

Sarah Redfern High School

Year 11 – 2024

Preliminary Course



Assessment Booklet

February 2024



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Acronyms and Abbreviations

DoE	Department of Education
NESA	New South Wales Education Standards Authority
SRHS	Sarah Redfern High School
HSC	Higher School Certificate
VET	Vocational Education and Training
TAFE	Technical and Further Education

Welcome from the Principal

Dear Students and Families/Carers,

Welcome to the start of your Year 11 journey towards the Higher School Certificate.

This booklet sets out the assessment procedures that have been developed for the Preliminary program at Sarah Redfern High School. It contains information about the responsibilities of the school and the student in meeting Preliminary Course requirements.

You are required to be aware of these procedures, particularly:

- Completing more than 50% of your assessment tasks in each course
- Illness/misadventure processes
- Submitting assessment tasks and following task requirements
- Non-serious attempts and malpractice
- Provisions for support, wellbeing, and success in the Preliminary program

If a student does not comply with these requirements as well as other areas outlined in this booklet, they may not meet the satisfactory completion of the Preliminary Course.

Each student in Year 11 will receive and sign for a copy of this booklet. Teachers and school executive will familiarise students with the requirements outlined in this booklet. Keep your copy of this booklet and refer to it when appropriate (submitting tasks, sport commitments, illness).

School-based assessment allows students to show their achievements over a wider range of outcomes than could be assessed by a single examination. It also provides an indication of students' performance over a period rather than on one single occasion. Students' assessment marks for each course are added together over the whole period of assessment and a final mark for each course studied is forwarded to NESAs.

We wish you the best of luck in your studies and future endeavours.

Yours sincerely

Ms. Lyndy Clowry – **Principal**

Preliminary Course Assessment Information

What is assessment?

Assessment is the process of identifying, gathering and interpreting information about a student's learning in a particular course. The purpose of assessment in the Preliminary Course is to provide information about a student's progress and achievement in relation to syllabus outcomes. The feedback provided to students and their families through the assessment process is a valuable source of information and provides a framework for improvement in student learning.

Types of Assessment

Assessment opportunities in the Preliminary Course include examinations, in-class tests, fieldwork, groupwork, performances, experiments, research tasks and other tasks. Teachers will provide notice (at least 2 weeks) of the nature of the task as well as other information required to complete the task.

Eligibility for Preliminary Course Completion

Students in the Preliminary Course must complete all assessment tasks. If students do not complete more than 50% of their school-based assessment program, the course cannot be counted towards the 12 units required for the Preliminary Course credential. A student who does not follow the assessment requirement and receives a non-completion determination in a Preliminary Course will have neither an assessment mark nor an examination mark awarded for that course.

Students should seek the support of their Grade Deputy Principal if they have questions relating to their pattern of study in the Preliminary Course.

Support in Assessment during the Preliminary Course

We recognise the challenges and opportunities that the Preliminary course offers students. Throughout the Preliminary course, students have access to their classroom teachers, Head Teachers of Faculty, Year Advisers, Deputy Principals, Learning and Engagement Teams, Careers Advisers and School Counsellors to support them and provide information that enables students to be successful.

Students are encouraged to maintain open communication with their classroom teachers and seek clarification on all aspects of the Preliminary course from their classroom teacher, as the first point of contact.

Student Rights and Responsibilities

Notification and scheduling of tasks

At the commencement of the Preliminary course, each student will receive a copy of the Preliminary Assessment Program and Procedures Booklet and are required to sign for their copy. Students who enroll at the school after this time will receive a copy of the booklet upon enrolment.

All students are expected to use the written notification of assessment tasks in the Preliminary course as a guideline to success in each task, considering the task description, resources to support completion of the task, feedback opportunities and the marking criteria.

The assessment schedules contained at the back of this booklet provide information to students and families around the scheduling of Preliminary tasks in each course. Students will be notified in writing at least two (2) weeks before the due date using the SRHS Assessment Template. This will also contain information relating to:

- Due date, due time, and method of submission of the task
- Task number in relation to the assessment schedule
- Task description and weighting
- Outcomes assessed.
- Marking criteria, outlining a description of success in each marking range
- Feedback to be provided.
- Support to be provided between the distribution and due date.

No assessment tasks will be scheduled for completion in the two weeks before the Preliminary Examination period. This is an assessment free period.

