

Woollooware High School



Year 11 Preliminary Course Assessment Guide

INFORMATION EXPLAINING ASSESSMENT PROCEDURES

2025

“Higher School Certificates will be awarded by NESA to students who have participated in and completed courses of studies set by NESA. NESA may refuse to award a certificate to those students whose attendance and application at school has been unsatisfactory”.

| | |
|---|-------------------------------------|
| POLICY AND PROCEDURES | 3 |
| NESA REQUIREMENTS FOR THE HSC | 7 |
| HSC DIRECTIVE TERMS | 8 |
| ENGLISH ADVANCED – Year 11 | 9 |
| ENGLISH STANDARD – Year 11 | 12 |
| ENGLISH STUDIES - Year 11 | 15 |
| ENGLISH EXTENSION – Year 11 | 17 |
| ANCIENT HISTORY – Year 11 | 19 |
| BIOLOGY – Year 11 | 21 |
| BUSINESS STUDIES – Year 11 | 23 |
| CHEMISTRY – Year 11 | 25 |
| COMMUNITY AND FAMILY STUDIES – Year 11 | 27 |
| DESIGN AND TECHNOLOGY – Year 11 | 29 |
| EARTH & ENVIRONMENTAL SCIENCE – Year 11 | 31 |
| ECONOMICS – Year 11 | 33 |
| ENGINEERING STUDIES – Year 11 | 35 |
| FRENCH CONTINUERS – Year 11 | 37 |
| GEOGRAPHY – Year 11 | 41 |
| HMS – Year 11 | 43 |
| INDONESIAN CONTINUERS – Year 11 | 47 |
| INDUSTRIAL TECHNOLOGY- GRAPHICS TECHNOLOGIES – Year 11 | 49 |
| LEGAL STUDIES – Year 11 | 53 |
| MATHEMATICS STANDARD – Year 11 | 55 |
| MATHEMATICS ADVANCED – Year 11 | 57 |
| MATHEMATICS EXTENSION 1 – Year 11 | 59 |
| MODERN HISTORY – Year 11 | 61 |
| MUSIC 1 – Year 11 | 63 |
| PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING | 64 |
| SOCIETY & CULTURE – Year 11 | 67 |
| SPORT, LIFESTYLE & RECREATION STUDIES | 69 |
| VISUAL ARTS – Year 11 | 71 |
| ASSESSMENT PLANNER | 73 |
| MISADVENTURE FORM | Error! Bookmark not defined. |

POLICY AND PROCEDURES

The assessment procedures used by Woollooware High School follow NESA policy statements and guidelines.

Assessment of the student's satisfactory progress in the Preliminary and Higher School Certificate courses are carried out by school-based procedures as outlined in this document. Such assessments are weighted to components and tasks specified by NESA in syllabus documents. The types of assessment tasks vary from course to course and within the one course can take many forms e.g. essays, tests, research assignments. Individual task marks may be standardised before combining.

OBJECTIVES OF THE ASSESSMENT POLICY AND PROCEDURES

The policy and procedures seek to maintain fair and equitable assessment processes by:

- Clearly communicating the policy to students and other members of the school community.
- Presenting an assessment schedule for every course.
- Identifying, specifying, scheduling and assigning a value, to every assessment task throughout each course.
- Providing students with a clear guide to the assessment tasks and procedures in each course.
- Establishing appropriate procedures for recording and reporting students' performances in assessment tasks.
- Providing clear information on variations from standard practice and assessment review procedures.

IMPLEMENTATION

1. Students are expected to attempt all assessment tasks specified, and sit for all tests scheduled, as part of the assessment program in all courses in which they are enrolled.
2. Where a student fails to satisfactorily attempt assessment tasks worth more than fifty percent of the final assessment mark, the student will automatically be given a "Non-completion of course determination" award in that course.
3. In order to give adequate notice to students of tasks, approximate dates and general schedules of tasks are provided in this booklet.
4. Additionally, classroom teachers will provide students with a minimum of two weeks' notice in writing for each specific assessment task. This notice will include information on the outcomes of the syllabus to be assessed, the value and nature of the particular task, and the specific weightings (except in Mathematics) which will apply to the various outcomes
5. Students will also be notified in advance of the dates for formal examinations which may count towards course assessment.
6. Should it become necessary to vary tasks from published dates, students will be given notification in writing as soon as the variation is known.
7. Teachers will give clear instructions as to specifically when an assessment task which has been completed outside the classroom is due (i.e. time, place, date and to whom it is to be delivered).
8. For oral tasks, students are to submit a written copy of the task to be delivered orally on the date the task is due.
9. Students are to be notified of their rank order in each task.
10. Head Teachers will keep a register of senior assessment tasks; a copy of which will be given to the Deputy Principal.

STUDENT RESPONSIBILITIES

1. There is a large volume of work in all senior courses and it is not possible to assess all the outcomes of each syllabus in the relatively few assessment tasks set. It is therefore strongly advised that all students approach classwork and homework designed to address those syllabus outcomes with the same diligence with which they approach designated assessment tasks.
2. It is the student's responsibility to:
 - be aware of this assessment policy and the information provided by each faculty with which the student studies.
 - present work on time
 - not plagiarise work from any source
 - be aware of the penalties for late submission and non-submission of assessment tasks.
 - present evidence to substantiate claims where unavoidable lateness or absence has occurred. (See Non-completion of Assessment Tasks).

It is the responsibility of each student to read all examination timetables correctly and follow all instructions relating to procedures in examinations. No allowance will be made for students who fail to present for examinations due to misreading of a timetable or fail to comply with instructions due to misreading of a paper.

