



Strathfield Girls High School



Year 11 Assessment Handbook 2024

dream, believe, inspire, achieve...

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GENERAL INFORMATION

Introduction

This booklet aims to give students, parents, and caregivers information about assessment for the Year 11 course.

From Term 4 in Year 11, students will commence Year 12 assessment tasks in all subjects. The tasks will determine each student's assessment mark which is a measure of each student's achievement relative to the performance of other students in the same course at Strathfield Girls High School.

The HSC will show two marks: the Final Examination mark and the moderated assessment mark. The moderated assessment mark and the scaled Final Examination mark each comprise 50% of the total HSC result.

There is a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR). The ATAR is a rank that is used for gaining entry to Tertiary Institutions.

Students, parents, and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.

Requirements for the award of the HSC

The New South Wales Educational Standards Authority (NESA) is a Statutory Board which has the power to award the credential titled, "The Higher School Certificate". To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations established by NESA.

1. Eligibility requirements for the Higher School Certificate

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 NESA considers satisfactory;
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC;
- sat for and made a serious attempt at the required HSC Examination(s); and
- met the HSC Minimum Standard.

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: All My Own Work program in ethical scholarship. This program will be delivered through the school and will assist students to understand their rights and responsibilities in HSC assessment.

HSC minimum standard

Students in NSW will need a minimum standard of literacy and numeracy to receive the HSC from 2020. The minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF) which will ensure students have the basic reading, writing and mathematics skills needed for everyday tasks and future learning.

To meet the HSC minimum standard and receive the HSC, students need to:

- achieve Level 3 or 4 of the Australian Core Skills Framework (ACSF) in the NESA online reading, writing and numeracy tests

There will be multiple opportunities for students to show they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills. These tests can be taken when students are ready in Years 10, 11 and 12 and after the HSC.

2. Pattern of Study

Students must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course. Students must have sat for and made a serious attempt at the HSC Exam(s).

Students must study a minimum of **12 units in the Year 11 course** and a minimum of **10 units in the Year 12 course**. Both the Year 11 course and the Year 12 course must include the following:

- at least 2 units of a Board developed English, or English Studies;
- at least 6 units from Board developed courses;
- at least 3 courses of two or more units;
- no more than 6 units of courses in Science, and
- at least four subjects.

3. Accumulation of the Higher School Certificate

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Year 11 courses may also be accumulated.

The five-year period will commence in the first year students satisfactorily complete an HSC course. It will apply regardless of whether students defer their studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend beyond a five-year period.

4. 25 Hour Personal Development and Health Course, Life Ready

Life Ready is a mandatory Personal Development and Health Education course for Years 11 and 12 students in NSW government schools. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education from Years 7 to 10.

Life Ready reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence, and their changing responsibilities.

Requirements for an Australian Tertiary Admission Rank (ATAR)

The ATAR is the rank calculated on behalf of Tertiary Institutions to allocate places in New South Wales and Australian Capital Territory universities. Further information about the ATAR can be obtained through the University Admission Centre website at www.uac.edu.au.

RULE 1

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board developed courses, including at least two units of English.

The Board developed courses must include:

- at least three courses of two units or greater, and
- at least four subjects

RULE 2

The ATAR will be based on an aggregate of scaled Marks in the ten units of Board developed courses comprising:

- the best two units of English;
- the best eight units from the remaining units, and

With the following provisions:

- students must satisfactorily complete English;
- students may accumulate courses over five years; and
- if a student repeats a unit, only the last satisfactory attempt will be used in the calculation of the ATAR.



SCHOOL ASSESSMENT POLICY

Introduction

The purpose of this document is to outline the Assessment Policy of Strathfield Girls High School for the Year 11 studies.

Please read this policy carefully and make sure you understand it. **All students must sign to acknowledge that they have received this booklet.**

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course; and
- report on the achievement by each student at the end of a course.

It is a requirement of the Year 11 school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout Year 11 and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Assessment data which is recorded on reports represents a measure of student achievement relative to other students in the course. Assessment data is derived from the results of several assessment tasks which are outlined in the schedules published in this handbook.

Purpose of Assessment

The purpose of school assessment for Year 11 students is to provide an indication of student achievement based on:

- a wider range of syllabus outcomes than may be measured by a single Year 11 examination; and
- multiple measures and observations made throughout the Year 11, giving students credit for what they have achieved throughout their courses, in addition to their Final Examination.

The Start and Finish

For the Year 11 course, assessment tasks begin in Term 1 of Year 11. Assessment will cease at the end of Term 3 of Year 11.

NSW Education Standards Authority Website

Syllabuses, past papers, sample responses and support materials for all courses may be accessed through the NSW Education Standards Authority (NESA), website at <http://educationstandards.nsw.edu.au>

Students Online

The Students Online service provides valuable information to students. Year 12 students, by using a student number and PIN provided by NESA, students will be able to check important details relating to their enrolment and view important information such as their personalised HSC timetable, Assessment Rank Order (after the Final HSC Examination) and information regarding HSC results. In addition, Students Online has links to other relevant sites.

Satisfactory Completion of Year 11 Courses

Students are considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have met the following course completion criteria. They must have:

1. followed the course developed by NESA;
2. applied themselves with diligence and sustained effort to the tasks and experiences provided by the school; and
3. achieved some or all of the course outcomes.

It is required that students:

- demonstrate satisfactory participation in learning. This will include attendance;
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- complete the requirements of each course including any necessary oral, practical and project work;
- perform the tasks required as part of the assessment program in each course; and
- sit for and make a serious attempt at any examination set as part of the course.

The Principal may determine that the above course completion criteria are not being met, as a result of poor attendance. Students will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. A student will be considered unsatisfactory in a course if she has failed to apply herself with "diligence and sustained effort" to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement and the like caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism, or cheating.

If at any stage during the course it appears that a student will not achieve course outcomes, a NESA, warning letter will be sent home. The purpose of this letter is:

- to give students a warning in time to correct the area of concern, and/or
- to clarify their status regarding an unsatisfactory designation.

Where it is determined that a student has not satisfactorily completed a course, that student will not receive any results in that course.

REPORTING PROCEDURES

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.


Reports draw on formal and informal assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice.

School reports are issued Mid Year Report (Term 2) and Final Report (Term 4). Assessment for these reports will be based upon the Assessment schedules for each course as outlined in this handbook.

The Mid Year Report will be based on Semester 1 Assessments and selected outcomes (areas of learning), while the Final Report will be based on the cumulative mark and all outcomes for the subject.

It is expected that all parents attend the Parent Teacher Evening in Semester 1, to meet with teachers and collect their daughters' reports. Final Reports for the academic year will be issued to students.

SAMPLE REPORT

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|---|
| <p style="text-align: center;">Strathfield Girls High School</p> <p style="text-align: center;"></p> <p style="text-align: center;">Pass on the Torch of Life</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"><small><i>Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best. Students are empowered to achieve self reliance and to become confident and responsible citizens with the capability to succeed. The school's approach to assessment and reporting is to convey comprehensive information about a student's achievement.</i></small></div> <p style="text-align: center;">Student Power</p> <p style="text-align: center;">Year 11</p> <p style="text-align: center;">Semester 2 2024</p> <p style="text-align: center;">_____ Ms M Pikoulas Principal</p> <p style="text-align: center;"><small>This report is issued without alteration Date of issue: November 2024</small></p> |
|---|

SECTION A: STUDENT RESPONSIBILITIES

Expectations of students

1. Attendance

Students must attend all classes to satisfactorily complete the Year 12 course. A minimum of 95% attendance is generally expected for students to achieve the outcomes of the course being studied.

2. Unexplained absences, lateness and class attendance patterns

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question, will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (ACE Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

3. Academic Integrity

Students are required to certify that all work submitted for assessments must be their own. Any breach of this condition, including plagiarism, will result in a mark of zero. An "Academic Integrity Report" must be attached to all submitted assessment tasks.

4. Assessment Tasks

The NSW Education Standards Authority (NESA) expects all students to attempt all assessment tasks.

5. Submission of assessment tasks

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

6. Diligence

It is required that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

7. Syllabus requirements

It is required that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments, and formal assessment tasks.

8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete at least 50% of assessment tasks will result in an 'N' determination for that course. Students who are 'N' determined will not have a moderated mark or an examination mark awarded on their ROSA nor HSC.
(ACE Manual)

9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment **Task Notification is issued, must see the teacher to receive the notification.** It is important to note that notification of assessment tasks will be issued **two weeks prior to assessment tasks** as per assessment schedules published in this handbook.

10. Student transfers

Students who transfer into the school after commencement of Year 11, will have a formal interview with the Principal to discuss assessment requirements.

11. Procedures for students when absent from any tasks - (Illness/Misadventure/Special Consideration Procedures)

Where a student does not meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration.

If there is a valid reason, an **Assessment Task Illness/Misadventure Application/Special Consideration Application** needs to be collected from the Head Teacher/s of the subject/s missed **on the first day back after their absence** and **the application**, together with all supporting documentation, must be **submitted to the Faculty Head Teacher/s within 1 week** or a zero mark may be awarded.

Applications for special consideration

1. The student or her parent must telephone the school on the day of the task and inform the faculty Head Teacher/s of their absence;
2. The illness/misadventure/special consideration application must be lodged with the faculty Head Teacher/s immediately upon the student's return to school;
3. A doctor's certificate is required if the application is on medical grounds;
4. Valid supporting documents are required to support misadventure appeals;
5. If the assessment task is a take-home task, the student must submit it ONLINE/ at the front office on the due day OR in cases with prior approval, the completed task must be submitted with a medical certificate/ supporting document to the subject Head Teacher/s, immediately upon the student's return to school;
6. Documentation submitted later (not on the first day that the student returns to school) will not be accepted and the student may be awarded a zero mark.

Medical Certificates should:

- be written on an official doctor's letterhead;
- include the date of the missed tasks;
- show the length of time the student will be unfit for school; and
- be produced immediately on return to school.

If the student does not make the application to the appropriate subject Head Teacher on their first school day of attendance after the due date of the missed assessment task, a zero mark may be recorded.

Process for the determination of the Illness/Misadventure /Special Consideration Application

The Faculty Head Teacher and Principal consider student appeals. At the discretion of the Principal, a determination is made. The Head Teacher will inform the student and classroom teacher of the decision. The School Administrative Officer will generate an outcome letter, which will be sent to the parent.

The Illness/Misadventure appeals process does NOT cover:

- difficulty in preparing or loss of preparation time;
- alleged deficiencies in teaching;
- lost time or facilities for study before the formal study vacation;
- misreading the examination timetable;
- misreading of examination instructions;
- entering or sitting for the wrong examination;
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period;
- conditions for which you have been granted disability provisions, unless you have further difficulties of an unforeseen episode during the examination;
- conditions for which you should have disability provisions;
- courses where you are a self-tuition student;
- technology and/or computer equipment failure;
- attendance at a sporting or cultural event, or family holiday; or
- overseas vacation time

ADVICE

To assist students in the use of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and
- bring a copy of the file to school on USB or save a copy on the cloud.

It is the student's responsibility to keep hard copies of submitted assessment tasks.

Students may lodge an Illness/Misadventure Appeal if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

If the Assessment Task Illness/Misadventure/Special Consideration Application is not accepted, the student may be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of the initial determination.

