



2024

**PRELIMINARY
ASSESSMENT
MANUAL**



ACHIEVING EXCELLENCE – INSPIRING SUCCESS

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Stronger HSC Standards – HSC minimum requirements

NESA states that students need reading, writing and maths skills to be successful in everyday life after school. That is why students are required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

To check students have the basics right, students need to sit short online tests of reading, writing and maths for everyday life. Students get four chances a year to pass each of the tests from Year 10 until five years after they finish their HSC course.

If students pass the online tests of basic reading, writing and numeracy skills it will show they have met the HSC minimum standard.

Timetable for HSC minimum Standards:

Students need to meet the HSC minimum standard to receive the HSC.

To show students meet the standard students need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

How is the standard set?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Disability provisions and exemptions

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard in order to receive their HSC.

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Requirements of Students

Pattern of Study

To qualify for the Higher School Certificate (HSC) students must satisfactorily complete a minimum of 12 units in Year 11 and a minimum of 10 units in the HSC course (Year 12). Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses) and
- at least four subjects.

To satisfy pattern of study requirements for the HSC a student may count up to six units of Science in Year 11 and seven units in Year 12.

Satisfactory Completion of Courses

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

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

To achieve the outcomes above, students must:

a) satisfactorily complete classwork

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

b) satisfactorily complete assessment tasks

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute **in excess of 50 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

c) attend school regularly.

Regular attendance at school is essential to assist students to maximise their potential. Under the rules set by the Department of Education students must attend a minimum of 85% of lessons. If attendance is unsatisfactory a warning letter will be sent. The Department's document "Suspension and Expulsion of School Students – Procedures 2011" details the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning**. This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives
- non-compliance with NESAs requirements for the award of an HSC.

This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.

If a student fails to complete tasks, (made a serious attempt), in a course to the value of more than 50% of that course's total assessment they will be deemed unsatisfactory in that course. This may mean that they are ineligible to receive the Year 11 Record of School Achievement (RoSA) and possibly not be eligible to do the HSC.

Help for students who find themselves in difficulty is always available from their Year Adviser, the Careers Advisor, Head teacher Secondary Studies, Head Teacher Welfare, Learning and Support Teachers, School Counsellor or Deputy Principal.

The publication from NESAs, "Rules and Procedures for Higher School Certificate Candidates", covers most of the things students need to know about the HSC.

Assessment

Student performance, application and the achievement of course outcomes in the HSC course will be measured through an assessment program. Assessment seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course. NESA uses a standards-referenced approach to reporting student achievement in the HSC. The standards in the HSC are:

- knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- levels of achievement of the knowledge, skills and understanding – the performance standards.

In summary, assessment for learning are principles to provide the criteria for judging the quality of assessment materials and practices. They appear below as they do in each of the syllabuses.

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards for which they are aiming
- involves students in self-assessment and peer assessment
- provides feedback to help students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data
- emphasises the interactions between learning and manageable assessment strategies that promote learning
- clearly expresses for the student and teacher the goals of the learning activity
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- provides ways for students to use feedback from assessment
- helps students take responsibility for their own learning
- is inclusive of all learners

Assessment Tasks

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests such as the Yearly examination, written assignments, practical activities, fieldwork and projects.

Final assessment marks will reflect a variety of components depending upon the requirements of each course. These assessment components are usually the skills and knowledge which students are expected to acquire. The student's success in mastering the components is measured by his/her performance in the assessment tasks set. An assessment task may be designed to test a single component or a combination of components.

The assessment components will not all necessarily have the same importance or weighting. Similarly, assessment tasks will have different marking schemes. The assessment mark allows for performance over a range of activities to be judged. The mark represents a measure of achievement against a pre-set standard (standards reference).

Each course has an individual assessment program. Assessment tasks may vary between and within subjects.

Assignments and Homework

One of the conditions of completing a course satisfactorily is that the student must apply themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school. This includes not only assessment tasks, but also assignments and homework.

Class work and assignment work may also be based on mandatory experiences as described by the syllabus for that course and as such it is a requirement of the Year 11 RoSA that students have a satisfactory attendance record and they complete all set class work and homework.

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Year 11 Assessment and the HSC mark

Record of School Achievement (RoSA)

After the Yearly examinations students will be awarded a grade to be sent to NESA. **A** is the highest level and **E** is the lowest level. This is assessed against performance descriptors by faculties and their Head Teacher. Students will have access to these grades in a period nominated by NESA in Term 4. Students must successfully achieve a grade in a course in Year 11 to continue that course in the HSC year. The Year 11 Assessment period is between February and September 2019 (inclusive).

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

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

How the HSC mark is achieved

With the exception of VET courses and non-ATAR (Australian Tertiary Admissions Rank) courses, the 2025 HSC will record two marks for each Board Developed course studied: an examination mark and a moderated, school-based assessment.

The examination marks will be determined from the individual student's performance in the HSC examinations, which include written papers and externally marked student 'Major Works' and/or performances. The written examinations are held in October/November of Year 12, 2025. 'Major Works' include performance and major projects in Industrial Technology, Music, Languages, Drama, Society and Culture, English Extension 2 and Visual Arts, and are marked as early as August. Each course will be individually reported. In each course, overall performance, part of which is the School Assessment, will be reported in respect of Performance Bands detailing what a student is able to do.

In each VET course, students may choose to sit for a written HSC examination paper and marks can be shown on the student's HSC. Marks can also contribute to ATAR calculations provided only one category B course is included in the ten best units being studied for the HSC. No assessment mark is awarded in VET subjects as performance is based on competencies achieved. Schools are required to submit an estimated examination mark for all students entered for the examination. The Trial HSC Examination mark may be used to assist in determining this estimate.

HSC Assessment marks will be derived from tasks set by the school between October of Term 4, 2024, and the end of Term 3 of Year 12, 2025.

If students apply for an ATAR, both the examination marks and the moderated school assessments are used to determine the rank. This is issued by the University Admissions Centre (UAC) in December.

Each tertiary institution sets its own entrance requirements. Virtually all of them will use the ATAR when choosing the students they will admit. For advice in regard to entrance levels and other requirements, students should consult the school's Careers Adviser and Head Teacher Secondary Studies. Note that the inclusion of 2 units of English is compulsory in the calculation of an ATAR.

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Honesty in Assessment / Plagiarism / Malpractice

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

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, this includes AI generated work
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- taking time off before an assessment task to study.
- Students may be asked to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include, but is not limited to, the student:

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

Malpractice will be penalised as follows:

- cheating or attempting to cheat = 0 marks awarded for the task.
- copying or using the works of other students = 0 marks awarded for the task.
- In all cases of malpractice, parents/caregivers will be notified and 'N' warning letters issued. NSW schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task, including information about the subject concerned, the nature of the offence and the penalty applied. This information must then be reported to NESA.

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Disability Provisions

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the Year 10 and 11 RoSA, and Higher School Certificate according to procedures determined by NESA. The coordinators of these applications are the Head Teacher Welfare and the Head Teacher Secondary Studies.