SATISFACTORY ATTEMPT AT COURSES

1. The Board of Studies will be notified when students satisfactorily complete a course. This course will then be recorded on the student's academic transcript.
2. To demonstrate satisfactory application in a course, students must:
 - regularly attend classes. A "rule of thumb" mark for attendance is 90% or over.
 - show reasonable diligence and application to studies and demonstrate progress in meeting the outcomes of the course.
3. Where a student has been unable to demonstrate the minimum required outcomes for a Preliminary or Higher School Certificate course, a "Non-completion of course determination" may be made in that course provided that the student has been given at least three formal warnings and these warnings have been given in time for the student to rectify the identified shortcomings.
4. Where a student has been given a "Non-completion of course determination" in a Preliminary course, the student will not be able to proceed to the equivalent HSC course; and that course will not contribute to the award of the Preliminary Certificate.
5. Where a student has been given a "Non-completion of course determination" in a HSC course, that course will not contribute to either the award of the Higher School Certificate or the award of an ATAR.
6. In such cases, the student shall be entitled to appeal under NESAs Policy and Procedures.

ASSESSMENT MARKS

The school submits your final assessment marks to NESAs calculated from your cumulative results from the formal assessment tasks you undertake in Year 12.

If the final school assessment ranking assigned by the school differs significantly from your expectation, based on the information provided to you during the course, you may seek a review of your ranking in that course.

A review will NOT involve a reconsideration of any teacher's assessment of the value of a student's work in any of the tasks on which the ranking is based.

LATE ENTRY INTO A COURSE

Students transferring from another school will begin their assessments upon arriving at this school. Where a student transfers from another school during the assessment process, the following procedure will be used to calculate the student's assessment:

1. The marks for all students for all tasks completed by the student will be totalled using the weightings in the course assessment schedule.
2. The new student's rank will be established from this process.
3. Marks for the whole assessment program, excluding the new student, will be totalled. The rest of the students will be ranked on this total, using the weightings specified.
4. The new student will be assigned a mark based on the rank calculated in step two.

NON-COMPLETION OF ASSESSMENT TASKS

1. Should a student be absent on the day of an assessment task, or the day when an assessment task is due, **the student must contact the school to inform the relevant teacher.**
2. If an absence was due to illness, the student must submit a medical certificate with a completed misadventure form (copy in the back of this booklet). These must be given to the relevant head teacher **on the day the student returns to school.**
3. If a student is to be absent on the day of an assessment task, **they or their parent or guardian** must ring the school and inform the appropriate **head teacher.**

On the first day of return to school the student must see the appropriate **head teacher** and complete a Misadventure Form (copy in back of this booklet) and attach any supporting evidence. If the supporting evidence is a Doctor's Certificate it must clearly state that in the opinion of the doctor the student is incapable of completing or sitting the task on medical grounds. This then must be given to the appropriate head teacher who will make a decision on the application for misadventure. **Failure to complete this process will incur the same penalties as for late submission of a task.**

4. **The head teacher** will determine whether the reason is sufficiently strong as to allow for consideration to be given. If the head teacher determines that it is the task will be awarded a mark or the student will be awarded an estimate or set an alternate task. If the head teacher determines that the reason isn't sufficient the student will be awarded zero for the task.
5. Students awarded zero in these circumstances can appeal to the principal in writing within one day of being informed of the head teacher's determination.
6. Students who have an **unauthorised absence** (no valid explanation, no note, fractional truant) will receive a non-attempt (NA) for the task. **Generally, for the purpose of this policy, holidays are classed as an unauthorised absence.**
7. Any student found to be staying at home during school time on the day of a task, will be considered to be seeking to gain an unfair advantage and may have that task/test cancelled. A student who truants from a class while at school for the same purpose will be considered in the same manner.
8. Preparing for an assessment task in another class is not allowed.

TECHNOLOGY FAILURE

If you are presenting work produced via computer it is your responsibility to make sure you have adequate backups of information. Technology failure is not an acceptable excuse for failing to submit tasks on the due date.

MALPRACTICE

1. Malpractice occurs when a student breaks the rules of an examination or assessment task by plagiarising or copying another student's work; by allowing his/her work to be copied by another student; by undertaking improper communication during a task either personally or by electronic means; by making unauthorised use of materials; and interfering with the performance and/or concentration of other students.
2. Cases of malpractice will be referred to the relevant head teacher.
3. Where an accusation of malpractice can be proven to the principal's satisfaction, a **mark of zero** will be awarded to the student for the task.

APPEALS

1. Students may only appeal against their results in an assessment task
 - a. if the student believes that the marker of the task was wrong in fact in marking an answer; or
 - b. if a student believes that the task set was flawed or invalid; or
 - c. when the procedures set down in this document have not been followed.
2. Students may not appeal against a mark awarded by a teacher or against a ranking awarded by a teacher in any other circumstances.
3. Where a student wishes to appeal a task, **the appeal must be made in writing and handed to the principal within twenty-four hours of the task being returned.**
4. An appeal against results or marks (individual or accrued) for tasks undertaken throughout a course, which is submitted at or near the end of the course, will generally not be considered.
5. The appeal shall be decided by the principal on the recommendation of a staff panel consisting of one deputy principal, a head teacher other than the head teacher of the course involved and one other staff member.
6. If, following the panel's recommendation, the principal upholds the appeal; the principal will direct a course of action to rectify the circumstances which led to the appeal. The principal's decision is final.

M BENSON
PRINCIPAL

NESA REQUIREMENTS FOR THE HSC

Pattern of Study

The Minister for Education has approved a pattern of study requirements for the Higher School Certificate.

To qualify for the Higher School Certificate, you must undertake a program of study comprising at least:

- 12 units of Preliminary courses; and
- 10 units of Higher School Certificate courses.

Both the Preliminary course pattern and the HSC course pattern must include:

- at least six units of Board Developed courses including at least two units of a Board Developed course in English;
- at least three courses of two units value (or greater); and
- at least four subjects.

ATAR RESTRICTIONS for the HSC

To be eligible for an ATAR, students must complete:

at least ten (10) units from Board Developed Courses including two (2) units of English.

the Board Developed Courses must include at least three (3) courses of two (2) units or greater and at least four (4) subjects.

no more than two (2) units of Category B courses can be counted towards an ATAR. For VET courses to be counted towards an ATAR, students must sit for the HSC examination in this course.