The Principal may:

- i. reject the appeal and order the zero mark to stand;
- ii. grant a limited extension;
- iii. order that a substitute task be performed, or
- iv. award an estimate



STRATHFIELD GIRLS HIGH SCHOOL ILLNESS/MISADVENTURE/SPECIAL CONSIDERATION APPLICATION

HT Signature: _____

Date of issue: _____

This form is to be completed by students who are unable to complete an assessment task on the due date.

The completed form must be submitted to the Faculty Head Teacher before the task, or on the first day back at school immediately after the due date of the assessment.

NB: If the Head Teacher is absent, this form must be submitted to the Deputy Principal.

Name: _____ Year: _____

Subject/Course: _____ Class Teacher: _____

Head Teacher: _____

Assessment Title: _____

Select relevant option ☐ Task missed ☐ Task not submitted ☐ Task completed

Seeking special consideration because of: ☐ illness ☐ misadventure

Details of appeal: _____ Task Due Date: _____

☐ (Attach all necessary medical certificates and refer to the SGHS Assessment Policy)

Student signature: _____ Date: _____

Parent/Carer signature: _____ Date: _____

OFFICE USE ONLY

Date appeal submitted _____

Outcome:

Head Teacher signature: _____ Date: _____

Principal Signature: _____ Date: _____

School Procedure

- ☐ Head Teacher issues Illness/Misadventure/Special Consideration form.
- ☐ Head Teacher receives Illness/Misadventure/Special Consideration form within 1 week of date issued.
- ☐ Head Teacher discusses the application with Principal and a determination is made.
- ☐ School Admin Officer will enter details on SENTRAL and generates an outcome letter for the parent.
- ☐ Principal signs the letter and gives it to the front office to be mailed to the parent.
- ☐ A copy will be given to the Head Teacher and a copy will be placed into the student's file.

STUDENT CHECKLIST

| | |
|---|--|
| Call the school on the day you are missing your task/examination | |
| On your first day of return to school, see the Head Teacher/s of the subject/s you have missed. Collect this form from the Head Teacher/s. <i>The HT will date and sign the form</i> <i>You may need to see more than one person if you missed tasks across subjects.</i> | |
| Have you shown the Head Teacher your medical certificate/supporting documents? | |
| <i>Have you asked when the alternate/catch-up task will be?</i> Write the date of the alternate task in your diary | |
| Complete the form with a parent/carer and ask them to sign and date the form <i>Have you signed the form?</i> | |
| Return the form to the same Head Teacher/s within a week. The next day will be good! <i>Check that the date of submission has been written in by the Head Teacher</i> | |
| Ensure that you attend the alternate task OR you will be awarded a zero | |

Now you have completed the Illness/Misadventure/Special Consideration Application process, you will need to complete the missed task/s and wait for the outcome of your appeal.

Work Placement

- **If an assessment task is due during work placement**, the student **must see the Deputy Principal before work placement** to negotiate whether the task will be submitted on the due date or on return to school at the end of the work placement.
- Students are required to see the appropriate Head Teacher before work placement to organise alternate arrangements for tasks scheduled during work placement.

12. Procedures relating to Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their Year 11 results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals, or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own may result in both parties receiving a zero;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice.

(Rules and Procedures for HSC candidates)

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Strathfield Girls High School.

Turn It In:

The school also monitors malpractice through the **Turn It In** program, which includes the use of the AI via the AI-generated writing detection percentages. Any malpractice will incur a penalty and may result in a zero mark. Malpractice will be recorded on the NESA Malpractice Register.

ADVICE

To avoid malpractice, including plagiarism, students should check how to cite sources with their teacher.

Students must give acknowledgement whenever they:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and
- paraphrase another person's spoken or written words.

13. Student behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, examination or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt, or
- engages in malpractice.

14. Examination Procedures

- During any assessment task/examination students must follow the examination supervisor's instructions at all times. An **Examination Rules and Expectations Notice** is issued to students with their examination timetable;
- Students must not take into the room any books, notes, papers or equipment other than what is outlined in the **Examination Rules and Expectations Notice**;
- Students must make a serious attempt at all questions in the examination/assessment task and remain in the examination venue until the end of the Examination.
- Answers must not contain offensive language; and
- Students must not take any electronic devices, including mobile phones or iPods into any examination room.

Failure to observe these rules will result in a mark of zero for the examination.

15. Students Absent from Year 11 Examinations

- Students who are absent from examination(s) for any serious reason must notify the Principal on the timetabled day of the examination(s).
- The student must present the illness/misadventure appeal to the appropriate subject Head Teacher immediately after the missed examination(s) for the appeal to be considered and course of action determined.

16. Equipment for the PHSC Examination

Staff will advise PHSC students of:

- equipment, that students are expected to provide; and
- optional items that students may bring if they wish.

Information concerning equipment for examinations is on the NESA website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Note that students **must** clear memory from calculators before examinations.

17. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. The NESA requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves.

A **minimum of two course specific warnings** must be issued prior to a final "N" (non-completion) determination being made for a course.

18. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

19. Notifications

Students are expected to carefully read the notification of tasks that they will receive two weeks prior to the date of assessment tasks.

Students are required to sign for and check the following details on all notifications for assessment tasks:

1. the nature of the task;
2. syllabus outcomes to be assessed;
3. the weighting of the task;
4. the assessment marking criteria, and
5. the date of the task.

20. Special examination provisions for students with special needs

If students have a special need that would, in a normal examination situation prevent them from:

- reading the examination questions, and/or
- communicating responses,

NESA may approve special examination provisions.

Students seeking special examination provisions need to approach the Head Teacher Learning and Engagement and **lodge an application by April or earlier.**

Special examination provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination, and
- for lack of familiarity with the English language.

21. Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.



SECTION B: THE SCHOOL'S RESPONSIBILITIES

1. A Standard Referenced Approach to Assessment

This document has been developed to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

“Schools are to undertake assessment to collect information about student’s learning. This will occur through both formal and informal activities.”

(Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12)

Assessment Schedules

Each course will have its own assessment schedule developed within the guidelines provided by NESA. NESA requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled.

This means that teachers are required to provide students with assessment schedules for courses studied which will:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the outcomes and the weightings for each syllabus component; and
- specify values of each of these tasks, and
- incorporate a range of tasks and may cover:
 - i. examinations which may take a written, practical, oral and aural form;
 - ii. class and/or homework assignments, including essays and practical tasks;
 - iii. projects of varying degrees of length and complexity, and
 - iv. oral presentations.

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time.

Exact timing of tasks will be confirmed in Task Notifications, issued at least two weeks prior to the task.

Head Teachers are required to put processes in place to:

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign when a task is submitted;
- c. ensure students sign when a task is returned;
- d. record marks on faculty system before marks are returned, and
- e. ensure NESA Warning Letters are issued when appropriate or in accordance with Point 9 in this section.

More than one class following the same course

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

Assessment Notifications

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, where possible, be issued at least 14 calendar days in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Final Examinations period.

Marking Guidelines

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded Marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. Students whose work demonstrates only a basic level of achievement should receive relatively low marks.

Providing Meaningful Feedback

Teachers provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards. Students should be provided meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

Recording and Reporting Student Marks

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and should provide students after each task with information concerning their performance.

Students should be provided with a cumulative mark of their Semester One assessments on the student Semester One Report and a cumulative mark of their Semester Two assessments in their Semester Two Report.

Students can obtain their NESA Assessment rank order online, using the Students Online service available at the conclusion of the HSC Examination period.

2. Non-Discriminating Tasks

When a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called “supplementary task”. Students, parents, and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the Final Mark for the particular assessed task.

3. The Award of “Zero Marks”

A zero mark is noted as a non-attempt for a particular course and will be awarded in two instances:

- a. non-presentation of a task without approved reason, or
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism).

4. Non presentation/Non Attempt

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark. Teachers are required to generate a NESA Warning Letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments.

5. Malpractice

It is expected that work submitted in fulfilment of Assessment requirements shall be the student’s own work. To this end, students are asked to undertake a pledge of **Academic Integrity**. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- offering false documentation in support of an appeal;
- cheating during an assessment task or formal examination; and
- misbehaving during examinations
- use of AI such as ChatGPT during a formal examination.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher who will discuss the issue with the Principal. Invigilators, during an examination, will report any malpractice to the Deputy Principal. The student will be awarded a zero mark for the task or section of the task where the malpractice occurred and given a full explanation of the decision. The student may then proceed through the established appeal procedures.

Should an assessment task be compromised through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness. This task may be used as a guide to assessment marks awarded.

6. If a student is involved in any of the following behaviours during an assessment task/examination, a zero assessment will be awarded:

- does anything that seriously disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student’s work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobile phones and smart watches, other than what is allowed by the supervising teacher;
- makes a non-serious attempt;
- engages in malpractice; or
- gains an unfair advantage by any means.

7. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason she must undertake the task in the remaining time.

8. Extensions

Students who are unable to present for an out-of-class assessment task/assignment for valid reasons may apply to the Principal for an extension prior to the due date for submission for the task by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

9. NSW Education Standards Authority (NESA) Warning Letters

NSW Education Standards Authority (NESA) Warning Letters are issued to students **who are not meeting course requirements**.

Course requirements are that the student:

- **follows** the course development or endorsed by the Board;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and
- **achieves** some or all of the outcomes.

These letters are a warning to students that they are in danger of not meeting the course requirements.

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter.

When a NESA Warning Letter is required, the school will:

- advise the student in writing with the NESA Warning Letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their daughter/ward has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and her parents/caregivers is requested and received;
- ensure a copy of the NESA Warning Letter is placed on the faculty file and on the student's central file.

When a first warning letter is sent, the teacher and Head Teacher will arrange a meeting with the student to discuss the student's progress in that subject and notify the parents.

When a second warning letter is sent, the Deputy Principal will arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

If a student has two active NESA warning letters, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, the Deputy Principal will organise an interview with the Head Teacher, the Principal, the student, and the parents/caregivers to discuss the award of an 'N' determination in that subject.

SECTION C: STUDENT REVIEWS/APPEALS

1. A student may appeal:
 - Against her mark in the course assessed on the grounds of a clerical error, and/or
 - If the school has varied from its stated Assessment Policy.
2. No appeal may be entered against Marks allocated for a particular task or piece of work.
3. A student who wishes to appeal must do so in writing. The appeal must be submitted through the Head Teacher of the subject concerned and should be completed by mid-November of the course year. Details of methods of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following personnel:

Principal;
Deputy Principal; and
The Head Teacher of that faculty.

In conducting a review, the Board requires the panel to ascertain whether:

- a. The weightings specified by the school in its assessment program conform to the Board's requirements as detailed in the subject guides;
- b. The procedures used by the school for determining the Final Assessment Program conform to its stated assessment program; and
- c. There are no computational or other clerical errors in the determination of the assessment mark.

(ACE Manual)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Strathfield Girls High School complied with NESA policy and whether the conduct of the review was proper in all respect.



SECTION D: VOCATIONAL EDUCATION AND TRAINING

Introduction

Strathfield Girls High School (SGHS) Vocational Educational and Training (VET) Assessment Policy is based on the NSW Education Standards Authority (NESA) Guidelines and National Assessment Principles. All VET courses follow SGHS Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N' Award notification and appeals procedures. VET curriculum framework courses are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Rationale

All VET Industry Curriculum Framework courses offered in Years 11 and 12, use competency-based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency is the performance of outcomes (knowledge/skills/attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).