Tasks will be notified both digitally (on Google Classroom/Microsoft Teams) and in-class. Absent students are expected to note the digital notification and discuss with their teacher who provide a hard copy of the task when the student returns to school. Students can also find a copy of the assessment task on the school website.

Students will sign the distribution register when they receive an assessment task in each Preliminary course. Students will also sign when they submit the assessment task.

Any changes to the assessment schedules and notification of assessment tasks will be made in writing to students with reasonable notice of the changes.

Submission of tasks

Students are expected to pay close attention to the due date, time, and method of submission for all Preliminary assessment tasks. This includes noting that some assessment tasks are due at the start of the school day, during specific timetabled periods or via Google Classroom/Microsoft Teams.

If the classroom teacher is absent on the due date of an assessment task, the Head Teacher of the Faculty or their delegate will collect student tasks and have students sign the distribution register to acknowledge that they have submitted the task.

Students should discuss with their classroom teacher any concerns they have about the submission of an assessment task well before the due date.

Return of tasks and feedback

Tasks will be returned to students with marks and appropriate feedback as soon as possible upon the completion of the task. Ideally, this is within two weeks of the due date. Where students in different classes are completing a common task, these tasks will be corporate marked.

Appealing marks

Students can appeal a mark awarded for an assessment task. This must be done within 3 days of an assessment task being returned. Students are advised to discuss this with their classroom teacher first. If the matter cannot be successfully resolved, it will be forwarded to the Head Teacher who will seek advice from the Assessment and Reporting Committee before providing information to the classroom teacher and student.

If the matter remains unresolved, it will be referred to the principal, whose decision will be final.

Students with additional needs and disability

Students with additional learning needs and disabilities will have arrangements made to compensate for that condition in assessment tasks. The Learning and Engagement team will discuss this with students whose additional needs are known but students must also advise the Learning and Support Team where they believe they may be eligible for support or where their needs have changed. Each case will be discussed with the Learning and Support Team, Head Teachers and other appropriate individuals such as classroom teachers and support teachers. Such arrangements may include – a student scribe for a student with a broken arm or separate supervision. Students and parents/carers must inform their classroom teacher as soon as they know that they may need such assistance.

Disability Provisions for HSC Examinations

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected. It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESAs determine disability provisions for the Higher School Certificate examinations. To apply for provisions, schools must submit an online application to NESAs. The application informs NESAs which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Malpractice in tasks

All students enrolled in the Preliminary course will have completed All My Own Work as per requirements from NESAs. Students should regularly revisit the content of All My Own Work to ensure that their assessment meets academic and integrity standards.

This includes reviewing the following areas of All My Own Work:

- Scholarship principles and practices
- Acknowledging sources
- Plagiarism
- Copyright
- Working with Others

All assessment tasks must be a student's own original work or a group's work if the task is a group one and where relevant acknowledge the sources of information that contributed to the task. Students cannot submit tasks that use all or part of another student's work. Failure to comply with this will lead to the award of a zero mark, constituted as a non-serious attempt.

Similarly, students must complete the tasks in the current assessment period. Students may not submit tasks or parts of tasks completed for another assessment in previous terms of years, or from another subject. This is a form of malpractice and will result in a zero mark, constituted as a non-serious attempt.

Common examples of malpractice in assessment include copying someone else's work in part or in whole, and presenting it as their own

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

Students who are suspected of having engaged in malpractice may receive zero marks for that task. The Head Teacher of the Faculty in consultation with the Assessment and Reporting Committee will establish whether malpractice has occurred and collect the appropriate evidence, including student and staff statements. An interview with the student and the Assessment and Reporting Committee will follow and a decision will be made by the Grade Deputy Principal.

If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the Assessment and Reporting Committee. If a student is awarded a zero-mark, written notification will be provided to parents/carers, with opportunities for appeal through the Assessment and Reporting Committee. An appeal must be lodged within three (3) days of the student receiving a notification of academic malpractice.

Students who engage in malpractice in assessment will be placed on the Malpractice Register as per NESAs guidelines.

Disrupting tasks

Students who deliberately disrupt an assessment task or who use any electronic device not required by the task will be awarded zero marks. This decision is made by the Head Teacher of the faculty and parents/carers will be notified in writing of a zero mark being awarded.