All Content Endorsed Courses (CEC) and Vocational Education and Training courses (VET) are Category B. Only **specified** Category B subjects can be included in an ATAR if the HSC

Category B courses for ATAR inclusion

| | |
|------------------------------------|------------------------|
| Automotive | Business Services * |
| Human Services | Construction * |
| Information & Digital Technology * | Electrotechnology |
| Metal and Engineering | Entertainment Industry |
| Primary Industries * | Financial Services |
| Retail Services * | Hospitality * |
| Tourism & Events * | |

* Remember the HSC examination must be completed for inclusion in the ATAR.

HSC DIRECTIVE TERMS

| <u>Word</u> | <u>Definition</u> |
|--------------------|---|
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | use, utilise, employ in a particular situation |
| Appreciate | make a judgement about the value of |
| Assess | Make a judgement of value, quality, outcomes, results of size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically | Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, |
| (analyse/evaluate) | reflection and quality to (analysis/evaluation) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide point for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Purpose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express concisely the relevant details |
| Synthesise | Putting together various elements to make a whole |

ENGLISH ADVANCED – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | | |
|--|--|--|--|------------|--|
| Nature of Task | Imaginative Text with Reflection Reading to Write | Interactive ICT (Multimodal Presentation) Narratives that Shape Our World | Yearly Examination All Modules | | |
| Timing | Term 1, Week 9 | Term 2, Weeks 9 - 10 | Term 3, Weeks 9 -10 | | |
| Outcomes assessed | EA11-3, EA11-5, EA11-9 | EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9 | EA11-1, EA11-3, EA11-5, EA11-6, EA11-8 | | |
| Components | Weighting % | | | | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 | |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 | |
| Total % | 30 | 40 | 30 | 100 | |

ENGLISH ADVANCED - OBJECTIVES & OUTCOMES

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing

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

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context

Outcomes:

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

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

Outcomes:

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

Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

Outcomes:

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

Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

Outcomes:

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH STANDARD – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|--|---|--|------------|
| Nature of Task | Imaginative Text with Reflection Reading to Write | Interactive ICT (Multimodal Presentation) Contemporary Possibilities | Yearly Examination All Modules | |
| Timing | Term 1, Week 9 | Term 2, Weeks 9-10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | EN11-3, EN11-5, EN11-9 | EN11-1, EN11-2, EN11-3, EN11-5, EN11-7 | EN11-1, EN11-3, EN11-5, EN11-6, EN11-8 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

ENGLISH STANDARD - OBJECTIVES & OUTCOMES

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing

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

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context

Outcomes:

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

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

Outcomes:

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

Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

Outcomes:

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

Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

Outcomes:

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ENGLISH STUDIES - Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---|---|---|---|-----|
| Nature of Task | Letter of Application Mandatory Module: Achieving through English | Multimodal Presentation Module H: Part of the Family – English and family life | Collection of Classwork All Modules | |
| Timing | Term 1, Week 8 | Term 2, Week 6 | Term 3, Week 9 | |
| Outcomes assessed | ES11-1, ES11-4, ES11-5, ES11-6 | ES11-2, ES11-3, ES11-6, ES11-7, ES11-8 | ES11-1, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in: -comprehending texts -communicating ideas -using language accurately, appropriately and effectively | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

ENGLISH STUDIES - OBJECTIVES & OUTCOMES

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing

Outcomes:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context

Outcomes:

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

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

Outcomes:

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

Outcomes:

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

Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

Outcomes:

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

ENGLISH EXTENSION – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|--|---|--|------------|
| Nature of Task | Imaginative Response Texts, Culture and Value | Multimodal Presentation Texts, Culture and Value | Yearly Examination Texts, Culture and Value | |
| Timing | Term 1, Week 10 | Term 3, Week 3 | Term 3, Weeks 9 - 10 | |
| Outcomes assessed | EE11-2, EE11-3, EE11-6 | EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 | EE11-1, EE11-2, EE11-3, EE-4, EE11-5 | |
| Components | Weighting % | | | |
| Knowledge and understanding of texts and why they are valued | 15 | 20 | 15 | 50 |
| Skills in complex analysis composition and investigation | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

ENGLISH EXTENSION - OBJECTIVES & OUTCOMES

Objective A

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- articulate understanding through speaking, listening, reading, writing, viewing and representing

Outcome: 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

Objective B

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts

Outcome: EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

Objective C

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values

Outcomes: 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

Objective D

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- express understanding of how cultural, historical and social contexts are represented in critical and creative texts

Outcome: EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

Objective E

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- reflect on and evaluate their own processes of learning and creativity

Outcome: EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

ANCIENT HISTORY – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---|---|--|---|------------|
| Nature of Task | In-Class Assessment Skills and Human Remains | Historical Investigation | Formal Examination- Short answer and extended response | |
| Timing | Term 1, Week 7 | Term 2, Week 7 | Term 3, Exam Period | |
| Outcomes assessed | AH11-6, AH11-7, AH11-9, AH11-10 | AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9 | AH11-1, AH11-2, AH11-5, AH11-6, AH11-7, AH11-9 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 20 | | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | | 10 | 20 |
| Historical inquiry and research | | 20 | | 20 |
| Communication of historical understanding in appropriate forms | | 10 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

ANCIENT HISTORY - OBJECTIVES & OUTCOMES

Objectives:

- Develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context.
 - Develop an understanding of continuity and change over time.
 - Undertake the process of an historical inquiry.
 - Use historical concepts and skills to examine the ancient past.
- Communicate an understanding of history, sources and evidence, and historical interpretations.

