



I Shall Strive for the Best

Year 11 2024

20
24

BONNYRIGG
HIGH SCHOOL
1961



ASSESSMENT INFORMATION & TASK SCHEDULE

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NSW Education Standards Authority and Departmental Requirements

Year 11 is the beginning of your Higher School Certificate studies. To be eligible for the award of a Higher School Certificate a student must satisfactorily complete all Preliminary courses in their pattern of study.

The NSW Education Standards Authority requires that students substantially participate in the study of a minimum of:

- 12 units of study in the Preliminary course, including 2 units of English
- 10 units of study in the HSC course, including 2 units of English

A student is considered to have satisfactorily completed a course if they have:

- followed the course developed by the NSW Education Standards Authority
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes

Substantial participation and completion is dependent on attendance at school and in classes. Sustained effort is also judged on a student's level of involvement in class and the efforts made in completing and presenting assessment tasks and any other experiences provided in each course.

School Assessments and Academic Reporting

Preliminary Higher School Certificate results are based on achievements in Terms 1, 2 and 3 of Year 11. Course outcomes are used to prescribe what a student must achieve and how their levels of achievement are assessed. Tasks are set to help assess the extent of skills and knowledge.

Teachers have many different ways of measuring and assessing your achievement of outcomes. The tasks used to assess achievement should vary and may include the following:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Compositions
- Class and/or cohort tests
- Formal examination (half yearly, yearly or trial HSC)
Only one formal written examination can contribute to the assessment schedule.

Teachers will prepare academic reports during the year. The marks you receive on these reports mean different things from those in your Higher School Certificate documents.



Assessment Information

Students who go on to complete the appropriate requirements will be awarded their Higher School Certificate (HSC). If you do not complete the requirements to be awarded a HSC you will receive the NSW Record of School Achievement (RoSA). This is a record of a student's achievements up until the time they choose to leave school. The NSW Education Standards Authority, Teaching and Educational Standards (NESA) stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leave school.

Course Performance Descriptors developed by NESA provide a basis for awarding grades A-E (or equivalent) for student achievement at the end of Preliminary Stage 6 (Year 11).

Once a student completes a Preliminary Stage 6 course, results in the form of Grades A-E are submitted to NESA. If a student partially completes a Preliminary or HSC course, the RoSA will list the courses the student has undertaken up until the point of departure from school, with the date of leaving shown.

If a student takes HSC courses but has not met eligibility for a HSC, the results will be recorded on their RoSA. When a student has met HSC eligibility requirements, they will receive the HSC. The Preliminary and HSC results will be recorded on the HSC Record of Achievement. This credential will supersede the RoSA. To be eligible for the award of the HSC students must:

- Have gained the RoSA or such other qualifications as NESA considers satisfactory
- Have met the National Minimum Standards
- Have completed HSC: All My Own Work
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC
- Have made a serious attempt to all coursework and assessment tasks
- Complete and submit major works and relevant documentation
- Complete all workplace hours if completing a VET course
- Sit and make a serious attempt at the required HSC examinations

For further information about completing the RoSA please refer to the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

For further information about completing the HSC please refer to the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/exam-advice-resources>

1. The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment provides opportunity for:

- Teachers to gather evidence about student achievement in relation to outcomes
- Enables students to demonstrate what they know and can do
- Student to clarify understanding of
- concepts and promotes deeper understanding
- Providing evidence that current understanding is a suitable basis for future learning

Gathered evidence is used by teachers for assessment of learning to rank or grade students. This usually takes place at key points in the learning cycle. Students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

In the Preliminary courses the purposes of assessment include:

- Assisting student learning
- Providing evidence of satisfactory achievement and completion in the Preliminary course

2. Assessment Notification

All students must receive notice from their teacher of the actual due date and details of an assessment task at least two weeks prior to the task. The notification must be written.

The written notification has precedence over the information listed in the assessment schedule contained in the student assessment booklet.

On some occasions it may be necessary for the type of task, date of task, syllabus components for assessment, or weighting of the task to be changed from what is printed in the assessment booklet, so written notification given by the teacher will be used to list the correct details for each assessment task. The assessment booklet will be adjusted to reflect this.

3. Submission of Tasks

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Schedule. An Assessment Notification Sheet must be submitted with the completed assessment task. Tasks must be submitted by time indicated on the day due or performed in class at the specified time. Written assessment tasks are to be submitted according to directions on the assessment notification. The student will sign the Assessment Registration Sheet to validate the submission of the task.

If a student is absent for a task or an exam, an **Illness/Misadventure Form** (see page 9) will need to be submitted by the student. If a student misses an exam, it is expected that they will complete this at the first available time slot. For a Trial HSC exam, a phone call should be made to the school before 8:40am on the day of absence and arrangements can be made for the exam to be rescheduled. The Illness/Misadventure Form (page 9) and Medical Certificate will need to be supplied on the first day back at school. Please check the flowchart on page 11.

Where the student's Illness/Misadventure appeal is accepted on an in-class task, the student may have to sit for a substitute task. The student's final ranking for the substitute task will be determined in conjunction with other comparable tasks. In circumstances where a substitute task is not feasible, unreasonable or where the conditions of the missed task are difficult to duplicate, the Head Teacher may authorise the use of an estimate based on other appropriate evidence.

Where an absence is known beforehand (for example, an overseas trip, work placement, etc.) the student must make arrangements for the task to be submitted on or before time. It can be handed in on time by an agent for the student.

If a student is suspended from school at the time an assessment is due, they must notify the Principal at the time of suspension. It remains the student's responsibility to complete the task on time, unless it is an in-class assessment. In these circumstances, alternate arrangements can be made in consultation with the relevant Head Teacher.

Students cannot submit an appeal on the basis of:

- Difficulties in preparation or less of preparation time
- Alleged deficiencies in teaching
- Misreading examination timetables
- Misreading assessment task instructions/examination instructions
- Other commitments such as participation in entertainment, work or sporting events, unless prior arrangements have been made with the relevant Head Teacher
- Problems related to technical malfunctions (lost files, lack of paper) are the student's responsibility. Students should save work that has been completed on a computer in both the hard driver and a USB/external hard drive and print before the due time.

