

Irrawang High School

Year 11

Assessment Information Booklet

2025

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Eligibility for the HSC

To be eligible for the award of the Higher School Certificate (HSC) students must:

- Have gained the Record of School Achievement (ROSA) or such other qualifications as the NSW Education Authority (NESA) considers satisfactory
- Have attended a government school, an accredited non-government school, a school outside of New South Wales recognised by NESA or a college of TAFE
- Have completed “[HSC: All My Own Work](#)” (or its equivalent)
- Have satisfactorily completed courses that comprise the pattern of study required by the BOSTES for the award of the HSC
- Sit for and make a serious attempt at the requisite HSC examinations

NESA may refuse to grant an HSC to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of the BOSTES, be justified.

Pattern of Study

To qualify for the HSC students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed Courses
- At least two (2) units of a Board Developed Course in English
- At least three (3) courses of two units’ value or greater (either Board Developed or Board Endorsed courses)
- At least for (4) subjects

To satisfy pattern of study requirements for the HSC a student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in Science.

Pathways

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits for their first HSC examination. Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

Life Skills

It should be recognised that students following a life skills special program of study will be eligible for the award of the HSC. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses in Stage 6.

Vocational Education and Training

Students undertaking Vocational Education Training (VET) courses must meet their course requirements. Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

As well as students taking VET Curriculum Frameworks courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases, this mark may be used in the calculation of an Australian Tertiary Admissions Rank.

If a student fails to undertake any mandatory work placement component of a VET course, it will be determined that the student has not met NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be recommended for an ‘N’ Determination.

Responsibilities

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study.
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook.
- Provide written evidence of reason for absence from or late submission of formal assessment tasks.

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner.
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspect of the syllabus under assessment.
- Provide students with detailed feedback on their performance, in a timely manner.

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence.

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcomes.

Student Assessment

The HSC mark, the final mark a student is awarded for each subject studied for their HSC, is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

At the conclusion of each subject's HSC assessment program, Irrawang High School will submit a school-based assessment mark to NESA for each student. The mark will be based on a student's performance in the tasks in Irrawang High School's assessment program. The assessment mark submitted by Irrawang High School is adjusted (moderated) by NESA to produce the assessment mark that appears on individual student HSC results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. Irrawang High Schools course assessment marks are adjusted based on the performance of the Irrawang High School students in the HSC examination. The rank order of students as submitted by the school is not changed.

The moderation of assessment marks by NESA is a statistical procedure that adjusts the assessment marks a school has awarded to its students for a course by using the examination marks awarded to those students. For each course, the procedure adjusts the mean of the school assessments to be equal to the mean of the examination marks obtained by the group. It also sets the top school assessment mark to be equal to the top examination mark and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark. All other assessment marks are adjusted accordingly. In performing this adjustment, the general shape of the distribution of assessment marks submitted by a school is maintained. As a result, all assessment marks are converted into the same 'currency' as the examination mark. These school-based marks are not released as they still need to be put through a further adjustment.

The school-based assessment mark submitted to NESA will be based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to the NESA requirements for the particular subject. Each assessment task will contribute towards the final school-based assessment mark, associated course rank and relative gap to the next student.

HSC assessment is designed to determine how well students have achieved the whole range of outcomes for any given course. This provides greater scope than is possible from a single examination. It allows for flexibility in the nature of the assessment task, and so tests a wider range of skills, such as oral, research and practical skills, than is possible from examinations alone. It gives students credit for what they have achieved throughout their courses in addition to their final examination.

The performance of HSC students in the final examination is judged against course standards. This allows consistent judgement to be made over a number of years about relative performance. Examinations are designed to spread student performance across the entirety of marks allocated to the examination.

Assessment Notification

Through this handbook students are informed of:

- The components of each course as specified in the course requirements and their respective weightings.
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to NESAs

As well as the Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two (2) weeks prior to the task due date (see page 8 for sample notification), that contains:

- The date and time the task is to be submitted.
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task.
- The outcomes addressed by the task.
- The marking criteria used for the task.
- Administrative procedures for the collection of the task

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class unless there are exceptional circumstances. Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Students are required to sign an Assessment Task Register (see page 9 for a sample) to indicate:

- They have received the assessment task notification.
- The date they received the assessment task notification.
- An indication that the assessment task was submitted by the student.
- The date the assessment task was submitted by the student.
- An indication that the assessment task was returned to the student.
- The date assessment task was returned to the student.

Staff at Irrawang High School are responsible for developing separate course-based assessment strategies according to the specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Assessment Changes

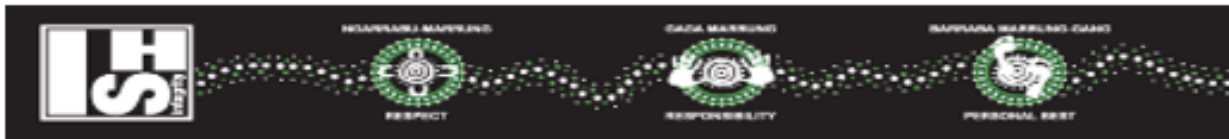
From time to time and under special circumstances, details of an assessment task may need to be changed. These changes may relate to, but are not limited to:

- The date of the task
- The outcomes being assessed in the task.

