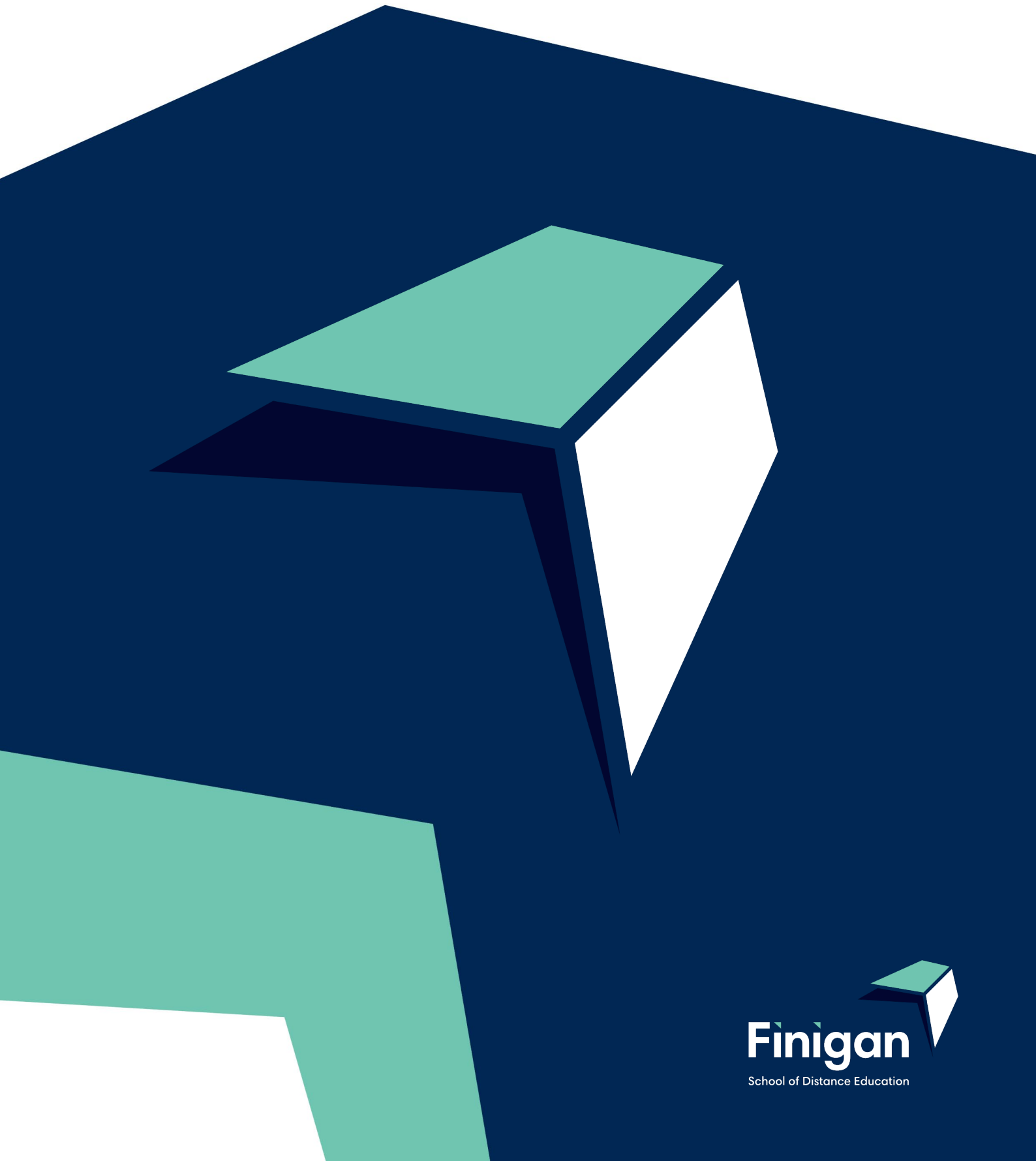


# YEAR 11 ASSESSMENT PROCEDURES

Record of School Achievement (RoSA) - 2024



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# Common Terms and Meanings

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## **NESA**

New South Wales Education Standards Authority

## **ATAR**

Australian Tertiary Admission Rank

## **BDC**

Board Developed Courses

## **BEC**

Board Endorsed Courses

## **VET**

Vocational Education and Training

## **RTO**

Registered Training Organisation

## **RoSA**

Record of School Achievement

## **AQF**

Australian Qualification Framework

## **HSC**

Higher School Certificate



## Introduction

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It is important that students and parents read this booklet, understand it and follow the procedures within it. It ensures a consistent approach to practice and process at Finigan School of Distance Education.

**It needs to be noted, however, that the principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.**

## What is the Record of School Achievement (RoSA)

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The Year 11 Record of School Achievement (RoSA) is awarded to students who have satisfactorily completed Year 11 and adds onto the Year 10 RoSA.

The RoSA will be available to students when they leave school. This may be before or at the completion of their HSC. Students who leave before completion of their HSC are able to request a RoSA. Once a student leaves school they can download their RoSA from the student online portal. Students have a limited time to do this before their account is closed by NESAs.

Students who require a copy of their results before leaving school will be able to access an eRecord of their results in their student portal <https://studentsonline.nesa.nsw.edu.au>

## Satisfactory Completion

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

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

Students who have not met the above requirements, **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily, meaning an **N Determination** has been given by the principal, will not appear on the Record of School Achievement (RoSA) and students will not be able to move onto the corresponding HSC course.

## HSC: All My Own Work

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Before commencement of the Year 11 Course, and to be eligible for entry into the Year 11 RoSA, all students must complete **HSC: All My Own Work** (AMOW) or a modified version of it as approved by the Principal (the exception being only students entered in a **full Life Skills pattern** of study.) However, if one or more course is not a Life Skills Course, AMOW must be completed in order to be eligible for enrolment into the credential.



## School-Based Assessment: Year 11 Course

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In Year 11, students follow a program of formal school based assessment in all courses.

Assessment in Year 11 will be based on **Mandatory Weightings and Components** as set out in the assessment and reporting requirements for each course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes. Values and attitudes are NOT measured.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from course to course.

Students must make a **genuine and serious attempt** in all tasks and complete and submit them by published due dates. All work is used in the determination of grades for Year 11 Courses. These grades may appear on the Year 11 RoSA and HSC Record of Achievement.

## Year 11 Course Common Grade Scale: RoSA Grades

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The syllabuses state **what** students are expected to learn. **A to E** grade scales describe **how well** students have achieved.

Schools are responsible for awarding each student who completes a Year 11 Course (except Life Skills and VET courses) a **grade** that best represents a student's **overall achievement** in that course. This grade should be comparable across all students undertaking the course in the state. The grade is reported on the student's RoSA.

The **Common Grade Scale Year 11** describes performance at each of five grade levels:

**Grade A** - The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

### Grade B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

### Grade C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

### Grade D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

### Grade E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.



# Student Responsibilities

## The Award – Year 11 Rosa

~ Course Completion Criteria ~

### You need to show evidence of ...

a) Following the course developed by the NSW Education Standards Authority

- ✓ In each of your subjects
- ✓ The syllabus details
- ✓ The content or information of e Learning
- ✓ Completed all e Learning and assessments

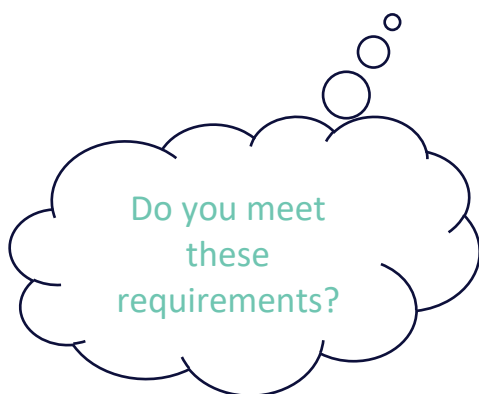
b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school

- ✓ Diligence means hard work and applying yourself to all of your work all of the time
- ✓ Sustained effort means keeping working continuously
- ✓ Set tasks = coursework activities and assessments
- ✓ Experiences = excursions and all activities

c) Achieving the course out comes

### Academic Integrity

Students need to ensure all work is their own.



- ✓ Following the teacher's guidance in what is required in the course
- ✓ Succeed in completing classwork
- ✓ Completing all assessments, tasks successfully
- ✓ Work is handed in ON TIME



## School-Based Assessment: VET

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Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent if they are still developing skills and/or their performance is not to industry standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

**Credit Transfer** may be given for units of competency previously achieved with another RTO.

**Work placement is a mandatory Year 11 and HSC component in some courses** and must be completed during the course.

Note:

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer.
- an N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for Illness/misadventure, examination disability provision applications apply to VET courses.





## Life Skills Courses

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Life Skills courses have been developed by NESA for the small percentage of students with special education needs, in particular those with an **intellectual disability** for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be **assessed on their achievement** of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments including the school, community and workplace.

Evidence of achievement of outcomes will be gathered through ongoing **assessment**. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

## Course Assessment Schedules

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Course Assessment Schedules provide students with the general nature, weighting and timing of formal tasks. Students are issued with the assessment schedule at the commencement of the Year 11 course.

## Changes to Course Assessment Schedules

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In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy work load periods, but this cannot always be guaranteed.

## Timing of Assessment Tasks

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Assessment schedules for each course set out the timing of each task. Course teachers will advise in writing the precise timing and nature of the task at **least two weeks** before the task is to be administered or is due.

It is the **student's responsibility to be alert to the notification** and **due date** of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or course Head Teacher. In the event of a student being unable to complete an assessment task for an **approved reason**, a substitute task or estimated assessment may be given.



## Assessment Task Notification Information

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Students must be informed in writing of:

- the assessment components of the course
- the outcomes being assessed in each task
- the date due at least two weeks prior to the task being due
- the task and what is required
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedback in relation to the task and their performance.

### Why a School Assessment?

The school assessment allows for the measuring of ALL of the stated aims of courses as contained in the syllabus documents. The assessment allows for the assessing of a student's progress in Year 11. In particular it allows for the assessing of practical and oral skills.

### What should Student Know about the Assessment

- The assessment will measure the student's achievements of the course outcomes.
- The assessment will measure examinable and non-examinable course outcomes.
- The weightings for the components parts of the course will vary from subject to subject, but not class to class.
- Students in 2-Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit i.e. as a 2-Unit student, then as an Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- Course Reports: For every Board Developed Course (except VET), students will receive a Course Report showing their achievement of the course outcomes based on the common grade scale.

## Submission of Drafts

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Students are encouraged to submit draft work for teacher review and feedback in a Year 11 course. **One draft per task may be submitted, a minimum of 5 school days before the task is due.** Students must be aware, however, that if draft work is submitted, and recommended improvements are made, the student results may not necessarily or automatically increase. Students should be aware of the course outcomes and marking guidelines when reviewing their work and results.



## Submission of Assessment Tasks

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It is the **student's responsibility** to ensure that all assessment tasks are **completed and submitted by the published due dates**. The due date is clearly indicated on the Assessment Task Notification.

Assessment tasks must be submitted in the format outlined on the Assessment notification. In most cases this will be through a dropbin on the Finigan School of Distance Education eLearning platform. This work will then be assessed for academic integrity, ie it hasn't been plagiarised, before the teacher marks the task. Other tasks such as practical items may need to be sent into Finigan School of Distance Education for marking.

## Late Submission of Tasks

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A submitted assessment task will be deemed late if it is not submitted on or by the day it is due. If a student is unable to submit a task on/by the due date, it is the responsibility of the student to contact the Course Teacher, who in consultation with the Head Teacher of the course, will advise the student of any process they may need to follow (eg, illness/misadventure). A non-attempt and a warning letter will be generated if a valid excuse for late submission is NOT provided.

## Failure to Submit a Task

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Where there is no valid or acceptable reason for not completing an assessment task, a **Non Attempt** will be recorded for the task and a **Warning Letter (N Warning Letter) will be sent**. The task/s will still need to be submitted in order for the **N Warning Letter** to be redeemed. All tasks, including late tasks, will be marked and constructive feedback provided to students.