4. Late Tasks

All tasks submitted after the designated time will be deemed late unless there are exceptional circumstances, or an extension has been given. Prior approval for an extension must be applied for with the appropriate Head Teacher.

Failure to submit a task by the designated time will result in an N-award Warning Letter being issued and a zero mark being awarded. If an extension has been granted there is no penalty, unless the task is submitted later than the extension given.

A zero mark may be awarded when a student:

- Submits a task late without a valid reason or extension
- Does not attempt a task
- Does not make a serious attempt at a task
- Is found to be involved in malpractice

This will result in an N-Award Warning letter being sent home to parents/caregivers. Upon satisfactory completion of the task within the specified time period, as outlined in the warning letter, the task will be marked, and feedback given. A zero mark is still to be awarded; however, the N-Award warning will be resolved. If two N-Award Warning letters are issued in any one course, this will be sufficient documentation for an 'N' determination for that subject.

A genuine attempt to complete course requirements must be made. Assessment tasks that contribute in excess of 50% of the total assessment mark for a course must be attempted, or there is danger of an N determination being made to NESA.

5. Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or wholly and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as parent, coach, tutor or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an assessment task

- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Not producing sufficient document for any absence in the five days prior to a task due date
- Not being present at school in the 5 days leading up to the task

Students and staff will be required to complete documentation. This will be reviewed by the committee and a determination made. Students have right of appeal to the Principal.

Where malpractice is detected a zero will be given for the task. The school may apply additional penalties through the school's disciplinary measures at the discretion of the Principal.

6. Reporting Rules

Teachers will provide feedback to students, in a timely manner, to assist their learning. Marketing guidelines for assessment tasks are devised prior to the task and supplied to the student with the task. For each assessment task students should receive clear feedback of their performance. This should include what they are able to do and areas of improvement.

In the case of VET courses, a participant is judged as competency achieved or competency not yet achieved against a prescribed competency. The judgement is made on the basis of a range of evidence, which may be in a variety of forms.

7. HSC minimum standards

All students need to meet the HSC minimum standard to **receive the HSC testamur**. To demonstrate meeting these standards students need to:

- achieve a Level 3 in the online reading test
- achieve a Level 3 in the online writing test
- achieve a Level 3 in the online numeracy test

Students do not need to meet the HSC minimum standard to:

- study a HSC course
- sit a HSC exam
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement

Exemption will be granted for students enrolled in Life Skills courses.

8. Student's Responsibilities Regarding Assessment

Students are responsible for:

- Demonstrating thorough application and achievement that they have met requirements including attendance in class
- Applying themselves with diligence and sustained effort, to the best of their ability, to the set tasks and experience provided in each course
- Making a genuine attempt at all assessment tasks
- Their personal honesty, work submitted must be the student's own work and sources consulted or quoted must be acknowledged
- Submitting all tasks on or before due date
- Being present for all in class assessment tasks and examinations
- Submitting a misadventure form if an assessment task is missed

- Understanding this document

To help meet these responsibilities each student will receive:

- Electronically Syllabus Documents
- Electronically Scope and Sequence
- Electronically assessment schedule and course requirements for each course
- At least two weeks notification that an assessment task will take place or be due on a particular date
- Feedback on each assessment task as soon as possible
- A mid-course and yearly report, which will indicate to them their level of success in attaining the outcomes of each course as required by NESA
- Copies of the 'N' Determination Warning and Misadventure Documents
- An assurance that only two assessments will be due on any one day
- Access to all relevant documentation via the school website

9. Acknowledging Sources in Assessment Tasks

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Plagiarism is presenting another person's work as your own by copying or reproducing it without acknowledgement of its source.

Referencing generally has two key elements:

- An in-text reference (within the text of the assessment task) indicated you have used a phrase, idea or concept from someone else
- A complete reference (in alphabetical order) at the end of the assessment task giving full details of all sources referred to in the assessment task

If an assessment task is not referenced in the required format, you may be suspected of plagiarism. All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks for that task and this will jeopardise their Higher School Certificate (HSC).

Any act of malpractice is recorded on a NESA register.

Note: Some Senior Courses require students to follow specific referencing systems:

- In **English Extension 2**, for the submitted Major Work, students must follow NESA referencing requirements. These requirements will be outlined to students by their English teacher
- In **Preliminary, HSC and Elective History** courses, when instructed, students must follow the Footnote Referencing System. This system will be outlined to students by their History teacher
- In **Legal Studies**, when instructed, students must follow the Legal Citation Referencing System. This system will be explained to students by their Legal Studies teacher.

For further guidance on how to reference correctly please try:

James Cook University Australia, Referencing: Harvard

<http://libguides.jcu.edu.au/referencing>

The Northern Sydney Institute of TAFE NSW, Research help: Referencing

<http://libraries.nsi.tafensw.edu.au/research/referencing>



Incident #

(Office use only)

Bonnyrigg High School



Illness / Misadventure Appeal

This form is to be completed by a student who is unable to attend/submit an assessment task on the due date. Procedures outlined in the assessment booklet must be followed in order for any consideration to be extended with regards to the task.

This form together with any other relevant documentation, such as a doctor's certificate with a valid medical reason, must be completed and presented to the appropriate Head Teacher. This should be done prior to the due date where applicable or on the first day of your return to school.

Failure to submit this form promptly may adversely affect the result of your request. It should not be assumed that an application using this form will be successful, as the reasons provided will be assessed on their merits.