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 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 – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | | |
|---|---|--|--|------------|--|
| Nature of Task | Practical Task | Depth Study and Presentation | Yearly Examination | | |
| Timing | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 9-10 | | |
| Outcomes assessed | BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8 | BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-9 | BIO11/12 1 to 7, BIO11- 8 to BIO11-11 | | |
| Components | Weighting % | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 | |
| Skills in Working Scientifically | 20 | 20 | 20 | 60 | |
| Total % | 30 | 30 | 40 | 100 | |

BIOLOGY - OUTCOMES

A student

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

Develop knowledge and understanding of the structure and function of organisms

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

| Tasks | Task 1 | Task 2 | Task 3 | |
|---------------------------------------|----------------|------------------------|-------------------------|------------|
| Nature of Task | Topic Test | Business Research Task | Yearly Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 10 | Term 3, Weeks 9&10 | |
| Outcomes assessed | P1, P2, P6 | P3, P4, P7, P8, P9 | P1, P2, P5, P8, P9, P10 | |
| Components | Weighting % | | | |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Stimulus-based skills | 10 | | 10 | 20 |
| Inquiry and Research | | 20 | | 20 |
| Communication of business information | | 10 | 10 | 20 |
| Total % | 20 | 40 | 40 | 100 |

BUSINESS STUDIES - OBJECTIVES & OUTCOMES

Objective: Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

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

| Tasks | Task 1 | Task 2 | Task 3 | | |
|---|---|--|--|------------|--|
| Nature of Task | Depth Study | Skills/ Practical Task | Yearly Examination | | |
| Timing | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9-10 | | |
| Outcomes assessed | CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8 | CH11/12-3 to CH11/12-7 CH11/12-8, CH11/12-9 | CH11/12-2 to CH11/12-7 CH11-8, CH11-9, CH11-10, CH11-11 | | |
| Components | Weighting % | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 | |
| Skills in Working Scientifically | 15 | 25 | 20 | 60 | |
| Total % | 25 | 35 | 40 | 100 | |

CHEMISTRY - 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

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|---|---|---|------------|
| Nature of Task | Developing Solutions Resource Management | Research Task Individuals and Groups | Yearly Examination Resource management Individuals and Groups Families and Communities | |
| Timing | Term 1, Week 10 | Term 2, Week 10 | Term 3, Weeks 9-10 | |
| Outcomes assessed | P1.1, P1.2, P4.1, P5.1, P6.1. | P2.1, P2.3, P4.2, P6.2. | P2.2, P2.4, P 3.1, P3.2. | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Skills in Critical thinking, research methodology, analysing and communicating | 20 | 20 | 20 | 60 |
| Total % | 30 | 30 | 40 | 100 |

COMMUNITY AND FAMILY STUDIES - OBJECTIVES & OUTCOMES

Objectives:

- Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities

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

Embedded outcomes for all of Stage 6:

7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

7.2 develops a sense of responsibility for the wellbeing of themselves and others

7.3 appreciates the value of resource management in response to change

7.4 values the place of management in coping with a variety of role expectations

DESIGN AND TECHNOLOGY – Year 11

Students will be given a minimum of two weeks’ notice regarding assessment information. Note that the final grades issued for the purpose of ROSA will take into consideration all assessment tasks and all classwork/class tasks.

| | Task 1 | Task 2 | Task 3 | |
|--|--|---|---------------------------|--------------------|
| Nature of task | Childs Toy Mini Design Project Product/ Folio | Carrying Device Mini Design Project Product/ Folio | Yearly Examination | |
| Timing | Term 2 Week 5 | Term 3 Week 5 | Term 3 Week 9/10 | |
| Outcomes assessed | P3.1, P4.2, P4.3, P5.1, P5.2 | P4.1, P5.3, P6.1, P6.2 | P1.1, P2.1, P2.2 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | | 10 | 20 | 30 |
| Knowledge and skills in designing, researching, analysing and evaluating | 15 | 10 | 10 | 35 |
| Skills in experimenting with and producing a product by applying theoretical concepts | 15 | 20 | | 35 |
| Total % | 30 | 40 | 30 | 100 |

Preliminary Outcomes:

A student:

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 & ENVIRONMENTAL SCIENCE – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---|---|--|--|------------|
| Nature of Task | Field Study | Practical/ Skills Task | Yearly Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 9-10 | |
| Outcomes assessed | EES11/12-1, EES11/12-4, EES11/12-5, ESS11-8 | EES11/12-4, EES11/12-6, EES11/12-7, EES11-10, EES11-11 | EES11/12-1 to ESS11/12-7, EES11-8, ESS11-9, ESS11-10, ESS11-11 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 5 | 10 | 25 | 40 |
| Skills in Working Scientifically | 20 | 25 | 15 | 60 |
| Total % | 25 | 35 | 40 | 100 |

EARTH AND ENVIRONMENTAL SCIENCE - 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

EEES11/12-5 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

ECONOMICS – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---|---|----------------------------|------------------------|------------|
| Nature of Task | Introduction to Economics - Consumers & Businesses Topic Test | Economics Research Project | Yearly Examination | |
| Timing | Term 1, Week 9 | Term 3, Week 2 | Term 3, Weeks 9&10 | |
| Outcomes assessed | P1, P8, P11 | P6, P9, P10 | P2, P3, P4, P5, P6, P7 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Stimulus based skills | 10 | | 10 | 20 |
| Inquiry and Research | | 20 | | 20 |
| Communication in appropriate forms | | 10 | 10 | 20 |
| Total % | 20 | 40 | 40 | 100 |

ECONOMICS - OBJECTIVES & OUTCOMES

Objective: The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

Outcomes:

P1 demonstrates understanding of economic terms, concepts and relationships

P2 explains the economic role of individuals, firms and government in an economy

P3 describes, explains and evaluates the role and operation of markets

P4 compares and contrasts aspects of different economies

P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy

P6 explains the role of government in the Australian economy

P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments

P8 applies appropriate terminology, concepts and theories in economic contexts

P9 selects and organises information from a variety of sources for relevance and reliability