Parents are encouraged to contact the Head Teacher Welfare with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 (year 12) for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the HSC examination year, with teacher comments and medical documentation also dated July. For more details, refer to the NESA website on <http://www.boardofstudies.nsw.edu.au/disability-provisions/> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. **Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school.** Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a **condition that may or may not occur during an examination**, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, **not disability provisions**. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time.

However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

1. a permanent condition, such as diabetes or reading difficulty
2. a temporary condition, such as a broken arm, or
3. an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

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Assessment Procedures

Submission of assessment tasks

Unless notified explicitly in the official assessment task notice for that particular task, all assessments tasks must be submitted **by 8.50am on the due date, in written hard copy or electronic form, (as stated on the instructions in the assessment task notification) regardless of whether a timetabled lesson for that subject has been set on that day.**

Specifically, students must:

- Personally deliver assessment tasks to the relevant teacher or delegate before 8.50am on or before the due date – not left at staffrooms or in classrooms or anywhere else.
- Present a medical certificate if absent on the day a task is due.
- Attend classes **ALL DAY** on days with scheduled assessment tasks. Students who arrive significantly late to school or take a morning off to prepare for a mid morning or afternoon assessment task will be awarded a **zero mark** for the task.
- Where a task requires an oral presentation, **all students** must be prepared to present the task on the due date, regardless of whether the oral presentations are completed in one lesson or a series of lessons.

No extensions will be granted if a student claims on the day a task is due that they are unable to submit or complete a task because “the computer broke down”, “the printer won’t work”, or other similar excuse. The malfunction or unavailability of computing equipment cannot be used as a legitimate excuse for the late submission of work.

To overcome possible problems, students are encouraged to:

- start assignments early
- submit draft copies of tasks to the teacher before the due date
- back up electronic/digital files to more than one source including a cloud based source such as OneDrive available through the student portal.
- make and keep printouts of their work during the process of completing the assignment as evidence of what they have completed
- keep an up-to-date diary and/or log book (including problems experienced) as required in subjects such as design and technology, visual arts and computing subjects
- be prepared to use non-computing methods if all else fails.

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Assessment Procedures

Not meeting requirements for completion of Assessment Tasks

‘N’ Determination Warning

Teachers can recommend an ‘N warning’ when a student has failed to meet one or more of the following requirements:

- participation in the required learning experiences and assessment tasks
- satisfactory effort and achievement
- achieving the course outcomes
- satisfactory attendance record at school and in classes.

Parents/care providers will be notified if the school has serious concerns about the progress of a student. Should a student fail to meet course requirements an **‘N’ Determination Warning Letter** is sent home outlining the issue and a new completion date by which the student must submit the outstanding work.

It is the responsibility of the student to redeem the incomplete work by a given date.

Failure to follow this procedure would result in the school notifying NESA of the student’s inability to gain a Record of School Achievement result for that course.

It is hoped that by notifying parents/caregivers as soon as there is a concern about a student’s progress the problem will be resolved quickly and the Record of School Achievement not placed at risk.

Parents are also urged to contact the school if they are concerned about their child’s progress.

Refer Appendix 2

Galston High School Support for students receiving N' Determination Improvement Program

Student misbehaviour, a poor attendance record and/or failure to complete all studies to a suitable standard, indicates a non-serious attempt by a student.

Students who do not show evidence of *due diligence and sustained effort* towards their studies will be issued with an **N Determination Warning Letter** and placed on an **Academic Improvement Program**. The purpose of the improvement program is to allow students the opportunity to mature and show a new willingness to comply with NESAs course requirements.

It will be the students' responsibility to attend each session and to complete all outstanding class work, homework and assessment tasks. A student will continue to attend until an improvement in the area of concern is achieved and/or all outstanding work is completed to a suitable standard, submitted and all relevant N warnings are resolved.

If, after four (4) weeks on the Improvement Program, there has been no significant improvement in behaviour and/or attitude & effort and/or attendance then a formal suspension caution will be issued. In this instance a student may not be able to meet course requirements and may be required to repeat the academic year.

<p>Level 1</p>	<p>Classroom teacher monitors student achievement of course outcomes:</p> <ul style="list-style-type: none"> • Class learning activities (non-attendance or refusal) • Formal assessment • If student does not complete the task class teacher will send N-warning letter • Assessment registrar follow up with student <p>Task completed by 'new due date' to a satisfactory standard</p> <ul style="list-style-type: none"> • Matter is resolved <p>Task not completed by 'new due date'</p> <ul style="list-style-type: none"> • Students will not receive a second warning letter. Matter remains unresolved and student are jeopardising achievement of Year 11 RoSA
<p>Level 2</p>	<p>Review Team Meeting:</p> <ul style="list-style-type: none"> • At the start of each term the review team will meet: Assessment Registrar, YA and DP • Informal Programs for Improvement coordinated by Year Adviser • Formal Programs for Improvement Coordinated by the Deputy Principal for a 5 week period
<p>Level 3</p>	<p>Term 4 Week 2 - N Determination meeting with Principal, Deputy Principal, Assessment Registrar & student occurs</p> <ul style="list-style-type: none"> • Student is given Principal's Determination Form and Student Appeal Form • NESAs processes followed • Students who are N determined do not receive ROSA/HSC

'N' Determination Grades

An 'N' determination is the decision made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.

A Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course, or sent to the student's home address. The Principal will also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a Determination reduces the total number of units studied to less than 12 in Year 11 the student will not be able to move onto year 12, and if it is less than 10 in year 12 the student will not be eligible for their HSC or an ATAR.

Zero (0) marks:

If students fail to hand in an assessment task on the due date, or fail to complete a task on the due date,

and do not complete an Illness/Misadventure form with a valid medical certificate attached, they will be awarded a zero mark and an 'N' warning letter will be sent to parents/carers. They will be given two weeks to complete the task. However, the zero mark will remain.

Non serious attempts / non-attempts

Non serious attempts / non-attempts in examinations and assessment tasks

HSC students who do not make a serious attempt or non-attempt HSC examinations and / or assessment tasks may render themselves ineligible for the award of the HSC.

NESA considers a student's examination or assessment to be a **non-attempt** if there is no evidence of academic engagement with the paper.

Students are required to attempt a range and a majority of not all of question types throughout the examination paper. It is insufficient to answer multiple-choice questions only.

Merely rewriting the question is not considered to be an adequate attempt of an examination and / or assessments.

Non-serious attempts include frivolous or objectionable material written in response to examination or assessment questions, as well as answers to questions in a language other than English (unless specifically instructed to do so). This includes the use of profanities which are unnecessary.

HSC students who do not make a serious attempt at an HSC examination may not receive an award in the course concerned. This may render some students ineligible for the award of the HSC. Any **student identified as making a non-serious attempt or a non-attempt in an HSC examination** will be asked by NESA to justify why they should receive a result in the course concerned. NESA will advise the student and the school Principal of its decision at the time of the release of HSC results.