Common examples of disrupting an assessment task include not following the instructions set out in an in-class test, such as making unnecessary noise and distracting other students.

Absence from tasks

Students on suspension from school may be required to attend school to attempt scheduled tasks and/or submit a task by the due date/time. This will be organised through the Grade Deputy Principal and the task completed under separate supervision. It is the student's responsibility to inform the Deputy Principal that they have a task due while they are on suspension.

Students undertaking Work Placements must arrange to submit any tasks by the due date/time or submit this before they leave for Work Placement. Tasks submitted after they return will be deemed late and will attract a mark of zero. In the case of in-class tasks, all efforts should be made to choose a Work Placement week that does not impact on school-based assessment. However, in the event there is a clash the student must speak with the Head Teacher to arrange for the task to be completed before work placement commences.

Students who anticipate that they will be absent from school on the due date of an assessment task due to school representation or sporting carnivals and events must notify their classroomteacher and Head Teacher of the Faculty at least 3 days in advance – in writing – countersigned by a parent/carer explaining the circumstances. Students will use the illness/misadventure form that is provided on the school website. Students who miss an assessment task to attend an excursion or incursion will receive a mark of zero for the missed task.

Extended leave for holidays will not be considered by the school as approved leave. Non-completion of a task if a student is absent due to a holiday will be deemed as a zero mark.

Students who have been granted leave by the principal have the right to sit an alternate task upon their return to school. Appropriate documentation will be required from parents/caregivers in writing as part of the approval process. Students are not to be given in class assessment tasks prior to their leave if the due date falls in the leave period.

Students must also not be given the same assessment tasks as the rest of the cohort, instead an alternate task assessing the same outcomes will be issued. Where appropriate the principal may choose for an estimate to be awarded.

Zero marks recorded for tasks.

Zero marks may be recorded when:

- the student fails to complete an assessment task by the due date and there is no valid reason.
- the student has made a non-serious attempt of an assessment task.
- the student has engaged in academic malpractice.

Non-attempt and non-serious attempts

Students must treat all school-based assessment tasks with due diligence. If a student fails to complete a task specified in the school-based assessment program and there is no valid reason for

this, a zero mark will be recorded.

If a student is unable to complete a school-based assessment task item, an estimate may be authorised by the Principal or the Principal's delegate. Non-serious attempts will be determined by the Head Teacher of the Faculty in consultation with the classroom teacher. Written notification will be provided to parents/carers if a student is awarded a zero mark, with opportunities for appeal through the Assessment and Reporting Committee.

Examples of non-serious attempts in assessment tasks include:

- Writing in a language other than English (unless required by the paper)
- Writing or drawing offensive material
- Attempting less than 50% of the paper

Warning of Non-Completion of an HSC Course (N-Warning)

Students who fail to apply themselves diligently to their class work may receive an N-warning. This includes regularly not completing class work or homework and not engaging in learning in an appropriate manner. Students who fail to complete an assessment task on the due date may receive an N-warning and a mark of zero. In this instance, students/parents will receive written notification of an N-warning.

- N-warnings must be resolved in order to prevent possible non-completion of the course.
- N-warnings are resolved by submitting a hand in task or sitting for a missed in class task.
- Even once resolved, the task will still be awarded a mark of zero. Students who receive 3 or more unresolved N-warnings in a single subject are at risk of non-completion of the course.

Students who receive an N-Warning will also receive support to redeem the missed coursework and/or assessments. Students will be issued with a Learning Contract that also lists the actions and strategies that need to be taken. The Head Teacher Learning and Engagement and Deputy Principal Cohort will check-in with students regarding their Learning Contract on a regular basis to ensure that they are submitting missed coursework/assessment as listed in the N-Warning.

Non-completion of a Preliminary Course

Students who fail to complete tasks to the value of more than 50% of the total assessment program marks may be N-determined for that course. This means that the principal must certify that the course has not been completed satisfactorily. Multiple N-award warning letters and an interview will have occurred before this decision.

If N-determined for a course/s, neither assessment nor examination marks will be reported for this course on a student's transcript. This may mean that a student does not satisfactorily complete a Preliminary Course and thus cannot receive an award in that course. The principal will inform parents/caregivers of this situation in writing. Students should seek advice from their classroom teachers, Head Teacher Faculty and Deputy Principal.

