Here	XX
	High – Type Description Here	XX
	Sound – Type Description Here	XX
	Basic – Type Description Here	XX
	Limited – Type Description Here	XX
6. Type Criteria 1 Here	Outstanding – Type Description Here	XX
	High – Type Description Here	XX
	Sound – Type Description Here	XX
	Basic – Type Description Here	XX
	Limited – Type Description Here	XX
<i>Marks awarded above are indicative of the grades earned below</i>		
<b>A</b> xx-xx Outstanding	<b>B</b> xx-xx High	<b>C</b> xx-xx Sound
		<b>D</b> xx-xx Basic
		<b>E</b> xx-xx Limited
		<b>N</b> 0 Zero Marks
<b>Comment:</b>		



**OR**

Assessment Criteria	Marks
• Outstanding – Type Description Here	A XX–XX
• High – Type Description Here	B XX–XX
• Sound – Type Description Here	C XX–XX
• Basic – Type Description Here	D XX–XX
• Limited – Type Description Here	E XX–XX
<b>Comment</b>	

**OR**

### Examination Criteria

This assessment is an examination. The criteria and marks awarded will be provided on the examination paper on the day of the examination.

### References

<http://educationstandards.nsw.edu.au>



## SUMMARY OF HSC ASSESSMENT TASKS

This Summary of Year 11 Assessment Task is provided as a guide only, to assist students in organising their workload to meet their assessment commitments. Where discrepancies may occur, individual subject Year 11 Assessment Schedule sheets will take preference. Where a vocational education and training course is studied only the NESA requirements scheduled during the period are listed on the matrix.

Weeks	Term 1											Term 2											Term 3									
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10
Aboriginal Studies								6											6												6	
Ancient History								5															5								X	X
Biology										3/4												3/4									X	X
Business Studies							6																			6					X	X
Chemistry												6								6											X	X
Community and Family Studies							3												3												X	X
Construction (VET)																																
Engineering Studies									4											4											X	X
English Advanced									2											2											X	X
English Extension 1										7												7									X	X
English Standard									2											2											X	X
English Studies									2											2									2			
Exploring Early Childhood							5												5												X	X
Food Technology							6													6											X	X
Hospitality (VET)																WP																
Industrial Technology Timber										3										3											X	X
Mathematics Advanced								1																	1						X	X
Mathematics Extension														7													7				X	X
Mathematics Standard							1								1																X	X
Modern History														3								3									X	X
Music										3										3											X	X
PDHPE								4/5												4/5											X	X
Physics													5														5				X	X
Society and Culture									6												6										X	X
SLR								4/6												4/6								4/6				
Textiles and Design								5											5												X	X
Visual Arts									4													4									X	X
Work Studies						7															7							7				
<b>TOTAL ASSESSMENTS X LINE</b>						<b>1</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>4</b>		<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>			<b>1</b>	<b>4</b>	<b>4</b>	<b>3</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>			<b>EXAMS</b>	





**YEAR 11  
ASSESSMENT  
SCHEDULES 2024**



**Aboriginal Studies**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Research Task</b> Aboriginality and the Land	<b>Comparative Study</b> International Indigenous Community	<b>Local Community Case Study</b> Research and Inquiry Methods	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.1, P2.2, P3.2	P1.2, P3.2, P3.3, P4.3	P4.1, P4.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	20	10	10	<b>40</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	<b>15</b>
Research and inquiry methods, including aspects of the local community case study	5	5	10	<b>20</b>
Communication of information, ideas and issues in appropriate forms	10	10	5	<b>25</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>



## **Aboriginal Studies – 2 Units**

### **Course Outcomes**

A student:

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples in terms of social justice and human rights
- P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices
- P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples



**Ancient History**

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Nature of Ancient History + Case Studies: Persepolis and Roman Games</b> Topic Test	<b>Historical Investigation</b>  Report	<b>Preliminary Examination</b>  Formal assessment, unseen questions	
<b>Timing</b>	Term 1, Week 9	Term 3, Week 1	Term 3, Week 9/10	
<b>Outcomes assessed</b>	AH11-2, AH11-5, AH11-6, AH11-9, AH11-10	AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-3, AH11-4, AH11-6, AH11-7, AH11-9, AH11-10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	5	20	<b>40</b>
Source-based skills	10	5	5	<b>20</b>
Historical inquiry and research		15	5	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **Ancient History – 2 Units**

### **Preliminary Course Outcomes**

A student:

**AH11-1** describes the nature of continuity and change in the ancient world

**AH11-2** proposes ideas about the varying causes and effects of events and developments

**AH11-3** analyses the role of historical features, individuals and groups in shaping the past

**AH11-4** accounts for the different perspectives of individuals and groups

**AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world

**AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**AH11-7** discusses and evaluates differing interpretations and representations of the past

**AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history



**Biology**

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Test	Skills Test	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes assessed	BIO11/12-3, BIO11/12-7,BIO11-8	BIO11/12-1 to BIO11/12-7, BIO11-10,BIO11-11	BIO11/12-1 to BIO11-11	
Components				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **Biology – 2 Units**

### **Year 11 Course Outcomes**

A student:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 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**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Case Study</b> Nature of Business	<b>Small Business Plan</b> Business Planning	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 3, Week 4	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1, P2, P6, P7, P8	P1, P3, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
<b>Components</b>	<b>Weightings</b>			<b>Total %</b>
Knowledge and understanding of course content	5	15	20	<b>40</b>
Stimulus-based skills	10		10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>





**Business Studies – 2 Units**

**Year 11 Course Outcomes**

A student:

- P1. discusses the nature of business, its role in society and types of business structure
- P2. explains the internal and external influences on businesses
- P3. describes the factors contributing to the success or failure of small to medium enterprises
- P4. assesses the processes and interdependence of key business functions
- P5. examines the application of management theories and strategies
- P6. analyses the responsibilities of business to internal and external stakeholders
- P7. plans and conducts investigations into contemporary business issues
- P8. evaluates information for actual and hypothetical business situations
- P9. communicates business information and issues in appropriate formats
- P10. applies mathematical concepts appropriately in business situations



Chemistry

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study	Practical Test & Data Analysis	Yearly Examination	
Timing	Term 2, Week 1	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	CH11-3 to CH11-8	CH11-1 to CH11-11	CH11-1 to CH11-7 and CH11-8 to CH11-11	
Components				Weighting %
Skills in Working Scientifically	30	20	10	60
Knowledge and Understanding	10	10	20	40
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>



## **Chemistry – 2 Units**

### **Year 11 Course Outcomes**

A student:

**CH11-1** develops and evaluates questions and hypotheses for scientific investigation

**CH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**CH11-3** conducts investigations to collect valid and reliable primary and secondary data and information

**CH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**CH11-5** analyses and evaluates primary and secondary data and information

**CH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**CH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**CH11-8** explores the properties and trends in the physical, structural and chemical aspects of matter

**CH11-9** describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

**CH11-10** explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

**CH11-11** analyses the energy considerations in the driving force for chemical reactions



Community and Family Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Resource Management Interview	Individuals and Groups Leadership Research	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10	
Outcomes assessed	P1.1, 1.2, 4.1, 4.2, 5.1, 6.1	P1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 6.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, P7.1, P7.2, P7.3, P7.4	
Components				Weighting %
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



## **Community and Family Studies – 2 Units**

### **Year 11 Course Outcomes**

A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the 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 resources
- 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 expectation



Construction

CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.						
Code	Unit of Competency	HSC Examinable Unit				
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X		
CPCCCM1011	Undertake basic estimation and costing				X	
CPCCOM1015	Carry out measurements and calculations	√			X	
CPCCOM2001	Read and interpret plans and specifications	√				X
CPCCOM1013	Plan and organise work	√				X