Student Name: _____

Subject: _____

Date of Appeal: _____

Teacher: _____

Course (tick one only):

- ☐ Stage 5 (Year 10)
- ☐ Preliminary
- ☐ HSC

Assessment Task: _____

Due Date of Task: _____

My appeal is based on (tick one only):

- ☐ Prior knowledge of absence
- ☐ Illness
- ☐ Exceptional circumstances

I was/will be (tick one only):

- ☐ Absent from school on the day an Assessment Task is due to be handed in
- ☐ Absent from school on the day of an in-class Assessment Task at school
- ☐ Sick during the completion of an Assessment Task at school
- ☐ Not being present at school in the 5 days leading up to the task
- ☐ Exceptional circumstances adversely affected the performance in an Assessment Task
(in this case, the appeal MUST be submitted on the day of the Assessment Task)

My appeal is based on the following grounds:

I have attached *(tick one only):*

☐ Medical Certificate from Dr _____ dated _____

☐ Other (please describe)

☐ *(Year 10 only)* Signed letter from parent / caregiver dated _____

Student Signature: _____ Parent Signature: _____

Date: _____ Date: _____

Step 1 - TO BE COMPLETED BY THE FACULTY HEAD TEACHER

Faculty Recommendation

☐ Zero mark awarded

☐ Same task submitted on time

☐ Set an alternative task

☐ Give an estimate

☐ Give an extension of due date

☐ Other (please describe) _____

HT Signature: _____ Date: _____

Step 2 -DEPUTY PRINCIPAL ENDORSEMENT

If illness/misadventure is across more than one subject, the Deputy Principal needs to be notified and give approval.

☐ Approved

Follow up (if required)

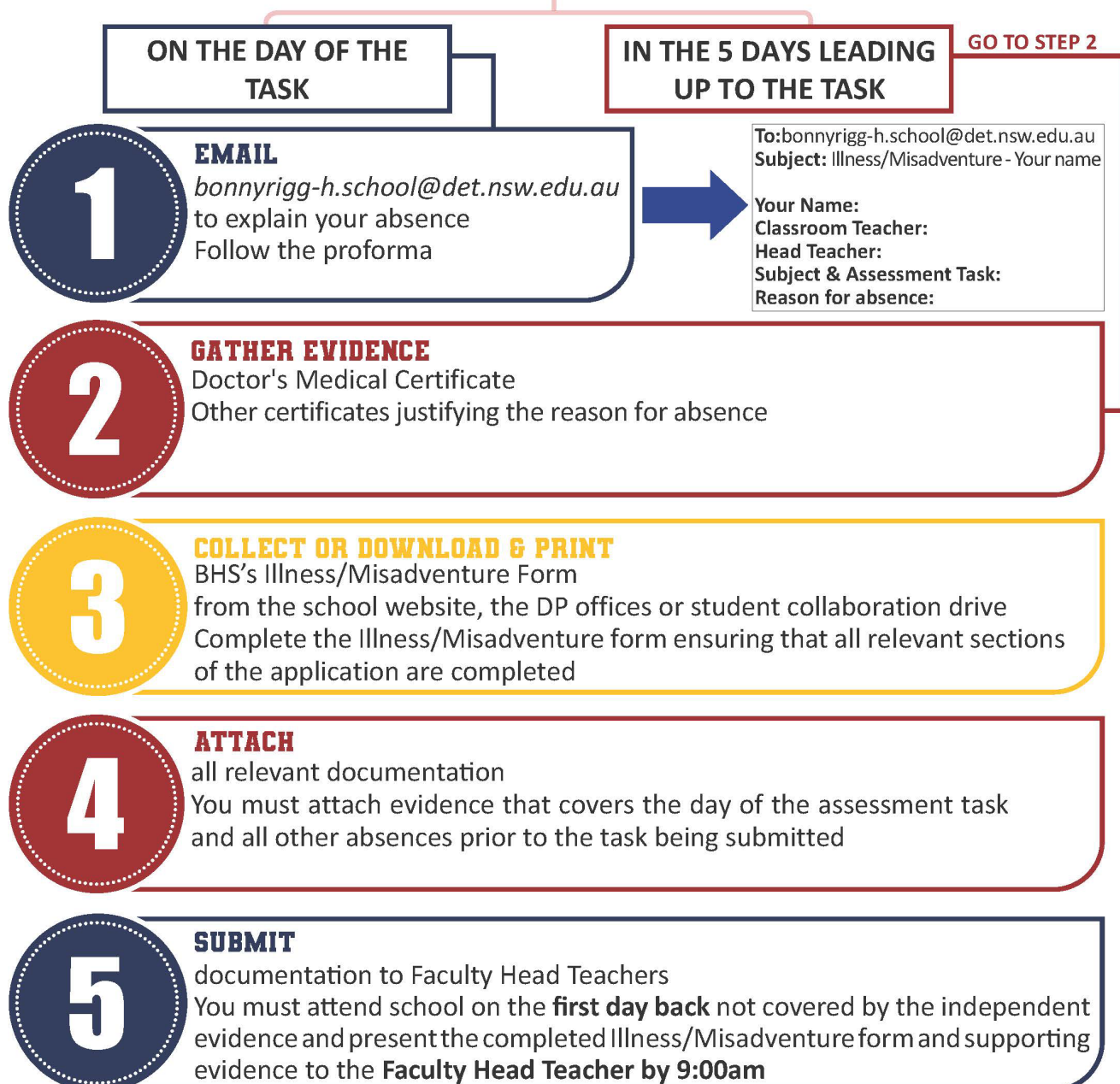
☐ Not Approved

Reason/Action

DP Signature: _____ Date: _____

ILLNESS/MISADVENTURE YEARS 10-12

what you **MUST** do if you are **ABSENT** due to illness or misadventure



To: bonnyrigg-h.school@det.nsw.edu.au
Subject: Illness/Misadventure - Your name

Your Name:
Classroom Teacher:
Head Teacher:
Subject & Assessment Task:
Reason for absence:

BEHIND THE SCENES PROCESS

Faculty Head Teacher makes recommendation

Deputy Principal either approves or reviews

Student notified of action taken

Documents uploaded to Sentral

GROUNDINGS FOR APPEAL:

- **Illness or physical injury** suffered directly by the student (e.g. influenza, asthma attack, surgery)
- **Misadventure**, which is any event beyond the student's control (e.g. death of a friend or family member, involvement in a traffic accident)