Illness and Misadventure process

The illness/misadventure process is designed to support students whose ability to complete tasks in the Preliminary course has been impacted by events or circumstances out of their control. In specific circumstances, students may be granted approval for illness/misadventure.

Depending on the circumstances, approved students may be provided with special considerations such as additional time to complete a task or may be only partially assessed on their submission of an assessment task.

Examples and possible reasons for illness/misadventure include:

- illness covered by a medical certificate.
- significant illness of a family member, covered by a medical certificate.
- significant family/personal crisis
- mental health concerns documented by a health provider or psychologist.
- major school event/school representation (eg. school sporting event)

Where a student does not complete a required task and intends to apply for illness/misadventure, this form must be submitted on the first day after is due that the student is at school.

Illness/misadventure requests are completed through Microsoft Forms and submitted to the Assessment and Reporting Committee for consideration. Students will receive digital notification via their school email of when the form has been received and the outcome of their application, as well as any next steps that need to be taken on their part.

All illness/misadventure requests are reviewed by a school panel. Students may locate the illness/misadventure QR code on their Google Classroom, the SRHS School website, and outside the offices of Block 1 Staff and the Library. Students absent from school on the day (for a partial or whole day) a task is due to be submitted will receive zero marks for the assessment task unless they complete the Illness/Misadventure Form and attach the appropriate documentation explaining the absence and the request is approved. Students should submit a request as early as possible. Students should continue working on their task after they have submitted a request and submit the task (or partial task) by the due date. This will ensure that students still receive a mark if their request is not approved.

If student misses a task, they should be prepared to sit and/or submit the task on the day they return to school. If the Illness/Misadventure is accepted, then the Head Teacher may set the same task or an alternate task. In exceptional circumstances, the Deputy Principal or Principal may direct that an estimate is given.

Assessment Schedules

The assessment schedules outlined on the following pages are in alphabetical order and include Board Developed and Content Endorsed Courses.

Each assessment schedule for the Preliminary course lists the syllabus outcomes, course components and weightings, the task type, the due date (week/term). Often, several outcomes can be addressed through a single task.

For further information about assessment tasks and assessment schedules, please contact your classroom teacher or the Head Teacher of the Faculty.

Aboriginal Studies

Year 11 Aboriginal Studies			
	Task 1	Task 2	Task 3
Task name	Investigation of Source Material	Presentation Materials	Preliminary Examination
Module:	Aboriginality and the Land	Heritage and Identity	All Modules: Aboriginality and the Land, Heritage and Identity, Research and Inquiry Methods, International Community Comparison
Due date:	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8
Weighting:	30%	40%	30%
Type of task:	Hand-in	Hand-in +in-class	Examination
Outcomes:	P1.1, P1.2, P2.2, P3.2	P1.3, P2.1, P3.1, P3.3	P1.2, P1.3, P2.2, P3.3

Course Components:

40%	Knowledge and understanding of course content
15%	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives
20%	Research and inquiry methods, including aspects of the Local Community Case Study
25%	Communication of information, ideas and issues in appropriate forms

Course Outcomes:

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

Ancient History

Year 11 Ancient History			
	Task 1	Task 2	Task 3
Task name	Source Analysis	Historical Investigation	Preliminary Examination
Module:	Unit 1: Investigating Ancient History: The Nature of Ancient History and Case study 1: B7 Palmyra and the Silk Road	Unit 3: Historical Investigation	Whole Course
Due date:	Week 10, Term 1	Week 10, Term 2	Term 3 Week 8
Weighting:	30%	40%	30%
Type of task:	At Home + In-Class	At Home	In-Class
Outcomes:	AH11-1, AH11-6, AH11-9, AH11-10	AH11-3, AH11-4, AH11-7, AH11-8	AH11-2, AH11-5, AH11-7, AH11-9

Course Components:	
40%	Knowledge and understanding of course content
20%	Historical skills in the analysis and evaluation of sources and interpretations
20%	Historical inquiry and research
20%	Communication of historical understanding in appropriate forms

Course Outcomes:	
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 pas
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

Year 11 Biology			
	Task 1	Task 2	Task 3
Task name	Biological diversity	Practical Examination	Examination
Module:	1	Ecosystems Dynamics	Cell as the basis of life, Organisation of Living Things, Ecosystems Dynamics, Biological Diversity
Due date:	Term 1 Week 8	Term 3 Week 9	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	Hand-in +in-class	Practical/Hand-in	Examination
Outcomes:	BIO11/12-1, BIO11/12-2, BIO11/12-6, BIO11/12-7, BIO11-10	BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO11-8	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-8, BIO11/12-9, BIO11/12-10, BIO11/12-11