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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



Engineering Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Engineered Product Analysis	Engineering Solution and Report*	Yearly Examination	
Timing	Term 1, Week 10	Term 2 Week 8	Term 3, Week 9/10	
Outcomes assessed	P1.2, P2.1, P4.1, P4.2	P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **Engineering Studies – 2 Units**

### **Year 11 Course Outcomes**

A student:

- P1.1 identifies the scope of engineering and recognises 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 to society
- 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
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering





English Advanced

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Imaginative text with reflection</b> Reading to Write	<b>Multimodal Presentation</b> Narratives that Shape our World	<b>Yearly examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	EA11-1, EA11-3, EA11-5, EA11-6, EA11-9	EA11-2, EA11-3, EA11-5, EA11-7	EA11-1, EA11-3, EA11-4, EA11-7, EA11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **Advanced English – 2 Units**

### **Year 11 Course Outcomes**

A student:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



**English Extension 1**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Imaginative response</b>	<b>Multimodal</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9- 10	
<b>Outcomes assessed</b>	Outcomes assessed: EE11-2, EE11-3, EE11-6	Outcomes assessed: EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Outcomes assessed: EE11-1, EE11-2, EE11-3	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## **Extension 1 English – 1 Unit**

### **Year 11 Course Outcomes**

A student:

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



English Standard

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Imaginative text with reflection</b> Reading to Write	<b>Multimodal</b> Contemporary Possibilities	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	EN11-1, EN11-3, EN11-5, EN11-6, EN11-9	EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-4, EN11-7, EN11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **Standard English – 2 Units**

### **Year 11 Course Outcomes**

A student:

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



**English Studies**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Multimodal Presentation</b>	<b>Feature Article</b>	<b>Collection of Classwork</b> Portfolio Task and Reflection	
<b>Timing</b>	Term1 Week 10	Term 2 Week 9	Term 3, Week 8	
<b>Outcomes assessed</b>	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9	ES11-1, ES11-4, ES11-5, ES11-6, ES11-10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	15	15	20	<b>50</b>
<b>Total%</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **English Studies – 2 Units**

### **Year 11 Course Outcomes**

A student:

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





**Exploring Early Childhood**

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Core A: Pregnancy and Childbirth</b> Research Assignment	<b>Core B: Growth and Development</b> Sensory Book	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10	
<b>Outcomes assessed</b>	1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 5.1	All Outcomes	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding outcomes and course content	20%	10%	20%	<b>50%</b>
Skills outcomes and content	10%	20%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



## **Exploring Early Childhood – 2 Units**

### **Year 11 Course Outcomes**

A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others



**Food Technology**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of the task</b>	<b>Food Availability and Selection Report and Practical Application</b>	<b>Food Quality Experiment Design and Practical Preparation</b>	<b>Yearly Examination</b>	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P4.1, P4.2, P4.3	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P4.4, P5.1	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **Food Technology – 2 Units**

### **Year 11 Course Outcomes**

A student:

- 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 and oral form using computer software where appropriate
- P4.1 selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food.
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection.
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 generates ideas and develops solutions to a range of food situations



**Hospitality**

<b>SIT20322 Certificate II in Hospitality</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		<b>Task 1</b> <b>Safety in the kitchen</b>	<b>Task 2</b> <b>Service please</b>
<b>Code</b>	<b>Unit of Competency</b>		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCCS011	Interact with customers		X
SITXCOM007	Show social and cultural sensitivity		X

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

**\* Examinable units to be confirmed by teacher.**

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



Industrial Technology – Timber

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Case Study	Year 11 Project	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Week 8	Term 3, Weeks 9–10	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



## **Industrial Technology – Timber – 2 Units**

### **Year 11 Course Outcomes**

A student:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production 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



