



# **Irrawang High School**

## **Year 11 Preliminary HSC**

### **Assessment Information Booklet**

#### **2023**

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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 NESAs 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 NESAs 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

## Assessment Notification Sample

### ASSESSMENT TASK NOTIFICATION

<b>COURSE</b>	
<b>TASK NUMBER</b>	
<b>TASK WEIGHT</b>	%
<b>DATE OF NOTIFICATION</b>	
<b>DUE DATE</b>	

### OUTCOMES ASSESSED

--

### TASK DESCRIPTION

--

### TASK INSTRUCTIONS

--

Teacher's Signature: \_\_\_\_\_

Head Teacher's Signature: \_\_\_\_\_





## 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 Irawang 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 award 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 NESAC 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.**

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

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

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

Subject: \_\_\_\_\_

Due Date: \_\_\_\_\_

Year Group (please circle)

Years 7-10

Year 11

Year 12

**CIRCUMSTANCES** (Tick a box)

Illness / Misadventure

School Business (*Academic / CAPA, Cultural, Sport*)

### SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

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**Medical Certificate Attached: YES / NO** (A Medical Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you attached further documentation to support your application? **YES / NO**

(This could include a Statutory Declaration or Representation Form detailing your circumstances)

Classroom Teacher Signature: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Students needs to complete the task on the first day or first subject specific period back from absence

Has the task been completed? YES / NO

Date to be completed: \_\_\_\_\_

*Comment – submission, format, alternative task, extension*

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**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence: **YES / NO**

**Outcome and Recommendation**

- Zero
- Estimate
- Alternative Task
- Other

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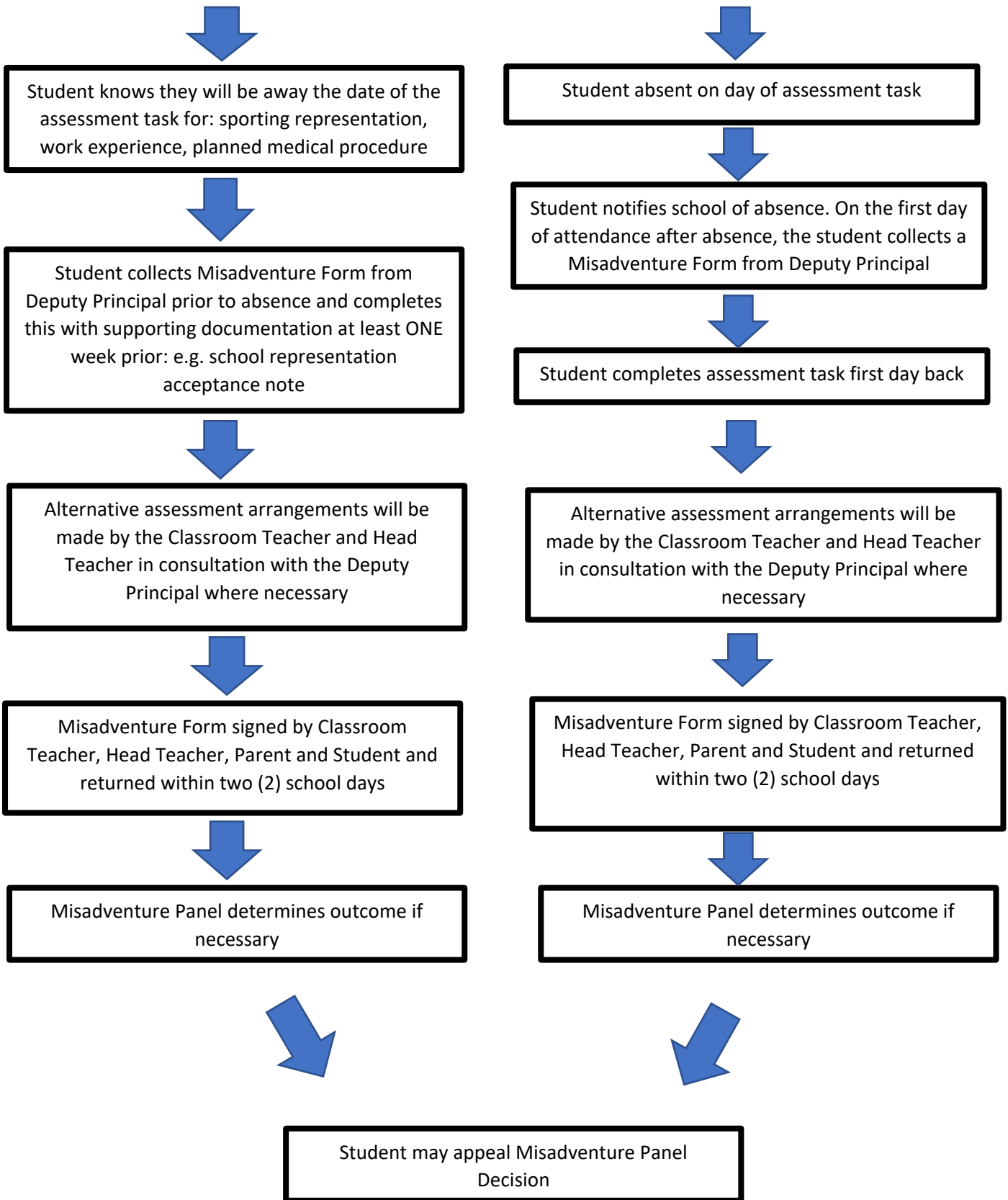
**Deputy Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## 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.