In school assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESA's guidelines. The Head Teacher, in consultation with the teacher's involved, shall determine whether the attempt is non-serious.

Illness / Misadventure

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their assessment performance.

The right to submit an Illness/Misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must follow the correct procedure in **Appendix 3**.

When their sickness has been verified by a medical certificate, the Head Teacher/class teacher will arrange for them to sit an alternative task.

If the Head Teacher decides that the student should do the original or a substitute task, the student can be required to sit for the task IMMEDIATELY. For example, if they are sick on Friday when an assessment task is due and they return to school on Monday, they must submit or attempt the task as soon as practicable on the Monday.

Illness/Misadventure at school does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of examination and or assessment instructions
- failure to enter for the examination in the correct course
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- conditions for which they have been granted disability provisions, unless they experience further difficulties
- courses that are undertaken as a self-tuition student

- attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

A panel will be convened to decide on the outcome of an appeal. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet **Appendix 4**.

Invalid or Unreliable Assessment Tasks

If an internal assessment task is deemed to be invalid or unreliable by the Principal, he or she has the discretion to direct that an alternative assessment task be implemented. Depending on the task and the outcomes being assessed, a revised Assessment Schedule may need to be issued which indicates new weightings for remaining Assessment Tasks in the assessment program for the course.

Where a task is invalidated and a change is required for the assessment program, students and parents will be communicated of this in writing. Students will receive teacher feedback on any work that has been submitted on a task that has needed to be invalidated.

Querying the result of an assessment task

If, on the return of an assessment task, a student needs clarification of an assessment result, it is their responsibility to discuss their concern with the subject teacher or KLA Head Teacher at the time the assessment task is returned. If the matter cannot be resolved it can be referred to the **Assessment Registrar** (Mrs Andrus). A teacher's professional judgement cannot be questioned.

If a student does not raise any issues with their examination paper immediately (within one week of the task's return) after it has been returned there is no recourse for a student to do so at a later date.

The Appeals Process

The Appeals Panel consists of:

- Assessment Registrar (Mrs Andrus)
- Deputy Principal of the relevant year
- Head Teacher of the KLA and / or Welfare

The panel will consider the written information supplied by the appealing student and the Galston High School Assessment Policy.

The panel is concerned with the **assessment process** and will not review the teacher's judgements of the worth of a particular task.

Suspended students - Assessments

If a student is on suspension when an assessment task is due the student must:

- Remain at home for the duration of their suspension
- Submit out-of-school assessment tasks by either email, mail or by delivery to the front Office (Reception desk) by the due date.
- Organise a time to sit in-school assessment upon return to school. An alternative task may be organised.

Unsatisfactory Attendance and Progress

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes.

Where attendance and/or course outcome completion are of concern the student will be notified in writing with an 'N' Determination Warning Letter that they are jeopardising their achievement of the RoSA due to non-attendance in class and / or non-completion of work missed due to absence.

Ongoing poor attendance at school, which results in non-completion of class work, means that course outcomes are not being met. This will result in class teachers issuing "N Determination Warning Letters" due to non-completion of course outcomes, meaning there is limited evidence of sustained effort and diligence. This will jeopardise the student's achievement of the Year 11 RoSA.

Formal Examination Processes

Absence from formal examination tasks (Yearly Examination)

Refer Appendix 3 and 4. A student who misses an exam for any reason must fill in an ***Illness or Misadventure Form or Absence from an assessment task form depending on the situation***. In such circumstances it is advised that students seek guidance from Mrs Andrus.

Procedure for Rescheduling Formal Examinations

1. The student/parent must contact the school to inform them that the student will not be doing the exam. Mrs Andrus is the contact person.
2. The student will contact Mrs Andrus on the first day they are well/available with the appropriate documentation (**Illness or Misadventure Form/Absence from Assessment Task Form** and a **Medical Certificate** (for illness) **OR other appropriate supporting documentation** (for a non-medical reason))
3. Mrs Andrus will issue a rescheduled date and time based on the student's **next available free slot within their exam timetable**

Note:

- Exams will be rescheduled post the advertised date unless special permission is sought by the student from the relevant KLA Head Teacher to undertake a rescheduled exam prior to the advertised date.
- A student who knows they will be absent from an exam due to a sporting or family commitment or other reason must see Mrs Andrus **prior** to the examination period.
- An **Illness or Misadventure Form/Absence from Assessment task form** must be submitted at the time a rescheduled exam is requested.
- No appeals will be considered after the results of an exam have been distributed to students.
- Failure to follow these procedures may result in a ZERO being awarded for the exam.

Students who re-schedule an exam may be required to sit an alternate paper.

ACHIEVING EXCELLENCE – INSPIRING SUCCESS

Year 11 Internal Assessment Schedule

Specific assessment information will be found in the following pages for each of the Year 11 courses running in 2024. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

Key Date to remember - Yearly examination: Term 3, Week 9 and 10

Specific examination schedules will be published closer to these events. Again, students are responsible for ensuring they know their examination timetable and all permitted materials. Any questions, students should ask the relevant classroom teacher or Head Teacher.

Situations which may arise regarding tasks

SITUATION	BACKGROUND	CONSEQUENCE	APPEAL and / or PROCESS
Absence on the day of notification of an assessment task	If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their first day back at school	Zero mark if student does not hand in task	No appeal – onus on student to find out what work they have missed
Late arrival on the day of an assessment task due to be handed in	School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task.	Zero mark	Request an appeal via Assessment registrar using Illness/Misadventure form – meet with Assessment Registrar – Refer Appendix 4
Absent with reason and student is still able to get the task to the teacher	If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to fax, email or deliver their work to the school.	Zero mark if student does not hand in task	NA
Absent with reason and student is NOT able to get the task to the teacher	If the absence is due to a medical condition that prevented them from completing the task. The assessment task is to be submitted on the first day of their return to school	Zero mark if inappropriate paper work provided and evidence not substantiated.	Explanation of Absence from an Assessment Task to be submitted to class teacher or HT KLA. A student who misses an assessment task for medical reasons must have a Medical Certificate as documentation. Refer Appendix 3
Requesting leave of absence on the day of an in-class assessment task	Requesting leave of absence, outlining the reason for the absence and attaching supporting evidence. If the reason is accepted, a substitute task or an alternate date will be given, whichever is appropriate. Under exceptional circumstances, the Principal may authorise the use of an estimated mark.	Zero mark if inappropriate paper work provided and evidence not substantiated.	Use Explanation of Absence and or Request for an extension of time form. Discuss with HT KLA and / or Assessment registrar. Refer Appendix 3 and 5
Absence on the day of an in-class assessment task due to illness or other unforeseen circumstances	A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task.	Zero mark if inappropriate paper work provided and evidence not substantiated.	Use Explanation of Absence Form. In the case of a medical reason a student must have a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form and submitted to class teacher or HT KLA. Refer Appendix 3
On the day of return to school students should arrive ready to sit the assessment task	If the reason for the absence is accepted, a substitute task may be given or the Principal may authorise the use of an estimated mark.	If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a ZERO .	Request an appeal via Assessment registrar using Illness/Misadventure form – meet with Assessment Registrar Refer Appendix 4
Illness/misadventure on the day of an assessment task	If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant KLA Head Teacher prior to the task.	If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a ZERO .	Illness/Misadventure Appeal form and hand it to the KLA Head Teacher with the appropriate documentation. For medical reasons a student must have a Medical Certificate as documentation. Illness/Misadventure Forms must be submitted on the day of the assessment task or on the first day of return to school following the assessment task. No Illness/Misadventure Appeal will be considered after results of the assessment task have been distributed to students Refer Appendix 4
Work on assessment tasks in class time	Students are not permitted to miss class to complete assessment tasks and major works for other courses.	Potential zero mark in other subject	Request an appeal via Assessment registrar using Illness/Misadventure form – meet with Assessment Registrar Refer Appendix 4