The Purpose of Assessment

Assessment for the VET framework courses has two distinct purposes:

- a. Assessment for the Australian Quality Training Framework (AQTF) – Competency based:
 - applies to all courses within frameworks, and
 - is a means for industry recognition.
- b. Assessment for Australian Tertiary Admission Rank
 - optional for the 240-hour course only.

Assessment for the Australian Quality Training Framework (AQTF)

To gain an AQTF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework, and
- provide evidence that they have reached the competency standards for every unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at SGHS is on assessing what students can do and the standards at which they are able to perform. Assessment of competencies is criterion-referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'more evidence required' in each module.

VET courses contain both core and optional units of competency. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain AQF Certificate I or II students must provide evidence of competence in all units of competency chosen. To provide competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit, and it will not appear on their record. This will result in the student being ineligible for the AQF Certificate in the course.

Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of the course. The Statement of Attainment will state all units of competency in which the student has proven their competency.

Assessment for an Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by NESA for the satisfactory completion of a HSC course;
- successfully complete the mandatory work placement hours, and
- sit the HSC Examination.

HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC Examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC Examination:

- has no impact on student eligibility for AQF qualifications;
- is optional for VET students;
- is a two (2) hour written paper, and
- the results contribute to the calculation of the student's ATAR.

Students who sit the examination will receive a course report in the same form as other Board developed courses. Reports will show marks ranging from 0 to 100 in each course. Each student will be placed into one of six performance bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to examination performance only and will not seek to describe achievement of industry competencies assessed through competency-based assessment.

Students undertaking the 240-hour courses are automatically enrolled in the HSC Examination. Any student who does not wish to sit for the HSC external examination must contact the VET Coordinator at the school during their Year 12 course year. Students and their parents/caregivers will need to complete the appropriate form and the VET coordinator will notify NESA.

The external examination only may contribute to the calculation of the student's ATAR. Withdrawal from the exam does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course, but has not undertaken the external examination, the student will have the VET subject listed on their HSC, but there will be no examination mark and the VET course will not contribute to the calculation of their ATAR.

NSW Education Standards Authority (NESA) Requirements

Students undertaking a VET course must meet the requirements of the NESA for the Year 11 and Year 12 studies, along with the requirements of the AQTF for the award of a certificate of attainment or a statement of attainment.

The NESA has mandated work placement as a requirement of the Year 11 studies. Student must achieve the hours of work placement required for the course undertaken.

The rules and processes related to an 'N' award for a Board Developed Course are applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Recognition of Prior Learning

Students who already have some knowledge or experience that is covered in detail in a VET course at SGHS, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in the line with Strathfield School Education Area policies and procedures. Students must contact the school VET coordinator to obtain further information and application for RPL.

Assessment Principles and Procedures

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different units of competency.

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

Internal Examinations

SGHS will conduct four examinations across the course which consists of Year 11 Final, Year 12 Mid Year and Trial HSC Examination to enable teachers to provide NESA with estimates of student examination performance. This may be required where a student lodges an illness/misadventure/appeal relating to the HSC Examination. The Examinations may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.

Work Placement

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by NESA. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a NESA warning letter.

The minimum required hours of work placement are 35 hours for each 120-hour course or 70 hours over a 2 year period, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the SGHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone;
- notifies the class teacher on the morning of the absence by telephone; and
- completes an illness/misadventure form found in the SGHS Year 11 and Year 12 Assessment andbooks with a Doctor's Certificate attached. This must be given to the Deputy Principal on the first day the student returns to school after completing work placement. The Deputy Principal will consult with the VET coordinator who will take further steps in ensuring that the work-placement requirements are met.

Student Reviews/Appeals

A student may appeal against the award of 'not yet competent' in a unit of work. The student may firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Deputy Principal who will consult with the VET coordinator. If the issue is still not resolved, the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 3 working days of the determination.





STRATHFIELD GIRLS HIGH SCHOOL

TEL:(02) 9746 6990 (02) 9746 9219
116/146 Albert Road, Strathfield 2135

DATE

Dear

NSW Education Standards Authority Warning Letter

OFFICIAL WARNING – Non-completion of a Year 11 Course

I am writing to advise you that your daughter, **(Student name)** is in danger of not meeting the Course Completion Criteria for the Preliminary Higher School Certificate in **(Course)**.

The NSW Education Standards Authority (NESA) requires schools to issue students who are not meeting course requirements with official warnings in order to give them the opportunity to redeem themselves.

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Please regard this letter as the 1st official warning we have issued concerning (Student name)'s performance in (Course).

Criteria for satisfactory completion of a course

To date, **(Student name)** is not currently meeting one or more of the Course Completion Criteria.

The student has not:

- ☐ a. **followed** the course developed or endorsed by the Board; and
- ☐ b. **applied** themselves with diligence and sustained effort to the set tasks and experience provided in the
course by the school; and
- ☐ c. **achieved** some or all of the outcomes

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving an 'N' (non-completion of course) determination.

This will mean that the course will not be listed on the student's Record of School Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course.

Opportunity to correct the problem

The table below lists the tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. **(Student name)** needs to complete the listed tasks, requirements or outcomes:

STRATHFIELD GIRLS HIGH SCHOOL



ACADEMIC INTEGRITY REPORT

Students need to complete and attach this cover sheet to every assessment task that is submitted

| | | |
|------------------------------|----------------|-----------------------|
| Student name | | Year |
| Assessment Task Title | | Date submitted |
| Course | Teacher | |

Academic Integrity Statement

I _____ declare that this is work is my own and
(Your name in block letters)

that any quotations, information or works have been properly acknowledged and cited in the bibliography or as footnotes.

I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.

I have read and understand the school assessment procedures.

Any dispute in marks must be taken to classroom teacher who will then take the question in dispute to the marking teacher and Head Teacher.

Student signature: _____ Date: _____

Warning

Students are required to keep a hard copy of this assessment task in case of any unforeseen accident to original submissions.

✂ _ □ ✂ _ □ ✂ _ □ ✂ _ □

Please complete and retain the following receipt as evidence of submission of task.

Name:

Task:

Teacher's name:

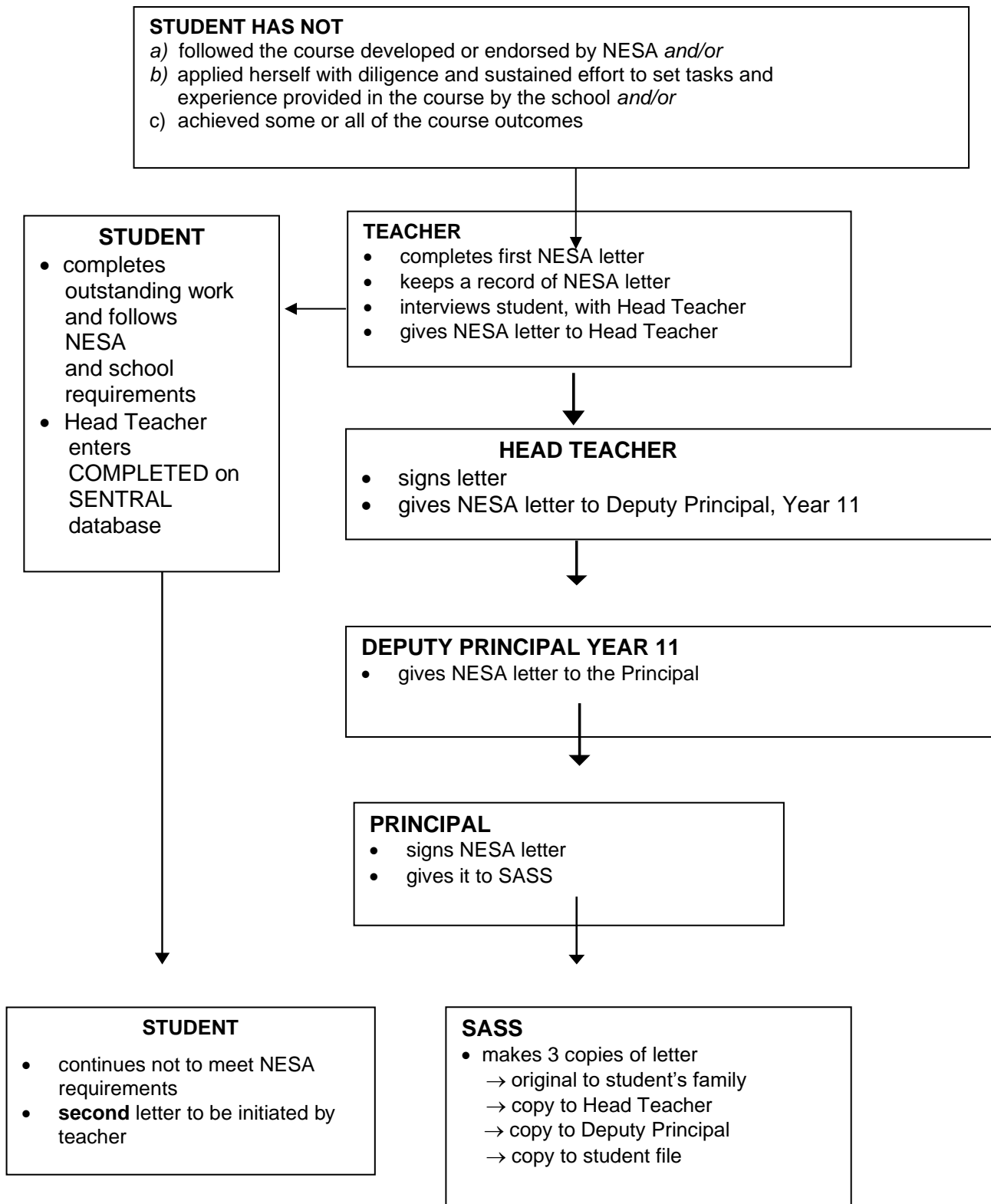
Date:

Teacher's signature:

STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

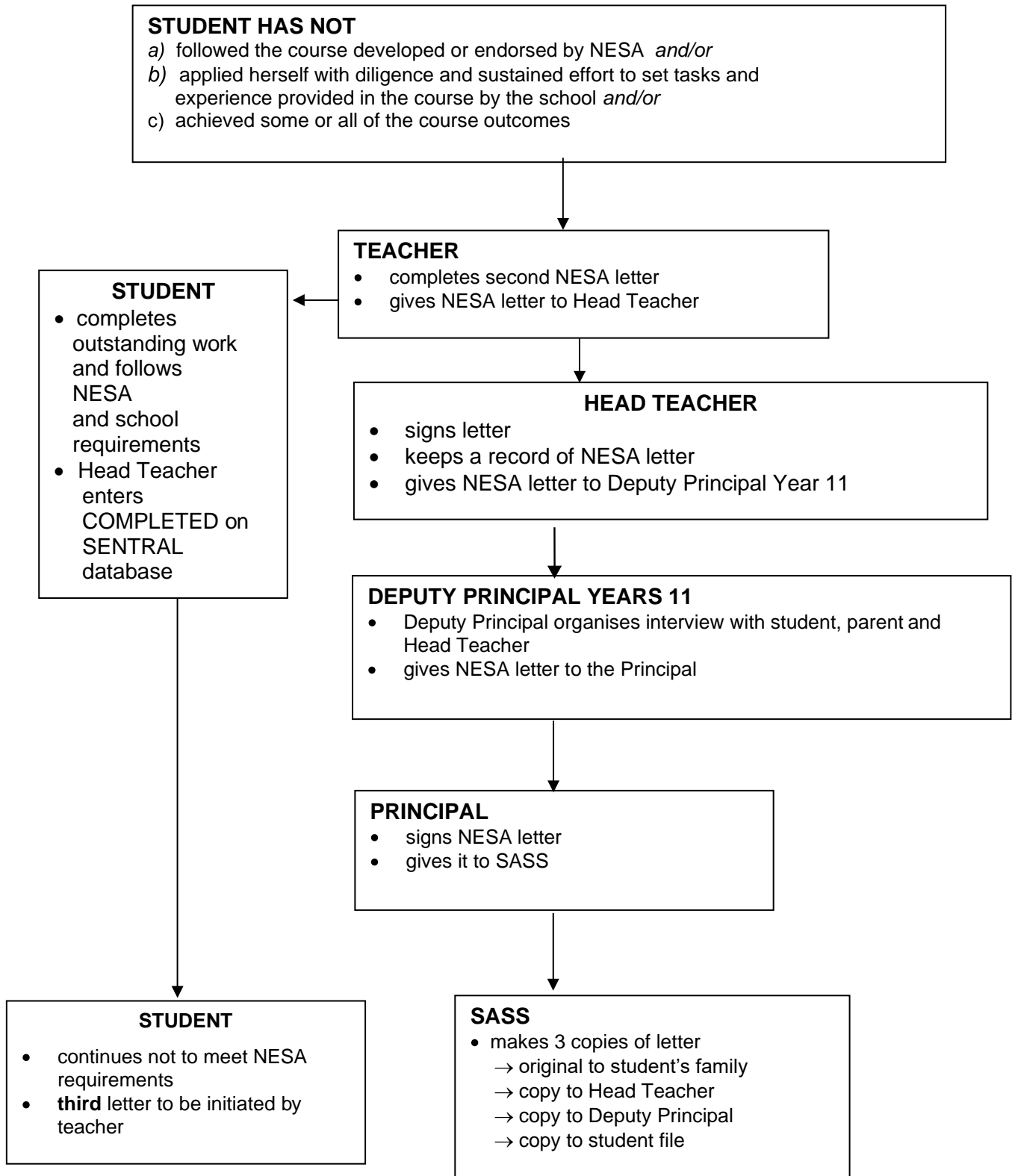
FIRST LETTER (OFFICIAL NESA WARNING)



STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

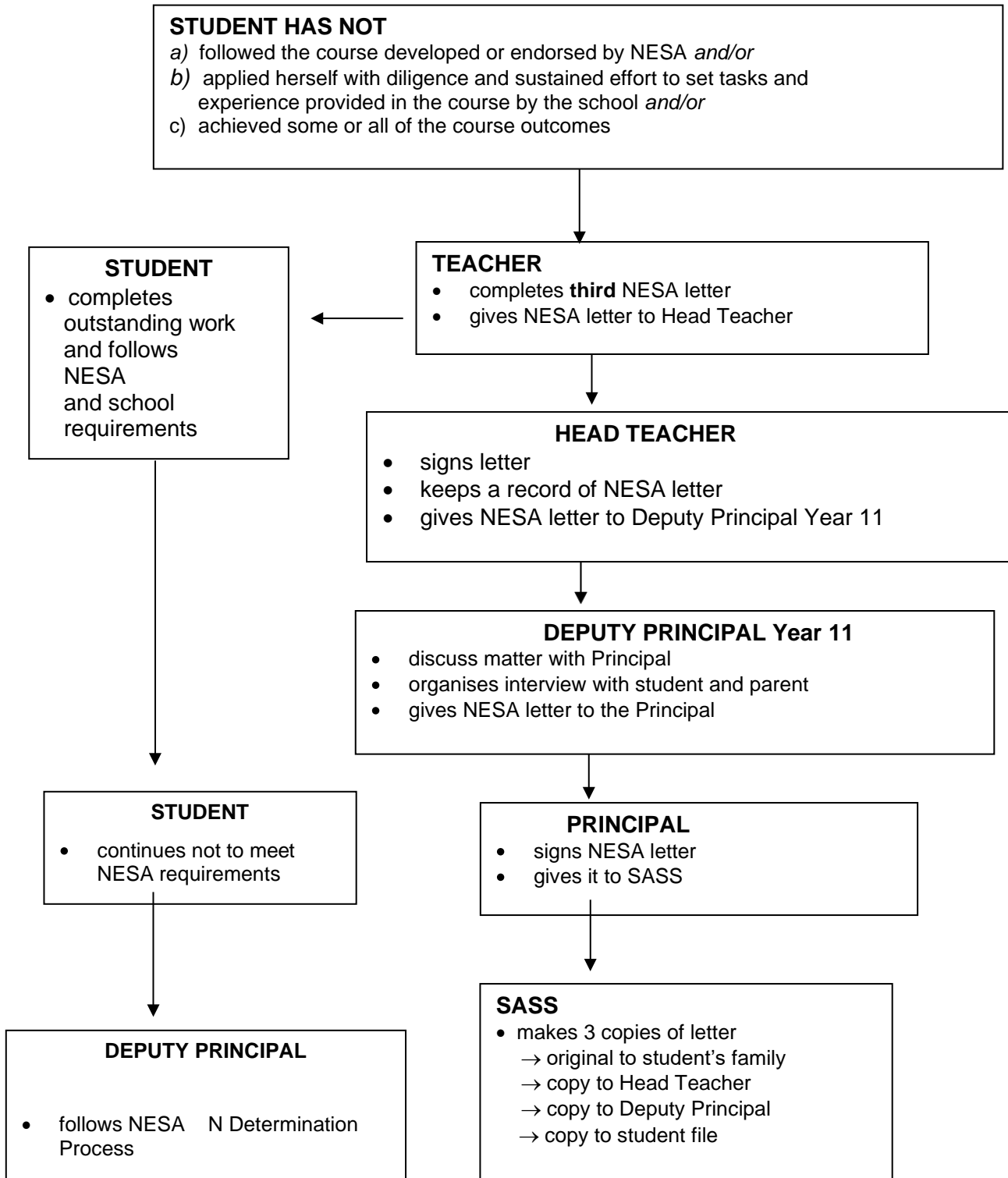
SECOND LETTER (OFFICIAL NESA WARNING)



STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

THIRD LETTER (OFFICIAL NESA WARNING)





SGHS High School Stage 6 Assessment

Student Review/Appeals

To be completed by a student who wishes to lodge an appeal about marks in a course, or if the school has varied from its Assessment Policy.

This form must be submitted to the Principal by:

| | |
|----------------------------|-----------|
| Name: | |
| Student Signature: | Date: |
| Parent signature: | Date: |
| Subject/Course: | |
| Head Teacher: | |
| Assessment Title: | Due Date: |
| Details of student appeal: | |

(Attach all necessary medical and other certificates and refer to the SGHS Assessment Policy)

Appeal Panel Response:

Principal signature:

DP consults P; DP gives copy of Student Appeal with completed School Response to HT; HT informs teacher and student of School Response; DP gives original to SASS to enter data in SENTRAL and generate an Appeal Outcome letter; Principal to sign; SASS sends original letter to parent, gives copies to the DP and HT and places one in student file.

COURSE INFORMATION

ENGLISH – KEY LEARNING AREA

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: **ENGLISH ADVANCED**

COMPONENTS

| | |
|--|------------|
| Common Module: Reading to Write – Transition to Senior English | 30% |
| Module A: Narratives that Shape our World | 40% |
| Module B: Critical Study of Literature | 30% |

The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.

Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine, and analyses the ways in which texts and contexts shape and are shaped by different attitudes and values.

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 |

ASSESSMENT SCHEDULE ADVANCED ENGLISH

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|--|--|------------|
| Task | Common Module: Reading to Write Extended Response with Reflection | Module B: Critical Study of Literature Critical Response | Module A: Narratives that shape our world Multimodal presentation | |
| Outcomes assessed | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 8/9 | |
| | EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-6 EA11-7, EA11-9 | EA11-1, EA11-3 EA11-4, EA11-5 EA11-7, EA11-8 | EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-6 EA11-7, EA11-8 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH STANDARD

COMPONENTS

| | |
|--|-----|
| Common Module: Reading to Write – Transition to Senior English | 30% |
| Module A: Contemporary Possibilities | 30% |
| Module B: Close Study of Literature | 40% |

The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study. Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

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 |

ASSESSMENT SCHEDULE ENGLISH STANDARD

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|---|--|------------|
| Nature of tasks | Common Module: Reading to Write Extended Response with Reflection | Module B: Close Study of Literature Analytical response | Module A: Contemporary Possibilities Multimodal presentation with related material | |
| | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 8-9 | |
| Outcomes assessed | EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7, EN11-9 | EN11-1, EN11-2, EN11-3, EN11-5, EN11-7 | EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8 | |
| Components | | Weighting % | | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH STUDIES

COMPONENTS

| | |
|----------------------|-----|
| Multimodal Task | 30% |
| Imaginative Response | 30% |
| Portfolio of Writing | 40% |

COURSE DESCRIPTION:

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesize the knowledge gained from a range of sources for a variety of purposes. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

CONTENT:

Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.

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, mediums, audiences, contexts and purposes |
| ES11-7 represents own ideas in critical, interpretive and imaginative texts |
| ES11-8 identifies and describes relationships between texts |
| ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade |
| ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning |

ASSESSMENT SCHEDULE ENGLISH STUDIES

| | Task 1 | Task 2 | Task 3 | |
|--|--|--|---|--------------------|
| Task | Multimodal Presentation Mandatory Module | Imaginative Response Elective Module 1 | Portfolio of Writings All modules | |
| | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 8 | |
| Outcomes assessed | ES11-2, ES11-3, ES11-6, ES11-9, ES11-10 | ES11-2, ES11-4, ES11-7 | ES11-1, ES11-4, ES11-5, ES11-7, ES11-8 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

COURSE:

ENGLISH EALD

COMPONENTS

| | |
|--|-----|
| Module A: Language, Texts and in Context | 30% |
| Module B: Close Study of Text | 40% |
| Module C: Texts and Society | 30% |

The course has two sections:

Module A: Language and texts in Context – This module focuses on comprehension, language analysis and developing students' personal, critical and creative responses through interpreting and responding to short texts.

Module B: Close Study of Text - In this module, students develop understanding, knowledge and appreciate on a substantial literary text.

Module C: Texts and Society – In this module, students analyse, respond to and compose a selection of texts that are commonly encountered in community, vocational and academic settings.