<a href="#"><u>Ancient History</u></a>	<a href="#"><u>Biology</u></a>
<a href="#"><u>Business Studies</u></a>	<a href="#"><u>Chemistry</u></a>
<a href="#"><u>Community and Family Studies</u></a>	<a href="#"><u>Dance</u></a>
<a href="#"><u>Drama</u></a>	<a href="#"><u>Earth and Environmental Science</u></a>
<a href="#"><u>English Advanced</u></a>	<a href="#"><u>English Extension</u></a>
<a href="#"><u>English Standard</u></a>	<a href="#"><u>English Studies</u></a>
<a href="#"><u>Exploring Early Childhood</u></a>	<a href="#"><u>Geography</u></a>
<a href="#"><u>Industrial Technology Multimedia</u></a>	<a href="#"><u>Industrial Technology Timber</u></a>
<a href="#"><u>Legal Studies</u></a>	<a href="#"><u>Marine Studies</u></a>
<a href="#"><u>Mathematics Extension 1</u></a>	<a href="#"><u>Mathematics Advanced</u></a>
<a href="#"><u>Mathematics Standard</u></a>	<a href="#"><u>Mathematics Numeracy CEC</u></a>
<a href="#"><u>Modern History</u></a>	<a href="#"><u>Music 1</u></a>
<a href="#"><u>Personal Development Health &amp; Physical Education</u></a>	<a href="#"><u>Photography Video and Digital Imaging</u></a>
<a href="#"><u>Physics</u></a>	<a href="#"><u>Sport, Lifestyle and Recreation</u></a>
<a href="#"><u>Work Studies</u></a>	<a href="#"><u>Visual Arts</u></a>
VET – Entertainment	VET – Primary Industries
VET – Certificate III Retail	VET - Hospitality

Year 11 Assessment Schedule – 2023  
Term 1, 2023 – Whole Assessment School Schedule

<b>Term 1 Week 1</b>	
<b>Term 1 Week 2</b>	
<b>Term 1 Week 3</b>	VET – Primary Industries
<b>Term 1 Week 4</b>	
<b>Term 1 Week 5</b>	
<b>Term 1 Week 6</b>	
<b>Term 1 Week 7</b>	Biology, Modern History
<b>Term 1 Week 8</b>	Chemistry, Community & Family Studies, SLR
<b>Term 1 Week 9</b>	Ancient History, Business Studies, Legal Studies, Photography Video & Digital Imaging, Physics, VET – Entertainment
<b>Term 1 Week 10</b>	Drama, Earth & Environmental Science, English Advanced, English Standard, English Studies, Industrial Technology Multimedia, Industrial Technology Timber, Marine Studies (Boating & Fishing), Mathematics Numeracy CEC, Music 1, VET – Retail, Dance
<b>Term 1 Week 11</b>	English Extension, Geography, Work Studies, PDHPE