Appendix 1 – Sample Year 11 RoSA

HIGHER SCHOOL CERTIFICATE

Record of Achievement



This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has
received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Performance Mark	Band
Board Developed Courses					
2016	English (Advanced) (2 unit)	68/100	68/100	68	3
	Hospitality (2 unit)	Refer to Vocational documentation			
	Hospitality Examination (Food and Beverage)	83/100	N/A	83	5
	Mathematics General 2 (2 unit)	68/100	68/100	68	3
	Modern History (2 unit)	74/100	70/100	72	4
	Society and Culture (2 unit)	77/100	77/100	77	4



Student Number: 80293882

Issued by NESA with out a liberation or ensure on 18 May 2017 at Sydney, NSW,

Australia

Chief Executive Officer
NSW Education Standards Authority

Appendix 2 – N-Determination warning letter example

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Monday, 6th February 2017

Ref: 000000

OFFICIAL WARNING - Non-completion of a Preliminary Course

Dear Charles & Isabelle Scott

I am writing to advise that Bon Scott is in danger of not meeting the Course Completion Criteria for the Preliminary course in Music.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st official warning** we have concerning Bon in Music.

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

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by NESA; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- c) Achieved some or all of the outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of 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 they have not satisfactorily completed the Preliminary Course. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the Higher School Certificate.

To date, Bon has not satisfactorily met criteria (a), (b) and (c) of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Bon to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Please discuss this letter with Bon and contact the school if further information or clarification is needed.

Yours sincerely

Mr Black Adder
Teacher Arts

Mr John Smith
Head Teacher Arts

To satisfy the course completion criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by Bon.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2017	Complete this essay and hand in	23/08/2017

Please detach the following section and return to the school.

Requirements for the Satisfactory Completion of a Preliminary Course

Ref: 000000

- I have received the letter dated 06/02/17 indicating that Bon Scott in Year 3 is in danger of not having satisfactorily completed the course outcomes in Music.
- I am aware that this course may not appear on Bon's Record of Achievement.
- I am also aware that the 'N' determination may make Bon ineligible to proceed to the Higher Certificate course.
- I am also aware that the 'N' determination may make Bon ineligible for the award of the Higher School Certificate.

Parent/Caregiver's signature: _____ Date: _____

Student's signature: _____ Date: _____

Appendix 3



Year 7-12 Assessment Task Explanation of absence from an assessment task

Absent on the day of an assessment task

Completion of form needed to explain absence from an assessment task.
You have evidence of circumstances that have impacted upon your ability to hand in the task on the due date.

Form submitted to class teacher with associated evidence upon immediate return to school

All applications reviewed within a 24-hour period. The student and class teacher will be informed of the outcome request.

Successful Application

1. Determination that student is not penalised and mark allocated.
OR
2. Student completes task on return date or has a new date allocated for the task
OR
3. Estimate given based on evidence (to be finalised at the end of the course based on performance across the course)

Unsuccessful Application

1. Student is informed that they have received a zero (0) mark and an 'N' warning for the assessment task if it is not submitted by the due date
2. Students referred to Assessment Registrar for advice of appeal if task not handed in on the due date.
3. KLA Head Teacher completes data record entry onto Sentral.

Years 7-12 Explanation of absence from an Assessment Task

This form is to be submitted to the **class teacher** on your first day back after an absence.

Student Name:		Year:		Task Due Date:	
Subject:		Class Teacher:			
Assessment task description:					

Explanation for absence from task:

Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory Declaration
- Supporting Letter from parent / care provider
- Other (please describe) _____

Student Signature:		Date:	
Parent/Care Provider Signature:		Date:	

Panel Recommendation:

Panel consists of KLA Head Teacher (Assessment Registrar where required)

- Upheld Declined

Panel Comments

KLA Head Teacher Signature		Date:	
Assessment Registrar Signature: <i>(if required):</i>		Date:	
Student Signature:		Date:	

- Sentral Entry - Data Record: Entry Number: _____
- Paper work uploaded to Sentral: Yes / No

Appendix 4

Year 7-12 Assessment Task Illness or Misadventure Appeal



You believe you have evidence of circumstances that have impacted upon your final assessment task result. You have evidence of circumstances that have impacted upon your final assessment task result.



See Mrs Andrus for advice on the appeal and discuss procedures associated with the appeals.



Submit appeal form to Mrs Andrus **within one week** of the students having the task returned to them if known prior to task - appeal form must be handed in with assessment task



All applications reviewed within a 24-hour period. The student and class teacher will be informed of the outcome request.

Successful Application

1. Determination that student is not penalised and mark allocated.
OR
2. Student mark re-evaluated and recorded in faculty mark book
OR
3. Student completes task on return date or has a new date allocated for the task
OR
4. Estimate given based on evidence (to be finalised at the end of the course based on performance across the course)

Unsuccessful Application

1. Student is informed that they have received a zero (0) mark for the assessment task
2. The task must be submitted to demonstrate they have achieved the course outcomes.

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

Years 7-12 Assessment Task Illness or Misadventure Appeal Form

This form is to be submitted to the Mrs Andrus within one week of the students having the task returned to them.

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task, and which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the **Assessment Registrar (Mrs Andrus)**.

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy - unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

Student Name:		Year:		Task Due Date:	
Subject:		Class Teacher:			
Assessment task description:					

Describe how the illness or misadventure you have suffered has affected your performance in the assessment task (to be completed by the student):

Attach a copy of the:

- Original assessment task
- Completed assessment task

Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory Declaration
- Supporting Letter from parent / care provider
- Other (please describe) _____

Was the task completed? Yes No

Did you notify the KLA HT and / Assessment Registrar that you were submitting an Illness/Misadventure prior to or during the task? Yes No

If yes, then who? _____

Student Signature:		Date:	
Parent/Care Provider Signature:		Date:	

Return form to Assessment Registrar (Mrs Andrus) to complete the remainder of the form

Panel Recommendation:

Panel consists of Deputy Principal, Assessment Registrar, and Faculty Head Teacher

Upheld Declined

Panel Comments

Assessment Registrar Signature:		Date:	
KLA Head Teacher Signature:		Date:	
Deputy Principal signature:		Date:	
Student Signature:		Date:	

Sentral Entry - Data Record: Entry Number: _____

Paper work uploaded to Sentral: Yes / No

Appendix 5



Year 7-12 Assessment Task

Request for an extension of time / alternate date to complete task.