- The content and nature of the task
- The overall weighting of the task

Under these circumstances the Principal holds the authority to change an assessment task. When doing this the Principal will consider the circumstances of which an assessment may need to be changed and the overall impact the proposed changes has across assessment booklet. If an assessment task needs to be changed students will receive:

- A notification of these changes (at least two weeks prior to an assessment task due date)
- A revised assessment booklet
- A revised assessment notification



Irrawang High School
Year 11 Insert Subject 2025
Assessment Notification

Module/Unit			
Task Type			
Weighting		Total Marks	
Component Weighting			
Submission			
Date Issued		Date Due & Time	

Syllabus Outcomes
Context
Task Description
Draft: Submission Details and Due Dates

Assessment Task Checklist for Submission	Tick
•	<input type="checkbox"/>

Assessment Task Policy
<ul style="list-style-type: none"> • If you know you will be absent on a task due date it is your responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task before your absence. • If you are absent on the day of an assessment task and you have a genuine reason for your absence you must submit an appeal form signed by your parent/guardian to the subject Head Teacher on your first day back at school. Be prepared to complete/submit your task on your first day back. • If you are absent or do not make a genuine attempt at a task on the due date (and you do not have a genuine reason) you will receive a grade of zero and an 'N' Award Warning. • A grade of zero and an 'N-Award Warning Notification will be generated for failing to attempt a task. • Students who plagiarise from other texts, the internet or artificial intelligence will receive zero marks for the task.

Submission / Completion of Tasks

NSW Education Standards Authority (NESA)

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled.

Submission of tasks Irrawang High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Misadventure/Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher. Students must also sign the Assessment Task Notification Register to indicate the date the task was submitted.

Students must attend school for the full day on the day that an assessment task is due (if a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day, they must have a medical certificate or they will be deemed to have handed in the task late).

VET

VET courses are competency based. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO), of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence based on performance. A student is judged as either competent or not yet competent. This judgement is made based on evidence, which may be in a variety of forms.

Task Non-Completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a zero mark. If tasks prepared at home are not submitted by the time stipulated on the due date, they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a zero mark being awarded for the task.

As assessment tasks are a mandatory component of the HSC course, the student would be expected to make a serious attempt at the assessment tasks when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision is made in one case, cannot be construed as a precedent for another. Failure of computers or USB's or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a warning letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The letter will also contain a rescheduled date for the submission of incomplete works.

The minimum requirement for completion of the HSC assessment program is that the student makes a genuine attempt at assessment tasks, which contribute to an excess of 50 percent of available marks in that course. Students who are absent without leave from an assessment task or who fail to complete a task by the due date because of absence are ineligible for the award of a mark for that task. Extensions may only be granted where there is a legitimate reason for the absence approved

by the Deputy Principal or Principal. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite two (2) unit course will not receive a result in either course.

Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of texts from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An 'N' warning letter will be issued, and the 'N' warning process will be invoked.

Malpractice

Cheating, plagiarism or copying another student's work will be viewed seriously by the school. If malpractice is proven, then a zero result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action. Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing false explanation of why work was not handed in by the due date.
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice.

Students are expected to conform to the highest standard of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a zero award may be given for the entire task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition, they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this were to occur a student would also receive an 'N' warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration.

Misadventure / Appeals Process

Students absent (due to illness or school business) from school on the day an assessment task, test or examination is due to be completed must complete and submit a Student Misadventure / Appeal Form within two days after their return to school. The Student Misadventure / Appeal Form may be collected from the Deputy Principal and once completed with all signatures submitted to the Deputy Principal. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher one week prior to the date to complete the task at an agreed time. The advice to the Head teacher should be made at least one week before the assessment is due.

If a student believes they have an acceptable reason for non-completion of an assessment task, involving illness or misadventure and supported by documentary evidence, an application must be made on the appropriate form. This must be handed to the appropriate Deputy Principal before the conclusion of the second day of the student's return to school. The task is to be completed on the first day back from absence by the student.

A Misadventure Panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and to the caregivers of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an 'N' Warning letter.

In relation to the Student Misadventure / Appeal Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date.
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise.

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher).

Note:

- All forms must be completed in blue or black pen
- Forms must be completed nearly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- Medical certificates will be required to cover absences through illness
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and caregivers may be part of this meeting

Students who are suspended from school are expected to attend for assessment tasks. Suspension is not considered to be grounds for appeal. A suspended student should come to the front office, sign in for the designated period, attend the task and then leave the school grounds immediately.

Student Leave

Granting of leave is a matter for the school Principal to determine. The Principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Extensions

Extensions may be granted before the due date only. Only the Head of Faculty may recommend an extension. Students are required to submit a Student Appeal Form to the subject Head of Faculty with any appropriate documentation to support the request. Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

N Determination

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 the NESA and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes.

The Principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate to the student's absence to the non-completion of course requirements.

An 'N' Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School.
- A student is found to be cheating in an assessment task.
- A student is deemed to have breached principles of academic integrity and ethical scholarship.
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work.
- A student has provided false explanation for the late submission of an assessment task.
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
- A student has made a non-serious attempt at a task.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the BOSTES. Students and caregivers respond quickly to warning and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award Warning the student must complete the outstanding work detailed in the 'N' Award Warning letter by the due date stipulated in the letter.

If a student does not satisfactorily complete tasks worth more than 50% of the final course assessment, neither an assessment nor examination mark will be recorded on that student's Higher School Certificate for the subject concerned. This could make the student ineligible for the award of the Higher School Certificate.

If at any time it appears that a student is at risk of being given an 'N' Determination in any course, the Principal will warn the student as soon as possible and advise the caregivers in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The Principal will then issue the 'N' Determination generally at interview.

An 'N' Determination will have the following consequences:

- In a one (1) or two (2) unit course, that course will not contribute in that year to the required pattern of study.
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study
- In the Extension course, that course only will not contribute in that year to the required pattern of study.

Where students fail to comply with the school's expectations an 'N' Determination warning letter will be issued. A minimum of two warning letters will be sent to caregivers before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination, and it may result in the non-award of the HSC.

APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper applications for consideration under the publishes rules of the Assessment Procedures.

An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days. Illness/Misadventure form is found on the school website and is completed through School Bytes.

School Website

<https://irrawang-h.schools.nsw.gov.au/learning-at-our-school/assessment-booklets.html>

School Bytes - Forms

<https://shorturl.at/X0ZMB>

 Print form



Irrawang HS Application for Illness/Misadventure

Irrawang High School

Student Details

Student Name *	<input type="text"/>
Student email address *	<input type="text"/>
Year Group *	<input type="text"/>

Assessment Task 1 Information

Faculty *	<input type="text" value="Select faculty"/>
Assessment Task Title/Number *	<input type="text" value="E.g. Body Systems/Task 1"/>
Class Teacher *	<input type="text" value="Select staff"/>
Due Date of Assessment Task *	<input type="text"/>
Task Type *	<input type="text"/>

Assessment Task 2 Information

Faculty	<input type="text" value="Select faculty"/>
Assessment Task Title/Number	<input type="text" value="E.g. Body Systems/Task 1"/>
Class Teacher	<input type="text" value="Select staff"/>
Due Date of Assessment Task	<input type="text"/>
Task Type	<input type="text"/>

APPLICATION FOR ILLNESS / MISADVENTURE

It is important that you provide evidence to support illness/misadventure as consideration for extension or alternative tasks relies on this. Where possible, upload to form in school bytes to support your application.

**Please ensure that you click on 'Upload' for document to become attached to application.*

Reasoning *	<div style="border: 1px solid #ccc; height: 40px; margin: 5px; padding: 5px;">Provide information on the circumstances here</div>
Supporting Documentation	<div style="border: 1px solid #ccc; margin: 5px; padding: 5px;"> <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid #ccc; padding: 2px 5px; font-size: 0.9em;">Irrawang High School Ill-Misadv24.pdf</div> <div style="color: green; font-size: 1.2em;">✓</div> <div style="font-size: 0.8em;">🗑 Remove</div> <div style="background-color: yellow; padding: 2px 5px; font-size: 0.8em;">📄 Upload</div> <div style="background-color: #007bff; color: white; padding: 2px 5px; font-size: 0.8em;">📁 Browse ...</div> </div> <p style="font-size: 0.8em; margin-top: 5px;">Please upload supporting documents as required</p> </div>

Outcome

Your Desired Outcome - *	<div style="border: 1px solid #ccc; height: 25px; margin: 5px; text-align: right; font-size: 0.8em;">▼</div>
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Parent Sign-Off

Please complete to verify information provided is truthful and correct

Parent Name *	<div style="border: 1px solid #ccc; height: 25px; margin: 5px;"></div>
Parent Email *	<div style="border: 1px solid #ccc; height: 25px; margin: 5px;"></div>
Parent Signature *	<div style="border: 1px solid #ccc; height: 80px; margin: 5px; width: 80%;"></div> <p style="font-size: 0.8em; margin-top: 5px;">Please sign in the box above using your mouse or finger (on mobile devices) - Reset</p>