UNACCEPTABLE GROUNDS FOR APPEAL:

- Attendance at a non-school sporting or cultural event or family holiday
- Alleged inadequacies of teaching
- Disabilities for which NESA has already granted disability provisions
- Long term illnesses, unless the student suffers a 'flare-up'
- Matters avoidable by the student (e.g. misreading of timetable, misinterpretation of examination paper)

Weekly Study Planner

	7:00-9:00	9:00-11:00	11:00-1:00	1:00-3:00	3:00-5:00	5:00-7:00	7:00-9:00
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

Year Planner

	Term 1	Term 2	Term 3
Week 1		English Extension	Geography
Week 2			Business Studies, English Extension, Legal Studies, PDVI1, PDVI2, Textiles and Design
Week 3			PDHPE
Week 4			
Week 5		Mathematics Standard, Mathematics Standard Pathways, PDVI1, PDVI2	ITT, SLR
Week 6			Visual Arts
Week 7	D&T, Mathematics Advanced, Physics	D&T, Mathematics Advanced	English Studies
Week 8	Ancient History, Mathematics Standard, Mathematics Standard Pathways, SLR, SOR1, Vietnamese Continuers, Work Studies	Biology, Drama, Mathematics Extension 1, Music, Physics, Society and Culture, SOR1, SLR, Visual Arts	EXAM PERIOD
Week 9	Business Studies, CAFS, Economics, Enterprise Computing, Food Technology, ITT, Mathematics Extension 1, Modern History, Music, PDHPE, Society and Culture	Chemistry, Chinese Beginners, Chinese Continuers, Economics, English Advanced, English EALD, English Standard, English Studies, Enterprise Computing, Food Technology, Work Studies	EXAM PERIOD
Week 10	Biology, Chemistry, Chinese Beginners, Chinese Continuers, Dance, English Advanced, English EALD, English Standard, English Studies, Geography, Korean Beg., Korean Cont., Legal Studies, PDVI1, PDVI2, Software Engineering, Textiles and Design, Visual Arts	Ancient History, CAFS, Dance, Korean Beg., Korean Cont., Modern History, Software Engineering, Vietnamese Continuers	EXAM PERIOD
Week 11	Drama		

CAFS - Community and Family Studies

D&T - Design and Technology

EEC - Exploring Early Childhood

ITMM - Industrial Technology – Multimedia

ITT - Industrial Technology – Timber

IPT - Information Processes and Technology

PDHPE - Physical Development, Health and Physical Education

PDVI1 – Photography, Video and Digital Imaging 1 Unit

PDVI2 – Photography, Video and Digital Imaging 2 Unit

SDD - Software, Design and Development

SOR1 - Studies of Religion 1

SLR - Sport, Lifestyle and Recreation

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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 judgment of value, quality, outcomes, results or 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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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 points 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
Propose	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



CATEGORY A Subjects

ANCIENT HISTORY

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	In Class Test	Historical Investigation	Yearly Examination	
Due Date	Term 1 Week 8	Term 2 Week 10	Term 3 Week 8-10	
Outcomes Assessed	AH11-3, AH11-6, AH11-7, AH11-9, AH11-10	AH11-2, AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	
Syllabus Topic	Investigating Ancient History	Student Chosen Topic	Case Studies, Features of Ancient Societies	
Overview of Assessment Task	Topic test and your own knowledge	In class/research essay and process log	Examination of case studies and features of Ancient Societies	
Knowledge and understanding of course content	10%	5%	25%	40%
Historical skills in the analysis and evaluation of sources and interpretations	10%	5%	5%	20%
Historical inquiry and research	5%	15%		20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
Total Weighting	30%	35%	35%	100%

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

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Research (Depth Study)	Practical	Yearly Examination	
Due Date	Term 1 Week 10-11	Term 2 Week 8-9	Term 3 Week 8-10	
Outcomes Assessed	BIO11/12-1, BIO 11/12-4, BIO11/12-5, BIO11/12-7, BIO 11/10, BIO 11/11	BIO11/12-1 to BIO11/12-6, BIO11/8	BIO11/12-5 to BIO11/12-7, BIO11-8 to BIO11-11	
Syllabus Topic	Ecosystem Dynamics, Biological Diversity	Cells as the Basis of Life	Ecosystem Dynamics, Cells as the Basis of Life, Organisation of Living Things, Biological Diversity	
Overview of Assessment Task	Students attend Field Excursion and complete Research Task	Students complete Practical Task in class	Multiple choice questions Extended Responses	
Skills in working scientifically	20%	20%	20%	60%
Knowledge and understanding of course content	10%	10%	20%	40%
Total Weighting	30%	30%	40%	100%

BIO 11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO 11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO 11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO 11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO 11/12-5 analyses and evaluates primary and secondary data and information

BIO 11/12-6 solves scientific problems using primary and secondary data, critically thinking skills and scientific processes

BIO 11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO 11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO 11-9 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

BIO 11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO 11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem



BUSINESS STUDIES

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Class Test	Project-Based Learning Task	Yearly Examination	
Due Date	Term 1 Week 9	Term 3 Week 2	Term 3 Week 8-10	
Outcomes Assessed	P1, P2, P6	P4, P7, P9	All outcomes to be assessed	
Syllabus Topic	Nature of Business	Business Planning	Nature of Business, Business Management, Business Planning	
Overview of Assessment Task	Multiple Choice Questions, Short Answer Questions	Group Task – Cupcake Challenge	Multiple Choice Questions, Short Answer Questions, Business Report	
Knowledge and Understanding of Course Content	20%	5%	15%	40%
Stimulus-based skills	10%		10%	20%
Inquiry and research		20%		20%
Communication of business information, ideas and issues in appropriate forms		10%	10%	20%
Total Weighting	30%	35%	35%	100%