## Failure of Technology

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Failure of technology is not considered acceptable grounds for late submission or non-submission of assessment tasks. Where tasks have been produced digitally, it is the student's responsibility to save work at regular intervals, copy or back-up, and/or produce progressive print-outs or drafts. Should failure of computer equipment result in late work, the same penalties apply as for other late submissions.

Electronically submitted work should be compatible with school technology. It is the student's responsibility to check with their teacher that submitted work is compatible with Department of Education's technology before submission.



## Teacher Absent on the Day of a Due Task

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If a teacher is absent on the day an **oral or performance task** is to be administered, the Head Teacher of the faculty will determine if the task is able to proceed, or whether it will need to be rescheduled. In some circumstances, the task will be re-scheduled. Students will be informed verbally and in writing of the revised date.

## Keeping Copies of Assessment Tasks

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Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format. This copy will:

- provide the student with the opportunity to submit a replacement task
- provide proof to the teacher that they have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted **without** being re-done. It should **not** be assumed that an illness and misadventure application will be upheld or even applicable in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices, should be appropriately saved and should **not** be deleted until you have the marked task back from your teacher. It is also recommended that students **back-up** assessment tasks on a thumb drive or other external device in the event of hard drive failure. It is the responsibility of students to follow submission of task processes as directed by the school.

## Invalid Tasks

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In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid. In these cases, students will be informed in writing by the Head Teacher of the course and one or more of the following will occur where appropriate:

- only part of the task will be marked
- the weighting of the task may be reduced and additional weighting added to a future task
- a new task and due date will be issued.

The first preference of Finigan School of Distance Education is that actual student work is used in determining a student's understanding of course content, and the achievement of outcomes.



## Non-Serious or Non-Attempts

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An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the Course Teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include things such as, but is not limited to:

- only multiple choice questions completed in a task or an examination paper
- repeating the question as the answer
- malpractice in some or all of the task
- inappropriate/offensive comments or diagrams drawn in response to a question or section.

The penalty for a non-serious or non-attempt will be determined by the Head Teacher in line with the procedures outlined for Malpractice. Students have the right of appeal to the Deputy Principal and should do so within **3 school days** of being informed by the Course Teacher or Head Teacher.



## Illness/Misadventure Applications

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Students may be eligible for illness/misadventure if, immediately prior to or during an assessment task, an unforeseen or beyond a student's control, illness or misadventure occurs.

If a student believes they are eligible for **illness/misadventure** then the student must contact the Course Teacher or Head Teacher of the course **immediately** and have ready (where possible) independent evidence to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure form (Appendix 1) at the back of this document must be completed and submitted within 3 school days of the illness/misadventure. The Head Teacher of the course will then determine if the application is successful.

The Illness/Misadventure appeals process **does not** cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion
- clashes with external commitments eg., sporting competitions, or non Finigan School of Distance Education Examinations
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic attack suffered by a diabetic student) or further difficulties occur
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a flare-up of the condition immediately before or during the assessment task
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task)
- computer malfunction or disruption or corruption of technology such as a damaged thumb drive or disk; internet issues
- long-term domestic issues
- pregnancy.

If an application is successful, then **one or more** of the following may occur:

- A new due date will be provided to submit the same task
- A new due date will be provided to submit an alternative task that is a **like task** and assesses the same outcomes, has the same weightings and components
- In exceptional circumstances and at the direction of **the Principal only** – students will be exempt from the submission of a task. (In this rare event, the student's result for the missed task will be provided at the end of the course, when all other assessment items have been completed. The result will be based on the student's rank and relative differences to students above and below them at the end of the course and completion of the assessment program. It will also be dependent on whether the student has completed the required in excess of 50% of weightings for already completed tasks. The Principal will have the discretion to make a decision based on all factors and individual case by case facts and circumstances. The Principal's decision will be final in this situation.)

**Please note: The Illness and Misadventure process is based on the NESA process for HSC exams and it DOES NOT compensate students by giving additional marks or reducing task expectations.**



## Appealing Declined: Illness and Misadventure Application

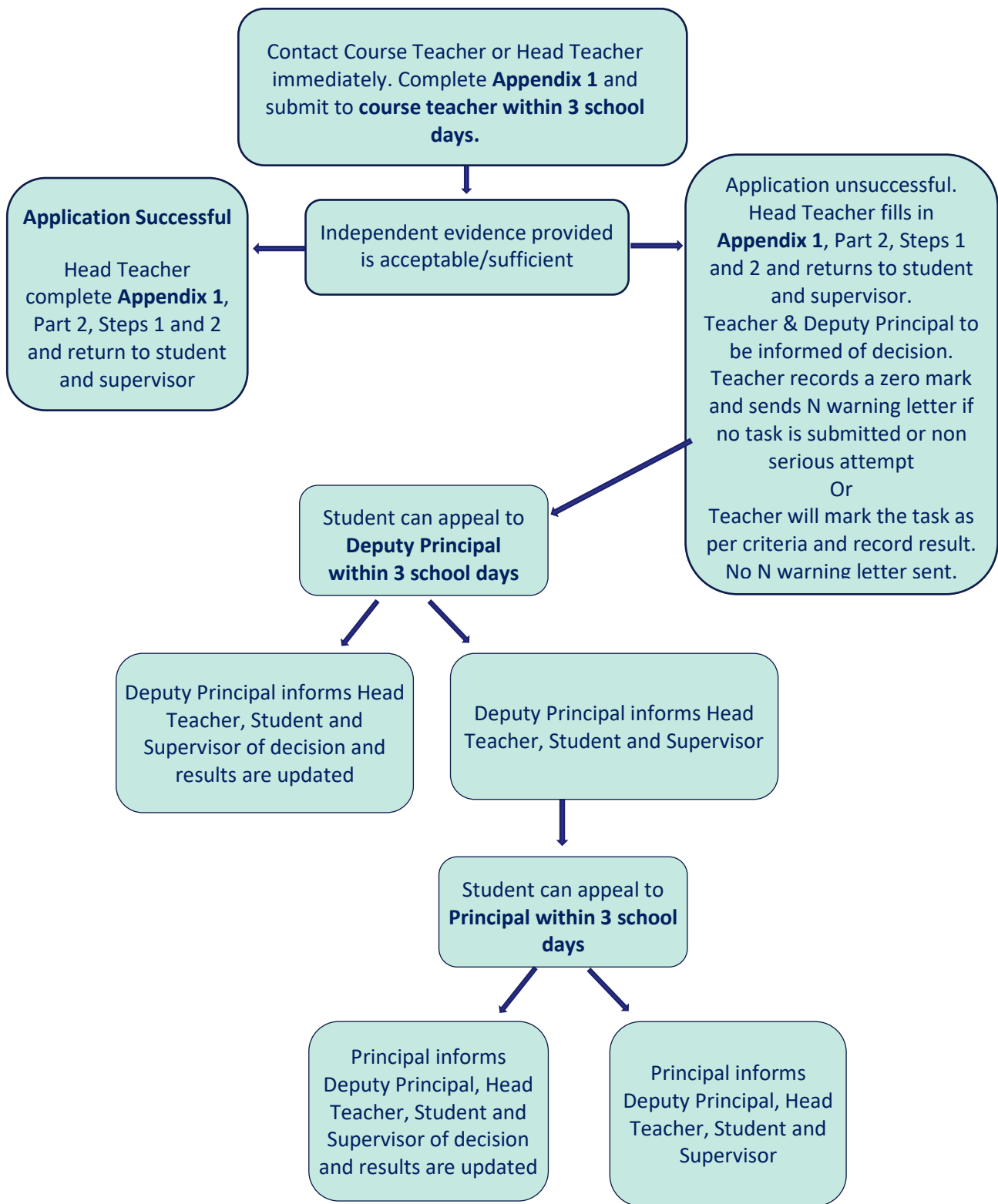
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A student has the right to appeal the decision **NOT to Support an Illness/Misadventure** application. To appeal the decision, the student must present a written application to the Deputy Principal, providing any new evidence/support material and stating the explicit grounds for the appeal within 3 school days of being notified of the original decision. (Appendix 1- Illness and Misadventure Application form)

Students have the right to appeal the decision of the Deputy Principal to the Principal, but this can only be done under circumstances where **NEW** evidence can be provided and is within 3 school days of the Deputy Principal's decision. The Principal's decision will be final.



# ILLNESS/MISADVENTURE PROCEDURE FOR STUDENTS







# Malpractice

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All work presented in assessment tasks must be the students own work or be acknowledged appropriately with reference to the source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students which is unfair and inequitable.

Malpractice can include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, friend, tutor or course expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in a school based task, such as a test or exam
- cheating in practical work/major works
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- faking an illness or injury to prevent the completion or submission of work
- assisting another student to engage in malpractice
- AI generated/assisted answers.

These issues are addressed directly by NESA in **HSC: All My Own Work**.

In the case of suspected or proven malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Students work will be checked for malpractice activities through the 'Turnitin' and other platforms. Teachers and students will be able to receive reports outlining the percentage of work that is the students own work and the percentage of work that could be considered plagiarised and the source of the original work.



## Malpractice Procedure

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If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher will provide to the Head Teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, the Turnitin report etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is **suspected** or has been **proven**, the following procedures will be applied:

- The student, supervisor, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence in a timely manner
- An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor/parent/caregiver of the malpractice and what the student needs to do to redeem the N Warning letter
- The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher and Head Teacher. Notes/records of any discussions/interviews will be taken by the Course Teacher or Head Teacher and kept securely
- Head Teacher to inform Deputy Principal (Stage 6) of malpractice
- The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Deputy Principal within 3 school days of verbal/written notification of an incidence of malpractice; and
- Confidentiality will be maintained at all times by all parties.

## Consequences of Malpractice

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Proven malpractice will limit a student's results for a task and may jeopardise their satisfactory completion of the Year 11 Course, their final grade, and in some cases, their RoSA eligibility.

One or more of the following consequences may be applied to proven malpractice:

- reduced results for all or part of the assessment task
- no result for part or all of the assessment task
- an N Warning Letter sent to the student/supervisor
- withdrawal from course/s.



## Student Appeals: Malpractice

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After being informed of the consequence of proven Malpractice, students have **3 school days to appeal** a decision made by the Head Teacher of the course to the Deputy Principal (Appendix 2 needs to be completed).

The Deputy Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Deputy Principal, a final appeal can be made to the Principal. This appeal **MUST** be made within **3 school days** of being informed of the Deputy Principal's decision. The appeal must be made to the Principal in writing and any **new** evidence provided. The Principal's decision will be final.



# SUSPECTED MALPRACTICE

Course Teacher informs Head Teacher of suspected malpractice and provides evidence

Head Teacher determines whether evidence supports malpractice and if so, the % of malpractice.  
Contact student and supervisor to inform them of the malpractice

100% malpractice determined

Less than 100% malpractice determined

N Warning Letter SENT  
ZERO result recorded  
  
HT to inform DP (Curriculum) so  
Malpractice Register can be updated

Course Teacher only marks aspects of task **NOT** affected by malpractice  
  
N Warning Letter SENT  
Result recorded  
  
HT to inform DP (Curriculum) so  
Malpractice Register can be updated

Student can appeal decision **within 3 school days** using **Appendix 2** to **Deputy Principal (Curriculum)**

**Appeal Supported**

DP to inform student, supervisor and Head Teacher. Result updated

**Appeal Not Supported**

DP to inform student, supervisor and Head Teacher. NO change to result

Student can appeal decision **within 3 school days** using **Appendix 2** to **Principal**

**Appeal Supported**

Principal to inform student, supervisor, Head Teacher and Deputy Principal informed. Result updated

**Appeal Not Supported**

Principal to inform student, supervisor, Head Teacher and Deputy Principal. NO change to result



## Appeals: School-Based Assessments

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All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occur appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on **actual performance not potential performance**. Assessment results **cannot** and **will not** be modified to take into account possible effects of illness, misadventure or disability.