Course Components:

60%	Skills in working scientifically
40%	Knowledge and understanding of course content

Course Outcomes:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
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

Year 11 Business Studies			
	Task 1	Task 2	Task 3
Task name	Business Management Report	Business Plan	Examination
Module:	Business Management	Business Planning	Nature of Business, Business Management, Business Planning
Due date:	Term 2 Week 7	Term 3 Week 5	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	Hand-in	Hand-in	In-class
Outcomes:	P2, P5, P7, P8.	P1, P3, P4, P6, P8, P9, P10.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

Course Components:	
40%	Knowledge and understanding of course content
20%	Stimulus-based skills
20%	Inquiry and research
20%	Communication of business information, ideas and issues in appropriate forms

Course Outcomes:	
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

Year 11 Chemistry			
	Task 1	Task 2	Task 3
Task name	Research Task	Depth Study	Yearly Examination
Module:	Properties and Structure of Matter	Quantitative Chemistry + Reactive Chemistry	Properties and Structure of Matter, Quantitative Chemistry, Reactive Chemistry, Drivers of reactions
Due date:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Weighting:	30	30%	40%
Type of task:	Hand-in +in-class	Practical/Hand-in	In-class
Outcomes:	CH11/12-1, Ch11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, Ch11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-9, CH11-10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6 CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11

Course Components:

60%	Skills in working scientifically
40%	Knowledge and understanding of course content

Course Outcomes:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
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

Year 11 Community and Family Studies			
	Task 1	Task 2	Task 3
Task name	Case study	Multimodal Presentation	Preliminary Exam
Module:	Resource management	Individuals and Groups	Resource Management, Individuals and Groups, Communities and Families
Due date:	Term 1 Week 6	Term 2 Week 5	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	Hand-in	Hand-in +in-class	Examination
Outcomes:	P1.1, P1.2, P5.1, P6.1	P1.1, P4.1, P5.1, P6.1	P1.1, P1.2, P2.1, P2.2 P3.1, P3.2, P4.1, P5.1, P6.1

Course Components:	
40%	Knowledge and understanding of course content
60%	Skills in critical thinking, research methodology, analysing and communicating

Course Outcomes:	
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

Design and Technology

Year 11 Design and Technology			
	Task 1	Task 2	Task 3
Task name	Sustainable Australian Designer Case Study	Ergonomic and Innovative Classroom Model and Design Folio	Preliminary Exam
Module:	Design Theory and Practice	Project Management	All Modules
Due date:	Term 1 Week 10	Term 3 Week 5	Term 3 Week 8
Weighting:	30	40	30
Type of task:	Hand-in +in-class	Practical/Hand-in	Examination
Outcomes:	P1.1, P2.2, P4.3	P4.1, P5.1, P5.3, P6.2	All outcomes

Course Components:	
40%	Knowledge and understanding of course content
60%	Knowledge and skills in designing, managing, producing and evaluating design projects

Course Outcomes:	
P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	uses resources effectively and safely in the development and production of design solutions
P4.3	evaluates the processes and outcomes of designing and producing
P5.1	uses a variety of management techniques and tools to develop design projects
P5.2	communicates ideas and solutions using a range of techniques
P5.3	uses a variety of research methods to inform the development and modification of design ideas
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2	evaluates and uses computer-based technologies in designing and producing

Earth and Environmental Science

Year 11 Earth and Environmental Science			
	Task 1	Task 2	Task 3
Task name	Depth Study	Modelling Task and Presentation	Examination
Module:	Earth's Resources	Plate Tectonics	Earth's Resources, Plate Tectonics, Energy Transformations, Human Impacts
Due date:	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	Hand-in +in-class	Hand-in +in-class	Examination
Outcomes:	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-5, EES11/12-7, EES11-8	EES11/12-3, EES11/12-4, EES11/12-7, EES11-9	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11

Course Components:	
60%	Skills in working scientifically
40%	Knowledge and understanding of course content

Course Outcomes:	
EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
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 the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