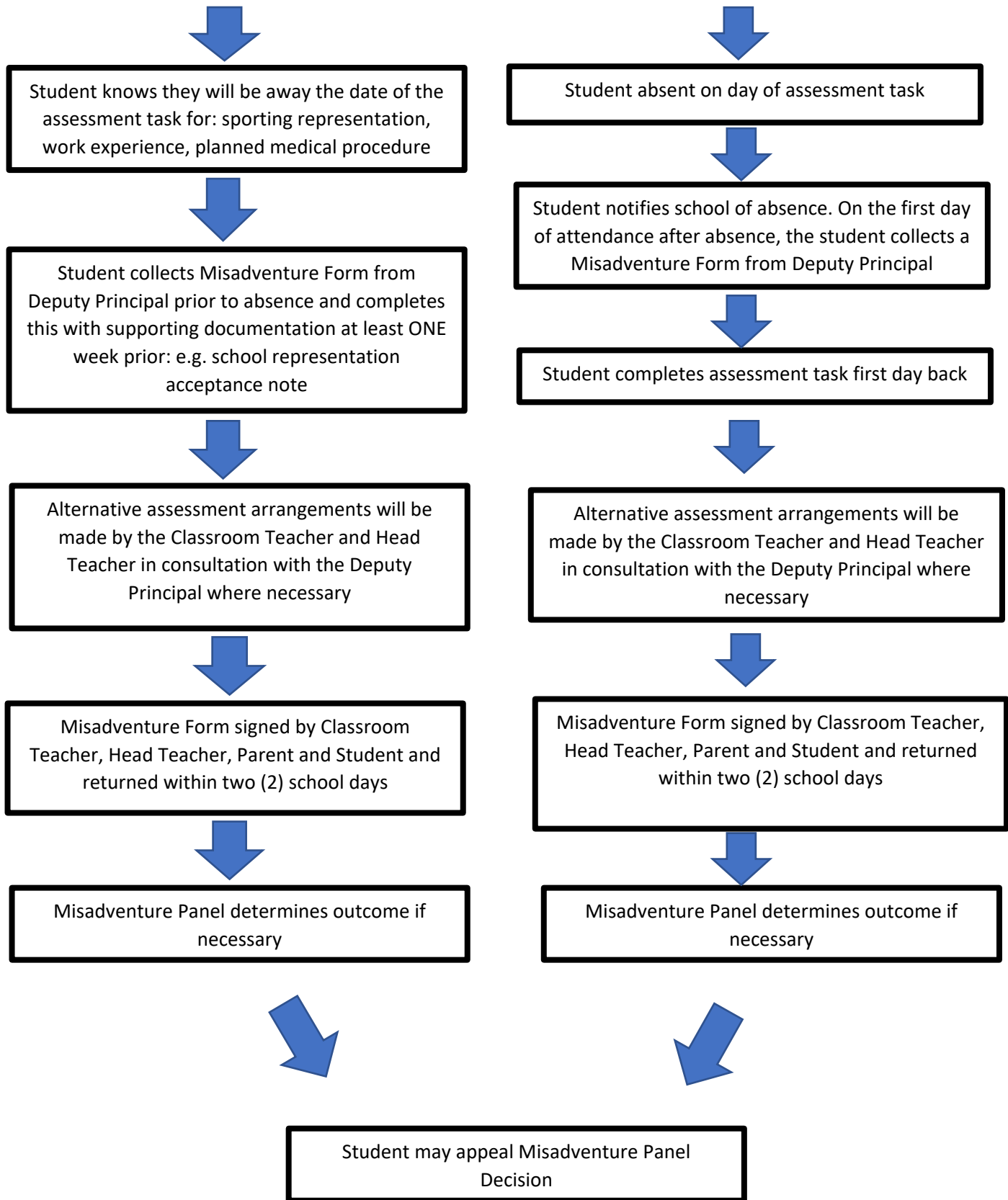
Submit form

For more information regarding HSC Illness/Misadventure please go to:

<https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions/special-consideration-illness-misadventure>

Student Assessment Task Submission Flow Chart

Student receives a minimum of two (2) weeks notification of assessment task



Syllabus Documents

For the latest copy of the syllabus documents please click on the name of each course. This link will take you through the NSW Education Standards Authority Website where you can view the corresponding Syllabus documents for each Stage 6 course.

<u>Ancient History</u>	<u>Mathematics Numeracy CEC</u>
<u>Biology</u>	<u>Mathematics Standard</u>
<u>Business Studies</u>	<u>Modern History</u>
<u>Chemistry</u>	<u>Music 1</u>
<u>Community and Family Studies</u>	<u>Physics</u>
<u>Dance</u>	<u>Sport, Lifestyle and Recreation</u>
<u>Drama</u>	<u>Visual Arts</u>
<u>Earth and Environmental Science</u>	<u>VET - Construction</u>
<u>English Advanced</u>	<u>VET- Entertainment</u>
<u>English Extension</u>	<u>VET - Hospitality</u>
<u>English Standard</u>	<u>VET – Primary Industries</u>
<u>English Studies</u>	
<u>Food Technology</u>	
<u>Geography</u>	
<u>Health and Movement Science</u>	
<u>Industrial Technology Multimedia</u>	
<u>Industrial Technology Timber</u>	
<u>Legal Studies</u>	
<u>Mathematics Advanced</u>	
<u>Mathematics Extension 1</u>	

Year 11 Assessment Schedule – 2025
Term 1, 2025 – Whole Assessment School Schedule

Term 1 Week 1	
Term 1 Week 2	
Term 1 Week 3	
Term 1 Week 4	
Term 1 Week 5	
Term 1 Week 6	VET Primary Industries
Term 1 Week 7	Geography, Health and Movement Science, Biology
Term 1 Week 8	Modern History, Community and Family Studies, Sport Lifestyle and Recreation
Term 1 Week 9	Ancient History, Business Studies, Legal Studies, Chemistry, Dance, VET Construction
Term 1 Week 10	Math Numeracy, Earth and Environment Science, Physics, Music, Drama, VET Construction
Term 1 Week 11	Industrial Technology-Timber, Industrial Technology – Multimedia, English Studies, English Advanced, English Extension 1, English Standard

Term 2, 2025 – Whole School Assessment Schedule

Term 2 Week 1	
Term 2 Week 2	Maths Advanced, Visual Art
Term 2 Week 3	Modern History, Math Extension, Math Standard, VET Primary Industries
Term 2 Week 4	
Term 2 Week 5	
Term 2 Week 6	VET Primary Industries
Term 2 Week 7	VET Hospitality
Term 2 Week 8	Ancient History, Business Studies, Legal Studies, Community and Family Studies, Biology, VET Construction
Term 2 Week 9	Health and Movement Science, Math Numeracy, Physics, Chemistry, Earth and Environmental Science, Dance, Drama
Term 2 Week 10	Math Advanced, Math Extension, Sport Lifestyle and Recreation, English Studies, English Advanced, English Extension 1, English Standard, Music

Term 3, 2025 – Whole School Assessment Schedule

Term 3 Week 1	VET Primary Industries
Term 3 Week 2	Math Standard
Term 3 Week 3	Geography
Term 3 Week 4	Visual Art
Term 3 Week 5	VET Primary Industries
Term 3 Week 6	Industrial Technology - Multimedia, Industrial Technology -Timber
Term 3 Week 7	VET Construction, VET Hospitality
Term 3 Week 8	Health and Movement Science, Math Numeracy, English Studies, VET Primary Industries
Term 3 Week 9	<p style="text-align: center;">Yearly Examination Period</p> <p>Ancient History, Biology, Business Studies, Chemistry, Community & Family Studies, Dance, Drama, Earth & Environmental Science, English Advanced, English Extension 1, English Standard, Food Technology, Geography, Industrial Multimedia, Industrial Timber, Legal Studies, Math Extension 1, Math Advanced, Math Standard, Modern History, Music 1, Physics, Visual Arts, VET Primary Industries, VET Hospitality</p>
Term 3 Week 10	