Students **do**, however, have the right to appeal an assessment result if evidence of a break down in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

Before a student appeals to a Head Teacher, the student must discuss their concerns with the Course Teacher.

Students have **3 school days** after receiving their results to inform the course Head Teacher of their wish to appeal a result. This must be done in writing using Appendix 3. Appeals must be supported by making clear reference/s to specific aspects of the breach of process or administration of the task or show how the result does not reflect the marking guidelines provided with the task. If at this point, a result is to be changed, the Head Teacher will inform the course teacher and student, supervisor and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the Head Teacher's decision to the Deputy Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the task and the marking guidelines. The student, supervisor and Head Teacher will be informed of the result of the appeal.

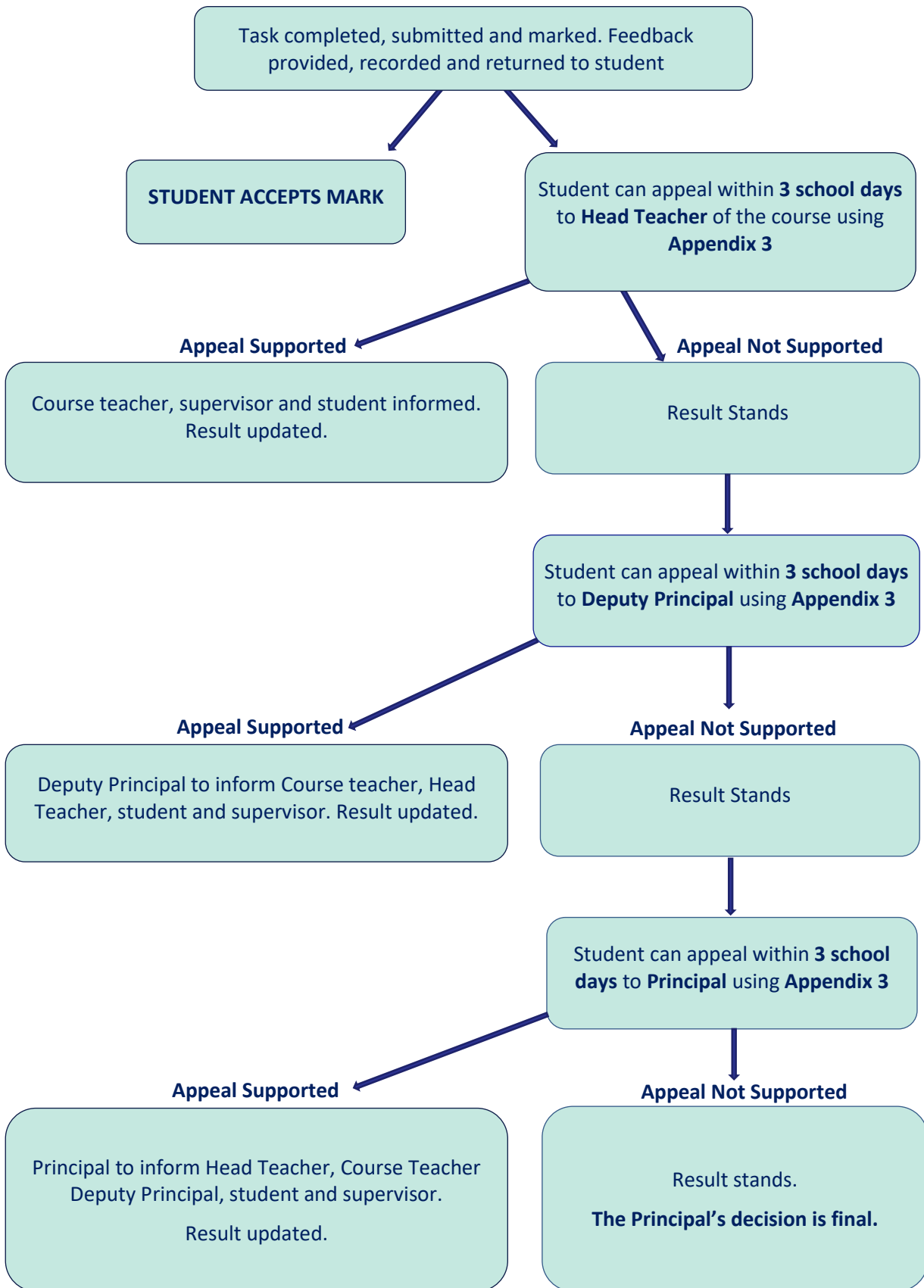
If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the decision of the Deputy Principal to the Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines. The Principal will review all the evidence and inform the Deputy Principal, Head Teacher, student and supervisor of the outcome.

The Principal's decision is final.

There can be no appeal process to NESAs against a school's judgement of a student's performance on a particular task. Any disputes over an individual task must be resolved within the school at the time and within the time frame specified by the school.



# ASSESSMENT TASK RESULT APPEAL PROCESS





## Appealing RoSA Grades

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Students wishing to appeal against the RoSA grade/s in any course awarded to them by the school must do so in writing with related and relevant evidence to the School Principal within 2 school days of RoSA Grades becoming available to them. Students will need to substantiate that the grade/s awarded in the course/s **was/were inconsistent with the progressive reporting** from the course teacher. If the appeal is upheld, the Principal will send notification to NESAs of a change of grade awarded and records will be changed. Where possible, all reviews of the grade/s awarded in any course will be resolved within the school, by the Principal. However, provision has been made for subsequent appeals to NESAs.

NESA will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade/s conform with NESAs advice and the school's policy regarding the grading of student achievement
- the conduct of the school review was proper in all respects
- the appeal is directed to the progressive reporting by the school. NESAs **will not** revise individual tasks or test results. If the appeal is upheld, NESAs will refer the matter back to the school Principal for a further review.

## Non-Completion of Course Requirements: N Warning Letters

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Finigan School of Distance Education is required by NESAs to issue a formal warning in writing to any student who is in danger of not completing course requirements in any course. This is a formal notification to the student, parents/care givers and/or supervisor of the student outlining what the student is required to do to rectify the problem. The warning will be timed so as to allow rectification.

Formal warning letters and/or emails advising of a potential **N Determination** will be sent to the last advised postal address or email address. It is the student's responsibility to notify the school of any change of address or contact details. NESAs will not find it an acceptable reason/excuse that letters were not received if contact details provided to the school were not updated by the student/parent/caregiver.

## Non-Completion of Course Requirements: N Determination

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In the event of an **N Determination** being issued to a student, the Principal will advise the student in writing of the decision and their right of appeal.



## HSC Minimum Standards

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Everyone needs reading, writing and numeracy for everyday life. This is why the HSC minimum standard tests have been introduced.

The short online reading, writing and numeracy tests are designed to assess a student's skills for everyday life. To meet the HSC minimum standard student's need to achieve Level 3 or 4. Students will be allowed to undertake the tests four times each year from Year 10 to up to five years after starting their first HSC course.

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Record of School Achievement

Only students who meet the HSC minimum standard will receive a HSC testamur.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

## Disability Provisions

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For students with an identified or diagnosed long or short term disability, the school provides, in line with the procedures and provisions approved by NESA for the external HSC examinations, access to school based provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- time to rest
- time to take medication
- increased font/work size
- extra time.

Students must inform their Course Teacher if they believe they might be eligible for a Disability Provision. Appropriate documentation must be provided (e.g., medical certificates, medical reports etc. **that are no older than 12 months** in nature and must be specific e.g., relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams).

The Course Head Teacher may approve a disability provision for a school based assessment task.

Please be aware that, **School Based Disability Provisions** granted for school based tasks, **may not be approved** by NESA for external HSC examinations.





# Assessment Schedules

## Year 11 English - Standard

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Extended response</b>	Written Work	5 APR 2024	EN11-1 , EN11-4, EN11-5, EN11-9	30%
<b>AT2 - Multimodal Presentation</b>	Oral Presentation	28 JUN 2024	EN11-2 , EN11-6, EN11-7, EN11-8	40%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	EN11-1 , EN11-3, EN11-5	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
<b>AT1 - Extended response</b>	15	15	30
<b>AT2 - Multimodal Presentation</b>	20	20	40
<b>AT3 - Yearly Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Syllabus Outcomes

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



# Year 11 English - Advanced

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Portfolio</b>	Written Work	10 APR 2024	EA11-1 , EA11-3, EA11-7, EA11-9	40%
<b>AT2 - Multimodal presentation</b>	Design Project	3 JUL 2024	EA11-2 , EA11-4, EA11-6, EA11-8	30%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	EA11-1 , EA11-3, EA11-5, EA11-7	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
<b>AT1 - Portfolio</b>	20	20	40
<b>AT2 - Multimodal presentation</b>	15	15	30
<b>AT3 - Yearly Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 English - Extension 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Imaginative Response</b>	Written Work	11 APR 2024	EE11-2 , EE11-3, EE11-5	30%
<b>AT2 - Extended Analytical Response</b>	Written Work	4 JUL 2024	EE11-1 , EE11-2 , EE11-5	30%
<b>AT3 - Independent Research Project Presentation</b>	Oral Presentation	19 SEP 2024	EE11-3, EE11-4, EE11-5, EE11-6	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	TOTAL VALUE
<b>AT1 - Imaginative Response</b>	15	15	30
<b>AT2 - Extended Analytical Response</b>	15	15	30
<b>AT3 - Independent Research Project Presentation</b>	20	20	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 English Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Multimodal presentation</b>	Research Task	12 APR 2024	ES11-1, ES11-2, ES11-6, ES11-3	30%
<b>AT2 - Extended response</b>	Written Work	2 AUG 2024	ES11-5, ES11-7, ES11-9, ES11-4	30%
<b>AT3 - Portfolio</b>	Portfolio	13 SEP 2024	ES11-1, ES11-5, ES11-7, ES11-3	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	TOTAL VALUE
<b>AT1 - Multimodal presentation</b>	15	15	30
<b>AT2 - Extended response</b>	15	15	30
<b>AT3 - Portfolio</b>	20	20	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 English EAL/D

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Multimodal Presentation</b>	Design Project	12 APR 2024	EAL11-1B , EAL11-2, EAL11-4, EAL11-5	40%
<b>AT2 - Extended Response</b>	Written Work	28 JUN 2024	EAL11-3, EAL11-4, EAL11-7, EAL11-8	30%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	EAL11-1A , EAL11-3, EAL11-4, EAL11-5	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
<b>AT1 - Multimodal Presentation</b>	20	20	40
<b>AT2 - Extended Response</b>	15	15	30
<b>AT3 - Yearly Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 Aboriginal Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1: Aboriginality and the Land / Heritage and identity</b>	Research Task	24 MAY 2024	P1.1, P4.1, P1.2, P3.2	30%
<b>AT 2: Research and Inquiry Methods</b>	Research Task	26 JUL 2024	P4.1, P4.2	30%
<b>AT3: Yearly Examination</b>	Examination	13 SEP 2024	P1.1, P2.1, P3.1, P4.1, P1.2, P2.2, P3.2, P4.2, P1.3, P3.3, P4.3	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Local Community Case Study	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT 1: Aboriginality and the Land / Heritage and identity</b>	10	10	0	10	30
<b>AT 2: Research and Inquiry Methods</b>	0	5	20	5	30
<b>AT3: Yearly Examination</b>	30	0	0	10	40
<b>Weighting</b>	<b>40</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>100</b>



## Syllabus Outcomes

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



# Year 11 Agriculture

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Plant Production Experiment</b>	Practical Task	3 MAY 2024	P1.2, P2.1, P4.1	30%
<b>AT2: Farm Case Study Report</b>	Research Task	2 AUG 2024	P1.1, P1.2, P2.3, P3.1, P5.1	30%
<b>AT3: Yearly Examination</b>	Examination	13 SEP 2024	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge, understanding and skills required to manage agricultural production systems	Skills in effective research, experimentation and communication	TOTAL VALUE
<b>AT1: Plant Production Experiment</b>	10	10	10	30
<b>AT2: Farm Case Study Report</b>	10	15	5	30
<b>AT3: Yearly Examination</b>	20	15	5	40
<b>Weighting</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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