English Advanced

Year 11 English Advanced			
	Task 1	Task 2	Task 3
Task name	Analytical response and an Imaginative Response with a Critical Reflection	Multimodal Presentation	Preliminary Examination
Module:	Common Module – Reading to Write – Transition to Senior English	Narratives that Shape our World	Common Module – Reading to Write – Transition to Senior English, Narratives that Shape our World, Critical Study of Literature
Due date:	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
Weighting:	30%	40%	30%
Type of task:	Hand-in	Hand-in +in-class	Examination
Outcomes:	EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-2, EA11-4, EA11-6	EA11-1, EA11-2, EA11-3, EA11-5, EA11-6, EN11-8

Course Components:

50%	Knowledge and understanding of course content
50%	Skills in responding to texts and communication of ideas to audience, purpose and context across all modes

Course Outcomes:

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

English Extension

Year 11 English Extension			
	Task 1	Task 2	Task 3
Task name	Imaginative and Extended Response	Research Project/Multi-modal Presentation	Preliminary Examination
Module:	Common Module: Texts, Culture and Value	The Independent Related Project	Common Module: Texts, Culture and Value
Due date:	Term 2, Week 6	Term 3, Week 8	Term 3, Week 8
Weighting:	30%	40%	30%
Type of task:	Hand-in	Hand-in	In-class examination
Outcomes:	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-3, EE11-4	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6

Course Components:

50%	Knowledge and understanding of complex texts and of how and why they are valued
50%	Skills in complex analysis, sustained composition and independent investigation

Course Outcomes:

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 Knowledge and understanding of complex texts and of how and why they are valued

English Standard

Year 11 English Standard			
	Task 1	Task 2	Task 3
Task name	Imaginative Response with a Critical Reflection	Multimodal Presentation	Preliminary Exam
Module:	Common Module: Reading to Write	Module A: Contemporary Possibilities	Common Module: Reading to Write, Module A: Contemporary Possibilities, Module B: Close Study of Literature
Due date:	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	Hand-in	Hand-in	Examination
Outcomes:	EN11-1, EN11-3, EN11-4, EN11-9	EN 11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN 11-1, EN11-2, EN11-3, EN11-6, EN11-8

Course Components:

50%	Knowledge and understanding of course content
50%	Skills in responding to texts and communication of ideas to audience, purpose and context across all modes

Course Outcomes:

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

English Studies

Year 11 English Studies			
	Task 1	Task 2	Task 3
Task name	Multimodal Presentation	Collection of Classwork	Preliminary Exam
Module:	Mandatory Module: Achieving Through English	Mandatory Module: Achieving Through English and Module F: Mi Tunes and Text	Mandatory Module: Achieving Through English, Module F: Mi Tunes and Text, Module H: Part of a Family
Due date:	Term 1 Week 9	Term 3 Week 1	Term 3 Week 8
Weighting:	30%	40%	30%
Type of task:	Hand-in +in-class	Hand-in +in-class	Examination
Outcomes:	ES11-1, ES11-2, ES11-6, ES11-9, ES11-10	ES11-1, ES11-3, ES11-4, ES11-5, ES11-6	ES 11-1, ES11-2, ES11-3, ES11-7, EN11-8

Course Components:

50%	Knowledge and understanding of course content
50%	Skills in comprehending texts, communicating ideas, and using language accurately, appropriately and effectively.

Course Outcomes:

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

Industry Technology - Multimedia

Year 11 IT - Multimedia			
	Task 1	Task 2	Task 3
Task name	Industry Report	Design Folio and Development of Minor Project	Yearly Examination
Module:	Planning	Production	All modules
Due date:	Term 1, Week 10	Term 3, Week 6	Term 3 Week 8
Weighting:	30%	40%	30%
Type of task:	Hand in + In Class	Hand in + In Class	In Class
Outcomes:	P1.1, P6.1, P6.2, P7.1, P7.2	P3.1, P3.2, P3.3, P4.1, P4.3, P5.2	P1.1, P1.2, P3.1, P4.3, P6.1, P7.1, P7.2

Course Components:

40%	Knowledge and understanding of course content.
60%	Knowledge and skills in the management, communication and production of projects.