P10 communicates economic information, ideas and issues in appropriate forms

P11 applies mathematical concepts in economic contexts

P12 works independently and in groups to achieve appropriate goals in set timelines

ENGINEERING STUDIES – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---|--|---------------------------------------|-----------------------------------|------------|
| Nature of Task | Engineering Report Engineering Fundamentals | Engineering Report Braking Systems | Examination Yearly Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 5 | Term 3, Week 9/10 | |
| Outcomes assessed | P1.2, P2.2, P4.1 | P3.1, P4.3, P4.2 | P3.3, P3.1, P2.1 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 15 | 15 | 30 | 60 |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 15 | 15 | 10 | 40 |
| Total % | 30 | 30 | 40 | 100 |

ENGINEERING STUDIES - OBJECTIVES & OUTCOMES

Objectives:

- Understanding of the scope of engineering and the role of the engineer
- Knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society
 - Communication skills appropriate to engineering practices
- Knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice
 - Management and problem-solving skills in engineering contexts
 - Skills in the application of engineering methodology

Outcomes:

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

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

FRENCH CONTINUERS – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---------------------------------|----------------------------|---|--|------------|
| Nature of Task | Speaking and Reading Task | Listening and Writing Task | Preliminary Examination | |
| Timing | Term 2, Week 3 | Term 2, Week 9 | Term 3, Weeks 9&10 | |
| Outcomes assessed | 1.1, 1.2, 1.3, 1.4, 4.1 | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 | |
| Components | Weighting % | | | |
| Speaking | 10 | | 10 | 20 |
| Listening and Responding | | 20 | 10 | 30 |
| Reading and Responding | 20 | | 10 | 30 |
| Writing | | 10 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

FRENCH CONTINUERS - OBJECTIVES & OUTCOMES

Objectives:

The student will:

1. exchange information, opinions and experiences in French
2. express ideas through the production of original texts in French
3. analyse, process and respond to texts that are in French
4. understand aspects of the language and culture of French-speaking communities

Outcomes:

The student:

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

FOOD TECHNOLOGY – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|--|--|--|------------|
| Nature of Task | Research and Practical Food Quality | Investigation, analysis and Practical Nutrition | Yearly Examination Food Availability and Selection Food Quality Nutrition | |
| Timing | Term 2, Week 6 | Term 3, Week 4 | Term 4, Weeks 9-10 | |
| Outcomes assessed | P2.2, P3.2, P4.1, P4.4, P5.1. | P2.1, P3.1, P4.1, P4.2, P4.3 | P1.1, P1.2, | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | | 10 | 30 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 10 | 10 | 10 | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 20 | 10 | | 30 |
| Total % | 30 | 30 | 40 | 100 |

FOOD TECHNOLOGY - OBJECTIVES & OUTCOMES

Objectives:

- Knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society
- Knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health
 - Skills in researching, analysing and communicating food issues
 - Skills in experimenting with and preparing food by applying theoretical concepts
 - Skills in designing, implementing and evaluating solutions to food situations

Outcomes:

P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

P2.1 explains the role of food nutrients in human nutrition

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 product

P5.1 generates ideas and develops solutions to a range of food situations

GEOGRAPHY – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|--|--|--|------------|
| Nature of Task | Earth's Natural Systems | Geographical Investigation | Yearly Examination | |
| Timing | Term 1, Week 8 | Term 2, Week 10 | Term 3, Weeks 9&10 | |
| Outcomes assessed | GE-11-01, GE-11-02, GE-11-07, GE-11-09 | GE-11-05, GE-11-06, GE-11-07, GE-11-09 | GE-11-01, GE-11-03, GE-11-04, GE-11-07, GE-11-08 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 15 | 15 | 40 |
| Geographical tools and skills | | | 20 | 20 |
| Geographical and research, including fieldwork | 10 | 10 | | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 25 | 35 | 40 | 100 |

GEOGRAPHY - OBJECTIVES & OUTCOMES

Objective: The study of Geography in Stage 6 enables students to:

- develop knowledge and understanding of natural and human processes, how they interact and affect each other, and how places and environments can be managed for sustainability
- apply geographical inquiry skills and tools, including fieldwork
- develop a lifelong interest in the study of geography
- prepare for informed, responsible and active citizenship in the contemporary world.

Outcomes:

GE-11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time

GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments

GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses

GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability

GE-11-05 analyses and synthesises relevant geographical information from a variety of sources

GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world

GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments

GE-11-08 applies mathematical ideas and techniques to analyse geographical data

GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

HMS – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | | |
|--|---|--|---|--|-------------|
| Nature of Task | Health For Individuals and Communities Research and in class test | The Body and Mind in Motion In Class Task | Collaborative Investigation Research Task | | |
| Timing | Week 10 Term 1 | Week 10 Term 2 | Week 9 Term 3 (Assessment Period) | | |
| Outcomes assessed | HMS11-1, HMS11-2, HMS11-5, HMS11-6, HMS11-7, HMS11-8, HMS 11-9, HMS 11-10 | HMS11-3, HMS11-4, HMS11-5, HMS11-6, HMS11-7, HMS11-8, HMS 11-9, HMS11-10 | HMS11-2, HMS11-3, HMS11-5, HMS11-6, HMS11-7 | | |
| Components | | | | | WEIGHTING |
| Knowledge and understanding of course content | 15 | 15 | 10 | | 40 |
| Skills in critical thinking, research, analysing & communicating | 20 | 20 | 20 | | 60 |
| Total % | 35% | 35% | 30% | | 100% |

HEALTH AND MOVEMENT SCIENCE

AIM:

The aim of Health and Movement Science is to develop in each student a capacity to think about and act critically in regard to key issues related to health and movement. This enables them to make informed decisions that contribute to healthy and active lifestyles for individuals and communities, and support wellbeing.