## Term 2, 2023 – Whole School Assessment Schedule

<b>Term 2 Week 1</b>	Exploring Early Childhood
<b>Term 2 Week 2</b>	Mathematics Advanced, VET – Entertainment, VET – Primary Industries
<b>Term 2 Week 3</b>	Mathematics Ext 1, Mathematics Standard, Modern History
<b>Term 2 Week 4</b>	Visual Arts
<b>Term 2 Week 5</b>	
<b>Term 2 Week 6</b>	Biology, VET – Retail
<b>Term 2 Week 7</b>	Exploring Early Childhood
<b>Term 2 Week 8</b>	Ancient History, Business Studies, Chemistry, Community & Family Studies, Legal Studies, PDHPE
<b>Term 2 Week 9</b>	Dance, Drama, Earth & Environmental Science, Geography, Mathematics Numeracy CEC, Physics, Work Studies
<b>Term 2 Week 10</b>	English Advanced, English Extension, English Standard, English Studies, Mathematics Ext 1, Mathematics Advanced, Music 1, Photography Video & Digital Imaging, SLR

### Term 3, 2023 – Whole School Assessment Schedule

<b>Term 3 Week 1</b>	VET – Primary Industries
<b>Term 3 Week 2</b>	Industrial Technology Multimedia, Industrial Technology Timber, Marine Studies (Boating & Fishing), Mathematics Standard
<b>Term 3 Week 3</b>	
<b>Term 3 Week 4</b>	Visual Arts
<b>Term 3 Week 5</b>	
<b>Term 3 Week 6</b>	
<b>Term 3 Week 7</b>	Exploring Early Childhood, VET - Entertainment
<b>Term 3 Week 8</b>	English Studies
<b>Term 3 Week 9</b>	Yearly Examination Period* VET – Retail
<b>Term 3 Week 10</b>	Yearly Examination Period* Mathematics Numeracy CEC (In Class), Photography Video & Digital Imaging

- Subjects not listed in this section will all have a YEARLY EXAMINE as their third assessment task for the course.

## Ancient History – 2023 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	Examination
Term/Week		<b>T1 Wk9</b>	<b>T2 Wk8</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding of course content	<b>40</b>			40
Historical Skills in the analysis/evaluation of sources and interpretations	<b>20</b>	20		
Historical Inquiry	<b>20</b>		20	
Communication of historical understanding in appropriate forms	<b>20</b>	10	10	
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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 – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Module 1	Module 3 & 4	Whole Syllabus
Task Type		In Class Practical Activity	Field Study (Depth Study)	Examination
Term/Week		<b>T1 Wk7</b>	<b>T2 Wk6</b>	<b>T3 Wk9/10</b>
Assessment Component				
Working Scientifically	<b>60</b>	20	20	20
Knowledge and Understanding	<b>40</b>	10	10	20
Total	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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:

A student:

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8 describes single cells as the basis for all life by analysing and explain 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 – 2023 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 Analysis	Research	Examination
Term/Week		<b>T1 Wk9</b>	<b>T2 Wk8</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding of course content	<b>40</b>	10		30
Stimulus based skills	<b>20</b>	10	10	
Inquiry and research	<b>20</b>		20	
Communication of business information, ideas, and issues in appropriate forms	<b>20</b>	10		10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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 – 2023 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	Examination
Term/Week		<b>T1 Wk8</b>	<b>T2 Wk8</b>	<b>T3 Wk9/10</b>
Assessment Component				
Skills in working scientifically	<b>60</b>	20	20	20
Knowledge and understanding	<b>40</b>	10	10	20
Total	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-8	CH11-1, CH11-4, CH11-5, CH11-6, 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:

A student:

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

## Community and Family Studies – 2023 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 an interview	Case Study Conflict within Groups	Examination
Term/Week		<b>T1 Wk8</b>	<b>T2 Wk8</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding of course content	<b>40</b>	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>	20	20	20
<b>Total</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
Outcomes Assessed		P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2