# Year 11 Ancient History

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Investigating Sites and Sources, Human Remains and Ancient Australia</b>	Written Work	3 MAY 2024	AH11-4, AH11-6, AH11-7, AH11-10	30%
<b>AT2 - Historical Investigation</b>	Research Task	23 JUL 2024	AH11-3, AH11-5, AH11-8, AH11-9	30%
<b>AT3: Examination</b>	Examination	13 SEP 2024	AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	TOTAL VALUE
<b>AT1 - Investigating Sites and Sources, Human Remains and Ancient Australia</b>	10	15	0	5	30
<b>AT2 - Historical Investigation</b>	0	5	20	5	30
<b>AT3: Examination</b>	30	0	0	10	40
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>



## Syllabus Outcomes

<b>OUTCOME</b>	<b>DESCRIPTION</b>
<b>AH11-1</b>	describes the nature of continuity and change in the ancient world
<b>AH11-2</b>	proposes ideas about the varying causes and effects of events and developments
<b>AH11-3</b>	analyses the role of historical features, individuals and groups in shaping the past
<b>AH11-4</b>	accounts for the different perspectives of individuals and groups
<b>AH11-5</b>	examines the significance of historical features, people, places, events and developments of the ancient world
<b>AH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>AH11-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>AH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>AH11-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>AH11-10</b>	discusses contemporary methods and issues involved in the investigation of ancient history



# Year 11 Biology

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Enzyme Activity</b>	Practical Task	18 MAR 2024	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11-8	25%
<b>AT2: Depth study</b>	Depth Study	11 JUN 2024	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO11-10	35%
<b>AT3: Yearly Examination</b>	Examination	13 SEP 2024	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
<b>AT1: Enzyme Activity</b>	20	5	25
<b>AT2: Depth study</b>	25	10	35
<b>AT3: Yearly Examination</b>	15	25	40
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>BIO11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>BIO11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>BIO11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO11-8</b>	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
<b>BIO11-9</b>	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
<b>BIO11-10</b>	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
<b>BIO11-11</b>	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem



# Year 11 Business Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Nature of Business</b>	Case Study and Written Report	22 MAR 2024	P1, P2, P6, P7, P8	25%
<b>AT2 - Business Plan</b>	Creating a Business Plan	28 JUN 2024	P3, P6, P7, P8, P9, P10	35%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	P1, P2, P3, P4, P5, P6, P8, P9, P10	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT1 - Nature of Business</b>	5	10	5	5	25
<b>AT2 - Business Plan</b>	10	0	15	10	35
<b>AT3 - Yearly Examination</b>	25	10	0	5	40
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 Chemistry

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 Properties of Matter Chemistry Quiz</b>	Topic Test	5 APR 2024	CH11/12-4, CH11/12-6, CH11/12-7, CH11-8	25%
<b>AT 2 Depth Study</b>	Research Task	26 JUL 2024	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10	40%
<b>AT 3 Course Examination</b>	Examination	13 SEP 2024	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
<b>AT 1 Properties of Matter Chemistry Quiz</b>	15	10	25
<b>AT 2 Depth Study</b>	30	10	40
<b>AT 3 Course Examination</b>	15	20	35
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>CH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>CH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH11-8</b>	Explores the properties and trends in the physical, structural and chemical aspects of matter
<b>CH11-9</b>	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
<b>CH11-10</b>	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
<b>CH11-11</b>	Analyses the energy considerations in the driving force for chemical reactions



# Year 11 Chemistry

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 Properties of Matter Chemistry Quiz</b>	Topic Test	5 APR 2024	CH11/12-4, CH11/12-6, CH11/12-7, CH11-8	25%
<b>AT 2 Depth Study</b>	Research Task	26 JUL 2024	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10	40%
<b>AT 3 Course Examination</b>	Examination	13 SEP 2024	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
<b>AT 1 Properties of Matter Chemistry Quiz</b>	15	10	25
<b>AT 2 Depth Study</b>	30	10	40
<b>AT 3 Course Examination</b>	15	20	35
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>CH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>CH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH11-8</b>	Explores the properties and trends in the physical, structural and chemical aspects of matter
<b>CH11-9</b>	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
<b>CH11-10</b>	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
<b>CH11-11</b>	Analyses the energy considerations in the driving force for chemical reactions



# Year 11 Community & Family Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Resource Management</b>	Research Task	28 MAR 2024	P3.2, P4.1, P6.1	30%
<b>AT 2 - Leadership</b>	Research Task	21 JUN 2024	P2.1, P2.3, P4.1, P4.2	30%
<b>AT 3 - Examination</b>	Examination	13 SEP 2024	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P5.1, P6.1	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	TOTAL VALUE
<b>AT 1 - Resource Management</b>	10	20	30
<b>AT 2 - Leadership</b>	10	20	30
<b>AT 3 - Examination</b>	20	20	40
<b>Weighting</b>	<b>40</b>	<b>60</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
<b>P1.2</b>	Proposes effective solutions to resource problems.
<b>P2.1</b>	Accounts for the roles and relationships that individuals adopt within groups.
<b>P2.2</b>	Describes the role of the family and other groups in the socialisation of individuals.
<b>P2.3</b>	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
<b>P2.4</b>	Analyses the inter-relationships between internal and external factors and their impact on family functioning.
<b>P3.1</b>	Explains the changing nature of families and communities in contemporary society.
<b>P3.2</b>	Analyses the significance of gender in defining roles and relationships.
<b>P4.1</b>	Utilises research methodology appropriate to the study of social issues.
<b>P4.2</b>	Presents information in written, oral and graphic form.
<b>P5.1</b>	Applies management processes to maximise the efficient use of resources.
<b>P6.1</b>	Distinguishes those actions that enhance wellbeing.
<b>P6.2</b>	Uses critical thinking skills to enhance decision-making.



# Year 11 Dance

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Core Performance</b>	Practical Task	8 APR 2024	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P2.5	40%
<b>AT2 - Core Composition</b>	Practical Task	1 JUL 2024	P1.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	30%
<b>AT3 - Core Appreciation</b>	Examination	20 SEP 2024	P1.1, P1.2, P1.3, P1.4, P4.1, P4.2, P4.3, P4.5	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Core Performance	Core Composition	Core Appreciation	TOTAL VALUE
<b>AT1 - Core Performance</b>	40	0	0	40
<b>AT2 - Core Composition</b>	0	30	0	30
<b>AT3 - Core Appreciation</b>	0	0	30	30
<b>Weighting</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>





## Syllabus Outcomes

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



# Year 11 Design & Technology

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Personal Storage</b>	Design Project	5 APR 2024	P1.1, P2.1, P3.1, P4.1, P4.3, P5.1, P5.2	40%
<b>AT2 - Case Study Flow Hive</b>	Design Project	16 AUG 2024	P1.1, P2.1, P2.2, P4.3	30%
<b>AT3 - Yearly Exam</b>	Examination	13 SEP 2024	P1.1, P2.2, P3.1, P4.1, P4.2, P5.2, P5.3, P6.1	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating design projects	TOTAL VALUE
<b>AT1 - Personal Storage</b>	20	20	40
<b>AT2 - Case Study Flow Hive</b>	10	20	30
<b>AT3 - Yearly Exam</b>	10	20	30
<b>Weighting</b>	<b>40</b>	<b>60</b>	<b>100</b>



## Syllabus Outcomes

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



# Year 11 Earth & Environmental Science

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Practical Investigation</b>	Practical Task	22 MAR 2024	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11-8	25%
<b>AT2: Depth Study</b>	Depth Study	5 JUL 2024	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-11	35%
<b>AT3: Yearly Examination</b>	Examination	13 SEP 2024	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
<b>AT1: Practical Investigation</b>	20	5	25
<b>AT2: Depth Study</b>	20	15	35
<b>AT3: Yearly Examination</b>	20	20	40
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EES11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>EES11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>EES11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>EES11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>EES11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>EES11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>EES11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>EES11-8</b>	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
<b>EES11-9</b>	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
<b>EES11-10</b>	Describes the factors that influence how energy is transferred and transformed in the Earth's systems
<b>EES11-11</b>	Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes



# Year 11 Economics

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Markets</b>	Topic Test	17 MAY 2024	P1, P2, P3, P5, P8, P11	25%
<b>AT2 - Labour Markets</b>	Research Task	5 JUL 2024	P1, P2, P5, P7, P10	35%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT1 - Markets</b>	10	10	0	5	25
<b>AT2 - Labour Markets</b>	10	0	20	5	35
<b>AT3 - Yearly Examination</b>	20	10	0	10	40
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 Engineering Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Engineering Fundamentals</b>	Practical Task	26 APR 2024	P1.1, P1.2, P2.1, P3.1, P3.3, P5.1, P6.1, P6.2	30%
<b>AT2 - Biomedical Engineering</b>	Research Task	26 JUL 2024	P1.2, P2.2, P3.1, P3.2, P3.3, P4.2, P4.3, P5.1	30%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.2, P4.3, P6.2	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	TOTAL VALUE
<b>AT1 - Engineering Fundamentals</b>	15	15	30
<b>AT2 - Biomedical Engineering</b>	15	15	30
<b>AT3 - Yearly Examination</b>	30	10	40
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 Enterprise Computing

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Interactive Media and User Experience</b>	Practical Task	5 APR 2024	EC-11-01, EC-11-02, EC-11-08, EC-11-09	30%
<b>AT2 - Networking Systems</b>	Practical Task	28 JUN 2024	EC-11-04, EC-11-05, EC-11-10, EC-11-11	30%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09, EC-11-10, EC-11-11	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the practical application of the content	TOTAL VALUE
<b>AT1 - Interactive Media and User Experience</b>	10	20	30
<b>AT2 - Networking Systems</b>	10	20	30
<b>AT3 - Yearly Examination</b>	30	10	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EC-11-01</b>	Describes how systems are used in a range of enterprises
<b>EC-11-02</b>	Describes the function of data and information within enterprise computing systems
<b>EC-11-03</b>	Describes how data is safely and securely collected, stored, and manipulated when developing enterprise computing systems
<b>EC-11-04</b>	Describes how data is used in enterprise computing systems
<b>EC-11-05</b>	Applies tools and resources to analyze datasets
<b>EC-11-06</b>	Explains how innovative technologies have influenced enterprise computing systems
<b>EC-11-07</b>	Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society, and the environment
<b>EC-11-08</b>	Selects and uses tools and resources to design and develop an enterprise computing system
<b>EC-11-09</b>	Documents the management and evaluates the development of an enterprise solution
<b>EC-11-10</b>	Investigates the effectiveness of an enterprise computing system
<b>EC-11-11</b>	Communicates an enterprise computing solution to an intended audience



# Year 11 Food Technology

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Food Quality</b>	Research Task	29 MAR 2024	P 2.2, P 3.2, P4.1, P4.4	30%
<b>AT2 - Food Availability and Selection</b>	Research Task	21 JUN 2024	P 1.1, P 1.2, P4.2, P 5.1	40%
<b>AT3 - Year 11 Examination</b>	Examination	13 SEP 2024	P 1.1, P 1.2, P 2.1, P 2.2, P4.2	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts	TOTAL VALUE
<b>AT1 - Food Quality</b>	5	10	15	30
<b>AT2 - Food Availability and Selection</b>	15	10	15	40
<b>AT3 - Year 11 Examination</b>	20	10	0	30
<b>Weighting</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P 1.1</b>	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
<b>P 1.2</b>	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
<b>P 2.1</b>	Explains the role of food nutrients in human nutrition.
<b>P 2.2</b>	Identifies and explains the sensory characteristics and functional properties of food.
<b>P 3.1</b>	Assesses the nutrient value of meals/diets for particular individuals and groups.
<b>P 3.2</b>	Presents ideas in written, graphic and oral form using computer software where appropriate.
<b>P4.1</b>	Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.
<b>P4.2</b>	Plans, prepares and presents foods which reflect a range of the influences on food selection.
<b>P4.3</b>	Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
<b>P4.4</b>	Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
<b>P 5.1</b>	Generates ideas and develops solutions to a range of food situations.