You require a date change for an assessment task and you have adequate evidence to support this request



See KLA Head Teacher for advice on the request and discuss procedures associated with the request.



Submit form to KLA Head Teacher **at least 2 school days prior to the due date.**



All applications reviewed within a 24-hour period. The student and class teacher will be informed of the outcome request.

Successful Application

1. Revised submission date communicated to student and class teacher
2. KLA Head Teacher completes data record entry onto Sentral.

Unsuccessful Application

1. Student is informed that they will receive a zero (0) mark and an 'N' warning for the assessment task if it is not submitted by the due date
2. Students referred to Assessment Registrar for advice of appeal if task not handed in on the due date.
KLA Head Teacher completes data record entry onto Sentral.



Years 7-12 Assessment Task Request for extension of time/alternate date to complete task

This form is to be submitted to the KLA Head Teacher at least **two (2) school days prior to the due date.**

Student Name:		Year:		Task Due Date:	
Subject:			Class Teacher:		
Assessment task description:					

Reason for Application (please tick):

- Absent on the day assessment task will be due, as a result of illness (medical documentation required)
- Absent on the day assessment task will be due, as a result of exceptional circumstances
- Other school commitment on the day of an assessment task
- Other _____

Detail needs to be provided in relation to the request for an extension of time (to be completed by the student):

Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory Declaration
- Supporting Letter from parent / care provider
- Other (please describe) _____

Student Signature:		Date:	
Parent/Care Provider Signature:		Date:	

KLA Head Teacher Recommendation:

Upheld

New date for assessment task to be submitted / completed _____

KLA Head Teacher comments - (if applicable)

Declined

KLA Head Teacher comments -

KLA Head Teacher Signature:		Date:	
Student Signature:		Date:	

Sentral Entry - Data Record: Entry Number: _____

Paper work uploaded to Sentral: Yes / No

ASSESSMENT NOTIFICATION AND COMPLETION

NAME:	COURSE:
TEACHER:	CLASS:
ASSESSMENT TASK DESCRIPTION / NAME/ NUMBER:	FACULTY:
	DUE DATE:

	Student Name	Notice Received (Date/Student Signature)	Task Submitted (Date/Student Signature)	Task Returned (Date/Student Signature)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				

An example of what you will sign when you receive a task from a teacher.

ACHIEVING EXCELLENCE – INSPIRING SUCCESS

STAGE 6 REFERENCING GUIDE

What is referencing?

Referencing refers to the academic practice of acknowledging the use of sources of information in an assessment task.

In Stage 6, referencing requires both **in-text citations** to identify **direct quotes** or **paraphrases** a corresponding **reference list** at the end of your assessment task.

What style of referencing does GHS use?

Galston High School use the **APA system of citation**, which is an author/date system, which is used heavily in most local universities.

Why is referencing important?

Referencing is an essential part of *any* research-based assessment task for a number of reasons:

- Every author has the legal right to be acknowledged for their ideas. Referencing allows you to acknowledge where you have found your information.
- Failing to reference the sources you have used is a serious form of **academic misconduct** known as **plagiarism**. The penalties for this can include an N-award warning and/or a mark of zero.
- It allows you to support your argument with the research and opinions of others.
- Referencing allows your teacher to check the type of information you have used and proves that you have conducted research.

When should I reference?

Any time you are required to undertake **research** (using other sources such as websites, books, documentaries and interviews for information) for an assessment task, you **must** reference your research and provide both **in-text citations** and a **reference list**

In-Text References

In-Text references or in-text citations recognise where you have **directly quoted** OR **paraphrased** someone else's ideas within your own work.

Direct quote:

This is when you use the **exact words of an author**, indicated by the use of the quotation marks.

For example:

“the declaration of war saw hundreds of thousands of men from every corner of the vast Australian continent form long queues at recruiting offices around the country” (Perry, 2010, p. 38)

Paraphrase:

This is when you **use your own words to express the main idea/s** of a different source. No quotation marks are required, but the same in-text reference is needed.

For example:

When World War I first broke out, hundreds of thousands of Australian men signed up to join the war effort (Perry, 2010. p. 38).

Reference List

According to NESAS (2019), a reference list “includes all the sources of information that have been cited in a piece of work... [and is] located at the end of the piece of work” (para. 1). It is formatted in alphabetical order of the author of the source, **not** the order that each source was used in the work. **Make sure you refer to an APA style guide as this will assist you to organise your reference list correctly.**

How do I format my reference list?

Every source type must be formatted slightly differently. The following table provides a simple overview of how to format some of the more common source types.

Books:

Material Type	In-Text Example	Reference List Example
Book with one author	(Perry, 2010) or Perry (2010) argues that...	Perry, R. (2010). <i>The Australian Light Horse</i> . Hachette Australia: Sydney.
Book with two authors	(Steindorff & Seele, 1963) or Steindorff and Seele (1963) argue...	Steindorff, G., & Seele, K. C. (1963). <i>When Egypt ruled the East</i> . Chicago: University of Chicago Press.
Book with three or more authors	Use the term et al. after the first author (Green et al. 2000)	List all authors in the order they appear on the book – Green, J., Macdonald, F., Steele, P. Stotter, M. (2000). <i>The encyclopedia of the ancient Americas</i> . London: Southwater.
eBook	(Healy, 2017)	Healey, J. (2017). <i>End of Life issues</i> . Retrieved from https://oliver21.library.det.nsw.edu.au/

Digital sources:

Material Type	In-Text Example	Reference List Example
Webpage (no author)	Use the first few words of the page (All 33 Chile miners)	All 33 Chile miners freed in flawless rescue. (2010, October 13). Retrieved from http://www.msnbc.msn.com/id/39625809/ns/world_news-americas/ *Note – if a website is created by a large organisation but has no individual author, use this as the ‘corporate author’
Webpage (no date)	(Australia Zoo, N.D.)	Australia Zoo. (N.D.) Endangered species programs: Koala. Retrieved from https://www.australiazoo.com.au/conservation/programs/endangered-species/koala.php
Web Document	Department of Agriculture and Water Resources (2017)	Department of Agriculture and Water Resources (2017). <i>Approved arrangement for Biosecurity containment level 1</i> . Retrieved from www.agriculture.gov.au › import › arrival › class-5.1-informative.docx
Website	(Pruitt, 2019)	Pruitt, S. (2019). How the Treaty of Versailles and German guilt led to World War II. Retrieved from https://www.history.com/news/treaty-of-versailles-world-war-ii-german-guilt-effects

Additional guides for APA referencing

The following tools can be used to help you:

- Cite This For Me: <http://www.citethisforme.com/apa/source-type>
- CSU Academic Referencing Tool (ART): <https://apps.csu.edu.au/reftool/apa-6>
- Microsoft Word also has a built-in referencing tool. Click the “references” tab, change the style to APA and click “insert citation”.