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE ENGLISH EALD

| Year 11 English EAL/D 2024 | | | | |
|---|---|---|--|------------|
| Task number | Task 1 | Task 2 | Task 3 | |
| Nature of task | Extended Response Module A Language, Texts and Context Place & Displacement | Multimodal Presentation Module C Texts and Society | Final Examination (Including Listening) Module B Close Study of Text (20) and other modules | |
| Timing | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 8-9 | |
| Outcomes assessed | EAL11-1A, EAL11-3, EAL11-4, EAL11-6, EAL11-7 | EAL11-1B, EAL11-2, EAL11-3, EAL11-5, EAL11-9 | EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH EXTENSION 1

Course Description:

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

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 |

ASSESSMENT SCHEDULE ENGLISH EXTENSION 1

| Task number | Task 1 | Task 2 | Task 3 | |
|--|----------------------------|--------------------------------------|--|-------------|
| Task | Imaginative Response | Comparative Essay | Multimodal Presentation | |
| | Term 1 Week 9 - 10 | Term 2 Week 10 | Term 3 Week 8/9 | |
| Outcomes assessed | EE11-2 EE11-3 EE11-6 | EE11-1 EE11-2 EE11-3 EE11-5 | EE11-1 EE11-2 EE11-3 EE11-4 EE11-5 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

MATHEMATICS – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MATHEMATICS STANDARD COMPONENTS

| | |
|--|-----|
| Understanding, fluency and communication | 50% |
| Problem-solving, reasoning and justification | 50% |

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MATHEMATICS STANDARD 2

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---------------------------|---------------------------|---|-------------|
| Task Type | Class Test | Assignment | Final Examination | |
| Task Due | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 8/9 | |
| Outcomes Assessed | MS11-3, MS11-9 MS11-10 | MS11-5, MS11-6, MS11-8 | MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 25 | 35 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MATHEMATICS ADVANCED

COMPONENTS

Understanding, fluency and communication **50%**

Problem-solving, reasoning and justification **50%**

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MATHEMATICS ADVANCED

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--------------------------|--------------------------|--|-------------|
| Task Type | Assignment | Class Test | Final Examination | |
| Week Due | Term 1 Week 8 | Term 2 Week 9 | Term 3 Week 8/9 | |
| Outcomes Assessed | MA11-1, MA11-2 MA11-3 | MA11-4, MA11-5, MA11-6 | MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MS11-7, MS11-9 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 25 | 35 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MATHEMATICS EXTENSION 1

COMPONENTS

| | |
|--|-----|
| Understanding, fluency and communication | 50% |
| Problem-solving, reasoning and justification | 50% |

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE EXTENSION 1 MATHEMATICS

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--------------------------|--------------------------|---|-------------|
| Task Type | Assignment | Class Test | Final Examination | |
| Week Due | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 8/9 | |
| Outcomes Assessed | ME11-1, ME11-2 ME11-3 | ME11-4, ME11-5 | ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 20 | 20 | 50 |
| Total % | 25 | 35 | 40 | 100 |

SCIENCE – KEY LEARNING AREA

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: BIOLOGY

| COMPONENTS | Weighting |
|--|-----------|
| <ul style="list-style-type: none">Students develop knowledge and understanding of:<ul style="list-style-type: none">- the structure and function of organisms- the Earth's biodiversity and the effect of evolution | 40% |
| <ul style="list-style-type: none">Students develop skills in:<ul style="list-style-type: none">- applying the processes of Working Scientifically | 60% |

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 life by analysing and explaining cells' ultrastructure and biochemical processes |
| BIO11-9 | explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms |
| BIO11-10 | describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species |
| BIO11-11 | analyses ecosystem dynamics and interrelationships of organisms within the ecosystem |

ASSESSMENT SCHEDULE – BIOLOGY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|---|-------------|
| | Practical Assessment (Depth Study) | Processing and Analysing Secondary Information | Final Examination | |
| | Term 1 Week 8/9 | Term 2 Week 7/8 | Term 3 Weeks 8-9 | |
| | BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO11-6 BIO11-7, BIO11-8 | BIO11-4, BIO11-5 BIO11-6, BIO11-7 BIO11-9 | BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO11-6 BIO11-7, BIO11-8 BIO11-9, BIO11-10 BIO11-11 | |
| Knowledge and understanding of: <ul style="list-style-type: none"> • The structure and function of organisms • The Earth's biodiversity and the effect of evolution | 5 | 10 | 25 | 40 |
| Skills in: <ul style="list-style-type: none"> • Applying the processes of Working Scientifically | 25 | 20 | 15 | 60 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: CHEMISTRY

| COMPONENTS | Weighting |
|---|-----------|
| <ul style="list-style-type: none">Students develop knowledge and understanding of:<ul style="list-style-type: none">- the fundamentals of chemistry- the trends and driving forces in chemical reactions | 40% |
| <ul style="list-style-type: none">Students develop skills in:<ul style="list-style-type: none">- applying the processes of Working Scientifically | 60% |

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 |

ASSESSMENT SCHEDULE – CHEMISTRY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|---|--|-------------|
| | Processing and Analysing Secondary Information | Practical Assessment (Depth Study) | Final Examination | |
| | Term 1 Week 9/10 | Term 2 Week 9/10 | Term 3 Weeks 8-9 | |
| | CH11-4, CH11-5 CH11-6, CH11-7 CH11-8 | CH11-1, CH11-2 CH11-3, 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 | |
| Knowledge and understanding of: <ul style="list-style-type: none"> • The fundamentals of chemistry • The trends and driving forces in chemical reactions | 10 | 5 | 25 | 40 |
| Skills in: <ul style="list-style-type: none"> • Applying the processes of Working Scientifically | 20 | 25 | 15 | 60 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: PHYSICS

| COMPONENTS | Weighting |
|--|-----------|
| <ul style="list-style-type: none">Students develop knowledge and understanding of:<ul style="list-style-type: none">- fundamental mechanics- energy | 40% |
| <ul style="list-style-type: none">Students develop skills in:<ul style="list-style-type: none">- applying the processes of Working Scientifically | 60% |

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 |

ASSESSMENT SCHEDULE – PHYSICS

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--|-------------|
| | Practical Assessment (Depth Study) | Processing and Analysing Secondary Information | Final Examination | |
| | Term 1 Week 8/9 | Term 2 Week 7/8 | Term 3 Weeks 8/9 | |
| | PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8 | PH11-4, PH11-5, PH11-6, PH11-7, PH11-10 | PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11 | |
| Knowledge and understanding of: <ul style="list-style-type: none"> • Fundamental mechanics • Energy | 5 | 10 | 25 | 40 |
| Skills in: <ul style="list-style-type: none"> • Applying the processes of Working Scientifically | 25 | 20 | 15 | 60 |
| Total % | 30 | 30 | 40 | 100 |

HSIE – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: ANCIENT HISTORY

COMPONENTS

| Year 11 Course (120 hours) | Ancient History | Indicative Hours |
|-------------------------------|--|------------------|
| | Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i> | 60 |
| | Features of Ancient Societies | 40 |
| | Historical Investigation | 20 |

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 |

ASSESSMENT TASKS - ANCIENT HISTORY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|---|--|-------------|
| | Nature of Ancient History: Case Study Task | (HIP) Historical Investigation Project | Final Examination | |
| | Term 1 Week 8 | Term 2 Week 10 | Term 3 Week 8/9 | |
| | AH11-4 , AH11-6, AH11-9 AH11-10 | AH11-5, AH11-6 AH11-7, AH11-8 AH11-9 | AH11-1, AH11-2 AH11-3, AH11-4 AH11-5, AH11-6 AH11-7, AH11-9 | |
| Knowledge & understanding of course content | 15 | | 25 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 10 | 20 |
| Historical inquiry and research | 5 | 15 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MODERN HISTORY

COMPONENTS

| Year 11 Course (120 hours) | Modern History | Indicative Hours |
|-------------------------------|--|------------------|
| | Investigating Modern History <ul style="list-style-type: none"> • The Nature of Modern History • Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i> | 60 |
| | Historical Investigation | 20 |
| | The Shaping of the Modern World | 40 |

OUTCOMES

A student develops the skills to:

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

ASSESSMENT TASKS – MODERN HISTORY

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|--|---|-------------|
| | Nature of Modern History: Case Study | Historical Investigation Project (HIP) | Final Examination | |
| | Term 1 Week 9 | Term 2 Week 7/8 | Term 3 Week 8/9 | |
| | MH11-1, MH11-4 MH11-5, MH11-7, | MH11-3, MH11-6 MH11-8, MH11-9, MH11-10 | MH11-2 MH11-3, MH11-4 MH11-6 MH11-9 | |
| Knowledge and understanding of course content | 15 | | 25 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 10 | 20 |
| Historical inquiry and research | 5 | 15 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: SOCIETY AND CULTURE

COMPONENTS

- | | | |
|----|-------------------------------|-----|
| 1. | The Social and Cultural World | 30% |
| 2. | Personal and Social Identity | 40% |
| 3. | Intercultural Communication | 30% |

OUTCOMES

A student:

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

ASSESSMENT TASKS - SOCIETY AND CULTURE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|--------------------------------|--------------------|-------------|
| | Multimodal presentation The Social & Cultural World | Mini Personal Interest Project | Final Examination | |
| | Term 1 Week 8 | Term 2 Week 9 | Term 3 Week 8/9 | |
| | P1, P2, P3, P10 | P4, P6, P7, P8 | P4, P5, P6, P9 | |
| Knowledge and understanding of course content | 10 | 10 | 30 | 50 |
| Application and evaluation of social and cultural research methods | | 20 | 10 | 30 |
| Communication of information, ideas and issues in appropriate forms | 10 | 10 | | 20 |
| Total % | 20 | 40 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: STUDIES OF RELIGION I UNIT

COMPONENTS

- | | | |
|----|-----------------------------------|-----|
| 1. | Nature of Religion and Beliefs | 30% |
| 2. | Religious Tradition Studies 1 & 2 | 70% |

OUTCOMES

A student:

| | |
|----|--|
| P1 | describes the characteristics of religion and belief systems |
| P2 | identifies the influence of religion and belief systems on individuals and society |
| P3 | investigates religious traditions and belief systems |
| P4 | examines significant aspects of religious traditions |
| P5 | describes the influence of religious traditions in the life of adherents |
| P6 | selects and uses relevant information about religion from a variety of sources |
| P7 | undertakes effective research about religion, making appropriate use of time and resources |
| P8 | uses appropriate terminology related to religion and belief systems |
| P9 | effectively communicates information, ideas and issues using appropriate written, oral and graphic forms |

ASSESSMENT TASKS - STUDIES OF RELIGION 1 UNIT

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|------------------------------|-------------------|---------------------------------|-------------|
| | Nature of Religion & Beliefs | Depth Study | Final Examination All topics | |
| | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 8/9 | |
| | P1, P2, P5, P8, P9 | P3, P4, P6, P7 | P1, P2, P5, P8 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Source-based skills | 10 | | 10 | 20 |
| Investigation and research | 10 | 10 | | 20 |
| Communication of information, ideas and issues in appropriate forms | | 10 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: STUDIES OF RELIGION 2 UNIT

COMPONENTS

| | | |
|----|--------------------------------|-----|
| 1. | Nature of Religion and Beliefs | 15% |
| 2. | Religions of Ancient Origins | 20% |
| 3. | Religions Depth Study 1 | |
| 4. | Religious Depth Study 2 | 50% |
| 5. | Religious Depth Study 3 | |
| 6. | Religion in Australia Pre 1945 | 15% |