### Mathematics Advanced

Task number	Task 1	Task 2	Task 3	
Nature of task	Term Test	Research Task	Yearly Examination	
Timing	Term 1 Week 9	Term 3 Week 3	Term 3, Week 9/10	
Outcomes assessed	1,2,9	1,2,8,9	1,2,3,4,5,6,7,9	
Components				Weighting %
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>





## **Mathematics Advanced – 2 Units**

### **Year 11 Course Outcomes**

A student:

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context



**Mathematics Extension 1**

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Test</b> End of Term Test	<b>Task</b> Research Task and in Class Task	<b>Yearly Examination</b>	
<b>Timing</b>	Term 2 Week 3	Term 3 Week 5	Term 3, Week 9/10	
<b>Outcomes assessed</b>	1,2,7	1,6,7	1,2,3,4,5,6,7	
<b>Components</b>				<b>Weighting %</b>
Understanding, fluency and communication	15%	15%	20%	<b>50%</b>
Problem solving, reasoning and justification	15%	15%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



**Mathematics Extension– 1 Units**  
**Year 11 Course Outcomes**

A student:

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



**Mathematics Standard**

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task and in class task	Test	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 4	Term 3, Week 9/10	
Outcomes assessed	MS11 – 2,9,10	MS11 – 1,3,4,5,10	MS11 – 1,2,3,4,5,6.7.8.9.10	
Components				Weighting %
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



## **Mathematics Standard – 2 Units**

### **Year 11 Course Outcomes**

A student:

**MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems

**MS11-2** represents information in symbolic, graphical and tabular form

**MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units

**MS11-4** performs calculations in relation to two-dimensional figures

**MS11-5** models relevant financial situations using appropriate tools

**MS11-6** makes predictions about everyday situations based on simple mathematical models

**MS11-7** develops and carries out simple statistical processes to answer questions posed

**MS11-8** solves probability problems involving multistage events

**MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts

**MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculation.



**Modern History**

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research and Presentation</b> Historical Investigation	<b>Research and Extended Response</b> Investigating Modern History Case Study	<b>Yearly Examination</b>	
<b>Timing</b>	Term 2, Week 3	Term 2, Week 10	Term 3, Week 9/10	
<b>Outcomes assessed</b>	MH11-2, MH11-4, MH11-5, MH11-8, MH11-9	MH11-3, MH11-6, MH11-7, MH11-9, MH11-10	MH11-1, MH11-3, MH11-5, MH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	5	10	25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	<b>20</b>
Historical inquiry and research	15	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **Modern History – 2 Units**

### **Year 11 Course Outcomes**

A student:

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



**Music 1**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Composition and Analysis</b>	<b>Musicology Presentation and Analysis</b>	<b>Yearly Examination Performance and Aural Test</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P2,P3,P5,P7,P8,P10 P11	P2,P4,P5,P6,P10, P11	P1,P4,P9,P10,P11	
<b>Components</b>				<b>Weighting %</b>
Composition	25			<b>25</b>
Aural Skills	5	5	15	<b>25</b>
Performance			25	<b>25</b>
Musicology		25		<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>





## **Music 1 – 2 Units**

### **Year 11 Course Outcomes**

A student:

- P1. Performs music that is characteristic of the topics studied
- P2. Observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3. Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4. Recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5. Comments on and constructively discusses performances and compositions
- P6. Observes and discusses concepts of music in works representative of the topics studied
- P7. Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8. Identifies, recognises, experiments with and discusses the use of technology in music
- P9. Performs as a means of self-expression and communication
- P10. Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11. demonstrates a willingness to accept and use constructive criticism



**Personal Development, Health & Physical Education – Year 11**

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Better Health for Individuals</b> Research Task	<b>Body in Motion</b> In Class Task	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Components				Weighting %
Knowledge and understanding of course content	10%	10%	20%	<b>40%</b>
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	<b>60%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



## **Personal Development, Health & Physical Education – 2 Units**

### **Year 11 Course Outcomes**

A student:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 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.