References:

NESA (2019). How should sources be referenced at the end of a work? Website. Retrieved from <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/acknowledging-sources/how-to-reference-sources>

Perry, R. (2010). *The Australian Light Horse*. Sydney: Hachette Australia.

SUBJECT ASSESSMENT COMPONENTS, WEIGHTINGS AND TASKS

AGRICULTURE		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Practical Assessment with Research	Farm Case Study (Report and questions)	Formal Examination
OUTCOMES ASSESSED		P1.1, P1.2, P2.1, P4.1	P2.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 9 2024	TERM 2 WEEK 5 2024	TERM 3 WEEK 9/10 2024
Knowledge and Understanding of course content	40%	5%	5%	30%
Knowledge, understanding, and skills required to manage agricultural production systems	40%	10%	20%	10%
Skills in effective research, experimentation, and communication	20%	15%	5%	
TOTAL	100%	30%	30%	40%

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

ANCIENT HISTORY		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Topic 1 Source Analysis In class test	Historical investigation	Yearly Examination
OUTCOMES ASSESSED		AH11-1, AH11-3, AH11-5, AH11-9, AH11-10	AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 7	TERM 3 WEEK 8	TERM 3 WEEK 9/10
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%		10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%		10%	10%
TOTAL	100%	30%	30%	40%

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

BIOLOGY		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Practical Investigation	Depth Study	Yearly Examination
TOPICS		Cells as the Basis of Life	Biological Diversity Ecosystem Dynamics	
OUTCOMES ASSESSED		BIO11/12-3, BIO11/12-4, BIO/12-6, BIO11/12-7, BIO11-8	BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 7-8	TERM 3 WEEK 4	TERM 3 WEEK 9/10
Skills in Working Scientifically	60%	25%	25%	10%
Knowledge and Understanding	40%	5%	10%	25%
TOTAL	100%	30%	35%	35%

Outcome	Description
Questioning and predicting	
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
Planning investigations	
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations	
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information	
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information	
BIO11/12-5	analyses and evaluates primary and secondary data and information
Problem solving	
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating	
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BUSINESS STUDIES		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Business Report (in class)	Business Research Task	Yearly Examination
OUTCOMES ASSESSED		P1, P2, P6, P7, P9	P3, P4, P5, P8, P9, P10, P11	P3, P6, P8, P9, P10
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 8	TERM 2 WEEK 8	TERM 3 WEEK 9/10
Knowledge and Understanding of the content	40%	10%	15%	15%
Stimulus Based Skills	20%		5%	15%
Inquiry and Research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	25%	40%	35%

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

CHEMISTRY		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Practical Investigation	Depth Study	Yearly Examination
OUTCOMES ASSESSED		CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11/12-8	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 8	TERM 2 WEEK 10	TERM 3 WEEK 9/10
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

Outcome	Description
Questioning and predicting	
CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
Planning investigations	
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations	
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information	
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information	
CH11/12-5	analyses and evaluates primary and secondary data and information
Problem solving	
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating	
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

COMMUNITY AND FAMILY STUDIES		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Interview design, conduct and analyse an interview	Research and Observation	Yearly Examination
TOPICS		Resource Management	Individuals and Groups	
OUTCOMES ASSESSED		P1.1, P1.2, P4.2, P5.1, P6.1	P1.3, P2.3, P3.1, P3.3, P5.5	P1.1 – P6.2
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 10	TERM 2 WEEK 8	TERM 3 WEEK 9/10
Knowledge and Understanding of Class Content	40%	10%	10%	20%
Skills in Critical Thinking, Research Methodology, Analysing and Communication	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

Outcome	Description
P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the 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
P7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.3	appreciates the value of resource management in response to change
P7.4	values the place of management in coping with a variety of role expectations
ASSESSMENT COMPLETED via CLASSWORK AND/OR HOMEWORK TASKS:	
P7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.4	values the place of management in coping with a variety of role expectations

DRAMA		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Group Devised Performance	Stanislavski and Duologue	Director's Portfolio
OUTCOMES ASSESSED		P1.1, P1.2, P4.6, P1.7, P2.1, P2.3, P2.4, P2.5, P2.6	P3.1, P3.2, P2.6, P1.2, P1.5, P3.3	P2.4, P3.1, P3.2, P2.6, P1.5, P1.2
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 10	TERM 2 WEEK 9	TERM 3 WEEK 8
Improvisation, Play building and acting	30%	20%	10%	
Elements and Production	40%	10%		30%
Theatrical Traditions and Performance Styles	30%		20%	10%
TOTAL	100%	30%	30%	40%

Outcome	Description
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 through to performance
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, dramaturg, 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 space
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
P3.3	analyses and synthesises research and experiences 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

EARTH & ENVIRONMENTAL SCIENCE		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Practical Skills Test	Depth Study	Yearly Examination
TOPICS		Earth's Resources	Plate Tectonics	
OUTCOMES ASSESSED		EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8	EES11/12-1, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-9	EES11/12-2, EES11/12-4, EES11/12-5, EES11/12-6, EES11-8, EES11-9, EES11-10, EES11-11
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 7/8	TERM 2 WEEK 8	TERM 3 WEEK 9/10
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

Outcome	Description
Questioning and predicting	
EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation Planning investigations
Planning investigations	
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations	
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information	
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information	
EES11/12-5	analyses and evaluates primary and secondary data and information
Problem solving	
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating	
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	describes the evidence for theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

ENGINEERING STUDIES		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Engineering Fundamentals analysis (Espresso Machine)	Engineering Solution and Report (Bio medical)	Yearly Examination
OUTCOMES ASSESSED		P1.2, P2.1, P3.1, P3.3, P4.1, P6.1, P6.2	P1.2, P2.1, P3.2, P4.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.2, P3.3, P4.1, P4.3
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 7	TERM 3 WEEK 6	TERM 3 WEEK 9/10
Knowledge and understanding of course content	60%	10%	10%	40%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	20%	20%	-
TOTAL	100%	30%	30%	40%

Outcome	Description
P1.1	identifies the scope of engineering and recognises current innovations
P1.2	explains the relationship between properties, structure, uses and applications of materials in engineering
P2.1	describes the types of materials, components and processes and explains their implications for engineering development
P2.2	describes the nature of engineering in specific fields and its importance to society
P3.1	uses mathematical, scientific and graphical methods to solve problems of engineering practice
P3.2	develops written, oral and presentation skills and applies these to engineering reports
P3.3	applies graphics as a communication tool
A student:	
P4.1	describes developments in technology and their impact on engineering products
P4.2	describes the influence of technological change on engineering and its effect on people
P4.3	identifies the social, environmental and cultural implications of technological change in engineering
P5.1	demonstrates the ability to work both individually and in teams
P5.2	applies management and planning skills related to engineering
P6.1	applies knowledge and skills in research and problem-solving related to engineering
P6.2	applies skills in analysis, synthesis and experimentation related to engineering
ASSESSMENT COMPLETED via CLASSWORK AND/OR HOMEWORK TASKS:	
P3.1	uses mathematical, scientific and graphical methods to solve problems of engineering practice
P3.3	applies graphics as a communication tool
P4.1	describes developments in technology and their impact on engineering products
P4.2	describes the influence of technological change on engineering and its effect on people
P4.3	identifies the social, environmental and cultural implications of technological change in engineering
P5.1	demonstrates the ability to work both individually and in teams
P6.2	applies skills in analysis, synthesis and experimentation related to engineering