HM-11-01 interprets meanings, measures and patterns of health experienced by Australians

HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians

HM-11-03 analyses the systems of the body in relation to movement

HM-11-04 investigates movement skills and psychology to improve participation and performance

HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts

HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts

HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes

HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts

HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues

HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts

HOSPITALITY

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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



PUBLIC SCHOOLS NSW ULTIMO RTO 90072
HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIT20322 Certificate II in Hospitality (Release 1)
 Training Package: SIT – Tourism, Travel and Hospitality (Release 2.1)

Education

The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA Course Code
 2 U_X2_YR - 26511
 2022 HSC Exam: 26539
 LMBRLUI Code
 (11 OR 12) SIT20316126511B

| Term | Unit Code | Units Of Competency | AC CORE / ELECTIVE | HSC STATUS | HSC INDICATIVE | Assessment Task Cluster & Method of Assessment | HSC requirements Exam estimate mark & weighting to total 100% |
|--|--|---|--------------------|------------------|----------------------|--|---|
| 9 PRELIMINARY UOCs | | | | | | | |
| Term 1 | SITXFSA005 SITXWHS005 SITHCC0025 | Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches | E C E | M M E | 15 15 20 | Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment. | 240 Indicative Hours over 2 years 35 hrs Work placement 30% Prelim Yearly Exam |
| Term 2 & 3 | SITHCC0024 BSBSUS211 | Prepare and present simple dishes Participate in sustainable work practices | E E | E E | 20 15 | | |
| Term 3 | SITHFAB024 SITXCOM007 | Prepare and serve non-alcoholic beverages Show social and cultural sensitivity | E C | S E | 15 10 | | |
| 6 HSC UOCs | | | | | | | |
| Term 4 – 6 | SITXCCS011 SITHFAB025 SITHFAB027 SITHIND007 | Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively | C E E C | S S S E | 20 25 40 20 | Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment. | 35 hrs Work placement 70 % HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. |
| Term 7 | BSBTWK201 SITHIND006 | Work effectively with others Source and use information on the hospitality industry | C C | M M | 15 20 | Cluster E: Working in the Hospitality Industry Written questioning, student reflection | |
| | | | | | Total Hours 250 | Units of competency from the HSC focus areas will be included in the optional HSC examination. | |
| NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. | | | | | | | |

INDONESIAN CONTINUERS – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--------------------------|----------------------------|--|---|------------|
| Nature of Task | Speaking and Reading Task | Listening and Writing Task | Yearly Examination | |
| Timing | Term 2, Week 3 | Term 2, Week 9 | Term 3, Weeks 9&10 | |
| Outcomes assessed | 1.1, 1.2, 1.3, 1.4, 4.1 | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 | |
| Components | Weighting % | | | |
| Speaking | 10 | | 10 | 20 |
| Listening and Responding | | 20 | 10 | 30 |
| Reading and Responding | 20 | | 10 | 30 |
| Writing | | 10 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

INDONESIAN CONTINUERS- OBJECTIVES & OUTCOMES

Objectives:

The student will:

1. exchange information, opinions and experiences in Indonesian
2. express ideas through the production of original texts in Indonesian
3. analyse, process and respond to texts that are in Indonesian
4. understand aspects of the language and culture of Indonesian-speaking communities

Outcomes:

The student:

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

INDUSTRIAL TECHNOLOGY- GRAPHICS TECHNOLOGIES – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|---------------------------------------|---|--|------------|
| Nature of Task | Practical & Folio Mini Design Task | Practical & Folio Minor Design Task | Examination Yearly Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 9/10 | |
| Outcomes assessed | P1.2, P2.1, P3.1, P3.3, P5.1, P5.2 | P1.2, P2.2, P3.1, P3.3, P5.1, P5.2 | P6.1,P6.2 ,P7.1 ,P7.2 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Knowledge, skills and the management and production of projects | 20 | 30 | 10 | 60 |
| Total % | 30 | 40 | 30 | 100 |

INDUSTRIAL TECHNOLOGY: GRAPHICS TECHNOLOGY - OBJECTIVES & OUTCOMES

Objectives:

- Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry
- Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment
 - Competence in designing, managing and communicating within a relevant industry context
 - Knowledge and skills in producing quality products
- Knowledge and skills in communication and information processing related to the industry focus area
 - An appreciation of quality products and the principles of quality control
- An appreciation of the relationships between technology, the individual, society and the environment

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 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

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNISHINGS – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---|---------------------------------------|--|-----------------------------------|------------|
| Nature of Task | Practical & Folio Mini Design Task | Practical & Folio Minor Design Task | Examination Yearly Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 9/10 | |
| Outcomes assessed | P1.2, P2.1, P3.1, P3.3, P5.1, P5.2 | P1.2, P2.2, P3.1, P3.3, P5.1, P5.2 | P6.1, P6.2, P7.1, P7.2 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Knowledge, skills and the management and production of projects | 20 | 30 | 10 | 60 |
| Total % | 30 | 40 | 30 | 100 |

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES - OBJECTIVES & OUTCOMES

Objective:

- Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry
- Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment
- Competence in designing, managing and communicating within a relevant industry context
 - Knowledge and skills in producing quality products
- Knowledge and skills in communication and information processing related to the industry focus area
 - An appreciation of quality products and the principles of quality control
- An appreciation of the relationships between technology, the individual, society and the environment

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 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

LEGAL STUDIES – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---|-------------------------------|---|---|------------|
| Nature of Task | Topic Test - The Legal System | Media Article Analysis - Individual and Law in Practice | Yearly Examination | |
| Timing | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 9&10 | |
| Outcomes assessed | P1, P2, P3, P6, P9 | P1, P4, P6, P8, P9 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 15 | 5 | 20 | 40 |
| Analysis and Evaluation | | 10 | 10 | 20 |
| Inquiry and Research | | 20 | | 20 |
| Communication of legal information, issues and ideas in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 20 | 40 | 40 | 100 |