# Year 11 Geography

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Earth's Natural Systems</b>	Research Task	12 APR 2024	GE-11-01, GE-11-02, GE-11-03, GE-11-05, GE-11-08, GE-11-09	30%
<b>AT2: Geographical Investigation</b>	Fieldwork Task	5 JUL 2024	GE-11-01, GE-11-05, GE-11-06, GE-11-07, GE-11-09	40%
<b>AT3: Final Examination</b>	Examination	13 SEP 2024	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-08, GE-11-09	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT1: Earth's Natural Systems</b>	10	5	5	5	25
<b>AT2: Geographical Investigation</b>	5	10	15	5	35
<b>AT3: Final Examination</b>	25	5	0	10	40
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>



## Syllabus Outcomes

<b>OUTCOME</b>	<b>DESCRIPTION</b>
<b>GE-11-01</b>	Examines places, environments, and natural and human phenomena, for their characteristics, spatial patterns, interactions, and changes over time
<b>GE-11-02</b>	Explains geographical processes and influences, at a range of scales, that form and transform places and environments
<b>GE-11-03</b>	Explains geographical opportunities and challenges, and varying perspectives and responses
<b>GE-11-04</b>	Assesses responses and management strategies, at a range of scales, for sustainability
<b>GE-11-05</b>	Analyses and synthesises relevant geographical information from a variety of sources
<b>GE-11-06</b>	Identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
<b>GE-11-07</b>	Applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
<b>GE-11-08</b>	Applies mathematical ideas and techniques to analyze geographical data
<b>GE-11-09</b>	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms
<b>GE-12-01</b>	Analyses rural and urban places, ecosystems, global biodiversity, and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
<b>GE-12-02</b>	Analyses geographical processes and influences, at a range of scales, that form and transform places and environments
<b>GE-12-03</b>	Assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
<b>GE-12-04</b>	Evaluates responses and management strategies, at a range of scales, for sustainability
<b>GE-12-05</b>	Synthesises and evaluates relevant geographical information from a variety of sources
<b>GE-12-06</b>	Justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
<b>GE-12-07</b>	Selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
<b>GE-12-08</b>	Applies mathematical ideas and techniques to analyse complex geographical data
<b>GE-12-09</b>	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms



# Year 11 Industrial Technology - Graphics Technologies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>ITG1 - Industry study</b>	Research Task	26 APR 2024	P1.1, P1.2, P5.1, P7.1, P7.2	40%
<b>AT2 - Architectural products &amp; Engineering drawings</b>	Practical Task	2 AUG 2024	P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2, P6.1, P7.1	40%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	P1.1, P2.1, P2.2, P3.1, P3.2, P3.3, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	20%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects	TOTAL VALUE
<b>ITG1 - Industry study</b>	0	0	0
<b>AT2 - Architectural products &amp; Engineering drawings</b>	20	20	40
<b>AT3 - Yearly Examination</b>	10	10	20
<b>Weighting</b>	<b>40</b>	<b>60</b>	<b>100</b>



## Syllabus Outcomes

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



# Year 11 Industrial Technology - Multimedia

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Industry Case Study</b>	Research Task	22 MAR 2024	P1.1, P1.2, P2.1, P7.1, P7.2	30%
<b>AT2 - Portfolio Template and Storyboard</b>	Practical Task	14 JUN 2024	P1.2, P3.1, P3.2, P3.3, P4.3, P5.1, P5.2, P6.1	30%
<b>AT3 - Preliminary Multimedia Project</b>	Design Project	20 SEP 2024	P2.2, P3.2, P3.3, P4.1, P4.2, P6.1, P6.2	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects	TOTAL VALUE
<b>AT1 - Industry Case Study</b>	15	15	30
<b>AT2 - Portfolio Template and Storyboard</b>	15	15	30
<b>AT3 - Preliminary Multimedia Project</b>	10	30	40
<b>Weighting</b>	<b>40</b>	<b>60</b>	<b>100</b>



## Syllabus Outcomes

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



# Year 11 Legal Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - The Legal System</b>	Topic Test	5 APR 2024	P1, P2, P3, P4, P6, P7, P8, P9	20%
<b>AT2 - The Individual and the Law</b>	Research & Analysis Task	28 JUN 2024	P1, P4, P5, P7, P8, P10	40%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT1 - The Legal System</b>	10	5	10	5	30
<b>AT2 - The Individual and the Law</b>	10	5	10	5	30
<b>AT3 - Yearly Examination</b>	20	10	0	10	40
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 Mathematics Standard

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Topic Test: Algebra, Measurement &amp; Financial Mathematics</b>	Topic Test	5 APR 2024	MS11-1, MS11-3, MS11-5, MS11-6	30%
<b>AT2: Investigative task - Linear relationship</b>	Research Task	14 JUN 2024	MS11-2, MS11-9, MS11-10	30%
<b>AT3 Yearly Examination</b>	Examination	13 SEP 2024	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>AT1 - Topic Test: Algebra, Measurement &amp; Financial Mathematics</b>	15	15	30
<b>AT2: Investigative task - Linear relationship</b>	15	15	30
<b>AT3 Yearly Examination</b>	20	20	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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





# Year 11 Mathematics Advanced

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Functions</b>	Topic Test	5 APR 2024	MA11-1, MA11-2	30%
<b>AT2 Trigonometric functions and identities</b>	Research Task	24 MAY 2024	MA11-4, MA11-8, MA11-9	30%
<b>AT3 Yearly Examination</b>	Examination	13 SEP 2024	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>AT1 Functions</b>	15	15	30
<b>AT2 Trigonometric functions and identities</b>	15	15	30
<b>AT3 Yearly Examination</b>	20	20	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 Mathematics Extension 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Inequalities, Permutations and Combinations, Binomial Expansion and Pascal's Triangle</b>	Topic Test	5 APR 2024	ME11-2, ME11-5	30%
<b>AT2 Parametric Equations</b>	Research Task	31 MAY 2024	ME11-2, ME11-6	30%
<b>AT3 Yearly Examination</b>	Examination	13 SEP 2024	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>AT1 Inequalities, Permutations and Combinations, Binomial Expansion and Pascal's Triangle</b>	15	15	30
<b>AT2 Parametric Equations</b>	15	15	30
<b>AT3 Yearly Examination</b>	20	20	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>ME11-1</b>	Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
<b>ME11-2</b>	Manipulates algebraic expressions and graphical functions to solve problems
<b>ME11-3</b>	Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
<b>ME11-4</b>	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
<b>ME11-5</b>	Uses concepts of permutations and combinations to solve problems involving counting or ordering
<b>ME11-6</b>	Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
<b>ME11-7</b>	Communicates making comprehensive use of mathematical language, notation, diagrams and graphs



# Year 11 Modern History

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1: Source Based Responses</b>	Written Work	25 MAR 2024	MH11-4, MH11-6, MH11-7	35%
<b>AT 2: Historical Investigation</b>	Research Task	3 JUN 2024	MH11-1, MH11-2, MH11-6, MH11-8, MH11-10	30%
<b>AT 3: Yearly Examination</b>	Examination	13 SEP 2024	MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-9	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	TOTAL VALUE
<b>AT 1: Source Based Responses</b>	15	10	5	5	35
<b>AT 2: Historical Investigation</b>	5	5	15	5	30
<b>AT 3: Yearly Examination</b>	20	5	0	10	35
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 Music 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Composition Portfolio and Aural Analysis</b>	Portfolio	1 APR 2024	P2, P3, P6, P7, P8	30%
<b>AT2: Musicology Presentation</b>	Oral Presentation	24 JUN 2024	P1, P4, P5, P6	30%
<b>AT3: Performance and Musicology Research</b>	Practical Task	9 SEP 2024	P1, P3, P4, P7, P8	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	TOTAL VALUE
<b>AT1: Composition Portfolio and Aural Analysis</b>	5	15	5	5	30
<b>AT2: Musicology Presentation</b>	10	0	10	10	30
<b>AT3: Performance and Musicology Research</b>	10	10	10	10	40
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Syllabus Outcomes

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



## Year 11 Music 2

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Composition/Aural</b>	Portfolio	5 APR 2024	P2, P3, P4, P5, P6	30%
<b>AT2: Performance and Musicology Research</b>	Depth Study	21 JUN 2024	P1, P2, P5, P7, P8	40%
<b>AT3: Musicology and Aural Skills Task</b>	Examination	13 SEP 2024	P2, P3, P5, P7	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	TOTAL VALUE
<b>AT1: Composition/Aural</b>	0	15	0	15	30
<b>AT2: Performance and Musicology Research</b>	25	0	15	0	40
<b>AT3: Musicology and Aural Skills Task</b>	0	10	10	10	30
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble.
<b>P2</b>	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.
<b>P3</b>	Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles.
<b>P4</b>	Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.
<b>P5</b>	Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations.
<b>P6</b>	Discusses and evaluates music making constructive suggestions about performances and compositions.
<b>P7</b>	Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics.
<b>P8</b>	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
<b>P9</b>	Identifies, recognises, experiments with, and discusses the use of technology in music.
<b>P10</b>	Performs as a means of self expression and communication.
<b>P11</b>	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
<b>P12</b>	Demonstrates a willingness to accept and use constructive criticism.



## Year 11 PDHPE

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Better Health for Individuals</b>	Research Task	5 APR 2024	P2, P3, P4, P5, P6, P15, P16	30%
<b>AT 2 - The Body in Motion</b>	Research Task	21 JUN 2024	P7, P8, P9, P17	30%
<b>AT 3 - Examination</b>	Examination	13 SEP 2024	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating	TOTAL VALUE
<b>AT 1 - Better Health for Individuals</b>	10	20	30
<b>AT 2 - The Body in Motion</b>	10	20	30
<b>AT 3 - Examination</b>	20	20	40
<b>Weighting</b>	<b>40</b>	<b>60</b>	<b>100</b>



## Syllabus Outcomes

<b>OUTCOME</b>	<b>DESCRIPTION</b>
<b>P1</b>	Identifies and examines why individuals give different meanings to health
<b>P2</b>	Explains how a range of health behaviours affect an individual's health
<b>P3</b>	Describes how an individual's health is determined by a range of factors
<b>P4</b>	Evaluates aspects of health over which individuals can exert some control
<b>P5</b>	Describes factors that contribute to effective health promotion
<b>P6</b>	Proposes actions that can improve and maintain an individual's health
<b>P7</b>	Explains how body systems influence the way the body moves
<b>P8</b>	Describes the components of physical fitness and explains how they are monitored
<b>P9</b>	Describes biomechanical factors that influence the efficiency of the body in motion
<b>P10</b>	Plans for participation in physical activity to satisfy a range of individual needs
<b>P11</b>	Assesses and monitors physical fitness levels and physical activity patterns
<b>P12</b>	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
<b>P13</b>	Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
<b>P14</b>	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
<b>P15</b>	Forms opinions about health-promoting actions based on a critical examination of relevant information
<b>P16</b>	Uses a range of sources to draw conclusions about health and physical activity concepts
<b>P17</b>	Analyses factors influencing movement and patterns of participation



# Year 11 Physics

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Practical investigation to find the value of the gravitational acceleration.</b>	Practical Task	13 MAR 2024	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11-8	20%
<b>AT2: Depth Study</b>	Depth Study	2 AUG 2024	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-6, PH11/12-7, PH11-10	40%
<b>AT3: Yearly Examination</b>	Examination	13 SEP 2024	PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
<b>AT1: Practical investigation to find the value of the gravitational acceleration.</b>	10	10	20
<b>AT2: Depth Study</b>	30	10	40
<b>AT3: Yearly Examination</b>	20	20	40
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>





## Syllabus Outcomes

OUTCOME	DESCRIPTION
PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	Analyses and evaluates primary and secondary data and information
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	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



# Year 11 Society & Culture

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1: Social &amp; Cultural World</b>	Research Task	5 APR 2024	P1, P3, P7, P9, P10	30%
<b>AT 2: Personal and Social Identity</b>	Research Task	28 JUN 2024	P1, P2, P3, P5, P7, P8, P9, P10	40%
<b>AT 3: Yearly Examination</b>	Examination	13 SEP 2024	P1, P2, P3, P4, P5, P6, P7, P10	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT 1: Social &amp; Cultural World</b>	15	10	5	30
<b>AT 2: Personal and Social Identity</b>	15	15	10	40
<b>AT 3: Yearly Examination</b>	20	5	5	30
<b>Weighting</b>	<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Identifies and applies social and cultural concepts.
<b>P2</b>	Describes personal, social and cultural identity.
<b>P3</b>	Identifies and describes relationships and interactions within and between social and cultural groups.
<b>P4</b>	Identifies the features of social and cultural literacy and how it develops.
<b>P5</b>	Explains continuity and change and their implications for societies and cultures.
<b>P6</b>	Differentiates between social and cultural research methods.
<b>P7</b>	Selects, organises and considers information from a variety of sources for usefulness, validity and bias.
<b>P8</b>	Plans and conducts ethical social and cultural research.
<b>P9</b>	Uses appropriate course language and concepts suitable for different audiences and contexts.
<b>P10</b>	Communicates information, ideas and issues using appropriate written, oral and graphic forms.