ENGLISH ADVANCED		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Imaginative text with reflection	Multi-modal presentation	Yearly Examination
OUTCOMES ASSESSED		1, 4, 5, 9	2, 4, 7, 8	1, 3, 5, 6, 7
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 9/10
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

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

ENGLISH STANDARD		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Imaginative text with reflection	Multi-modal presentation	Yearly Examination
TOPICS		Reading to Write	Contemporary Possibilities	
OUTCOMES ASSESSED		1, 4, 5, 9	2, 4, 7,8	3, 5, 6, 7
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 9/10
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

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

ENGLISH EXTENSION 1		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Critical Response	Multi-modal Presentation (Independent Related Project)	Yearly Examination
TOPICS		Texts, Culture and Values	Texts, Culture and Values	
OUTCOMES ASSESSED		1, 2, 3, 5	1, 2, 3, 5, 6	1, 2, 3, 5
COMPONENTS	SYLLABUS WEIGHTING	TERM 2 WEEK 2	TERM 3 WEEK 4	TERM 3 WEEK 9/10
Knowledge and understanding of texts and why they are valued	50%	15%	15%	20%
Skills in complex analysis, composition and investigation	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

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

ENGLISH STUDIES		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Portfolio/In class task	Class Examination	Portfolio
TOPICS		Achieving Through English	Film Studies	We are Australian
OUTCOMES ASSESSED		1, 3, 5, 6, 9	1, 2, 5, 8, 9	4, 5, 6, 7, 10
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 10	TERM 2 WEEK 9	TERM 3 WEEK 8
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

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

FOOD TECHNOLOGY		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Food Availability and Selection	Food Quality	Yearly Examination
OUTCOMES ASSESSED		P1.2, P3.2, P4.2	P2.2, P4.4, P3.2, P4.1	P1.1, P2.1, P3.1, P5.1, P1.2, P4.3, P2.2
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 11	TERM 2 WEEK 9	TERM 3 WEEK 9/10
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, researching, analysing and evaluating	30%	5%	5%	20%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	15%	15%	
TOTAL	100%	30%	30%	40%

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

INDUSTRIAL TECHNOLOGY		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Project and Folio 1	Project and Folio 2	Yearly Examination
OUTCOMES ASSESSED		P1.2, P2.1, P3.1, P3.2, P4.1, P4.2, P5.1, P5.2, P6.1	P1.2, P2.1, P3.1, P3.2, P3.3, P5.1, P5.2, P4.1, P4.2, P4.3, P6.1, P6.2	P1.2, P2.1, P6.2, P7.1, P7.2,
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 11	TERM 3 WEEK 6	TERM 3 WEEK 9/10
Knowledge and understanding of course content	40%			40%
Knowledge and skills in the management, communication and production of products	60%	30%	30%	
TOTAL	100%	30%	30%	40%

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

INVESTIGATING SCIENCE		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Interim Portfolio	Depth Study	Yearly Examination
TOPICS		Cause and Effect - Observing Cause and Effect - Inferences and Generalisations		
OUTCOMES ASSESSED		INS11/12-1, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9	INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 9	TERM 2 WEEK 9	TERM 3 WEEK 9/10
Skills in Working Scientifically	60%	10%	30%	20%
Knowledge and Understanding	40%	10%	10%	20%
TOTAL	100%	20%	40%	40%

Outcome	Description
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

LEGAL STUDIES		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Research Task	In-class essay	Yearly Examination
TOPICS		The Legal System	Individuals and the Law and web quest	
OUTCOMES ASSESSED		P1, P2, P3, P8, P9	P4, P5, P7, P8, P9, P10	P1, P2, P4, P5, P6, P7, P9, P10
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9/10
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and Evaluation	20%	-	10%	10%
Inquiry and research	20%	10%	10%	-
Communication of legal information and ideas in appropriate forms	20%	5%	5%	10%
TOTAL	100%	25%	35%	40%

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

MATHEMATICS ADVANCED		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		In Class Test	Assignment	Yearly Examination
TOPIC		Algebraic Techniques Equations and Inequalities Functions	Trigonometry	All topics studies plus Differentiation Probability Exponential and Logarithmic Functions
OUTCOMES ASSESSED		MA11-1, MA11-2, MA11-9	MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 10	TERM 2 WEEK 7	TERM 3 WEEK 9 / 10
Understanding, fluency and communicating	50%	15%	15%	20%
Problem solving reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

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

MATHEMATICS EXTENSION 1		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Class Examination	Assignment	Yearly Examination
TOPIC		Working with Combinatorics	Equations and Inequalities Polynomials	All topics studies plus Rates of Changes AND Further Functions
OUTCOMES ASSESSED		ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-7	ME11-1, ME11-2, ME11-4, ME11-5, ME11-7
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9/10
Understanding, fluency and communicating	50%	15%	15%	20%
Problem solving reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

Outcome	Description
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
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

MATHEMATICS STANDARD		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Class Test	Assignment	Yearly Examination
TOPIC		Collecting and presenting data Analysing Data Formulas and Equations Earning money	Probability Managing a home	Liner Functions Interest and Depreciation World locations and times Owning a car
OUTCOMES ASSESSED		MS11-1, MS11-2, MS11-6, MS11-7, MS11-10	MS11.2, MS11-3, MS11-4, MS11.5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 9	TERM 2 WEEK 6	TERM 3 WEEK 9/10
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

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

MODERN HISTORY		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Source Based In-class Test	Historical Investigation Essay	Yearly Examination
OUTCOMES ASSESSED		MH11-1, MH11-2, MH11-3, MH11-5, M11-6	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-9
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 9	TERM 2 WEEK 4/5	TERM 3 WEEK 9/10
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	-
Communication of historical understanding in appropriate forms	20%	-	10%	10%
TOTAL	100%	25%	35%	40%

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

MUSIC 1		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
YEAR 11 2024 ASSESSMENT TASKS		Research and composition	Musicology and performance	Aural skills examination
TOPIC		Methods of notating Music	Australian Music	
OUTCOMES ASSESSED & TOPICS		P3, P7, P8, P11	P1, P2, P5, P9	P4, P6, P10
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9/10
Performance	25%		25%	
Composition	25%	25%		
Musicology	25%	10%	15%	
Aural Core	25%			25%
TOTAL	100%	35%	40%	25%