LEGAL STUDIES - OBJECTIVES & OUTCOMES

Objective: Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level

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 STANDARD – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | | |
|--|--|---------------------|--|------------|--|
| Nature of Task | Class task Topic | Class task Topic | Formal exam All preliminary Topics | | |
| Timing | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 9/10 | | |
| Outcomes assessed | MS11-1, MS11-3 MS11-5, MS11-6, MS11- 10 | MS11-7, MS11-8 | All outcomes MS11-1 to MS11-10 | | |
| Components | Weighting % | | | | |
| Understanding, Fluency and communication | 10 | 20 | 20 | 50 | |
| Problem solving, Reasoning and Justification | 15 | 15 | 20 | 50 | |
| Total % | 25 | 35 | 40 | 100 | |

MATHEMATICS STANDARD - OBJECTIVES & OUTCOMES

Objective: The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner

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

MATHEMATICS ADVANCED – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|----------------------------|------------------------------------|--|------------|
| Nature of Task | Class task | Class task | Formal exam All preliminary Topics | |
| Timing | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 9/10 | |
| Outcomes assessed | MA11-1, MA11- 2, MA11-8 | MA11-1,, MA11-2, MA11-3, MA11-4 | All outcomes MA11-1 to Ma11-9 | |
| Components | Weighting % | | | |
| Understanding, Fluency and communication | 20 | 10 | 20 | 50 |
| Problem solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 25 | 35 | 40 | 100 |

OBJECTIVES & OUTCOMES

Objective: The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models and extend their skills of concise and systematic communication

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 1 – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|-----------------------------------|--|---------------------------------------|------------|
| Nature of Task | Class task | Class task | Formal exam All preliminary Topics | |
| Timing | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 9/10 | |
| Outcomes assessed | ME11-1, ME11-2, ME11-6, ME11-7 | ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7 | All outcomes ME11-1 to ME11-7 | |
| Components | Weighting % | | | |
| Understanding, Fluency and communication | 20 | 10 | 20 | 50 |
| Problem solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 25 | 35 | 40 | 100 |

MATHEMATICS EXTENSION 1 - OBJECTIVES & OUTCOMES

Objective: The study of Mathematics Extension 1 in Stage 6 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

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

MODERN HISTORY – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---|--|---|--|------------|
| Nature of Task | In-class Assessment Hiroshima and Nagasaki | Historical Investigation JFK | Formal Examination WWI and The Romanovs | |
| Timing | Term 1, Week 8 | Term 2, Week 3 | Term 3, Exam Period | |
| Outcomes assessed | MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7 | MH11-6, MH11-7, MH11-8, MH11-9, MH11-10 | MH11-1, MH11-2, MH11-3, MH11-4, MH11-6, MH11-9 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 20 | | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | | 10 | 20 |
| Historical inquiry and research | | 20 | | 20 |
| Communication of historical understanding in appropriate forms | | 10 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

MODERN HISTORY - OBJECTIVES & OUTCOMES

Objectives:

- Develop knowledge and understanding of a range of features, people, places, events and developments of the modern world in their historical context.
 - Develop an understanding of continuity and change over time.
 - Undertake the process of an historical inquiry.
 - Use historical concepts and skills to examine the modern past.
- Communicate an understanding of history, sources and evidence, and historical interpretations.

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 1 – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--------------------------|---|---------------------------|----------------|------------|
| Nature of Task | Composition Portfolio and Musicology Task | Performance and Viva Voce | Aural Skills | |
| Timing | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 9 | |
| Outcomes assessed | P2,3,6,7,8 | P1,4,5,6 | P4,5,7,8 | |
| Components | Weighting % | | | |
| Composition | 25 | | | 25 |
| Musicology | 10 | 15 | | 25 |
| Aural | | | 25 | 25 |
| Performance | | 25 | | 25 |
| Total % | 35 | 40 | 25 | 100 |

MUSIC - OBJECTIVES & OUTCOMES

Objective: The aim of Music 1 Stage 6 is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

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

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

| Task number | Task 1 | Task 2 | Task 3 | |
|---------------------------------|---|---|----------------------------|-------------|
| Nature of task | Vintage Folio of work PowerPoint presentation | Creepy Still and Moving work | Yearly Exam | |
| Timing | Term 2, Week 3 | Term 3, week 8 | Term 3, Week 9 | |
| Outcomes assessed | M2, M3, M4, M6, CH1, CH2, CH3, CH4 | M2, M3, M4, M5, M6 | CH1, CH2, CH3, CH4, CH5 | |
| Components | | | | Weighting % |
| Making Photographic works | 30 | 40 | | 70 |
| Critical and Historical Studies | 10 | | 20 | 30 |
| Total % | 40 | 40 | 20 | 100 |

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING - OBJECTIVES & OUTCOMES

Outcomes A Student:

- M1 Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
- M2 Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response in their making of still and/or moving works.
- M3 Investigates different points of view in the making of photographs and/or videos and/or digital images.
- M4 Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
- M5 Develops different techniques suited to artistic intentions in the making of photographs and/or video and/or digital images.
- M6 Takes into account issues of occupational health and safety in the making of photographs and/or video and/or digital images.
- CH1 Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
- CH2 Investigates the roles and relationships among the concepts of artist/artwork/world and audience in critical and historical investigations.
- CH3 Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
- CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.
- CH5 Recognises that photography and/or video and/or digital imaging can be used in various fields of cultural productions.