Ancient History – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Nature of Ancient History	Historical Investigation	Any combination of topics may be incorporated except Historical Investigation
Task Type		Source Analysis	Research	End of Course Examination
Term/Week		T1 W9	T2 W8	T3 W9/10
Assessment Component				
Knowledge and understanding of course content	40			40
Historical Skills in the analysis/evaluation of sources and interpretations	20	20		
Historical Inquiry	20		20	
Communication of historical understanding in appropriate forms	20	10	10	
Total	100	30	30	40
Outcomes Assessed		AH11-5, AH11-6, AH11-7	AH11-8, AH11-9	Any combination of outcomes may be tested

Year 11 Ancient History Outcomes:

A student:

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

Biology – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Module 1	Module 3 & Module 4	Whole Syllabus
Task Type		In class practical activity	Field Study (Depth Study)	Yearly Examination
Term/Week		T1 W7	T2 W8	T3 W9/10
Assessment Component				
Working Scientifically	60	20	20	20
Knowledge and Understanding	40	10	10	20
Total	100	30	30	40
Outcomes Assessed		BIO11-1, BIO11-2, BIO11-3, BIO11-7, BIO11-8	BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11

Year 11 Biology Outcomes:

Working Scientifically - a student:

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

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

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

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

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

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

BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding - a student:

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Nature of Business	Business Management	Yearly Examination
Task Type		Source Based Analysis	Report	Examination
Term/Week		T1 W9	T2 W8	T3 W9/10
Assessment Component				
Knowledge and understanding of course content	40	10		30
Stimulus based skills	20	10	10	
Inquiry and research	20		20	
Communication of business information, ideas, and issues in appropriate forms	20	10		10
Total	100	30	30	40
Outcomes Assessed		P1, P2, P3	P3, P4, P5	P1, P2, P3, P4, P5, P6

Year 11 Business Studies Outcomes:

A student:

- P1 discusses the nature of business, its role in society and types of business structure.
- P2 explains the internal and external influences on businesses.
- P3 describes the factors contributing to the success or failure of small to medium enterprises.
- P4 assesses the processes and interdependence of key business functions.
- P5 examines the application of management theories and strategies.
- P6 analyses the responsibilities of business to internal and external stakeholders.

Chemistry – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Module 1: Properties and Structure of Matter	Module 3: Reactive Chemistry	All Modules (1-4)
Task Type		Practical Test	Depth Study Report	Yearly Examination
Term/Week		T1 W9	T2 W9	T3 W9/10
Assessment Component				
Skills in working scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
Total	100	30	30	40
Outcomes Assessed		CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-7, CH11-10	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11

Year 11 Chemistry Outcomes:

Working Scientifically - a student:

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

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

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

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

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

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

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

Knowledge and understanding - a student:

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

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

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

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

Community and Family Studies – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Resource Management	Individuals and Groups	Resource Management, Individuals and Groups, Families and Communities
Task Type		Interview Design, conduct and analyse and interview	Case Study Conflict within Groups	Yearly Examination
Term/Week		T1 W8	T2 W8	T3 W9/10
Assessment Component				
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
Total	100	35	35	30
Outcomes Assessed		1.1, 1.2, 4.2, 5.1, 6.1	2.1, 2.3, 4.1, 4.2	1.1 – 6.2

Year 11 Community and Family Studies Outcomes:

A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
- P1.2 proposes effective solutions to resource problems.
- P2.1 describes the role of the family and other groups in the socialisation of individuals.
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning.
- P3.1 explains the changing nature of families and communities in contemporary society.
- P3.2 analyses the significance of gender in defining roles and relationships.
- P4.1 utilises research methodology appropriate to the study of social issues.
- P4.2 presents information in written, oral and graphic form.
- P5.1 applies management processes to maximise the efficient use of resources.
- P6.1 distinguishes those actions that enhance wellbeing.
- P6.2 uses critical thinking skills to enhance decision making.

Dance – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Performance	Composition and Appreciation	Performance, Compositions and Appreciation
Task Type		Individual Performance + Interview and Safe Dance Practice Report	Presentation of Composition Under Development + Interview and Logbook Submission	Individual Performance + Interview, Individual Composition + Interview, and Yearly Examination
Term/Week		T1, W9	T2 W9	T3 W9/10
Assessment Component				
Performance	40	30		10
Composition	30		20	10
Appreciation	30		10	20
Total	100	30	30	40
Outcomes Assessed		P1.2, P2.1, P2.2, P2.3, P2.4, P2.5	P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.4	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P2.5, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1, P4.2, P4.3, P4.4

Year 11 Dance Outcomes:

Dance as an Artform A student:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an artform
- P1.3 develops the skills of dance through performing, composing and appreciating dance

Performance A student:

- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices

Composition A student:

- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concept/intent

Appreciation A student:

- P4.1 understands the socio-historic context in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation

Drama – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Theatrical Traditions and Performance Styles – Bertolt Brecht and Epic Theatre Performance Essay	Individual Project: Performance/Design	Yearly Examination Improvisation / Playbuilding / Acting
Task Type		Performance Essay script	Monologue / Design task with logbook submission	Group performance, Logbook and Essay
Term/Week		T1 W10	T2 W9	T3 W9/10
Assessment Component				
Making	40	15	10	15
Performance	30	5	15	10
Critically Studying	30	10	5	15
Total	100	30	30	40
Outcomes Assessed		P1.3, P1.5, P2.1, P3.2, P3.3	P1.1, P1.4, P1.5, P2.2, P2.3, P3.1	P1.1, P1.2, P1.6, P2.1, P2.3, P2.4, P3.1, P3.2, P3.3

Year 11 Drama Outcomes:

A student:

- P1.1 uses acting skills to adopt and sustain a variety of characters and roles.
- P1.2 uses performance skills to interpret and perform scripted and other material.
- P1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works.
- P1.4 collaborates effectively to produce a group-devised performance.
- P1.5 demonstrates directorial skills.
- P1.6 records refined group performance work in appropriate form.
- P1.7 demonstrates skills in using the elements of production.
- P2.1 demonstrates effective performance skills.
- P2.2 uses dramatic and theatrical elements effectively to engage an audience.
- P2.3 demonstrates directorial skills for theatre and other media.
- P3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements.
- P3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses.
- P3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements.