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

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Depth Study – In Class Practical	Research	Yearly Examination	
Due Date	Term 1 Week 10	Term 2 Week 9-10	Term 3 Week 8-10	
Outcomes Assessed	May have any combination CH11/12-1, CH11/12-3 to CH11-9	May have any combination CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-5 to CH11/12-7, CH11/12-10, CH11/12-11	All outcomes to be assessed	
Syllabus Topic	(Module 1) Properties and Structure of Matter, (Module 2) Introduction of Quantitative Chemistry	(Module 3) Predicting Reactions of Metals	Properties and Structure of Matter, Introduction to Quantitative Chemistry, Reactive Chemistry, Drivers of Reactions	
Overview of Assessment Task	Students work independently on research and practical skills	Students complete practical/ data analysis task in class	Multiple Choice Questions and Extended Response	
Skills in working scientifically	20%	20%	20%	60%
Knowledge and understanding of course content	10%	10%	20%	40%
Total Weighting	30%	30%	40%	100%

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
CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10 explores the many different type 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



CHINESE BEGINNERS

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Response to Text and Interview	Q&A with Teacher and Respond to a series of reading materials	Yearly Examination	
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-10	
Outcomes Assessed	P1.1, P2.1, P2.2, P2.4, P3.2	P1.2, P1.3, P1.4, P2.2, P3.3	P2.3, P2.5, P2.6, P3.2, P3.4	
Syllabus Topic	Personal Identity, Education and Aspirations	The Personal World, The Chinese-Speaking Communities	The Personal World, The Chinese-Speaking Communities	
Overview of Assessment Task	Listening, Reading and Writing	Reading and Speaking	Listening, Reading and Writing	
Listening	10%		20%	30%
Reading	10%	10%	10%	30%
Speaking	10%	10%		20%
Writing		10%	10%	20%
Total Weighting	30%	30%	40%	100%

P1.1 uses a range of strategies to maintain communication

P1.2 conveys information appropriate to context, purpose, audience

P1.3 exchanges and justifies opinions and ideas

P1.4 reflects in aspects of past, present, and future experience

P2.1 applies knowledge of language structures to create original text

P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience

P2.3 structures and sequences ideas and information

P3.1 conveys the gist of texts and identifies specific information

P3.2 summaries the main ideas

P3.4 draws conclusions from or justifies opinions

P3.5 interprets, analyses, and evaluates information

P3.6 infers points of view, attitude or emotions from language and context

P4.1 recognises and employs language appropriate to different social contexts

P4.2 identifies values, attitudes, and beliefs of cultural significance

P4.3 reflects upon significant aspects of language and culture



CHINESE CONTINUERS

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Response to a Spoken/Visual/Written Text	Portfolio	Yearly Examination	
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-10	
Outcomes Assessed	P2.1, P3.1, P3.4, P4.3	P1.1, P1.3, P3.2, P3.4, P4.1	P1.2, P1.4, P2.2, P2.3, P3.3, P3.5, P3.6, P4.2	
Syllabus Topic	The Individual, Personal Identity	The Individual, The Chinese-Speaking Communities	The Individual, The Chinese-Speaking Communities, The Changing World	
Overview of Assessment Task	Listening, Reading, and Writing	Listening, Reading, and Speaking	Listening, Reading, Speaking and Writing	
Listening	10%	10%	10%	30%
Reading	10%	10%	10%	30%
Speaking		10%	10%	20%
Writing	10%		10%	20%
Total Weighting	30%	30%	40%	100%

P1.1 uses a range of strategies to maintain communication

P1.2 conveys information appropriate to context, purpose, audience

P1.3 exchanges and justifies opinions and ideas

P1.4 reflects in aspects of past, present, and future experience

P2.1 applies knowledge of language structures to create original text

P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience

P2.3 structures and sequences ideas and information

P3.1 conveys the gist of texts and identifies specific information

P3.2 summaries the main ideas

P3.4 draws conclusions from or justifies opinions

P3.5 interprets, analyses, and evaluates information

P3.6 infers points of view, attitude or emotions from language and context

P4.1 recognises and employs language appropriate to different social contexts

P4.2 identifies values, attitudes, and beliefs of cultural significance

P4.3 reflects upon significant aspects of language and culture



COMMUNITY AND FAMILY STUDIES

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Resource Management Study	Individual Groups: Leadership Report	Yearly Examination	
Due Date	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8-10	
Outcomes Assessed	P1.1, P1.2, P5.1, P6.1	P2.1, P2.3, P4.2	P1.1 to P6.2	
Syllabus Topic	Resource Management	Individuals and Groups	Families and Communities	
Overview of Assessment Task	Analysis of given case study	Students prepare a report on a chosen leader	Yearly Examination on all units of study	
Knowledge and understanding of course content	15%	10%	15%	40%
Skills in critical thinking, research methodology, analysing and communicating	15%	20%	25%	60%
Total Weighting	30%	30%	40%	100%

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and Relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision making

P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

P7.2 develops a sense of responsibility for the wellbeing of themselves and others

P7.3 appreciates the value of resource management in response to change

P7.4 values the place of management in coping with a variety of role expectation



DANCE

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Core Performance	Core Composition	Core Appreciation	
Due Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8-10	
Outcomes Assessed	P2.2, P2.4, P2.5	P3.3 to P3.6	P4.1 to P4.4	
Syllabus Topic	Core Performance	Core Composition	Core Appreciation	
Overview of Assessment Task	Performance of class dance focused on elements of dance. Process diary including the students' record of performance development and interview	Performance of core composition and interview. Process diary including comparative analysis of student dance composition	Written core appreciation examination	
Performance	40%			40%
Composition		30%		30%
Appreciation			30%	30%
Total Weighting	40%	30%	30%	100%

P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form

P1.2 understands the use of dance terminology relevant to the study of dance as an art form

P1.3 develops the skills of dance through performing, composing and appreciating dance

P1.4 values the diversity of dance as an art form and its inherent expressive qualities

P2.1 identifies the physiology of the human body as it is relevant to the dancer

P2.2 identifies the body's capabilities and limitations

P2.3 recognises the importance of the application of safe dance practice

P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination

P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices

P2.6 values self-discipline, commitment and consistency in technical skills and performance