Course Outcomes:

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 project
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

Legal Studies

Year 11 Legal Studies			
	Task 1	Task 2	Task 3
Task name	Research and Source Analysis	Presentation and Short Answer Questions	Preliminary Exam
Module:	The legal system; Law in practise	The individual and the law; Law in practise	ALL
Due date:	Term 2, Week 4	Term 3, Week 4	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	At home and in class	At home and in class	In class
Outcomes:	P1.1, P1.2, P2.2, P3.2	P1.3, P2.1, P3.1, P3.3	P1.2, P1.3, P2.2, P3.3

Course Components:	
40%	Knowledge and understanding of course content
20%	Analysis and evaluation
20%	Inquiry and research
20%	Communication of legal information, ideas and issues in appropriate forms

Course Outcomes:	
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

Year 11 Mathematics Advanced			
	Task 1	Task 2	Task 3
Task name	Investigation	Class Test	Examination
Module:	Working with Functions	Trigonometry and Measure of Angles, Trigonometric Functions and Identities	All modules: Functions, Trigonometric Function, Calculus. Exponential and Logarithmic Functions, Statistical Analysis
Due date:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	Hand-in	In-class	Examination
Outcomes:	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9

Course Components:	
50%	Understanding, Fluency and Communication
50%	Problem Solving, Reasoning and Justification

Course Outcomes:	
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

Year 11 Mathematics Extension			
	Task 1	Task 2	Task 3
Task name	Class Test	Investigation Task	Examination
Module:	Functions	Trigonometric Functions	All modules
Due date:	Term1 Week 9	Term 2 Week 9	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	In-class	Hand-in	Examination
Outcomes:	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7

Course Components:

50%	Understanding, Fluency and Communication
50%	Problem Solving, Reasoning and Justification

Course Outcomes:

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

Mathematics Standard

Year 11 Mathematics Standard			
	Task 1	Task 2	Task 3
Task name	Class Test	Investigation Task	Examination
Module:	Financial Maths, Algebra	Measurement	All modules
Due date:	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	In-class	Hand-in	Examination
Outcomes:	MS11-1, MS11-2, MS11-5, MS11-6	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10

Course Components:	
50%	Understanding, Fluency and Communication
50%	Problem Solving, Reasoning and Justification

Course Outcomes:	
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

Year 11 Modern History			
	Task 1	Task 2	Task 3
Task name	Source Analysis	Historical Investigation	Yearly Examination
Module:	Shaping the Modern World - The French Revolution	The Nature of Modern History / Historical Investigation (Integrated Unit)	All Topics
Due date:	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8
Weighting:	30%	40%	30%
Type of task:	In-class	Hand-in +in-class	Examination
Outcomes:	MH11-3, MH11-6, MH11-7, MH11-9	MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9

Course Components:	
40%	Knowledge and understanding of course content.
20%	Historical skills in the analysis and evaluation of sources and interpretations.
20%	Historical Inquiry and Research.
20%	Communication of historical understanding in appropriate forms

Course Outcomes:	
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

-Year 11 Music			
	Task 1	Task 2	Task 3
Task name	Performance Assessment Task	Composition Assessment Task	Yearly Examination/Performance
Module:	Music for Large Ensembles	The 20th Century Crisis	All Modules
Due date:	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8
Weighting:	30	30	40
Type of task:	Practical	Hand-in +in-class	Examination
Outcomes:	P1, P3, P7,P8	P2, P3, P5, P10	P2, P4, P9, P11

Course Components:	
25%	Performance
25%	Composition
25%	Musicology
25%	Aural

Course Outcomes:	
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
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism

Numeracy

Year 11 Numeracy			
	Task 1	Task 2	Task 3
Task name	Renovate, Redecorate!	Turn off the Tap!	Tickets
Module:	Distance, area and volume, Introduction to the NRMT process	Time, Data, graphs and tables	Chance, Operations with fractions and decimals, Metric Relationships
Due date:	Term 1 Week 10	Term 2 Week 7	Term 3 Week 8
Weighting:	30%	40%	30%
Type of task:	Hand-in	Hand-in	Hand-in
Outcomes:	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	N6-1.3, N6-2.2, N6-2.3, N6-2.6

Course Components:	
50%	Knowledge and understanding
50%	Skills

Course Outcomes:	
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-2.6	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

PDHPE

Year 11 PDHPE			
	Task 1	Task 2	Task 3
Task name	Anatomy & Physiology Identification	Case Study	Preliminary Exam
Module:	The Body in Motion	Fitness Choices	All Units
Due date:	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	In-class	Hand-in	Examination
Outcomes:	P7, P8, P9	P6, P10, P17	P5, P6, P7, P10, P11, P14 P15, P16, P17