PHYSICS – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | | |
|---|---|--|---|------------|--|
| Nature of Task | Practical Task | Depth Study | Yearly Examination | | |
| Timing | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 9-10 | | |
| Outcomes assessed | PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 | PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH 11-8 | PH11/12-1, to PH11/12-7 PH11-8, PH11-9, PH11-10, PH11-11 | | |
| Components | Weighting % | | | | |
| Knowledge and understanding of course content | 5 | 10 | 25 | 40 | |
| Skills in Working Scientifically | 25 | 20 | 15 | 60 | |
| Total % | 30 | 30 | 40 | 100 | |

PHYSICS - 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

Students develop knowledge and understanding of energy

PH11-10 explains and analyses waves and the transfer of energy of sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

SOCIETY & CULTURE – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|---|---|-------------------------------|------------|
| Nature of Task | Topic Test: Social & Cultural World | Research Task: Personal & Social Identity | Yearly Examination | |
| Timing | Term 1, Week 7 | Term 2, Week 8 | Term 3, Weeks 9&10 | |
| Outcomes assessed | P1, P2, P3, P4 | P5, P6, P7, P8, P9, P10 | P1, P2, P3, P4, P5, P6, P9 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 20 | 5 | 25 | 50 |
| Application and evaluation of social and cultural research methods | | 20 | 10 | 30 |
| Communication of information, issues and ideas in appropriate forms | | 15 | 5 | 20 |
| Total % | 20 | 40 | 40 | 100 |

SOCIETY AND CULTURE - OBJECTIVES & OUTCOMES

Objective: The aim of Society and Culture Stage 6 is for students to achieve social and cultural literacy by developing their knowledge and understanding about societies and cultures, developing their social and cultural research skills, and promoting positive values and attitudes essential to achieving social and cultural literacy.

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
- 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 & RECREATION STUDIES

| Tasks | Task 1 | Task 2 | Task 3 | |
|--|--|--------------------------------|--|------------|
| Nature of Task | Games and Sports Applications I Practical Performance | Fitness Fitness Session | Sports Coaching Coaching Presentation | |
| Timing | Term 1, Week 7 | Term 2, Week 6 | Term 3, Week 5 | |
| Outcomes assessed | 1.1, 3.1, 4.4 | 2.2, 3.2, 4.1 | 1.3, 2.1, 3.2 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 15 | 15 | 15 | 45 |
| Analyse and implement strategies that promote health, physical activity and enhanced performance | 15 | 20 | 20 | 55 |
| Total % | 30 | 35 | 35 | 100 |

SPORT, LIFESTYLE & RECREATION STUDIES

Objectives

Through the study of Sport, Lifestyle and Recreation students will develop:

knowledge and understanding of the factors that influence health and participation in physical activity

knowledge and understanding of the principles and processes impacting on the realisation of movement potential

the ability to analyse and implement strategies that promote health, physical activity and enhanced performance

a capacity to influence the participation and performance of self and others

a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

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

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

VISUAL ARTS – Year 11

| Tasks | Task 1 | Task 2 | Task 3 | |
|---------------------------------|---|---|--------------------|------------|
| Nature of Task | Foundations of Visual Arts: Drawing and Writing Task | Modernism Inspired Folio of work | Yearly Examination | |
| Timing | Term 1, Week 10 | Term 3, Week 7 | Term 3, Week 9 | |
| Outcomes assessed | P1, P4, P6, P7, P8, P9, P10 | P1, P2, P3, P4, P5 P6 | P7, P8, P9, P10 | |
| Components | Weighting % | | | |
| Artmaking | 15 | 35 | | 50 |
| Critical and Historical Studies | 20 | | 30 | 50 |
| Total % | 35 | 35 | 30 | 100 |

VISUAL ARTS - OBJECTIVES & OUTCOMES

Artmaking Objective

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

Art Criticism and Art History Objective

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

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 artists, artwork, world and audience through critical and historical investigations of

P9 Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10 Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

ASSESSMENT PLANNER

| TERM 1, 2025 | |
|--------------|--------------------|
| Week | Tasks (and Weight) |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

TERM 2, 2025

| Week | Tasks (and Weight) |
|-------------|---------------------------|
| 1 | |
| 2 | |
| 3 | ASSESSMENT PERIOD |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

TERM 3, 2025

| Week | Tasks (and Weight) |
|-------------|---------------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | YEARLY |
| 10 | EXAMS |



WOOLOOWARE HIGH SCHOOL

ILLNESS / MISADVENTURE FORM

This form is to be completed by a student **who is unable to attend/submit an assessment task, on the due date or who feels that an assessment task has been affected by unforeseen illness or misadventure.** (Refer to the Assessment booklet for further details).

In order for any consideration to be extended to this task:

1. **Complete and present this form to the appropriate Head Teacher, with attached documentation to support this application on the first day your return to school.** (This could be done prior to the due date, if possible or where applicable)
2. If approval is granted, this form together with any other relevant documents will be filed and kept on record

NOTE: Failure to submit this form promptly may adversely affect the result of your request.

A request for consideration of illness/ misadventure for an assessment task undertaken throughout the year, which is submitted at or near the end of the course, will generally not be considered.

It should not be assumed that an application using this form will be successful, as the reasons for misadventure will be considered on their merits.

Student's Name: _____ Year: _____

Course/Class: _____ Teacher: _____

Assessment Task Missed: _____ Due Date: _____

Reason for Consideration:

Student Signature: _____ Date: _____

Supporting Evidence: Yes / No Type of evidence: _____

Parent/Guardian Name: _____ Parent/Guardian Signature: _____ Date of

Misadventure Request: _____ Home Phone: _____

OFFICE USE ONLY

Head Teacher: Options:

- New submission date: _____
- Electronic submission of task
- Photographic evidence of progress being made on work/s
- Alternative task
- Other: _____

Head Teacher: Decision Comments:

Head Teacher Approval granted: Yes / No

Head Teacher Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Copy to:

- Student File (original)
- Head Teacher
- Student Copy
- Noted on Sentral – Wellbeing/Welfare/ Data/ Illness

Woollooware High School

2025 Preliminary Assessment Guide



This form is to be signed and returned to:

**Mrs Morton
Head Teacher Administration Office
A Block**

I _____ acknowledge that I have read
(Print Name) (Roll Class)

and fully understand and accept the Assessment Policy of Woollooware High School and have also made my parents (guardians) aware of this policy.

Signed: _____

Date: _____