# Year 11 Software Engineering

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Programming Methodology and Planning</b>	Design Project	5 APR 2024	SE-11-01, SE-11-02, SE-11-05, SE-11-06, SE-11-07	30%
<b>AT2 - Programming Portfolio and Research</b>	Design Project	28 JUN 2024	SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-08	30%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the practical application of the content	TOTAL VALUE
<b>AT1 - Programming Methodology and Planning</b>	10	20	30
<b>AT2 - Programming Portfolio and Research</b>	10	20	30
<b>AT3 - Yearly Examination</b>	30	10	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>SE-11-01</b>	Describes methods used to plan, develop, and engineer software solutions
<b>SE-11-02</b>	Explains how structural elements are used to develop programming code
<b>SE-11-03</b>	Describes how current hardware, software, and emerging technologies influence the development of software engineering solutions
<b>SE-11-04</b>	Applies safe and secure practices to collect, use, and store data
<b>SE-11-05</b>	Describes the social, ethical, and legal implications of software engineering on the individual, society, and the environment
<b>SE-11-06</b>	Applies tools and resources to design, develop, manage, and evaluate software
<b>SE-11-07</b>	Implements safe and secure programming solutions
<b>SE-11-08</b>	Applies language structures to refine code
<b>SE-11-09</b>	Manages and documents the development of a software project



# Year 11 Studies of Religion 1 Unit

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 : Nature of Religion and Beliefs</b>	Written Work	5 APR 2024	P1, P6, P9	30%
<b>AT 2 : Judaism</b>	Written Work	28 JUN 2024	P2, P3, P7	35%
<b>AT 3 : Yearly Examination</b>	Examination	13 SEP 2024	P1, P2, P3, P4, P5, P6, P8, P9	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT 1 : Nature of Religion and Beliefs</b>	5	15	0	10	30
<b>AT 2 : Judaism</b>	10	0	20	5	35
<b>AT 3 : Yearly Examination</b>	25	5	0	5	35
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Describes the characteristics of religion and belief systems.
<b>P2</b>	Identifies the influence of religion and belief systems on individuals and society.
<b>P3</b>	Investigates religious traditions and belief systems.
<b>P4</b>	Examines significant aspects of religious traditions.
<b>P5</b>	Describes the influence of religious traditions in the life of adherents.
<b>P6</b>	Selects and uses relevant information about religion from a variety of sources.
<b>P7</b>	Undertakes effective research about religion, making appropriate use of time and resources.
<b>P8</b>	Uses appropriate terminology related to religion and belief systems.
<b>P9</b>	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.



# Year 11 Studies of Religion 2 Unit

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 : Judaism</b>	Research Task	8 APR 2024	P2, P3, P7	30%
<b>AT 2 : Christianity &amp; Islam</b>	Research Task	1 JUL 2024	P4, P5, P6, P9	35%
<b>AT 3 : Yearly Examination</b>	Examination	13 SEP 2024	P1, P2, P3, P4, P5, P6, P8, P9	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT 1 : Judaism</b>	5	0	20	5	30
<b>AT 2 : Christianity &amp; Islam</b>	10	15	0	10	35
<b>AT 3 : Yearly Examination</b>	25	5	0	5	35
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Describes the characteristics of religion and belief systems.
<b>P2</b>	Identifies the influence of religion and belief systems on individuals and society.
<b>P3</b>	Investigates religious traditions and belief systems.
<b>P4</b>	Examines significant aspects of religious traditions.
<b>P5</b>	Describes the influence of religious traditions in the life of adherents.
<b>P6</b>	Selects and uses relevant information about religion from a variety of sources.
<b>P7</b>	Undertakes effective research about religion, making appropriate use of time and resources.
<b>P8</b>	Uses appropriate terminology related to religion and belief systems.
<b>P9</b>	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.



# Year 11 Textiles & Design

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - What's On My Mind</b>	Practical Task	3 MAY 2024	P 1.1, P 1.2, P 2.1, P 2.2, P 2.3, P 3.2	35%
<b>AT2 - Properties and Performance of Textiles</b>	Practical Task	2 AUG 2024	P 1.1, P 1.2, P 2.1, P 2.2, P 2.3, P4.1	35%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	P 1.1, P 1.2, P 2.1, P 2.2, P 3.1, P 3.2, P4.1, P 5.1, P 6.1	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of textiles projects	TOTAL VALUE
<b>AT1 - What's On My Mind</b>	10	25	35
<b>AT2 - Properties and Performance of Textiles</b>	15	20	35
<b>AT3 - Yearly Examination</b>	25	5	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P 1.1</b>	Describes the elements and principles of design and uses them in a variety of applications.
<b>P 1.2</b>	Identifies the functional and aesthetic requirements and features of a range of textile items.
<b>P 2.1</b>	Demonstrates the use of a variety of communication skills, including computer-based technology.
<b>P 2.2</b>	Develops competence in the selection and use of appropriate manufacturing techniques and equipment.
<b>P 2.3</b>	Manages the design and manufacture of textile projects.
<b>P 3.1</b>	Identifies properties of a variety of fabrics, yarns and fibres.
<b>P 3.2</b>	Justifies the selection of fabrics, yarns and fibres for end-uses.
<b>P4.1</b>	Identifies and selects textiles for specific end-uses based on analysis of experimentation.
<b>P 5.1</b>	Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context.
<b>P 5.2</b>	Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries.
<b>P 6.1</b>	Identifies and appreciates the factors that contribute to the quality and value of textiles in society.



# Year 11 Visual Arts

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1- My World</b>	Practical Task	2 MAY 2024	P1, P3, P4, P6	25%
<b>Assessment Task 2 - Sculpting our world</b>	Artmaking and analysis	4 JUL 2024	P2, P5, P6, P7, P8	35%
<b>Assessment Task 3 - Yearly Examination</b>	Examination	13 SEP 2024	P7, P8, P9, P10	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Artmaking	Art criticism and art history	TOTAL VALUE
<b>Assessment Task 1- My World</b>	25	0	25
<b>Assessment Task 2 - Sculpting our world</b>	25	10	35
<b>Assessment Task 3 - Yearly Examination</b>	0	40	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 11 French Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	Online Quiz and Speaking Test	17 MAY 2024	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	30%
<b>AT 2 - Engaging with Authentic Texts</b>	Depth Study	9 AUG 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%
<b>AT 3 - Yearly Examination</b>	Examination	13 SEP 2024	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	10	10	10	0	30
<b>AT 2 - Engaging with Authentic Texts</b>	10	10	0	10	30
<b>AT 3 - Yearly Examination</b>	10	10	10	10	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in French.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in French.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge and culture of French speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of French speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in French.
<b>3.4</b>	Applies knowledge of the culture of French speaking communities to the production of texts.





# Year 11 French Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	Online Quiz and Speaking Test	17 MAY 2024	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2	30%
<b>AT 2 - Engaging with Authentic Texts</b>	Depth Study	9 AUG 2024	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	30%
<b>AT 3 - Yearly Examination</b>	Examination	13 SEP 2024	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	10	10	10	0	30
<b>AT 2 - Engaging with Authentic Texts</b>	10	10	0	10	30
<b>AT 3 - Yearly Examination</b>	10	10	10	10	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Uses a range of strategies to maintain communication
<b>1.2</b>	Conveys information appropriate to context, purpose and audience
<b>1.3</b>	Exchanges and justifies opinions and ideas
<b>1.4</b>	Reflects on aspects of past, present and future experience
<b>2.1</b>	Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
<b>2.3</b>	Structures and sequences ideas and information
<b>3.1</b>	Conveys the gist of texts and identifies specific information
<b>3.2</b>	Summarises the main ideas
<b>3.3</b>	Identifies the tone, purpose, context and audience
<b>3.4</b>	Draws conclusions from or justifies an opinion
<b>3.5</b>	Interprets, analyses and evaluates information
<b>3.6</b>	Infers points of view, attitudes or emotions from language and context
<b>4.1</b>	Recognises and employs language appropriate to different social contexts
<b>4.2</b>	Identifies values, attitudes and beliefs of cultural significance
<b>4.3</b>	Reflects upon significant aspects of language and culture



# Year 11 German Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	Online Quiz and Speaking Test	17 MAY 2024	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	30%
<b>AT 2 - Engaging with Authentic Texts</b>	Depth Study	9 AUG 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%
<b>AT 3 - Yearly Examination</b>	Examination	13 SEP 2024	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	10	10	10	0	30
<b>AT 2 - Engaging with Authentic Texts</b>	10	10	0	10	30
<b>AT 3 - Yearly Examination</b>	10	10	10	10	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in German.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in German.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of German speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of German speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in German.
<b>3.4</b>	Applies knowledge of the culture of German speaking communities to the production of texts.



# Year 11 German Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	Online Quiz and Speaking Test	10 MAY 2024	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2	30%
<b>AT 2 - Engaging with Authentic Texts</b>	Depth Study	2 AUG 2024	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	30%
<b>AT 3 - Yearly Examination</b>	Examination	13 SEP 2024	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	10	10	10	0	30
<b>AT 2 - Engaging with Authentic Texts</b>	10	10	0	10	30
<b>AT 3 - Yearly Examination</b>	10	10	10	10	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Uses a range of strategies to maintain communication
<b>1.2</b>	Conveys information appropriate to context, purpose and audience
<b>1.3</b>	Exchanges and justifies opinions and ideas
<b>1.4</b>	Reflects on aspects of past, present and future experience
<b>2.1</b>	Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative text appropriate to context, purpose and/or audience
<b>2.3</b>	Structures and sequences ideas and information
<b>3.1</b>	Conveys the gist of texts and identifies specific information
<b>3.2</b>	Summarises the main ideas
<b>3.3</b>	Identifies the tone, purpose, context and audience
<b>3.4</b>	Draws conclusions from or justifies an opinion
<b>3.5</b>	Interprets, analyses and evaluates information
<b>3.6</b>	Infers points of view, attitudes or emotions from language and context
<b>4.1</b>	Recognises and employs language appropriate to different social contexts
<b>4.2</b>	identifies values, attitudes and beliefs of cultural significance
<b>4.3</b>	Reflects upon significant aspects of language and culture



# Year 11 Italian Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	Online Quiz and Speaking Test	17 MAY 2024	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	30%
<b>AT 2 - Engaging with Authentic Texts</b>	Depth Study	9 AUG 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%
<b>AT 3 - Yearly Examination</b>	Examination	13 SEP 2024	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	10	10	10	0	30
<b>AT 2 - Engaging with Authentic Texts</b>	10	10	0	10	30
<b>AT 3 - Yearly Examination</b>	10	10	10	10	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in Italian.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Italian.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of Italian speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of Italian speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian.
<b>3.4</b>	Applies knowledge of the culture of Italian speaking communities to the production of texts.