### 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 – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Performance	Composition and Appreciation	Performance, Composition and Appreciation
Task Type		Individual Performance + Interview & Safe Dance Practice Report	Presentation of Composition under Development + Interview and Logbook Submission	Examination
Term/Week		<b>T1 Wk10</b>	<b>T2 Wk9</b>	<b>T3 Wk9/10</b>
Assessment Component				
Performance	<b>40</b>	30		10
Composition	<b>30</b>		20	10
Appreciation	<b>30</b>		10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		P1.2, P2.1, P2.2, P2.3, P2.4, P2.5	P1.3, P3.1, P3.2, P3.4, P3.5, P3.6, P4.4	P1.2, P2.1, P2.2, P2.3, P2.4, P2.5, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1, P4.2, P4.3, P4.4

### Year 11 Dance Outcomes:

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
- 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
- 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 movements devised in response to specific concept/intent
- 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

## Drama – 2023 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	Improvisation / Playbuilding / Acting
Task Type		Performance Essay Script	Monologue/Design Task with logbook submission	Examination
Term/Week		<b>T1 Wk10</b>	<b>T2 Wk9</b>	<b>T3 Wk9/10</b>
Assessment Component				
Making	<b>40</b>	15	10	15
Performing	<b>30</b>	5	15	10
Critically Studying	<b>30</b>	10	5	15
Total	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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, P1.7, P2.1, 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 – 2023 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	Examination
Term/Week		<b>T1 Wk10</b>	<b>T2 Wk9</b>	<b>T3 Wk9/10</b>
Assessment Component				
Working Scientifically	<b>60</b>	20	20	20
Knowledge and Understanding	<b>40</b>	10	10	20
Total	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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:

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 understanding using suitable language and terminology for a specific audience or purpose
- EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems
- EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

## English Advanced – 2023 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		<b>T1 W10</b>	<b>T2 W10</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding of course content	<b>50</b>	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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 – 2023 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		<b>T1 W11</b>	<b>T2 W10</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding of key texts and why they are valued	<b>50</b>	15	20	15
Skills in complex analysis composition and investigation	<b>50</b>	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
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 – 2023 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		<b>T1 Wk10</b>	<b>T2 Wk10</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding of course content	<b>50</b>	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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 – 2023 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		Interview and Career Portfolio	Written Response	Collection of Works
Term/Week		<b>T1 Wk10</b>	<b>T2 Wk10</b>	<b>T3 Wk8</b>
Assessment Component				
Knowledge and understanding of the course content	<b>50</b>	15	15	20
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	<b>50</b>	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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

## Exploring Early Childhood – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Core A – Pregnancy and Childbirth	Core B – Growth and Development	Core C – Promoting Positive Behaviour
Task Type		Report and Reflection	Research Report and Safety Resource	Party Planning and Nutrition
Term/Week		<b>T2 Wk1</b>	<b>T2 Wk7</b>	<b>T3 Wk7</b>
Assessment Component				
Knowledge and understanding of course content	<b>50</b>	20	10	20
Skills: Self-management Interpersonal Skills Movement Skills	<b>50</b>	10	20	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		1.1, 1.4, 1.5, 2.4, 5.1, 6.1	1.2, 1.3, 1.4, 2.5, 3.1, 4.1, 4.2, 5.1	1.2, 1.5, 2.4, 2.5, 3.1, 4.1

### Year 11 Exploring Early Childhood Outcomes:

A student:

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

## Geography – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Biophysical Interactions	Senior Geography Project	Any combinations of topics may be incorporated
Task Type		Research Task	Research Task	Examination
Term/Week		<b>T1 Wk11</b>	<b>T2 Wk9</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding of course content	<b>40</b>	20		20
Geographical tools and skills	<b>20</b>			20
Geographical inquiry and research, including fieldwork	<b>20</b>		20	
Communication of geographical information, ideas and issues in appropriate forms	<b>20</b>		20	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
Outcomes Assessed		P1, P2, P3, P7, P8	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12

### Year 11 Geography Outcomes:

A student:

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

## Industrial Technology Multimedia – 2023 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		<b>T1 Wk10</b>	<b>T3 Wk2</b>	<b>T3 Wk9/10</b>
Assessment Component				
Industry Study	<b>15</b>			15
Design	<b>10</b>	10		
Management & Communication	<b>20</b>	10	10	
Production	<b>40</b>	10	30	
Industry Related Manufacturing Technology	<b>15</b>			15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes Assessed		P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P6.1, P6.2	P2.1, P2.2, P3.1, P3.2, P3.3, 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 – 2023 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		<b>T1 Wk10</b>	<b>T3 Wk2</b>	<b>T3 Wk9/10</b>
Assessment Component				
Industry Study	<b>15</b>			15
Design	<b>10</b>	10		
Management & Communication	<b>20</b>	10	10	
Production	<b>40</b>	10	30	
Industry Related Manufacturing Technology	<b>15</b>			15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes Assessed		P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P6.1, P6.2	P2.1, P2.2, P3.1, P3.2, P3.3, 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 – 2023 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	Examination
Term/Week		<b>T1 Wk9</b>	<b>T2 Wk8</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding	<b>40</b>			40
Analysis and evaluation	<b>20</b>		20	
Inquiry and research	<b>20</b>	20		
Communication of legal information, ideas and issues in appropriate forms	<b>20</b>	10	10	
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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

## Marine Studies (Boating & Fishing) – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Core Module Assessment	Practical Activities	Yearly Examination
Task Type		Report & Class Presentation	Ongoing Classwork	Examination
Term/Week		<b>T1 Wk10</b>	<b>T3, Wk2</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding outcomes and course content	<b>50</b>	15		35
Skills outcomes and content	<b>50</b>	10	40	
Total	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 4.2	2.2, 3.2, 3.4, 5.1, 5.2, 5.3, 5.4	3.1, 3.3, 4.1

### Year 11 Marine Studies Outcomes:

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

## Mathematics Extension 1 – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Combinations The binomial expansion	Graphical Relationships Inequalities Further Graphs Polynomials	Combinatorics The binomial expansion Further Graphs Polynomials Further Trigonometry Further Rates
Task Type		Modelling Task: Use of technology to model mathematical solutions	Topic Test (Summary Allowed)	Examination
Term/Week		<b>T2 Wk3</b>	<b>T2 Wk10</b>	<b>T3 Wk9/10</b>
Assessment Component				
Functions	<b>35</b>		30	5
Trigonometric Functions	<b>15</b>			15
Calculus	<b>15</b>			15
Combinations	<b>35</b>	30		5
Total	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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 – 2023 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		Modelling Task: Use of technology to model mathematical situations	Exam with summary allowed	Examination
Term/Week		<b>T2 Wk2</b>	<b>T2 Wk10</b>	<b>T3 Wk9/10</b>
Assessment Component				
Functions	<b>40</b>	30	5	5
Trigonometry	<b>30</b>		25	5
Exponentials & Logarithmic Functions	<b>15</b>			15
Calculus	<b>15</b>			15
Statistical Analysis (Assessed in Year 12)				
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-6	All Outcomes (Except MA11-7)

### 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 - 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Financial Mathematics Equations	Linear Relationships Measurement	Financial Math Equations Linear Relationships Measurement Data
Task Type		AFL: Summary AOL: Test with summary allowed	Modelling Task: Use of technology to model mathematical solutions	Examination
Term/Week		<b>T2 Wk3</b>	<b>T3 Wk2</b>	<b>T3 Wk9/10</b>
Assessment Component				
Use of concepts, skills and techniques to solve mathematical problems and interpret practical solutions	<b>50</b>	25		25
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	<b>50</b>	5	30	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		MS11-1, MS11-5	MS11-9, MS11-10, MS11-2, MS11-1, MS11-6	All Outcomes (Except MS11-4)

### 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 – 2023 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		<b>T1 Wk10</b>	<b>T2 Wk9</b>	<b>T3 Wk9/10</b>
Assessment Component				
		For this course, there are no marks awarded and no weightings for each task. The tasks are given a grade based on the grade descriptors then the overall grade is generated from the three tasks combined		
Total				
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 – 2023 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	Examination
Term/Week		<b>T1 Wk7</b>	<b>T2 Wk3</b>	<b>T3 Wk9/10</b>
Assessment Component				
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	20		
Historical inquiry	<b>20</b>		20	
Communication of historical understanding in appropriate forms	<b>20</b>	10	10	
Knowledge and understanding of course content	<b>40</b>			40
Total	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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 – 2023 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	Examination
Term/Week		<b>T1 Wk10</b>	<b>T2 Wk10</b>	<b>T3 Wk9/10</b>
Assessment Component				
Performance	<b>25</b>	5		20
Composition	<b>25</b>	25		
Musicology	<b>25</b>		10	15
Aural	<b>25</b>		10	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
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