OUTCOMES

A student:

| | |
|----|--|
| P1 | describes the characteristics of religion and belief systems |
| P2 | identifies the influence of religion and belief systems on individuals and society |
| P3 | investigates religious traditions and belief systems |
| P4 | examines significant aspects of religious traditions |
| P5 | describes the influence of religious traditions in the life of adherents |
| P6 | selects and uses relevant information about religion from a variety of sources |
| P7 | undertakes effective research about religion, making appropriate use of time and resources |
| P8 | uses appropriate terminology related to religion and belief systems |
| P9 | effectively communicates information, ideas and issues using appropriate written, oral and graphic forms |

ASSESSMENT TASKS - STUDIES OF RELIGION 2 UNIT

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|-----------------------------|-------------------|------------------------------|-------------|
| | Religions of Ancient Origin | Depth Study 1 & 2 | Final Examination All topics | |
| | Term 2 Week 2 | Term 2 Week 9 | Term 3 Week 8/9 | |
| | P1, P2, P7, P9 | P3, P4, P6, P7 | P1, P2, P5, P8 | |
| Knowledge and understanding of course content | 15 | 5 | 20 | 40 |
| Source-based skills | 5 | | 15 | 20 |
| Investigation and research | 5 | 15 | | 20 |
| Communication of information, ideas and issues in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: BUSINESS STUDIES

COMPONENTS

| | |
|--|-----|
| Knowledge and Understanding of Course Content | 40% |
| Stimulus-Based Skills | 20% |
| Inquiry and Research | 20% |
| Communication of Business Information, Ideas and Issues in Appropriate Forms | 20% |

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 process and interdependence of key business functions |
| P5 examines the application of management theories and strategies |
| P6 analyses the responsibilities of business to internal and external stakeholders |
| P7 plans and conducts investigations into contemporary business issues |
| P8 evaluates information for actual and hypothetical business situations |
| P9 communicates business information and issues in appropriate formats |
| P10 applies mathematical concepts appropriately in business situations |

ASSESSMENT SCHEDULE- BUSINESS STUDIES

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--------------------|-------------|
| | Nature of Business Research Task - Annotations and Extended Response | Business Planning Stimulus Business Report | Final Examination | |
| | Term 1 Week 7 | Term 2 Week 10 | Term 3 Week 8/9 | |
| | P1, P2, P7, P8, P9 | P4, P8, P9, P10 | P1- P6, P9, P10 | |
| Knowledge and Understanding of Course Content | 10 | 10 | 20 | 40 |
| Stimulus-Based Skills | 10 | | 10 | 20 |
| Inquiry and Research | 10 | 10 | | 20 |
| Communication of Business information, ideas and issues in appropriate forms | | 10 | 10 | 20 |
| Total% | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: ECONOMICS

COMPONENTS

| | |
|--|-----|
| Knowledge and Understanding of Course Content | 40% |
| Inquiry and Research | 20% |
| Stimulus Based Skills | 20% |
| Communication of Economic Information, Ideas and Issues in Appropriate Forms | 20% |

OUTCOMES

A student:

| | |
|-----|---|
| P1 | demonstrates understanding of economic terms, concepts and relationships |
| P2 | explains the economic role of individuals, firm and government in an economy |
| P3 | describes, explains and evaluates the role and operation of markets |
| P4 | compares and contrasts aspects of different economies |
| P5 | analyses the relationship between individuals, firms, institutions and government in the Australian economy |
| P6 | explains the role of government in Australian economy |
| P7 | identifies the nature and causes of economic problems and issues for individuals, firms and governments |
| P8 | applies appropriate terminology, concepts and theories in economic contexts |
| P9 | selects and organises information from a variety of sources for relevance and reliability |
| P10 | communicates economic information, ideas and issues in appropriate forms |
| P11 | applies mathematical concepts in economic contexts |
| P12 | works independently and in groups to achieve appropriate goals in set timelines |

ECONOMICS ASSESSMENT SCHEDULE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|------------------------------------|-----------------------------------|----------------------------|-------------|
| | Research Task – Group Presentation | Research Task – Extended Response | Final Examination | |
| | Term 1 Week 6 | Term 2 Weeks 10 | Term 3 Week 8-9 | |
| | P1, P4, P9, P10, P12 | P2, P6, P9, P10, P12 | P3, P4, P5, P6, P8, P11 | |
| Knowledge and Understanding of Course Content | 10 | 10 | 20 | 40 |
| Inquiry and research | 10 | 10 | | 20 |
| Stimulus based skills | | 10 | 10 | 20 |
| Communication of economic information, ideas | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: LEGAL STUDIES

COMPONENTS

| | |
|---|-----|
| Knowledge and Understanding of Course Content | 40% |
| Analysis and Evaluation | 20% |
| Inquiry and Research | 20% |
| Communication | 20% |

OUTCOMES

A student:

| | |
|------|---|
| P 1 | identifies and applies legal concepts and terminology to appropriate legal contexts |
| P 2 | describes the key features of Australian and international law |
| P 3 | describes the operation of domestic and international legal systems |
| P 4 | discusses the effectiveness of the legal system in addressing issues |
| P 5 | describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change |
| P 6 | explains the nature of the interrelationship between the legal system and society |
| P 7 | evaluates the effectiveness of the law in achieving justice |
| P 8 | locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents |
| P 9 | communicates legal information using well-structured responses |
| P 10 | accounts for differing perspectives and interpretations of legal information and issues |

ASSESSMENT SCHEDULE- LEGAL STUDIES

| Task number | Task 1 | Task 2 | Task 3 | |
|---|--|---|--|-------------|
| Nature of task | Research & Presentation Law Reform | Research Case Study Individual and Technology | Final Examination All topics | |
| | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 8/9 | |
| Outcomes assessed | P4, P6, P8, P9, P10 | P4, P7, P8, P9 | P1- P10 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Analysis and evaluation | | 10 | 10 | 20 |
| Inquiry and research | 10 | 10 | | 20 |
| Communication of legal information, ideas and issues in appropriate forms | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE:

JAPANESE BEGINNERS

COMPONENTS

| | | | |
|-----------|-----|---------|-----|
| Speaking | 20% | Reading | 30% |
| Listening | 30% | Writing | 20% |

OUTCOMES: A student:

| | |
|-----|---|
| 1.1 | establishes and maintains communication in Japanese |
| 1.2 | manipulates linguistic structures to express ideas effectively in Japanese |
| 1.3 | sequences ideas and information |
| 1.4 | applies knowledge of the culture of Japanese-speaking communities to interact appropriately |
| 2.1 | understands and interprets information in texts using a range of strategies |
| 2.2 | conveys the gist of and identifies specific information in texts |
| 2.3 | summarises the main points of a text |
| 2.4 | draws conclusions from or justifies an opinion about a text |
| 2.5 | identifies the purpose, context and audience of a text |
| 2.6 | identifies and explains aspects of the culture of Japanese-speaking communities in texts |
| 3.1 | produces texts appropriate to audience, purpose and context |
| 3.2 | structures and sequences ideas and information |
| 3.3 | applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese |
| 3.4 | applies knowledge of the culture of Japanese-speaking communities to the production of texts |

ASSESSMENT SCHEDULE - JAPANESE BEGINNERS

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|----------------------|---------------------|-------------------------------------|-------------|
| | Listening Writing | Speaking Reading | Final Examination All Components | |
| | Term 2 Week 1 - 2 | Term 2 Week 9 | Term 3 Week 8-9 | |
| Speaking Outcomes: 1.1, 1.2, 1.3, 1.4 | | 10 | 10 | 20 |
| Listening Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | 20 | | 10 | 30 |
| Reading Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | | 20 | 10 | 30 |
| Writing Outcomes: 3.1, 3.2, 3.3, 3.4 | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: JAPANESE CONTINUERS

COMPONENTS

| | | | |
|--------------------------|-----|------------------------|-----|
| Speaking Skills | 20% | Writing in Japanese | 20% |
| Listening and Responding | 30% | Reading and Responding | 30% |

OUTCOMES: A student:

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

ASSESSMENT SCHEDULE - JAPANESE CONTINUERS

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|------------------------------|-------------------------------|---|-------------|
| | Listening Writing | Speaking Reading | All Components | |
| | Term 1 Week 8 – 9 | Term 2 Weeks 1 – 2 | Term 3 Weeks 8 – 9 Final Examination | |
| Speaking Outcomes: 1.1- 1.4 | | 10 | 10 | 20 |
| Listening Outcomes: 3.1-3.6 | 20 | | 10 | 30 |
| Reading Outcomes: 2.1-2.3, 3.1, 3.6 | | 20 | 10 | 30 |
| Writing Outcomes: 2.1-2.3 | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: KOREAN BEGINNERS

COMPONENTS

| | | | |
|----------|-----|-----------|-----|
| Speaking | 20% | Listening | 30% |
| Reading | 30% | Writing | 20% |

OUTCOMES: A student:

| | |
|-----|---|
| 1.1 | establishes and maintains communication in Korean |
| 1.2 | manipulates linguistic structures to express ideas effectively in Korean |
| 1.3 | sequences ideas and information |
| 1.4 | applies knowledge of the culture of Korean -speaking communities to interact appropriately |
| 2.1 | understands and interprets information in texts using a range of strategies |
| 2.2 | conveys the gist of and identifies specific information in texts |
| 2.3 | summarises the main points of a text |
| 2.4 | draws conclusions from or justifies an opinion about a text |
| 2.5 | identifies the purpose, context and audience of a text |
| 2.6 | identifies and explains aspects of the culture of Korean - speaking communities in texts |
| 3.1 | produces texts appropriate to audience, purpose and context |
| 3.2 | structures and sequences ideas and information |
| 3.3 | applies knowledge of diverse linguistic structures to convey information and express original ideas in Korean |
| 3.4 | applies knowledge of the culture of Korean - speaking communities to the production of texts |

ASSESSMENT SCHEDULE - KOREAN BEGINNERS

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|-----------------------|----------------------|--|-------------|
| | Speaking Reading | Listening Writing | Final Examination All Components | |
| | Term 2 Weeks 1 - 2 | Term 2 Week 9 | Term 3 Weeks 8 - 9 | |
| Speaking Outcomes: 1.1, 1.2, 1.3, 1.4 | 10 | | 10 | 20 |
| Listening Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | | 20 | 10 | 30 |
| Reading Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | 20 | | 10 | 30 |
| Writing Outcomes: 3.1, 3.2, 3.3, 3.4 | | 10 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: KOREAN CONTINUERS

COMPONENTS

| | | | |
|--------------------------|-----|------------------------|-----|
| Speaking Skills | 20% | Writing In Korean | 20% |
| Listening and Responding | 30% | Reading and Responding | 30% |

OUTCOMES: A student:

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

ASSESSMENT SCHEDULE – KOREAN CONTINUERS

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|------------------------------|--------------------------------|---|-------------|
| | Listening | Speaking Reading Writing | All Components | |
| | Term 1 Week 8 - 9 | Term 2 Week 1 - 2 | Term 3 Weeks 8 - 9 Final Examination | |
| Speaking Outcomes: 1.1 – 1.4 | | 10 | 10 | 20 |
| Listening Outcomes: 3.1 – 3.6 | 20 | | 10 | 30 |
| Reading Outcomes: 2.1 – 2.3, 3.1, 3.6 | | 20 | 10 | 30 |
| Writing Outcomes: 2.1 – 2.3 | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: CHINESE CONTINUERS