# Year 11 Italian Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	Online Quiz and Speaking Test	10 MAY 2024	1.1, 3.1, 1.2, 3.2, 4.2, 3.3, 3.4, 3.5	30%
<b>AT 2 - Engaging with Authentic Texts</b>	Depth Study	2 AUG 2024	2.1, 3.1, 4.1, 2.2, 3.2, 4.2, 2.3, 3.3, 4.3, 3.4, 3.5, 3.6	30%
<b>AT 3 - Yearly Examination</b>	Examination	13 SEP 2024	1.1, 2.1, 3.1, 4.1, 1.2, 2.2, 3.2, 4.2, 1.3, 2.3, 3.3, 1.4, 3.4, 3.5, 3.6	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	10	10	10	0	30
<b>AT 2 - Engaging with Authentic Texts</b>	10	10	0	10	30
<b>AT 3 - Yearly Examination</b>	10	10	10	10	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Uses a range of strategies to maintain communication
<b>1.2</b>	Conveys information appropriate to context, purpose and audience
<b>1.3</b>	Exchanges and justifies opinions and ideas
<b>1.4</b>	Reflects on aspects of past, present and future experience
<b>2.1</b>	Applies knowledge of language structures to create original text
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
<b>2.3</b>	Structures and sequences ideas and information
<b>3.1</b>	Conveys the gist of texts and identifies specific information
<b>3.2</b>	Summarises the main ideas
<b>3.3</b>	Identifies the tone, purpose, context and audience
<b>3.4</b>	Draws conclusions from or justifies an opinion
<b>3.5</b>	Interprets, analyses and evaluates information
<b>3.6</b>	Infers points of view, attitudes or emotions from language and context
<b>4.1</b>	Recognises and employs language appropriate to different social contexts
<b>4.2</b>	Identifies values, attitudes and beliefs of cultural significance
<b>4.3</b>	Reflects upon significant aspects of language and culture



# Year 11 Japanese Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	Online Quiz and Speaking Test	17 MAY 2024	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	30%
<b>AT 2 - Engaging with Authentic Texts</b>	Depth Study	9 AUG 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%
<b>AT 3 - Yearly Examination</b>	Examination	13 SEP 2024	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	10	10	10	0	30
<b>AT 2 - Engaging with Authentic Texts</b>	10	10	0	10	30
<b>AT 3 - Yearly Examination</b>	10	10	10	10	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in Japanese.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Japanese.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of Japanese speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of Japanese-speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese.
<b>3.4</b>	Applies knowledge of the culture of Japanese speaking communities to the production of texts.



# Year 11 Japanese Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	Online Quiz and Speaking Test	10 MAY 2024	1.1, 3.1, 1.2, 3.2, 4.2, 3.3, 3.4, 3.5	30%
<b>AT 2 - Engaging with Authentic Texts</b>	Depth Study	2 AUG 2024	2.1, 3.1, 4.1, 2.2, 3.2, 4.2, 2.3, 3.3, 4.3, 3.4, 3.5, 3.6	30%
<b>AT 3 - Yearly Examination</b>	Examination	13 SEP 2024	1.1, 2.1, 3.1, 4.1, 1.2, 2.2, 3.2, 4.2, 1.3, 2.3, 3.3, 1.4, 3.4, 3.5, 3.6	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Comprehension Quiz and Guided Speaking</b>	10	10	10	0	30
<b>AT 2 - Engaging with Authentic Texts</b>	10	10	0	10	30
<b>AT 3 - Yearly Examination</b>	10	10	10	10	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Uses a range of strategies to maintain communications
<b>1.2</b>	Conveys information appropriate to context, purpose and audience
<b>1.3</b>	Exchanges and justifies opinions and ideas
<b>1.4</b>	Reflects on aspects of past, present and future experience
<b>2.1</b>	Applies knowledge of language structures to create original text
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
<b>2.3</b>	Structures and sequences ideas and information
<b>3.1</b>	Conveys the gist of texts and identifies specific information
<b>3.2</b>	Summarises the main ideas
<b>3.3</b>	Identifies the tone, purpose, context and audience
<b>3.4</b>	Draws conclusions from or justifies an opinion
<b>3.5</b>	Interprets, analyses and evaluates information
<b>3.6</b>	Infers points of view, attitude or emotions from language and context
<b>4.1</b>	Recognises and employs language appropriate to different social contexts
<b>4.2</b>	Identifies values, attitudes and beliefs of cultural significance
<b>4.3</b>	Reflects upon significant aspects of language and culture



# Year 11 Computing Applications 2U

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Desktop Publishing</b>	Practical Task	17 MAY 2024	1.2, 1.3, 3.2, 5.1	30%
<b>AT2 - Multimedia</b>	Design Project	16 AUG 2024	1.3, 3.1, 3.2	40%
<b>AT3 - Yearly Examination</b>	Examination	13 SEP 2024	1.1, 1.2, 1.3, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding outcomes and course content	Skills outcomes and course content	TOTAL VALUE
<b>AT1 - Desktop Publishing</b>	10	20	30
<b>AT2 - Multimedia</b>	15	25	40
<b>AT3 - Yearly Examination</b>	25	5	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Describes the function and application of a variety of computer software.
<b>1.2</b>	Applies computing terminology appropriately in practical situations.
<b>1.3</b>	Uses appropriate computer software in a given context.
<b>2.1</b>	Describes aspects of human activity which have developed into computer applications.
<b>2.2</b>	Explains the principles and functions of specific hardware components.
<b>2.3</b>	Evaluates the suitability of hardware in a particular context.
<b>3.1</b>	Applies a range of project management techniques in the development of a solution.
<b>3.2</b>	Analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions.
<b>3.3</b>	Implements, tests, debugs and evaluates solutions using current common application packages.
<b>4.1</b>	Identifies and reflects on the social and technological implications when making decisions about the use of computer software.
<b>4.2</b>	Evaluates the use of a computer-based solution compared to non-computer solutions.
<b>4.3</b>	Identifies social and ethical issues related to the use of computer software.
<b>5.1</b>	Evaluates the suitability of software applications in a particular context.





# Year 11 Exploring Early Childhood

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1- Pregnancy and Childbirth</b>	Research Task	15 MAR 2024	1.1, 5.1, 6.1, 6.2	25%
<b>AT2 - Child Growth and Development</b>	Research Task	24 MAY 2024	1.2, 1.3, 2.4, 4.1, 5.1	35%
<b>AT3- Toys and Play</b>	Practical Task	9 AUG 2024	1.2, 1.3, 1.4, 2.5, 5.1, 6.1	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
<b>AT1- Pregnancy and Childbirth</b>	15	10	25
<b>AT2 - Child Growth and Development</b>	15	20	35
<b>AT3- Toys and Play</b>	20	20	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>



## Syllabus Outcomes

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



# Year 11 Numeracy

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Vegetable garden design</b>	Research Task	14 JUN 2024	N6-1.1, N6-2.2, N6-3.2	35%
<b>AT2 Time, Data and Fractions</b>	Topic Test	16 AUG 2024	N6-1.1, N6-1.2, N6-3.2, N6-2.4	35%
<b>AT3 Open book Examination</b>	Examination	13 SEP 2024	N6-1.1, N6-2.1, N6-3.1, N6-1.2, N6-2.2, N6-3.2, N6-1.3, N6-2.3, N6-2.4, N6-2.5, N6-2.6	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
<b>AT1 Vegetable garden design</b>	17	18	35
<b>AT2 Time, Data and Fractions</b>	18	17	35
<b>AT3 Open book Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>



# Year 11 Photography Video & Digital Imaging

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1- Study, Sell, Sculpt</b>	Practical Task	22 MAR 2024	M3, M4, M5	35%
<b>AT2-The Outer Shell</b>	Practical Task	21 JUN 2024	CH3, M1, M2, M5, M6	40%
<b>AT3-Yearly Examination</b>	Examination	20 SEP 2024	CH1, CH2, CH4, CH5	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Making	Critical and historical studies	TOTAL VALUE
<b>AT1- Study, Sell, Sculpt</b>	35	0	35
<b>AT2-The Outer Shell</b>	35	5	40
<b>AT3-Yearly Examination</b>	0	25	25
<b>Weighting</b>	<b>70</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
<b>CH4</b>	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.
<b>CH5</b>	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.
<b>M1</b>	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
<b>M2</b>	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.
<b>M3</b>	Investigates different points of view in the making of photographs and/or videos and/or digital images.
<b>M4</b>	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
<b>M5</b>	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.
<b>M6</b>	Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.



# Year 11 Sport, Lifestyle & Recreation

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Games &amp; Sports Applications</b>	Research Task	5 APR 2024	1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.4	30%
<b>AT 2 - Outdoor Recreation</b>	Research Task	5 JUL 2024	1.1, 1.3, 2.3	30%
<b>AT 3 - Sports Coaching</b>	Research Task	30 AUG 2024	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and Understanding	Skills	TOTAL VALUE
<b>AT 1 - Games &amp; Sports Applications</b>	15	15	30
<b>AT 2 - Outdoor Recreation</b>	15	15	30
<b>AT 3 - Sports Coaching</b>	20	20	40
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>



## Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Applies the rules and conventions that relate to participation in a range of physical activities.
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle.
1.3	Demonstrates ways to enhance safety in physical activity.
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia.
1.5	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 and participates in physical activities that meet individual needs, interests and abilities.
2.4	Describes how societal influences impact on the nature of sport in Australia.
2.5	Describes the relationship between anatomy, physiology and performance.
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts.
3.2	Designs programs that respond to performance needs.
3.3	Measures and evaluates physical performance capacity.
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	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.



# Year 11 Visual Design

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Jewellery and Packaging</b>	Practical Task	12 APR 2024	CH4, DM3, DM5, DM6	30%
<b>Assessment Task 2 - Research Task</b>	Design Project	31 MAY 2024	CH1, CH4, DM1, DM4	30%
<b>Assessment Task 3 - Construction (Child's world)</b>	Design Project	30 AUG 2024	CH2, CH3, DM2, DM5, DM6	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Designing and Making	Critical and Historical Studies	TOTAL VALUE
<b>Assessment Task 1 - Jewellery and Packaging</b>	25	5	30
<b>Assessment Task 2 - Research Task</b>	20	10	30
<b>Assessment Task 3 - Construction (Child's world)</b>	25	15	40
<b>Weighting</b>	<b>70</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain design.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view, using the frames in their critical and historical investigations.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.
<b>DM1</b>	Generates a characteristic style that is increasingly self-reflective in their design practice.
<b>DM2</b>	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
<b>DM3</b>	Investigates different points of view in the making of designed works.
<b>DM4</b>	Generates images and ideas as representations/simulations.
<b>DM5</b>	Develops different techniques suited to artistic and design intentions in the making of a range of works.
<b>DM6</b>	Takes into account issues of work health and safety in the making of a range of works.



# Year 11 Work Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - My Working Life</b>	Research Task	5 APR 2024	1, 3, 5, 2, 4	30%
<b>AT2 - Preparing Job Applications</b>	Portfolio	21 JUN 2024	5, 2, 4, 6, 7	30%
<b>AT3 - End of Year Examination</b>	Examination	13 SEP 2024	1, 3, 5, 8, 2, 4, 6	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
<b>AT1 - My Working Life</b>	10	20	30
<b>AT2 - Preparing Job Applications</b>	10	20	30
<b>AT3 - End of Year Examination</b>	10	30	40
<b>Weighting</b>	<b>30</b>	<b>70</b>	<b>100</b>

## Syllabus Outcomes

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





## Accessing Your Student eRecord

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All students and schools will have access to a record of student results on a Student eRecord. The Student eRecord is available through [Students Online](#) for students. The Student eRecord **is not a formal** NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable. It will be available to students at the end of Year 10 (late term 4). Date to be advised by NESA. Students leaving school before the completion of Year 12 will be required to download their RoSA from their student online account before it closes. Student and supervisors will receive information on how to do that when they are officially withdrawn from the school.