## Personal Development Health & Physical Education – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Core 1 – Better Health for Individuals	Core 2 – The Body in Motion	Core 1, 2, Fitness Choice, First Aid
Task Type		Case Study	Research Task	Examination
Term/Week		<b>T1 Wk11</b>	<b>T2 Wk8</b>	<b>T3 Wk9/10</b>
Assessment Component				
Knowledge and understanding of course content	<b>40</b>	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>	20	20	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		P2, P3, P4, P6, P15, P16	P7, P9, P10, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17

### Year 11 Personal Development Health & Physical Education Outcomes:

A student:

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

## Photography Video and Digital Imaging – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Temporal Accounts	Developing a Point of View	Arranged Image
Task Type		Part A) Photo Portfolio and Journal Part B) Artist Response	Part A) Photo Portfolio and Journal Part B) Artist Response	Part A) Photo Portfolio and Journal Part B) Artist Response
Term/Week		<b>T1 Wk9</b>	<b>T2 Wk10</b>	<b>T3 Wk10</b>
Assessment Component				
Making	<b>70</b>	10	20	40
Critical and Historical	<b>30</b>	10	10	10
Total	<b>100</b>	20	30	50
Outcomes Assessed		M1, M3, M4, CH1, CH3	M2, M3, CH2, CH5	M2, M5, M6, CH4

### Year 11 Photography, Video and Digital Imaging Outcomes:

A student:

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

## Physics – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Module 1 & 2	Module 3	Module 1-4
Task Type		Research/Quiz	Depth Study/Quiz	Examination
Term/Week		<b>T1 Wk9</b>	<b>T2 Wk9</b>	<b>T3 Wk9/10</b>
Assessment Component				
Working Scientifically	<b>60</b>	20	20	20
Knowledge and Understanding	<b>40</b>	10	10	20
Total	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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:

A student:

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



## Sport, Lifestyle and Recreation – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Athletics	Outdoor Recreation	Games & Sports Applications 1 & 2
Task Type		Course Work and Practical	Research Task	Practical Component
Term/Week		<b>T1 Wk8</b>	<b>T2 Wk10</b>	<b>Ongoing</b>
Assessment Component				
Knowledge and understanding of course content	<b>50</b>	20	20	10
Skills: Self-Management Interpersonal Skills Movement Skills	<b>50</b>	10	10	30
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
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

## Work Studies – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		My Working Life (Core)	Teamwork and Enterprise Skills	Applying skills and understanding
Task Type		Portfolio	Analysis – Practical Component	Examination
Term/Week		<b>T1 Wk11</b>	<b>T2 Wk9</b>	<b>T3 Wk9/10</b>
Assessment Component				
Skills	<b>70</b>	30	30	10
Knowledge and understanding	<b>30</b>	5	5	20
Total	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
Outcomes Assessed		2, 3, 4	1, 6, 8	Any combination of outcomes may be assessed

### Year 11 Work Studies Outcomes:

A student:

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

## Visual Arts – 2023 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Art History and Materiality	2D Material Practice	Preliminary Examination
Task Type		3D Collection of Works, CAPD and Zine	Body of Work and VAPD	Examination
Term/Week		<b>T2 Wk4</b>	<b>T3 Wk4</b>	<b>T3 Wk9/10</b>
Assessment Component				
Artmaking	<b>50</b>	10	40	
Critical and Historical	<b>50</b>	10		40
Total	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
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 Entertainment – 2023 / 2024 Assessment Schedule



Education

### Student Competency Assessment Schedule VET Creative Arts and Culture CUA30420 Certificate III in Live Production and Technical Services