Course Components:

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

Course Outcomes:

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

Year 11 Physics			
	Task 1	Task 2	Task 3
Task name	Practical Investigation	Dynamics	Examination
Module:	Kinematics	Modelling Task and Presentation	Kinematics, Dynamics, Waves and Thermodynamics, Electricity and Magnetism
Due date:	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8
Weighting:	30%	40%	30%
Type of task:	Examination	Hand-in +in-class	Examination
Outcomes:	PH 11/12-1; PH 11/12-2; PH 11/12-3; PH 11/12-4; PH 11/12-5; PH 11/12-6; PH 11/12-7; PH11-8	PH11/12-1; PH11/12-2; PH11/12-3; PH11/12-4; PH11/12-5; PH11/12-6; PH11/12-7; PH11-9	PH11/12-1; PH11/12-2; PH11/12-3; PH11/12-4; PH11/12-5; PH11/12-6; PH11/12-7; PH11-8; PH11-9; PH11-10; PH11-11

Course Components:

60%	Skills in working scientifically
40%	Knowledge and understanding of course content

Course Outcomes:

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

Society and Culture

Year 11 Society and Culture			
	Task 1	Task 2	Task 3
Task name	Research Report	Essay	Yearly Examination
Module:	The Social and Cultural World	Personal and Social Identity	Written Paper
Due date:	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	In-class	In-class	Examination
Outcomes:	P1, P3, P7, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P4, P5, P6 P9, P10

Course Components:	
50%	Knowledge and understanding of course content
30%	Application and evaluation of social and cultural research methods
20%	Communication of information, ideas and issues in appropriate forms

Course Outcomes:	
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

SLR

Year 11 Sport, Lifestyle and Recreation			
	Task 1	Task 2	Task 3
Task name	Training program and coaching	Performance analysis and practical participation	Prelim trial exam
Module:	Resistance training	Games and sports applications	Resistance training, Games and sports applications, Fitness
Due date:	Term 1 Week 7	Term 2 Week 8	Term 3 Week 8
Weighting:	30%	30%	40%
Type of task:	Practical/Hand-in	Practical/Hand-in	Examination
Outcomes:	1.3, 2.2, 2.3, 3.2, 4.4	1.1, 1.3, 2.1, 3.1, 4.1	All outcomes

Course Components:	
50%	Knowledge and understanding
50%	Skills

Course Outcomes:	
1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.3	demonstrates ways to enhance safety in physical activity
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
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
4.1	plans strategies to achieve performance goal
4.4	demonstrates competence and confidence in movement contexts

Visual Art

Year 11 Visual Art			
	Task 1	Task 2	Task 3
Task name	Documenting Practice - Post Colonialism - Artmaking and Critical and Historical Studies	Art and Power – Outsider Art - Artmaking and Critical and Historical Studies	Investigative Practice in Art Criticism
Module:	Documenting Practice - Post Colonialism	Art and Power – Outsider Art	Investigative Practice in Art Criticism - Critical and Historical Studies
Due date:	Term 1 Week 8	Term 2 Week 10	Term 3 Week 9
Weighting:	30%	35%	35%
Type of task:	Practical/Hand-in	Practical/Hand-in	Examination
Outcomes:	P1, P2, P3, P4, P7, P8, VALS 4, VALS 8, VALS 9,	P1, P2, P3, P4 P7, P8, VALS 1, VALS 3, VALS 5	P1, P2, P3, P4 P7, P8, VALS 4, VALS 8, VALS 9,

Course Components:	
50%	Artmaking
50%	Art criticism and art history

Course Outcomes:	
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

Work Studies

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

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

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Sarah Redfern High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week 8 Term 1	Week 10 Term 2	Week 7 Term 3	Week 8 Term 4	Week 9 Term 3
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward

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



School Name: Sarah Redfern High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 10 Term 1	Week 10 Term 2	Week 9 Term 3	Week 5 Term 3
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB02 4	Prepare and serve non-alcoholic beverages		X		
SITHFAB02 5	Prepare and serve espresso coffee		X		
SITHFAB02 7	Serve food and beverages		X		
BSBTWK20 1	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using Preliminary (50%) and Trial Examination (50%) .

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

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