Students leaving school before the completion of Year 12 will be required to download their RoSA from their student online account before it closes. Student and supervisors will receive information on how to do that when they are officially withdrawn from the school.



# How to activate Students Online.

Students online is a website operated by NESA and allows students to access their results for Year 10, 11 and 12 before they leave school, as well as update their personal information.

Students have a limited time to download their RoSA after leaving school before their account is closed by NESA.

To activate their account students need to enter <https://studentsonline.nesa.nsw.edu.au/> or do a Google search – NSW Students Online.

**NSW** Education Standards Authority

**STUDENTS ONLINE**  
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US ABOUT

## Welcome to Students Online

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

### What you need to know

#### 2021 HSC students

- HSC Written Examination Timetable is available from 29 April 2021.
- HSC results release is 10 December 2021.
- HSC Results Services are available from 13 December 2021.
- Check your name.
  - Your name shown in Students Online is what you see on your certificates.
  - If it needs changing – see your school ASAP.
- Update your email address in the Personal Details section to a non-school email you can easily access.

#### 2021 Year 10 and Year 11 students

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

#### ALL 2020 school leavers

- **Your access to Students Online will close 30 June 2021.**
- You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

#### All 2021 students

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct
- inform your school of any name changes or course concerns.

### Login

Login below or [activate your account now](#)

Student Number:

PIN:

I'm not a robot

reCAPTCHA  
Privacy - Terms

**LOG IN**

[Trouble logging in?](#)  
[Forgot your PIN?](#)  
[Your security](#)

### Tell me about

- [Preparing for the HSC and subject selection](#)
- [HSC Rules and Procedures Guide](#)
- [Advice for students choosing HSC courses](#)
- [HSC examination study tips and tools](#)
- [How HSC results are](#)



Click onto **activate your account now**.

The Activate your Students Online account page will open. Fill in the required fields. Then press the submit button.



You will need to know what **email address** the school has entered with NESA. If you don't know – check your Confirmation of Entry form or phone the school.

## STUDENTS ONLINE

for NSW students in Years 10 to 12

[HOME](#) | [MY ACCOUNT](#) | [HELP](#) | [CONTACT US](#) | [ABOUT](#)

**Account activation**

## Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

**Activate my account**

School: *	<input type="text" value="Finigan School of Distance Education"/>
Given Name(s): *	<input type="text"/> <small>Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.</small>
Last Name: *	<input type="text"/>
Date of birth: *	<input type="text" value="Day"/> <input type="text" value="Month"/> <input type="text" value="2003"/>

**SUBMIT**

←

Your school is – *Finigan School of Distance Education*

After you click **submit**, the account activation page appears – you get your NESA number here and the email address that NESA has been provided by your school.

**Account activation**

Thank you.

## Your NESA Student Number is

An account activation email will be sent shortly to

This email address has been supplied by your school. Please contact your school if you have any difficulties accessing this email account.

This email will contain an activation link. Open the link and enter your NESA Student Number to create your six-digit PIN.

You need your NESA Student Number and six-digit PIN to log into your account each time, so keep them both safe.



Check your email account. If it is a Department of Education email you need to log into your student portal and check your emails.

Activate NSW Students Online account. Inbox x

**Students Online Auto Response** autoreponse@nesa.nsw.edu.au via sendgrid.me 12:03 PM (0 minutes ago) ☆ ↶ ⋮  
to me ▾

Ms Stewart,

You recently requested to activate your NSW Students Online account.

Click the link below, or paste it into your browser, to create your PIN and activate your account:

<https://studentonline.nesa.nsw.edu.au/go/access/confirm/920EFE88-FD89-4ABF-A35ADBB45BCEBB23/>

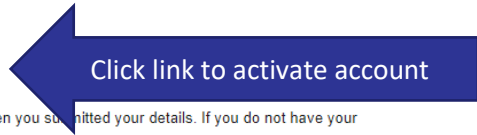
You will need to enter your NESA Student Number to create your six-digit PIN, which was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.

Access your enrolment details, results and more for the [Results services](#) and the [Results Services](#) with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.


Thank you.

*The Students Online team*

*This is an automated notification from the NSW Education Standards Authority (NESA); please do not reply to this email.*



Once you open the link you will be taken to this page. Enter your NESA number.

 Education Standards Authority

**STUDENTS ONLINE**  
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US ABOUT

Account activation

### Activate account

Enter your NESA Student Number below. Then create the six-digit PIN that you will use to login to your account each time.

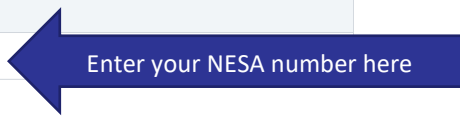
Your NESA Student Number was displayed when you submitted your details. Your school can also provide your NESA Student Number.

You need your NESA Student Number each time you log into your NSW Students Online account, so keep it safe.

**Activate my account**

Student Number: \*

**SUBMIT**





You will now need to create your own pin. Then click confirm.

HOME MY ACCOUNT HELP CONTACT US ABOUT

**Account activation**

Enter and verify your new PIN and then click "Confirm PIN"

Choose the six-digit PIN that you will use each time you log in to your account and enter it below.

Your PIN must be a number between 100000 and 999999.

You need your access PIN each time you log into your NSW Students Online account, so keep it safe.

Your NESA Student Number was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.

Enter your six-digit PIN

Verify your six-digit PIN

**CONFIRM PIN**

**Login**

Login below or [activate your account now](#)

Student Number:

PIN:

**LOG IN**

[Trouble logging in?](#)  
[Forgot your PIN?](#)  
[Your security](#)

The Welcome page will appear after you have confirmed your pin. Click on the personal detail link to check your details and change them if they are not correct. Make sure that a valid mobile phone number has been entered.

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## Welcome to Students Online

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

### What you need to know

**2021 HSC students**

- HSC Written Examination Timetable is available from 29 April 2021.
- HSC results release is 10 December 2021.
- HSC Results Services are available from 13 December 2021.
- Check your name.
  - Your name shown in Students Online is what you see on your certificates.
  - If it needs changing – see your school ASAP.
- Update your email address in the Personal Details section to a non-school email you can easily access.

**2021 Year 10 and Year 11 students**

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

**ALL 2020 school leavers**

- Your access to Students Online will close 30 June 2021.

**Student Details**

Welcome back

Your last login was Feb 19 2021 at 2:08 PM AEST

Student ID:

[Enrolment/Results](#)

[Certificates/eRecords](#)

[Exam timetable](#)

[Results services](#)

[Personal details](#)

[Change PIN](#)

[Messages \(0\)](#)

**LOGOUT**

**Tell me about**

Click on the Enrolments/Results under student details to see all of your Year 10 and Year 11 RoSA results and your HSC results. You can print off an eRecord, but your actual RoSA will be made available to you to download when you leave school, on the portal. Make sure your home address is correct in the student details section.



If you log out of Students Online and log back in you will need to enter your student number and the pin you created.

STUDENTS ONLINE

for NSW students in Years 10 to 12

[HOME](#) | [MY ACCOUNT](#) | [HELP](#) | [CONTACT US](#) | [ABOUT](#)

## Welcome to Students Online

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

### What you need to know

#### 2021 HSC students

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- HSC results release is 10 December 2021.
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#### 2021 Year 10 and Year 11 students

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

#### ALL 2020 school leavers

- **Your access to Students Online will close 30 June 2021.**
- You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

#### All 2021 students

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct
- inform your school of any name changes or course concerns.

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

You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

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

### Login

Login below or [activate your account now](#)

Student Number:

PIN:



I'm not a robot

Privacy - Terms

[LOG IN](#)

[Trouble logging in?](#)

[Forgot your PIN?](#)

[Your security](#)

### Tell me about

[Preparing for the HSC and subject selection](#)

[HSC Rules and Procedures Guide](#)

[Advice for students choosing HSC courses](#)

[HSC examination study tips and tools](#)

[How HSC results are released](#)

[The Record of School Achievement or RoSA](#)

[Key dates](#)

[Latest news](#)



## Illness/Misadventure Application Form

Please submit immediately before or after illness/misadventure to your Course Teacher

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Teacher: \_\_\_\_\_ Task Name: \_\_\_\_\_

Date Due: \_\_\_\_\_ Date of submission of request form: \_\_\_\_\_

Course Teacher/Head Teacher contacted: YES / NO Date of this contact: \_\_\_\_\_

**If your application is highly confidential or sensitive in nature you may contact the Principal directly**

Nature of request (please select):  ILLNESS  MISADVENTURE

Please **provide details** and **attach independent evidence** to this form:

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**COPIES OF THIS FORM CAN BE FOUND ON THE SCHOOL WEBSITE**

**PART 2 – STAFF ONLY**  
**Illness/Misadventure Application Form**

**STEP 1: Head Teacher**

Student name: \_\_\_\_\_ Task name: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

- Not Supported  Supported (GO TO STEP 2)
- Insufficient cause demonstrated – zero marks awarded
- N Warning letter sent
- Student informed and recorded

Additional comments: \_\_\_\_\_

**STEP 2 – Decision**

- New date to complete/submit the same task New Due Date: \_\_\_\_\_
- New date to complete task New Due Date: \_\_\_\_\_
- Exempt from task (Principal direction only)
- Student/Supervisor informed of decision  Recorded

Additional comments: \_\_\_\_\_

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_ (Head Teacher)

**STEP 3 – Right of Appeal to Deputy Principal**

A student has the right to appeal the decision made in Step 1. The student must present in writing **explicit reasons/any new evidence** for appealing the HT decision and submit this written appeal to the **Deputy Principal** (within 3 school days of the HT decision).

**Deputy Principal Decision**  Appeal Supported  Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

- Student/Supervisor informed  Head Teacher informed

Signed: \_\_\_\_\_ (Deputy Principal) Date: \_\_\_\_\_ (Deputy Principal)

**STEP 4 – Right of Appeal to Principal**

A student has the right to appeal the decision made in Step 3. The student must present in writing **explicit reasons/any new evidence** for appealing the Deputy Principal decision and submit this written appeal to the **Principal** (within 3 school days of the DP decision).

**Principal Decision**  Appeal Supported  Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

- Student informed  Head Teacher informed  Deputy Principal informed

Signed: \_\_\_\_\_ (Principal) Date: \_\_\_\_\_ (Principal)





## Malpractice Appeal Form

Please submit this appeal form (within 3 school days of HT decision) to the Deputy Principal

**Step One: Appeal to Deputy Principal**

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Task Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Reason/s for Appeal: (Evidence provided to demonstrate student’s own work. Please attach additional evidence to this form as required)

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**For Office Use Only:**

**Deputy Principal Decision**

No change to HT decision: Reason/s:

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Change to decision: Reason/s and decision outcome: Malpractice Register updated

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HT Informed

Student/Supervisor informed

Signed: \_\_\_\_\_ (Deputy Principal) Date: \_\_\_\_\_ (Deputy Principal)





## Task/Result Appeal Form

Please submit within 3 school days of task being returned to you

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task Name: \_\_\_\_\_

**Step One – Course Teacher contacted: YES/NO** Date of Contact: \_\_\_\_\_

**Step Two – Appeal to Head Teacher**

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

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**For Office Use Only:**

### Head Teacher Decision

No change to mark. Reasons: \_\_\_\_\_

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Change to mark. Reasons: \_\_\_\_\_

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New Mark: \_\_\_\_\_  Updated result recorded

Student/Supervisor informed  Teacher informed

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step Three – Appeal Deputy Principal: Attach any new or additional information.**

Reasons for appeal of Head Teacher decision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Office Use Only:**

**Deputy Principal Decision**

No change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_

Change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_

New Mark: \_\_\_\_\_       Updated result recorded

Student/Supervisor informed       Head Teacher informed

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step Four - Appeal Principal: Attach any new or additional information.**

Reasons for appeal of Deputy Principal decision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Office Use Only:**

**Principal Decision**

No change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_

New Mark: \_\_\_\_\_       Updated result recorded

Student/Supervisor informed       Head Teacher informed       Deputy Principal informed

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