Earth and Environmental Science – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Earth's Resources	Plate Tectonics	Whole Syllabus
Task Type		Depth Study	Research Task	Yearly Examination
Week/Term		T1W10	T2W9	T3 W9/10
Assessment Component				
Working Scientifically	60	20	20	20
Knowledge and Understanding	40	10	10	20
Total	100	30	30	40
Outcomes Assessed		EES11-1, EES11-4, EES11-5, EES11-6, EES11-7, EES11-8	EES11-3, EES11-4, EES11-5, EES11-7, EES11-9	EES11-2, EES11-4, EES11-5, EES11-6, EES11-8, EES11-9, EES11-10, EES11-11

Year 11 Earth and Environmental Science Outcomes:

Working Scientifically – a student:

- EES11-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11-5 analyses and evaluates primary and secondary data and information
- EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding – a student:

- EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems
- EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

English Advanced – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Common Module: Reading to Write	Module A: Narratives that Shape our World	All Modules: Common Module, Module A, Module B
Task Type		Multimodal Presentation	Analytical Essay	Examination
Term/Week		T1 W11	T2 W10	T3 W9/10
Assessment Component				
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Total	100	30	30	40
Outcomes Assessed		EA11-1, EA11-2, EA11-3, EA11-9	EA11-4, EA11-5, EA11-6, EA11-7	EA11-1, EA11-3, EA11-5, EA11-8

Year 11 English Advanced Outcomes:

A student:

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

English Extension 1 – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Power and Morality	Power and Morality (Independent Research Project)	Power and Morality
Task Type		Imaginative response	Multimodal Presentation	Examination
Term/Week		T1 W11	T2 W10	T3 W9/10
Assessment Component				
Knowledge and understanding of key texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
Total	100	30	40	30
Outcomes Assessed		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5

Year 12 English Extension Outcomes:

A student:

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

English Standard – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Common Module: Reading to Write	Module A: Contemporary Possibilities	All Modules: Common Module, Module A, Module B
Task Type		Written Task	Multimodal Presentation	Examination
Term/Week		T1 W11	T2 W10	T3 W9/10
Assessment Component				
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Total	100	30	30	40
Outcomes Assessed		EN11-1, EN11-3, EN11-7, EN11-9	EN11-2, EN11-3, EN11-5, EN11-8	EN11-1, EN11-3, EN11-4, EN11-6

Year 11 English Standard Outcomes:

A student:

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

English Studies – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Common Module: Achieving through English	Elective Module: Playing the Game	Elective Module: The Big Screen + All Modules
Task Type		Career Portfolio	Written Response	Portfolio representing a collection of classwork across all modules
Term/Week		T1 W10	T2 W10	T3 W8
Assessment Component				
Knowledge and understanding of the course content	50	15	15	20
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50	15	15	20
Total	100	30	30	40
Outcomes Assessed		ES11-1, ES11-4, ES11-6	ES11-3, ES11-5, ES11-8, ES11-9	ES11-2, ES11-7, ES11-10

Year 11 English Studies Outcomes:

A student:

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

Food Technology – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Food Availability & Selection	Nutrition Task & Experimentation	Yearly Examination
Task Type		Case Study	Research & Practical Tasks	Examination
Term/Week		T1 W8	T3 W3	T3 W9/10
Assessment Component				
Knowledge and understanding of course content	40	10		30
Knowledge and skills in designing, researching, analysing and evaluating	30		20	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	
Total	100	20	40	40
Outcomes Assessed		P1.1, P1.2, P4.1, P4.2, P4.3	P2.1, P3.1, P3.2, P4.3, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1

Year 11 Food Technology Outcomes:

A student:

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

Geography – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Earth's Natural Systems	Geographical Investigation	Preliminary Examination
Task Type		Field Work Research Report	Inquiry	Exam
Term/Week		T1 W7	T3 W3	T3 W9/10
Assessment Component				
Knowledge and understanding	40			40
Geographical tools and skills	20	20		
Geographical inquiry and research, including field work	20		20	
Communication of Geographical information, ideas and issues in appropriate forms	20		20	
Total	100	20	40	40
Outcomes Assessed		02, 05, 07	05, 06, 07, 08, 09	01, 03, 04, 05, 08

Year 11 Geography Outcomes:

A student:

- GE-11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05 analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-11-08 applies mathematical ideas and techniques to analyse geographical data
- GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Health and Movement Science – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Depth Study Focus Area 1/2	Half-Yearly Examination Focus Area 1 and 2	Collaborative Investigation
Task Type		Research Task	Exam	Research Task
Week/Term		T1 W7	T2 W9	T3 W4
Assessment Component				
Knowledge and understanding of course content	40	10	20	10
Skills in collaboration, analysis, communication, creative thinking, problem solving and research	60	10	20	30
Total	100	20	40	40
Outcomes Assessed		HM-11-02, HM-11-07, HM-11-09, HM-11-10	HM-11-01 – HM-11-04, HM-11-06 – HM-11-09	HM-11-05, HM-11-07, HM-11-08, HM-11-10

Year 11 Health and Movement Science Outcomes:

A student:

- HM-11-01 interprets meanings, measures and patterns of health experienced by Australians
- HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians
- HM-11-03 analyses the systems of the body in relation to movement
- HM-11-04 investigates movement skills and psychology to improve participation and performance
- HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
- HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts
- HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
- HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
- HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues
- HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts

Industrial Technology Multimedia – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Design, Research and Production	Practical Project & Report	Yearly Examination
Task Type		Report & Class Presentation	Ongoing Classwork	Examination
Term/Week		T1 W11	T3 W6	T3 W9/10
Assessment Component				
Industry Study	15			15
Design	10	10		
Management & Communication	20	10	10	
Production	40	10	30	
Industry Related Manufacturing Technology	15			15
Total	100	30	40	30
Outcomes Assessed		P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P5.1, P5.2	P1.1, P1.2, P7.1, P7.2

Year 11 Industrial Technology Outcomes:

A student:

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

Industrial Technology Timber – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Design, Research and Production	Practical Project & Report	Yearly Examination
Task Type		Report & Class Presentation	Ongoing Classwork	Examination
Term/Week		T1 W11	T3 W6	T3 W9/10
Assessment Component				
Industry Study	15			15
Design	10	10		
Management & Communication	20	10	10	
Production	40	10	30	
Industry Related Manufacturing Technology	15			15
Total	100	30	40	30
Outcomes Assessed		P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P5.1, P5.2	P1.1, P1.2, P7.1, P7.2

Year 11 Industrial Technology Outcomes:

A student:

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

Legal Studies – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		The Legal System	The Legal System The Individual and the law	The Legal System The Individual and the law Law in practice
Task Type		Research and communication	Research	Yearly Examination
Term/Week		T1 W9	T2 W8	T3 W9/10
Assessment Component				
Knowledge and understanding	40			40
Analysis and evaluation	20		20	
Inquiry and research	20	20		
Communication of legal information, ideas and issues in appropriate forms	20	10	10	
Total	100	30	30	40
Outcomes Assessed		P1, P2, P3, P4	P5, P6, P7, P8, P9	All outcomes may be assessed

Year 11 Legal Studies Outcomes:

A student:

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

Mathematics Extension 1 – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Combinatorics The binomial expansion	Graphical Relationships Inequalities Further Graphs Polynomials	Combinatorics The binomial expansion Further Graphs Polynomials Further Trigonometry Further Rates
Task Type		Assignment	In class exam plus Complete and submit a Past Paper	Preliminary exam plus Complete and submit a Past Paper
Term/Week		T2 W3	T2 W10	T3 W9/10
Assessment Component				
Functions	35		30	5
Trigonometric Functions	15			15
Calculus	15			15
Combinatorics	35	30		5
Total	100	30	30	40
Outcomes Assessed		ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	All outcomes

Year 11 Mathematics Extension 1 Outcomes:

A student:

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

Mathematics Advanced – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Functions	Functions Trigonometry	Functions Trigonometry Exponential and Logarithmic Functions Calculus
Task Type		Assignment	In class exam plus complete and submit a past paper	Examination plus complete and submit a past paper
Term/Week		T2 W2	T2 W10	T3 W9/10
Assessment Component				
Functions	35	30		5
Trigonometry	25		20	5
Exponentials & Logarithmic Functions	15		10	5
Calculus	15			15
Statistical Analysis (Assessed in Year 12)	10			10
Total	100	30	30	40
Outcomes Assessed		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1 MA11-2, MA11-3, MA11-4, MA11-6, MA11-9	All outcomes

Year 11 Mathematics Advanced Outcomes:

A student:

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

Mathematics Standard - 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Financial Mathematics Algebra	Algebra Measurement	Financial Mathematics Algebra Measurement Statistics
Task Type		In class examination with summaries	Assignment	Examination
Term/Week		T2 W3	T3 W2	T3 W9/10
Assessment Component				
Algebra	20	10	5	5
Measurement	35		25	10
Financial Mathematics	30	20		10
Statistics	15			15
Total	100	30	30	40
Outcomes Assessed		MS11-1, MS11-5, MS11-6	MS11-1 MS11-2 MS11-3 MS11-4 MS11-6 MS11-9 MS11-10	All outcomes

Year 11 Mathematics Standard 1 Outcomes:

A student:

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

Mathematics Numeracy CEC – 2025 Assessment Schedule

Course Components	Syllabus Weighting			Task 1	Task 2	Task 3
Syllabus/Topic Focus				Whole numbers Data, Graphs & Tables Distance, Area & Volume Operations with whole Numbers	Time Data, Graphs & Tables Fractions & Decimals Chance Operations with fractions and decimals	Operations with fractions and decimals Metric relationships Length, Mass & Capacity
Task Type				In class assessment	In class assessment	In class assessment
Term/Week				T1 W10	T2 W9	T3 W8
Assessment Component						
Assessment Weighting		30	35	35		
Outcomes Assessed				N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-2.3, N6-3.2	N6-1.1, N6-1.2, N6-2.3, N6-2.4, N6-2.6, N6-3.2	N6-1.1, N6-1.2, N6-2.1, N6-2.5, N6-3.1

Year 11 Numeracy CEC Outcomes:

A student:

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

Modern History – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Nature of Modern History: The Contestability of the Past: JFK	Historical Investigation	Nature of Modern History: Case Studies Shaping the Modern World
Task Type		Source Analysis	Research Task	Examination
Term/Week		T1 W8	T2 W3	T3 W9/10
Assessment Component				
Historical skills in the analysis and evaluation of sources and interpretations	20	20		
Historical inquiry	20		20	
Communication of historical understanding in appropriate forms	20	10	10	
Knowledge and understanding of course content	40			40
Total	100	30	30	40
Outcomes Assessed		MH11-5, MH11-6, MH11-7	MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4