P3.1 identifies the elements of dance composition

P3.2 understands the compositional process

P3.3 understands the function of structure as it relates to dance composition

P3.4 explores the elements of dance relating to dance composition

P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition

P3.6 structures movement devised in response to specific concept/intent

P3.7 values their own and others' dance activities as worthwhile

P4.1 understands the socio-historic context in which dance exists

P4.2 develops knowledge to critically appraise and evaluate dance

P4.3 demonstrates the skills of gathering, classifying and recording information about dance

P4.4 develops skills in critical appraisal and evaluation

P4.5 values the diversity of dance from national and international perspectives



DESIGN AND TECHNOLOGY

2024 Assessment Schedule

Task 1		Task 2		Task 3	WEIGHTING
Task	Innovation Case Study – The Design Process	Design Product Project – Eco Design		Yearly Examination	
Due Date	Term 1 Week 7	Term 2 Week 7		Term 3 Week 8-10	
Outcomes Assessed	P1.1, P2.1, P2.2, P4.2, P6.1	P3.1, P4.1, P4.3, P5.3, P6.2		All outcomes to be assessed	
Syllabus Topic	Design Process, Areas of Design, Design Inspiration	Environmental Design, Factors of Design, Manufacturing		All Topics Covered	
Overview of Assessment Task	Students to research a designer process and apply these to the creation of a design product. On going in class	Students to explore a design product from a set brief. On going in class		Yearly Examination of Preliminary Course	
Knowledge and Understanding of Course Content	15%	15%		10%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	15%	25%		20%	60%
Total Weighting	30%	40%		30%	100%

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



DRAMA

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	"The Isms"	Elements of Production Text TBA	Yearly Exam	
Due Date	Term 1 Week 11	Term 2 Week 8	Term 3 Week 8-10	
Outcomes Assessed	P1.1, P1.3, P1.5, P2.1, P2.3, P2.4, P3.2, P3.3, P3.4	P2.2, P2.5, P3.1, P3.2	P3.1, P3.2	
Syllabus Topic	Brecht, Boal, Artaud, Beckett, Surrealism and Absurdism	Designing, Sound, Lighting, Set, Dialogue	TBA	
Overview of Assessment Task	Group performance and reflection	Elements of production. Production design portfolio	Yearly Exam 2x Essays	
Making	15%	15%	10%	40%
Performing	10%	10%	10%	30%
Critically Studying	10%	5%	15%	30%
Total Weighting	35%	30%	35%	100%

P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles

P1.2 explores ideas and situations, expressing them imaginatively in dramatic form

P1.3 demonstrates performance skills appropriate to a variety of styles and media

P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively

P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance

P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action

P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration

P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole

P2.1 understands the dynamics of actor-audience relationship

P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action

P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

P2.5 understands and demonstrates the commitment, collaboration and energy required for a production

P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance

P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others

P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest



ECONOMICS

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Class Test	Research Assignment	Yearly Examination	
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-10	
Outcomes Assessed	P1, P2, P11	P3, P6, P9	All outcomes to be assessed	
Syllabus Topic	Introduction to Economics, Consumers and Business	Labour Markets, Government and the Economy	Introduction to Economics, Consumers and Business, Markets, Financial Markets, Labour Markets, Government and the Economy	
Overview of Assessment Task	Short Answer Questions	Research based task on a contemporary economic issue	Multiple Choice Questions, Short Answer Questions, Extended Response Question	
Knowledge and Understanding of Course Content	15%	5%	20%	40%
Stimulus-based skills	10%		10%	20%
Inquiry and Research		20%		20%
Communication of economic information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total Weighting	30%	30%	40%	100%

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



ENGLISH ADVANCED

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Creative, Reflection and Short Answer Responses	Multimodal Presentation	Yearly Examination	
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-10	
Outcomes Assessed	EA11-1, EA11-3, EA11-5, EA11-7, EA11-9	EA11-2, EA11-4, EA11-6, EA11-8	All outcomes may be assessed	
Syllabus Topic	Common Module: Reading to Write – Crafting with Concepts	Module A: Narratives that Shape Our World	Common Module: Reading to Write Module A: Narratives that Shape Our World Module B: Critical Study of Literature	
Overview of Assessment Task	Students will compose imaginative, reflective and short answer responses in relation to texts studied during the Reading to Write module	Students will deliver a 7-minute multimodal discussing the mirroring, aligning and colliding representations of universal narratives	Provides opportunities for students to prepare for and experience examination conditions assessing all components of the Preliminary Course	
Knowledge and understanding of course content	25%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total Weighting	30%	30%	40%	100%

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and management

EA11-6 investigates and evaluates the relationships between texts

EA11-7 explains the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

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



ENGLISH EAL/D

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Multimodal Presentation	Writing and Listening	Yearly Examination	
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-10	
Outcomes Assessed	EAL11-2, EAL11-4, EAL11-5	EA11-1B, EAL11-3, EAL11-7	All outcomes may be assessed	
Syllabus Topic	Module A: Language and Texts in Context	Module B: Close Study of Text	Module A: Language and Texts in Context Module B: Close Study of Text Module C: Texts in Society	
Overview of Assessment Task	Students will compose a multimodal presentation, which will revolve around the elected theme/concept	Students will complete a hand in extended response of the close study of text and sit a listening task during class	Written Examination	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total Weighting	30%	30%	40%	100%

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B communicates information, ideas, and opinions in familiar personal, social and academic contexts

EAL11-2 uses and evaluates processes, skills, and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

EAL11-6 investigates and explains the relationships between texts

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EAL11-8 identifies, explains, and reflects on cultural references and perspectives in texts and examines their effects on meaning

EAL11-9 reflects on, assesses, and monitors own learning and develops individual and collaborative processes to become an independent learner