*Preliminary course*

Assessment events for CUA30420 Certificate III in Live Production and Technical Services <i>Must be edited to suit school delivery – refer to TAS</i>			Task 1	Task 2	Task 3	Preliminary yearly exam**
			Week 9 Term 1	Week 2 Term 2	Week 7 Term 3	Week 9/10 Term 3
Task	Code	Unit of competency				
<b>Task 1</b> <i>White card</i>	CPCCWHS1001	Prepare to work safely in the construction industry	X			
<b>Task 2</b> <i>Safe and sound</i>	CUAWHS312	Apply work health and safety practices		X		
	CUASOU331	Undertake live audio operations				
<b>Task 3</b> <i>Bump in the light</i>	CUALGT311	Operate basic lighting				
	CUASTA212	Assist with bump in and bump out of shows			X	

**\* \* Students must complete 70 hours of work placement during the course. Students need to complete 35 hours during the Preliminary course. 50% of work placement hours may be achieved at school in an industry simulated environment.**

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards a CUA30420 Certificate III in Live Production and Technical Services**. Students who also undertake the additional 60-hour specialisation course are eligible for the possible qualification outcome of **CUA30420 Certificate III in Live Production and Technical Services**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

## VET Hospitality – 2023 / 2024 Assessment Schedule

VET Primary Industries – 2023 / 2024 Assessment Schedule



Education

**Student Competency Assessment Schedule**  
**VET Agriculture, Horticulture and Conservation and Land Management**

**AHC20116 Certificate II in Agriculture**

*Preliminary course*

Assessment events for AHC20116 Certificate II in Agriculture <i>Must be edited to suit school delivery – refer to TAS</i>			Task 1	Task 7	Task 2	Task 9	Work placement 1*	Preliminary yearly exam**
Task	Code	Unit of competency	Week 3 Term 1	Week 2 Term 2	Week 1 Term 3	Week 8 Term 3	Week 2 or 4 Term 3	Week 10 Term 3
1	AHCWHS201	Participate in work health and safety processes	X					
7	AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity		X				
	AHCMOM202	Operate tractors						
	AHCMOM304	Operate machinery and equipment						
2	AHCWRK204	Work effectively in the industry			X			
	AHCWRK205	Participate in workplace communications						
	AHCWRK209	Participate in environmentally sustainable work practices						
9	AHCINF201	Carry out basic electric fencing operations						
	AHCINF202	Install, maintain and repair farm fencing						

**\* Students must complete 70 hours of work placement during the course. 35 hours of work placement must be completed in the Preliminary year.**

Depending on the achievement of units of competency, the possible qualification outcome is a **AHC20116 Certificate II in Agriculture** or a **Statement of Attainment towards a AHC20116 Certificate II in Agriculture**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

## VET Certificate III Retail – 2023 Assessment Schedule



**School Name: Irrawang High School**

**2022 -2023 Student Competency Assessment Schedule**

**COURSE: SIR30216 Certificate III in Retail Preliminary**

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	Preliminary 1/2 Year Exam**	Work Placement 1*	Preliminary Yearly Exam**
			Week 10	Week 6	Week 9	Week	Week	Week
			Term 1	Term 2	Term 3	Term	Term	Term
Cluster	Code	Unit of Competency	Date	Date	Date	Date	Date	Date
<b>Cluster 1</b> There's no I in team	<a href="#">SIRXIND001</a>	Work effectively in a service environment	<b>X</b>					
	<a href="#">SIRXCOM002</a>	Work effectively in a team	<b>X</b>					
<b>Cluster 2</b> Better safe than sorry	<a href="#">SIRXWHS002</a>	Contribute to workplace health and safety		<b>X</b>				
	<a href="#">SIRXIND002</a>	Organise and maintain the store environment		<b>X</b>				
<b>Cluster 3</b> Cash me outside	<a href="#">SIRXCEG001</a>	Engage the customer			<b>X</b>			
	<a href="#">SIRXCEG002</a>	Assist with customer difficulties			<b>X</b>			
	<a href="#">SIRXCEG003</a>	Build customer relationships and loyalty			<b>X</b>			

Depending on the achievement of units of competency, the possible qualification outcome is a **SIR30216 Certificate III in Retail**

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

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