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Research Task	In Class Task	Yearly Examination
TOPIC		Better Health for Individuals	Body in Motion	
OUTCOMES ASSESSED		P2, P3, P15	P7, P8, P17	P2, P3, P7, P8, P12, P14, P15, P17
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 11	TERM 3 WEEK 1	TERM 3 WEEK 9/10
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

Outcome	Description
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

PHYSICS		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Depth Study	Practical Test	Yearly examination
TOPIC		Kinematics Dynamics	Waves	
OUTCOMES ASSESSED		PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-10	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11- 9, PH11-10, PH11-11
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 11	TERM 2 WEEK 9	TERM 3 WEEK 9/10
Skills and working scientifically	60%	15%	25%	10%
Knowledge and understanding	40%	20%	5%	25%
TOTAL	100%	35%	30%	35%

Outcome	Description
Questioning and predicting	
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
Planning investigations	
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations	
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information	
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information	
PH11/12-5	analyses and evaluates primary and secondary data and information
Problem solving	
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating	
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

SOCIETY AND CULTURE		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Social and Cultural World Research Report	Application of Research Methodologies Mini PIP	Yearly Examination
OUTCOMES ASSESSED		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 10	TERM 3 WEEK 1	TERM 3 WEEK 9/10
Knowledge and understanding of course content	50%	10%	15%	25%
Application and evaluation of social and cultural research methods	30%	10%	15%	5%
Communication of information, ideas and issues in appropriate forms	20%	10%	5%	5%
TOTAL	100%	30%	40%	30%

Outcome	Description
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

SPORT, LIFESTYLE AND RECREATION		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Games & Sports Application 1 Research Task + Practical	Athletics and Class Practical	Yearly Examination
OUTCOMES ASSESSED		1.1, 3.1, 4.4	1.3, 2.3, 3.1, 3.3, 5.5	2.2, 3.6, 4.5
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 11	TERM 2 WEEK 4	TERM 3 WEEK 9/10
Knowledge and understanding	50%	20%	20%	10%
Skills	50%	20%	20%	10%
TOTAL	100%	40%	40%	20%

Outcome	Description
1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement
3.5	analyses personal health practices
3.6	assesses and responds appropriately to emergency care situations
3.7	analyses the impact of professionalism in sport
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5.1	accepts responsibility for personal and community health
5.2	willingly participates in regular physical activity
5.3	values the importance of an active lifestyle
5.4	values the features of a quality performance
5.5	strives to achieve quality in personal performance

TEXTILES AND DESIGN		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Communication Design Portfolio	Preliminary Textiles Project	Yearly Examination
OUTCOMES ASSESSED		P1.1, P1.2, P2.1	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 8	TERM 3 WEEK 2	TERM 3 WEEK 9/10
Knowledge and understanding	50%	10%	10%	30%
Skills and knowledge in the design, manufacture, and management of textiles projects	50%	10%	30%	10%
TOTAL	100%	20%	40%	40%

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

VISUAL ARTS		1	2	3
YEAR 11 2024 ASSESSMENT TASKS		Human Form Body of Work and supporting materials	Abstraction Body of work and supporting materials	Yearly Examination
OUTCOMES ASSESSED		P1, P3, P6, P8, P9, P10	P1, P2, P3, P4, P6	P7, P8, P9, P10, P1, P2, P3, P4, P5, P6
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 11	TERM 2 WEEK 10	TERM 3 WEEK 9/10
Art Making	50%	15%	15%	20%
Art Criticism and Art History	50%	20%	10%	20%
TOTAL	100%	35%	15%	50%

Outcome	Description
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

YEAR 11 2024 ASSESSMENT TASKS

Note - some senior courses require Depth Studies. For these tasks students will need to undertake ongoing investigation/activities over a period of time. Teachers will advise relevant class of draft submission due dates to ensure monitoring of student diligence and effort.

WK	TERM 1 - 2024	TERM 2 - 2024	TERM 3 - 2024
1			<ul style="list-style-type: none"> • PDHPE – In Class Task • Society & Culture – Mini PIP
2		<ul style="list-style-type: none"> • English Extension 1 – Critical Response 	<ul style="list-style-type: none"> • Textiles & Design – Project
3		LIFE READY CAMP	
4		<ul style="list-style-type: none"> • Modern History - Essay (Wks 4-5) • SLR - Practical 	<ul style="list-style-type: none"> • Biology - Depth study • English Extension 1 – Multi-modal Presentation
5		<ul style="list-style-type: none"> • Agriculture - Farm Case Study 	
6		<ul style="list-style-type: none"> • Mathematics Standard - Assignment 	<ul style="list-style-type: none"> • Industrial Technology – Project & Folio 2 • Engineering Studies – Report
7	<ul style="list-style-type: none"> • Ancient History – In Class Test • Biology – Practical Investigation (Wks 7-8) • E&ES – Practical Skills Test (Wks 7-8) • Engineering Studies - Analysis 	<ul style="list-style-type: none"> • Mathematics Advanced - Assignment 	Excursion free (unless approved at exec meeting)
8	<ul style="list-style-type: none"> • Business Studies - Report • Chemistry – Practical Investigation • Legal Studies – Research Task • Mathematics Extension 1 – Class examination • Music – Research & Composition • Textiles & Design - Portfolio 	<ul style="list-style-type: none"> • Business Studies – Research Task • CAFS – Research & Observation • E&ES – Depth Study 	Excursion free (unless approved at exec meeting)
9	<ul style="list-style-type: none"> • Agriculture - Practical Assessment • Investigating Science – Interim Portfolio • Mathematics Standard – Class test • Modern History – In class test 	<ul style="list-style-type: none"> • Drama – Stanislavski & Duologue • English Studies – Class examination • Food Technology – Food Quality • Investigating Science – Depth Study • Legal Studies – In class essay • Mathematics Extension 1 – Assignment • Music – Musicology & Performance • Physics – Practical Test 	Yearly examinations <ul style="list-style-type: none"> • Agriculture • Ancient History • Biology • Business Studies • Chemistry • CAFS • E&ES • Engineering Studies • English Advanced • English Standard • English Extension 1 • Food Technology • Industrial Technology • Investigating Science • Legal Studies • Mathematics Advanced • Mathematics Extension 1 • Mathematics Standard • Modern History • Music 1 • PDHPE • Physics • Society and Culture • SLR • Textiles & Design • Visual Arts
10	<ul style="list-style-type: none"> • CAFS – Analysis • Drama – Group Performance • English Advanced – Text with Reflection • English Standard – Text with Reflection • English Studies – Portfolio/In class task • Mathematics Advanced – In class test • Society & Culture – Research Report 	<ul style="list-style-type: none"> • Chemistry – Depth Study • English Advanced – Multi-modal presentation • English Standard - Multi-modal presentation • Visual Arts – Body of Work 	
11	<ul style="list-style-type: none"> • Food Technology – In class task • Industrial Technology – Project & Folio 1 • PDHPE – Research Task • Physics – Depth Study • SLR – Research Task • Visual Arts – Body of Work 		