ENGLISH EXTENSION 1

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Imaginative and Reflection	Multimodal Response and Journal	Yearly Exam	
Due Date	Term 2 Week 1	Term 3 Week 2	Term 3 Week 8-10	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-5	All outcomes to be assessed	
Syllabus Topic	Texts, Culture and Values	Related Project	Texts, Culture and Values	
Overview of Assessment Task	Students compose an imaginative response and critical reflection on a key topic explored in class	Students present a multimodal response on texts of their own choosing and complete a supporting journal	Students respond to two sections under exam conditions during the examination period	
Knowledge and understanding of complex texts and of how and why they are valued	15%	20%	15%	50%
Skills in complex analysis, sustained composition and independent investigation	15%	20%	15%	50%
Total Weighting	30%	40%	30%	100%

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience, and context, across a range of modes, media, and technologies

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

EE11-3 thinks deeply, broadly, and flexibly in imaginative, creative, interpretive, and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

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

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



ENGLISH STANDARD

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Imaginative and Reflective Response	Multimodal Presentation	Yearly Examination	
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-10	
Outcomes Assessed	EN11-1, EN11-3, EN11-5, EN11-7, EN11-9	EN11-2, EN11-4, EN11-6, EN11-8	All outcomes may be assessed	
Syllabus Topic	Common Module – Reading to Write: Transition to Senior English	Module A – Contemporary Possibilities	Common Module: Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Literature	
Overview of Assessment Task	Students to compose an imaginative response and reflection whereby they justify and analyse their language choices	The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across a range of the modes	Provides opportunities for students to prepare for and experience examination conditions assessing all components of the Preliminary Course	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total Weighting	30%	30%	40%	100%

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression, and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience, and context, and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literacy devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively, and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public words

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

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



ENTERPRISE COMPUTING

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Project with documentation	Video Project	Formal Examination	
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-10	
Outcomes Assessed	EC-11-04, EC-11-08, EC11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-05 to EC-11-11	
Syllabus Topic	Interactive media and user experience	Networking system and video to document the network	Principles of Cybersecurity	
Overview of Assessment Task	Develop an interactive media and user experience (4x) digital product with documentation	Create a network and use video to document the network	The formal exam will consist of multiple choice, short answers and an extended response question	
Knowledge and understanding of course content	10%	10%	30%	50%
Knowledge and skills in the practical application of the content	15%	25%	10%	50%
Total Weighting	25%	35%	40%	100%

EC-11-01 describes how systems are used in a range of enterprises

EC-11-02 describes the function of data and information within enterprise computing systems

EC-11-03 describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems

EC-11-04 describes how data is used in enterprise computing systems

EC-11-05 applies tools and resources to analyse datasets

EC-11-06 explains how innovative technologies have influenced enterprise computing systems

EC-11-07 explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment

EC-11-08 selects and uses tools and resources to design and develop an enterprise computing system

EC-11-09 documents the management and evaluates the development of an enterprise solution

EC-11-10 investigates the effectiveness of an enterprise computing system

EC-11-11 communicates an enterprise computing solution to an intended audience



FOOD TECHNOLOGY

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Café Crusade	Food Quality Experiment and Preparation	Yearly Examination	
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-10	
Outcomes Assessed	P1.1, P1.2, P4.1, P4.2, P4.3	P2.2, P3.2, P4.1, P4.4, P5.1	All outcomes to be assessed	
Syllabus Topic	Factors Affecting Food Selection	Food Quality	Food Availability and Selection, Food Quality, Nutrition	
Overview of Assessment Task	Investigate current food consumption patterns in Australia. Students design, prepare and present foods that reflect factors influencing food selection	Analyse functional properties of ingredients used in practical experiments and develop a written report on findings	Yearly Examination on Preliminary Course content	
Knowledge and understanding of course content	10%		30%	40%
Knowledge and skills in designing, researching, analysing and evaluating	10%	10%	10%	30%
Skills in experimenting with and preparing food by applying theoretical concepts	10%	20%		30%
Total Weighting	30%	30%	40%	100%

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

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

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

P2.2 identifies and explains the sensory characteristics and functional properties of food

P3.1 assesses the nutrient value of meals/diets for particular individuals and groups

P3.2 presents ideas in written, graphic, and oral form using computer software where appropriate.

P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food

P4.2 plans, prepares, and presents foods which reflect a range of the influences on food selection

P4.3 selects foods, plans, and prepares meals/diets to achieve optimum nutrition for individuals and groups

P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products

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



GEOGRAPHY

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	In Class Extended Response	Geographical Investigation	Yearly Examination	
Due Date	Term 1 Week 10	Term 3 Week 1	Term 3 Week 8-10	
Outcomes Assessed	GE-11-02, GE-11-09	GE-11-05, GE-11-07	All outcomes to be assessed	
Syllabus Topic	Earth's Natural Systems	Geographical Investigation, Geographical Inquiry Skills, Geographical Tools	Earth's Natural Systems; People, Patterns and Processes; Human-environment Interactions	
Overview of Assessment Task	In class extended response	Report investigating a contemporary geographical issue in the local area	Multiple Choice Questions, Short Answer Questions, Extended Response Question	
Knowledge and Understanding of course content	20%		20%	40%
Geographical tools and skills		10%	10%	20%
Geographical inquiry and research, including fieldwork		20%		20%
Communication of geographical information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total Weighting	25%	35%	40%	100%

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



INDUSTRIAL TECHNOLOGY - Timber Products and Furniture Technologies

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Industry Study	Project	Yearly Examination	
Due Date	Term 1 Week 9	Term 3 Week 5	Term 3 Week 8-10	
Outcomes Assessed	P1.1, P3.2, P5.1, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.2	P1.2, P2.1, P5.3, P6.1, P6.2, P7.1	
Syllabus Topic	Case Study Based on Focus Area	Based on Focus Area	Industry Based Focus, with techniques, design and management	
Overview of Assessment Task	Knowledge and understanding of manufacturing processes and techniques used by focus area	Design, management and communication. Safe use of manufacturing processes production	Exam centred on specialist industry focusing on design and management and production	
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in the management, communications and production of projects	10%	30%	20%	60%
Total Weighting	30%	40%	30%	100%