COMPONENTS

| | |
|-----------|-----|
| Listening | 30% |
| Reading | 30% |
| Speaking | 20% |
| Writing | 20% |

OUTCOMES: A student:

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

ASSESSMENT SCHEDULE - CHINESE CONTINUERS

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---------------------------------|-----------------------|--|-------------|
| | Listening Writing in Chinese | Speaking Reading | All Components | |
| | Term 1 Weeks 8-9 | Term 2 Weeks 1 - 2 | Term 3 Weeks 8 - 9 Final Examination | |
| Speaking Outcomes: 1.1 - 1.4 | | 10 | 10 | 20 |
| Listening Outcomes: 3.1 - 3.6 | 20 | | 10 | 30 |
| Reading Outcomes: 2.1-2.3, 3.1-3.6 | | 20 | 10 | 30 |
| Writing in Chinese Outcomes: 2.1-2.3 | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

LOTE – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: CHINESE AND LITERATURE

COMPONENTS

| | | | |
|------------------------|-----|-----------------------|-----|
| Speaking in Chinese | 10% | Listening and Respond | 20% |
| Reading and Responding | 40% | Writing in Chinese | 30% |

OUTCOMES:

A student:

| | |
|-----|--|
| 1.1 | conveys information appropriate to context, purpose and audience |
| 1.2 | exchanges and justifies opinions and ideas |
| 1.3 | uses appropriate features of language in a variety of contexts |
| 2.1 | sequences and structures information and ideas |
| 2.2 | uses a variety of features to convey meaning |
| 2.3 | produces texts appropriate to context, purpose and audience |
| 2.4 | produces texts appropriate which are persuasive, creative and discursive |
| 3.1 | identifies main points and detailed items of specific information |
| 3.2 | summarises and interprets information and ideas |
| 3.3 | infers points of view, values, attitudes and emotions from features of language in texts |
| 3.4 | compare and contrasts aspects of texts |
| 3.5 | presents information in a different form and/or for a different audience |
| 3.6 | explains the influence of context in conveying meaning |
| 3.7 | recognises, analyses and evaluates the effectiveness of a variety of features in texts |
| 3.8 | responds to texts personally and critically |
| 4.1 | examines and discusses sociocultural elements in texts |
| 4.2 | recognises and employs language appropriate to different sociocultural contexts |
| 4.3 | compares and contrasts Australian and Chinese communities |

ASSESSMENT SCHEDULE – CHINESE AND LITERATURE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|----------------------|----------------------|---------------------|-------------|
| | Speaking | Responding to Texts | Final Examination | |
| | Term 1 Week 8 - 9 | Term 2 Week 1 - 2 | Term 3 Weeks 8-9 | |
| Speaking in Chinese Outcomes: 1.1, 1.2, 1.3, 4.1, 4.2, 4.3 | 10 | | | 10 |
| Listening and Responding Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3 | | 20 | | 20 |
| Reading and Responding Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3 | | 15 | 25 | 40 |
| Writing in Chinese Outcomes: 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3 | 15 | | 15 | 30 |
| Total % | 25 | 35 | 40 | 100 |

CREATIVE AND PERFORMING ARTS – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE:

DRAMA

COMPONENTS:

| | |
|--|-----|
| Improvisation, Play building, Acting | 40% |
| Elements of Production in Performance | 30% |
| Theatrical Traditions and Performance Styles | 30% |

OUTCOMES:

Improvisation, Play building and Acting

A student:

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

Elements of Production in Performance

A student:

| | |
|------|--|
| P1.3 | demonstrates performance skills appropriate to a variety of styles and media |
| P1.4 | understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively |
| P1.5 | understands, demonstrates and records the process of developing and refining ideas and scripts to perform |
| P1.6 | demonstrates directorial and acting skills to communicate meaning through dramatic action |
| P1.7 | understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration |
| P2.1 | understands the dynamics of actor-audience relationship |
| P2.2 | understands the contributions to a production of the playwright, director, drama, designers, front-of-house staff, technical staff and producers |
| P2.3 | demonstrates directorial and acting skills to communicate meaning through dramatic action |

| | |
|------|--|
| P2.4 | performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces |
| P2.5 | understands and demonstrates the commitment, collaboration and energy required for a production |
| P2.6 | appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance |
| P3.1 | critically appraises and evaluates, both orally and in writing, personal performances and the performances of others |
| P3.2 | understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques |

Theatrical Traditions and Performance Styles

A student:

| | |
|------|---|
| P1.3 | demonstrates performance skills appropriate to a variety of styles and media |
| P1.4 | understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively |
| P1.6 | demonstrates directorial and acting skills to communicate meaning through dramatic action |
| P2.4 | performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces |
| P2.6 | appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance |
| P3.1 | critically appraises and evaluates, both orally and in writing, personal performances and the performances of others |
| P3.2 | understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques |
| P3.3 | analyses and synthesises research and experience of dramatic and theatrical styles, traditions and movements |
| P3.4 | appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest |

ASSESSMENT SCHEDULE – DRAMA

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--|-------------|
| | Playbuilt Group Performance and Logbook | Scripted Performance and Production Portfolio | Final Examination and Logbook | |
| | Term 1 Weeks 9-10 | Term 2 Week 8 | Term 3 Week 8/9 | |
| | P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2 | P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2 | P1.3, P1.4, P1.6, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4 | |
| Improvisation, Playbuilding and Acting | 20 | 10 | 10 | 40 |
| Elements of Production | | 15 | 15 | 30 |
| Theatrical Traditions and Performance Styles | 5 | 10 | 15 | 30 |
| Total % | 25 | 35 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: VISUAL ARTS

COMPONENTS

| | |
|---------------------------------|-----|
| Artmaking | 50% |
| Critical and Historical Studies | 50% |

OUTCOMES: A student:

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

ASSESSMENT SCHEDULE- VISUAL ARTS

| Task number | Task 1 | Task 2 | Task 3 | |
|-------------------------------|--|--|--|------------|
| Nature of task | Part A Mixed media series of artworks based on a set theme. Part B Case Study Essay | Part A Body of Work based on Landscape Part B Section 1 Writing Task | Final Examination Art Criticism and Art History Written examination | |
| | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 8/9 | |
| Outcomes | P1- P10 | P1-P10 | P7-P10 | |
| Components | Weighting % | | | |
| Artmaking | 20 | 30 | | 50 |
| Critical and Historical Study | 10 | 10 | 30 | 50 |
| Total % | 30 | 40 | 30 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: PHOTOGRAPHY, VIDEO & DIGITAL IMAGING 1 UNIT

COMPONENTS

| | |
|-----------------------------|-----|
| Making Photographs | 70% |
| Critical / Historical Study | 30% |

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/photographic, 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 occupational health and safety in the making of photographs and/or videos and/or digital works |
| CH1 | generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital 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 build 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 |

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-------------------------------|--------------------------|--------------------------|--------------------------|-------------|
| | Theory Task | Practical Task | Practical Task | |
| | Term 1 Week 9 | Term 2 Week 3 | Term 3 Week 8 | |
| | CH1,2,3,4,5 | M1,2,3,4,5 | M1,2,3,4,5 | |
| Making Photos | | 15 | 20 | 35 |
| Critical & Historical Studies | 15 | | | 15 |
| Total % | 15 | 15 | 20 | 50 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MUSIC 2

COMPONENTS

| | | | |
|-------------|-----|------------|-----|
| Performance | 25% | Musicology | 25% |
| Composition | 25% | Aural | 25% |

OUTCOMES:

A student:

| |
|--|
| P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble |
| P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics |
| P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles |
| P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts |
| P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations |
| P6 discusses and evaluates music making constructive suggestions about performances and compositions |
| P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics |
| P8 understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied |
| P9 identifies, recognises, experiments with and discusses the use of technology in music |
| P10 performs as a means of self-expression and communication |
| P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities |
| P12 demonstrates a willingness to accept and use constructive criticism |

ASSESSMENT SCHEDULE - MUSIC 2

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------|--|--------------------------|---|-------------|
| | Performance and Aural Analysis – Mandatory Topic | Composition Activity | Final Examination Musicology and Aural Analysis | |
| | Term 1 Weeks 9 | Term 2 Week 9 | Term 3 Week 8/9 | |
| | P1, P6, P9, P10 | P2- P8 | P2, P7, P8 | |
| Performance | 25 | | | 25 |
| Composition | | 25 | | 25 |
| Musicology | 10 | | 15 | 25 |
| Aural | | | 25 | 25 |
| Total % | 35 | 25 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE:

MUSIC 1

COMPONENTS

| | | | |
|-------------|-----|------------|-----|
| Performance | 25% | Musicology | 25% |
| Composition | 25% | Aural | 25% |

OUTCOMES:

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 sources reflecting the cultural and historical contexts studied |
| P4 | recognises and identifies the concepts of music and discusses their use in a variety of musical styles |
| P5 | comments on and constructively discusses performances and compositions |
| P6 | observes and discusses concepts of music in works representative of the topics studied |
| P7 | understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied |
| P8 | identifies, recognises, experiments with and discusses the use of technology in music |
| P9 | performs as a means of self-expression and communication |
| P10 | demonstrates a willingness to participate in performance, composition, musicology and aural activities |
| P11 | demonstrates a willingness to accept and use constructive criticism |

ASSESSMENT SCHEDULE - MUSIC 1

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------|----------------------------|--------------------|----------------------------------|-------------|
| | Performance and Musicology | Composition | Final Examination Aural Analysis | |
| | Term 1 Week 8 | Term 2 Week 9 | Term 3 Week 8/9 | |
| | P1, P4, P5, P6, P9 | P2, P3, P4, P5, P7 | P4, P6 | |
| Performance | 25 | | | 25 |
| Composition | | 25 | | 25 |
| Musicology | 10 | | 15 | 25 |
| Aural | | | 25 | 25 |
| Total % | 35 | 25 | 40 | 100 |

TECHNOLOGICAL AND APPLIED STUDIES – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: COMMUNITY AND FAMILY STUDIES

COMPONENTS

| Component | Weighting |
|--|-----------|
| Knowledge and understanding of course content | 40% |
| Skills in critical thinking, research methodology, analysing and communicating | 60% |

OUTCOMES

A student:

| | |
|------|--|
| P1.1 | describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals |
| P1.2 | proposes effective solutions to resource problems |
| P2.1 | accounts for the roles and relationships that individuals adopt within groups |
| P2.3 | 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 |

ASSESSMENT SCHEDULE - COMMUNITY AND FAMILY STUDIES

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--|-------------|
| | Film Viewing Case Study Analysis | Individuals and Groups Research Task | Final Examination | |
| | Term 1 Week 10 | Term 2 Week 9 | Term 3 Weeks 8-9 | |
| | P1.1, P1.2 P3.2, P4.2, P6.1 | P2.1, P2.3, P4.1, P4.2 | P1.1, P1.2, P2.1, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2 | |
| Knowledge and understanding of course content | 5 | 5 | 30 | 40 |
| Skills in critical thinking, research methodology, analysing and communicating | 25 | 25 | 10 | 60 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: FOOD TECHNOLOGY