Year 11 Modern History Outcomes:

A student:

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

Music 1 – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Topic 1 Methods of Notating Music	Topic 2 Music for Film, Radio, TV and Multimedia	Topic 3 Student Choice
Task Type		Composition or Arrangement Process Diary Performance of Composition	Musicology Research Viva Voce Submission of analysed aural examples	Performance Examination
Term/Week		T1 W10	T2 W10	T3 W9/10
Assessment Component				
Performance	25	5		20
Composition	25	25		
Musicology	25		25	
Aural	25		10	15
Total	100	30	35	35
Outcomes Assessed		P1, P2, P3, P5, P9, P10	P4, P6, P8	P1, P4, P5, P7, P9, P11

Year 11 Music 1 Course Outcomes:

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

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

Physics – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Module 1 & Module 2	Module 3	Modules 1 – 4
Task Type		Research/Quiz	Depth Study/Quiz	Examination
Term/Week		T1 W10	T2 W9	T3 W9/10
Assessment Component				
Working Scientifically	60	20	20	20
Knowledge and Understanding	40	10	10	20
Total	100	30	30	40
Outcomes Assessed		PH11-1, PH11-2, PH11-3, PH11-4, PH11-7, PH11-8, PH11-9	PH11-1, PH11-2, PH11-3, PH11-5, PH11-7, PH11-10	PH11-1, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11

Year 11 Physics Outcomes:

Working Scientifically - a student:

- PH11-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5 analyses and evaluates primary and secondary data and information
- PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding - a student:

- 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

Sport, Lifestyle and Recreation – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Athletics	Outdoor Recreation	Games and Sports Application 1 & 2
Task Type		Course Work and Practical	Research Task	Practical Component
Term/Week		T1 W8	T2 W10	Ongoing
Assessment Component				
Knowledge and understanding of course content	50	20	20	10
Skills: Self-Management Interpersonal Skills Movement Skills	50	10	10	30
Total	100	30	30	40
Outcomes Assessed		1.3, 2.3, 3.1, 3.3, 4.4	1.3, 2.2, 2.3, 4.5, 5.1	1.1, 1.3, 2.1, 3.1, 4.4

Year 11 Sport, Lifestyle and Recreation Outcomes:

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyles.
- 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 principals 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 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.

Visual Arts – 2025 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Art History and Representation and re-presentation of the Body	Artmaking Art History and the Landscape in 'isms'	Yearly Examination
Task Type		Part A: Portfolio of 3 Written Responses Part B: 3D & 2D Collection of Works and VAPD	2D & 4D Body of Work and VAPD	Examination
Term/Week		T2 W2	T3 W4	T3 W9/10
Assessment Component				
Artmaking	50	20	30	
Critical and Historical	50	20		30
Total	100	40	30	30
Outcomes Assessed		P1, P4, P6, P7, P10	P2, P3, P5, P6	P7, P8, P9, P10

Year 11 Visual Arts Outcomes:

A student:

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

VET Construction – 2025 Assessment Schedule



Education

Construction

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package

RTO - NSW Department of Education - 90333

School Name: IRRAWANG HIGH SCHOOL

Tiling

Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency	HSC Examinable	Week 10 Term 1 Date TBA	Week 9 Term 1 Date TBA	Week 8 Term 2 Date TBA	Week 7 Term 3 Date TBA
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

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

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

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

VET Entertainment - 2025 Assessment Schedule



Education

Entertainment Industry

Qualification: CUA30420 Certificate III in Live Production and Technical Services

Cohort 2025 - 2026

Training Package CUA Creative Arts and Culture

RTO - NSW Department of Education - 90333

School Name: Irrawang High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
Code	Unit of Competency	HSC Examinable	Once Completed White Card Course	Once Completed Work Experience	Week 2 Term 2 2025	Week 9 Term 3 2025
CPCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

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

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

VET Hospitality – 2025 Assessment Schedule



Education

Hospitality
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2025 - 2026
 Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education - 90333

School Name: Irrawang High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 7 Term 2 Date 13/06/2025	Week 7 Term 3 Date 05/09/2025
Code	Unit of Competency	HSC Examinable		
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

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

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

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

VET Primary Industries – 2025 Assessment Schedule



Education

Primary Industries
 Qualification: AHC20122 Certificate II in Agriculture
 Cohort 2025 - 2026
 Training Package AHC Agriculture, Horticulture and Conservation and Land Management

RTO - NSW Department of Education - 90333

School Name: Irrawang High School

Livestock – Assessment Schedule Year 11 - 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Handle and Observe Livestock and Care for Livestock completion may be carried over to HSC year			Task WHS	Task Operate Tractors	Task Biosecurity	Task Communicate and Work Effectively	Task Handle and Observe Livestock	Task Care for Livestock	Task Preliminary Exam
Code	Unit of Competency	HSC Examinable	Week 6 Term 1 Date: 3/3/25	Week 2 Term 2 Date 9/5/25	Week 6 Term 2 Date 6/6/25	Week 1 Term 3 Date 24/7/25	Week 5 Term 3 Date 21/8/25	Week 8 Term 3 Date 12/9/25	Week Term Date
AHCWHS202	Participate in workplace health and safety processes	√	X						
AHCMOM202	Operate tractors			X					
AHCMOM304	Operate machinery and equipment			X					
AHC BIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity				X				
AHCWRK212	Work effectively in industry	√				X			
AHCWRK213	Participate in workplace communications					X			
AHCLSK205	Handle livestock using basic techniques						X		
AHCLSK204	Carry out regular livestock observation						X		
AHCLSK202	Care for health and welfare of livestock	√						X	

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

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