**Society & Culture**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Research Report</b> The Social and Cultural World	<b>Mini-PIP</b> Personal and Social Identity	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1, P3, P6, P10	P1, P2, P3, P8, P10	P1, P2, P3, P4, P5, P6, P7, P9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	10	25	<b>50</b>
Application and evaluation of social and cultural research methods	10	20		<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## **Society & Culture – 2 Units**

### **Year 11 Course Outcomes**

A student:

- P1. identifies and applies social and cultural concepts
- P2. describes personal, social and cultural identity
- P3. identifies and describes relationships and interactions within and between social and cultural groups
- P4. identifies the features of social and cultural literacy and how it develops
- P5. explains continuity and change and their implications for societies and cultures
- P6. differentiates between social and cultural research methods
- P7. selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8. plans and conducts ethical social and cultural research
- P9. uses appropriate course language and concepts suitable for different audiences and contexts
- P10. communicates information, ideas and issues using appropriate written, oral and graphic forms



Physics

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Test Kinematics and Dynamics	Depth Study Electricity and Magnetism	Yearly Examination	
Timing	Term 2, Week 3	Term 3, Week 6	Term 3, Weeks 9-10	
Outcomes assessed	PH11-1 to 7	PH11-3 PH11-5	PH11-8 PH11-9 PH11-10 PH11-11	
Components				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **Physics – 2 Units**

### **Year 11 Course Outcomes**

A student:

- 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



### Sports Lifestyle and Recreation

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Aquatics Module</b> Multiple Choice Test & Practical Application	<b>Sports Coaching Module</b> Video Analysis	<b>Resistance Training</b> Training Program Analysis & Application	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	
<b>Outcomes assessed</b>	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.3, 2.3, 2.5, 3.2, 3.3, 4.4	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding outcomes and course content	20%	10%	20%	<b>50%</b>
Skills outcomes and content	10%	20%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>





## **Sport Lifestyle and Recreation – 2 Units**

### **Year 11 Course Outcomes**

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 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
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity



Textiles and Design

Task Number	Task 1	Task 2	Task 3	
Nature of the task	Design	Properties and performance of Textiles	Yearly Examination	
Timing	Term 1 Week 8	Term 3 Week 7	Term 3 Weeks 9-10	
Outcomes	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P5.1 P5.2, P6.1	
Component				Weighting %
Knowledge and understanding of course content	10	20	10	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	30
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## **Textiles and Design – 2 Units**

### **Year 11 Course Outcomes**

A student:

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



Visual Arts

Task number	Task 1	Task 2	Task 3	
Nature of task	Selected Works / VAPD and Short Response	Selected Works / VAPD and Presentation	Yearly Examination Related Works / VAPD and written test	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
Outcomes assessed	P1, P2, P3, P4, P7, P9	P1, P2, P3, P4, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting %
Art Making	15	15	20	50
Art Criticism/ Art History	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## **Visual Arts – 2 Units**

### **Year 11 Course Outcomes**

A student:

- P1. explores the conventions of practice in artmaking
- P2. explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3. identifies the frames as the basis of understanding expressive representation through the making of art
- P4. investigates subject matter and forms as representation in artmaking
- P5. investigates ways of developing coherence and layers of meaning in the making of art
- P6. explores a range of material techniques in ways that support artistic intentions
- P7. explores the conventions of practice in art criticism and art history
- P8. explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9. identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10. explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed



Work Studies – Year B

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Work Life Scenarios and Report</b> Module: Managing Work Life Commitments	<b>Portfolio Task</b> Module: Self Employment	<b>Work Experience and Report</b> Module: Experiencing Work	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 9	Term 3, Week 6	
<b>Outcomes assessed</b>	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 3, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	
Components				Weighting %
Knowledge and understanding	10	10	10	<b>30</b>
Skills	20	30	20	<b>70</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## **Work Studies – 2 Units**

### **Course Outcomes**

A student:

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