COMPONENTS

| | | |
|----|---------------------------------|-----|
| 1. | Food Availability and Selection | 30% |
| 2. | Food Quality | 40% |
| 3. | Nutrition | 30% |

Outcomes:

| |
|--|
| P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods |
| P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors |
| P2.1 explains the role of food nutrients in human nutrition |
| P 2.2 identifies and explains the sensory characteristics and functional properties of food |
| P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups |
| P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food |
| P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection |
| P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition |
| P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products |
| P 5.1 generates ideas and develops solutions to a range of food situations |

ASSESSMENT SCHEDULE – FOOD TECHNOLOGY

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---------------------------|---|------------------------------|-------------|
| | Research Task | Food Quality – Experiments and Research | Final Examination | |
| | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 8 - 9 | |
| | P1.1, P1.2, P3.2 | P2.2, P3.2, P4.1, P4.4 | P1.1, P1.2, P2.1, P2.2, P3.1 | |
| Knowledge and understanding of course content | 10 | | 30 | 40 |
| Knowledge and skills in designing, researching, analysing, and evaluating | 10 | 10 | 10 | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10 | 20 | | 30 |
| Total % | 30 | 30 | 40 | 100 |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: ENTERPRISE COMPUTING

COMPONENTS

- Knowledge and Understanding of Course Content 50%
- Knowledge and Skills in practical application of the content 40%

OUTCOMES

A student:

| | |
|----------|---|
| EC-11-01 | describes how systems are used in a range of enterprises |
| EC-11-02 | describes the function of data and information within enterprise computing systems |
| EC-11-03 | describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems |
| EC-11-04 | describes how data is used in enterprise computing systems |
| EC-11-05 | applies tools and resources to analyse datasets |
| EC-11-06 | explains how innovative technologies have influenced enterprise computing systems |
| EC-11-07 | explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment |
| EC-11-08 | selects and uses tools and resources to design and develop an enterprise computing system |
| EC-11-09 | documents the management and evaluates the development of an enterprise solution |
| EC-11-10 | investigates the effectiveness of an enterprise computing system |
| EC-11-11 | communicates an enterprise computing solution to an intended audience |

ASSESSMENT SCHEDULE – ENTERPRISE COMPUTING

| Components | Task 1 Interactive media and UX project | Task 2 Networking systems and social computing project | Task 3 Formal examination | Component weighting |
|--|---|--|---|------------------------|
| Due date | Term 1 Week 9 | Term 2 Week 8 | Term 3 Weeks 9–10 | |
| Outcomes assessed | EC-11-04, EC-11-08, EC-11-09, EC-11-11 | EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09 | EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11 | |
| Knowledge and understanding of course content | 10 | 10 | 30 | 50% |
| Knowledge and skills in the practical application of the content | 15 | 25 | 10 | 50% |
| Total % | 25% | 35% | 40% | 100% |

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: TEXTILES AND DESIGN

COMPONENTS

| | |
|---|------|
| Knowledge and understanding of course content | 50 % |
| Skills and knowledge in the design, manufacture and management of textiles projects | 50 % |

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE – TEXTILES AND DESIGN

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|---|--|-------------|
| | Term 2 Week 1 | Term 3 Week 5 | Term 3 Weeks 8-9 | |
| | Preliminary Textiles Project 1 Practical & Portfolio | Preliminary Textiles Project 2 Practical & Portfolio | Final Examination | |
| | P1.1, P2.1, P2.2, P2.3 P4.1 | P1.1, P1.2 P2.1, P2.2 P2.3, P4.1 | P1.1, P1.2, P2.1 P2.2, P2.3, P3.1 P3.2, P4.1, P5.1 | |
| Knowledge and understanding of course content | 5 | 5 | 40 | 50 |
| Skills and knowledge in the design, manufacture and management of textiles projects | 25 | 25 | | 50 |
| Total % | 30 | 30 | 40 | 100 |

PDHPE – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: PDHPE

COMPONENTS

| | |
|--|-----|
| Knowledge and understanding of course content | 40% |
| Skills in critical thinking, research, analysing and communicating | 60% |

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 (Option 1) |
| P13 | develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2) |
| P14 | demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 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 |

ASSESSMENT SCHEDULE - PDHPE

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---------------------------------|---------------------------|-----------------------------|-------------|
| | Core 2 Analysis Task | Combined Options Report | Final Examination | |
| | Term 1 Week 9 | Term 2 Weeks 7 | Term 3 Weeks 8/9 | |
| | P7, P8, P9, P10, P11, P16, P17, | P10, P12, P14, P17 | P1 - P17 | |
| Knowledge and understanding of course content | 15 | 15 | 10 | 40 |
| Skills in critical thinking, research, analysing and communicating | 15 | 15 | 30 | 60 |
| Total % | 30 | 30 | 40 | 100 |

VOCATIONAL EDUCATION AND TRAINING COURSES

ULTIMO RTO 90072



VET COURSE ASSESSMENT SCHEDULES

Year 11 2024 – Year 12 2025

Vocational Education and Training (VET) Courses

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Year 11 and/or Year 12 units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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



School Name: Strathfield Girls High School

Assessment Schedule Year 11 - 2024

| Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | Task 1 Safety in the kitchen | Task 2 Service please |
|--|---|---------------------------------|--------------------------|
| Code | Unit of Competency | Week 5 Term 1 | Week 5 Term 2 |
| SITXFSA005 | Use hygienic practices for food safety | X | |
| SITXWHS005 | Participate in safe work practices | X | |
| SITXFSA006 | Participate in safe food handling practices | X | |
| SITHCCC025 | Prepare and present sandwiches | X | |
| SITXCCS011 | Interact with customers | | X |
| SITXCOM007 | Show social and cultural sensitivity | | X |

| MID YEAR EXAM | FINAL EXAM |
|---|---------------|
| Week 2 | Week 8/9 |
| Term 2 <i>Scheduled in class lessons</i> | Term 3 |
| | |

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

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

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



School Name: Strathfield Girls High School

Assessment Schedule Year 12 - 2025

| Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> | | Task 3 The hospitality industry | Task 4 Beverage making 101 | Task 5 Working 9 to 5 |
|--|--|---------------------------------------|----------------------------------|--------------------------|
| Code | Unit of Competency | Week 5 Term 3 | Week 5 Term 4 | Week 5 Term 5 |
| SITHIND006 | Source and use information on the hospitality industry | X | | |
| SITHFAB024 | Prepare and serve non- alcoholic beverages | | X | |
| SITHFAB025 | Prepare and serve espresso coffee | | X | |
| SITHFAB027 | Serve food and beverages | | X | |
| BSBTWK201 | Work effectively with others | | | X |
| SITHIND007 | Use hospitality skills effectively | | | X |

| HSC MID YEAR EXAM | HSC TRIAL EXAM |
|----------------------|--------------------|
| Week 10/11 Term 1 | Week 3-4 Term 3 |
| | |

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using Mid Year Preliminary weighting 10%, Final Preliminary weighting 20%, HSC Mid Year weighting 30%, HSC Trial Exam weighting 40%.

* Examinable units to be confirmed by teacher.

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



YEAR 11 COUNTDOWN: QUICK TIPS

how to study well and stay sane

Study techniques

- Learn and use techniques to maximise your recall ability: Mind-mapping – brings out the connections between different ideas.

Memory cards – write key words or ideas and stick them up on your walls.

- The Q-S-R technique; QUICKLY read the chapter, then SCAN each page noting key words, then READ carefully, making notes as you go.
- Never study beyond your concentration span (the time your mind starts wondering). Take a short break to refresh your brain

Plan of action

- Make a timetable of things you do: school, homework, study, part-time work, watching TV, meals, sport, leisure, music and household responsibilities.
- Give yourself an allocated time for these activities each week – and stick to the schedule.
- Prioritise – what must be done now; what can wait till later.
- Cramming can be counterproductive. Don't stay up all night; get a good night's sleep.
- Ask a trusted teacher, school counsellor, librarian, older sibling or relative for advice.
- Deal with anxiety by learning relaxation techniques such as deep breathing or yoga.
- Avoid caffeine and prescription drugs to keep you awake as they can make you feel more nervous.
- Cut down hours spent at a part-time job and don't be afraid to say no to friends or family commitments.

Essential tips

- Get organised now: jot down important dates in a diary or planner.
- Become familiar with the language or terminology used in each subject.
- Create a study area that is quiet, comfortable, well lit and ventilated and free of distractions.
- Download past exam papers and copies of the syllabus from the NSW Education Standards Authority (NESA) website.
- Be realistic about what you can achieve. Act on comments and suggestions your teacher makes about your work.
- If doing a major work, ensure you're regularly adding to your journal.
- Study in short, frequent sessions and take breaks every hour.
- Revise regularly; go over new material on a daily basis to ensure it stores in your long-term memory.

**DON'T PANIC! Balance
is the key to D-day
success**

Assessment Planner 2024

| TERM 1 | |
|---------|--|
| WEEK 1 | |
| WEEK 2 | |
| WEEK 3 | |
| WEEK 4 | |
| WEEK 5 | |
| WEEK 6 | |
| WEEK 7 | |
| WEEK 8 | |
| WEEK 9 | |
| WEEK 10 | |
| WEEK 11 | |





Assessment Planner 2024

| TERM 2 | |
|---------|--|
| WEEK 1 | |
| WEEK 2 | |
| WEEK 3 | |
| WEEK 4 | |
| WEEK 5 | |
| WEEK 6 | |
| WEEK 7 | |
| WEEK 8 | |
| WEEK 9 | |
| WEEK 10 | |

Assessment Planner 2024

| TERM 3 | |
|---------|-------------------|
| WEEK 1 | |
| WEEK 2 | |
| WEEK 3 | |
| WEEK 4 | |
| WEEK 5 | |
| WEEK 6 | |
| WEEK 7 | |
| WEEK 8 | FINAL EXAMINATION |
| WEEK 9 | FINAL EXAMINATION |
| WEEK 10 | |

NESA WEBSITE: ESSENTIAL INFORMATION

 <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>   



**Education
Standards
Authority**

search site



KINDERGARTEN – YEAR 10

YEAR 11 – YEAR 12

TEACHER ACCREDITATION

REGULATION

ABOUT

LOG IN

HSC minimum standard

This guide covers everything students need to know who will sit the HSC in or after 2020. The minimum standard won't affect students sitting the HSC in 2018 and 2019.

- What is the HSC minimum standard?
- How to meet it
- What to expect
- Online minimum standard tests
- Support and resources

[View HSC minimum standard guide](#)

Teacher accreditation

From 2018 all NSW teachers must be accredited. This guide covers everything teachers need to know during their accreditation journey.

- Pre-2004 teachers
- Stages of accreditation
- Maintenance 2018 and beyond
- Early childhood teachers
- Teacher resources

[View teacher accreditation guide](#)



YEAR 11 – YEAR 12

KINDERGARTEN – YEAR 10

YEAR 11 – YEAR 12

TEACHER ACCREDITATION

REGULATION

ABOUT

LOG IN

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Understanding the curriculum

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Curriculum development

Assessment

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Diversity in learning

Special education

Gifted and talented

English as an additional language or dialect

Advanced search

Resource finder

News Archive

NOTES

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NOTES



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