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



KOREAN BEGINNERS

2024 Assessment Schedule

	Task 1	Task 2	Task 4	WEIGHTING
Task	In Class Test	In Class Test - Video Call	Yearly Examination	
Due Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8-10	
Outcomes Assessed	2.1, 2.2, 3.1, 3.2	1.1, 1.2, 2.3, 2.4, 2.5	1.1, 1.2, 2.1, 2.3, 2.6, 3.1	
Syllabus Topic	Introduction to Korean Language; The Personal World (Family Life, Home and Neighbourhood); Friends, Recreational Pastimes	The Personal World, The Korean – Speaking Communities (Neighbourhoods and Communities); People, Places and Communities; Friends Recreational Pastimes	The Personal World, The Korean - Speaking Communities (Neighbourhoods and Communities, Education and Work); People, Places and Communities	
Overview of Assessment Task	Listening and Writing	Speaking and Reading	Speaking, Listening, Writing and Reading	
Listening	20%	10%	10%	30%
Reading		20%	10%	30%
Speaking		10%	10%	20%
Writing	10%		10%	20%
Total Weighting	30%	30%	40%	100%

- 1.1 establishes and maintains communication in Korean
- 1.2 manipulates linguistic structures to express ideas effectively In Korean
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Korean speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text

- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Korean speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Korean
- 3.4 applies knowledge of the culture of Korean speaking communities to the production of texts



KOREAN CONTINUERS

2024 Assessment Schedule

	Task 1	Task 2	Task 4	WEIGHTING
Task	Brochure	Video Call	Preliminary Yearly Examination	
Due Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8-10	
Outcomes Assessed	2.1, 2.2, 3.1, 3.2, 3.3	1.1, 1.2, 3.4, 3.5	1.1, 1.4, 2.2, 3.2, 3.4, 4.3	
Syllabus Topic	Weather, Transport, Scenery, Directions	At a Restaurant, Writing a Letter, Tour, Special Events	Life in Korea and Australia	
Overview of Assessment Task	Listening and Writing	Reading and Speaking	Speaking, Listening, Writing and Reading	
Listening	20%		10%	30%
Reading		20%	10%	30%
Speaking		10%	10%	20%
Writing	10%		10%	20%
Total Weighting	30%	30%	40%	100%

1.1 uses a range of strategies to maintain communication

1.2 conveys information appropriate to context, purpose and audience

1.3 exchanges and justifies opinions and ideas

1.4 reflects on aspects of past, present and future experience

2.1 applies knowledge of language structures to create original text #

2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience

2.3 structures and sequences ideas and information

3.1 conveys the gist of texts and identifies specific information

3.2 summarises the main ideas

3.3 identifies the tone, purpose, context and audience

3.4 draws conclusions 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



LEGAL STUDIES

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Research Task	Writing Task	Yearly Examination	
Due Date	Term 1 Week 10	Term 3 Week 2	Term 3 Week 8-10	
Outcomes Assessed	P1, P7, P8, P9	P1, P5 to P10	P1 to P5, P7 to P9	
Syllabus Topic	The Legal System	Individual and the Law, Law in Practice	The Legal System, Individual and the Law, Law in Practice	
Overview of Assessment Task	Research and Writing	Written Response	End of Course Exam	
Knowledge and understanding of course content	5%	15%	20%	40%
Analysis and evaluation	10%	5%	5%	20%
Inquiry and research	10%	10%		20%
Communication of legal information, issues and ideas in appropriate forms	5%	5%	10%	20%
Total Weighting	30%	35%	35%	100%

P1 identifies and applies legal concepts and terminology

P2 describes the key features of Australian and international law

P3 describes the operation of domestic and international legal systems

P4 discusses the effectiveness of the legal system in addressing issues

P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6 explains the nature of the interrelationship between the legal system and society

P7 evaluates the effectiveness of the law in achieving justice

P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9 communicates legal information using well-structured responses

P10 accounts for differing perspectives and interpretations of legal information and issues



MATHEMATICS ADVANCED

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Reference Sheet Task	Investigation Task	Yearly Examination	
Due Date	Term 1 Week 7	Term 2 Week 7	Term 3 Week 8-10	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	All outcomes to be assessed	
Syllabus Topic	Algebraic Techniques and Functions F1.1, F1.2, F1.3, F1.4	Calculus and Trigonometric Functions C1.1, C1.2, C1.3, T1.1, T1.2, T2	Algebraic Techniques and Functions, Calculus and Trigonometric Functions	
Overview of Assessment Task	Students to bring their own A4 reference sheet into an in-class test	Students to take home an assignment to complete	End of Course Exam	
Concepts, Skills and Techniques	20%	10%	20%	50%
Reasoning and Communication	15%	15%	20%	50%
Total Weighting	35%	25%	40%	100%

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

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Reference Sheet Task	Investigation Task	Yearly Examination	
Due Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8-10	
Outcomes Assessed	ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-7	All Outcomes to be Assessed	
Syllabus Topic	Functions and Combinatorics	Functions and Trigonometric Functions	Functions, Functions and Combinatorics	
Overview of Assessment Task	Students to bring their own A4 reference sheet into an in-class test	Students to take home an assignment to complete prior to a validation component	End of Course Exam	
Concepts, Skills and Techniques	20%	10%	20%	50%
Reasoning and Communication	15%	15%	20%	50%
Total Weighting	35%	25%	40%	100%

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs



MATHEMATICS STANDARD

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	In Class Test (Reference Sheet)	Take Home Assignment (Investigation Task)	Yearly Examination	
Due Date	Term 1 Week 8-9	Term 2 Week 5-6	Term 3 Week 8-10	
Outcomes Assessed	MS11-1, MS11-2, MS11-9	MS11-1, MS11-3, MS11-4, MS11-5, MS11-8, MS11-9	MS11-1 to MS11-9	
Syllabus Topic	Earning and Managing Money, Formulas and Equations	Measurement and Energy, Relative Frequency and Probability	Earning and Managing Money, Formulas and Equations, Measurement and Energy, Relative Frequency and Probability	
Overview of Assessment Task	In class assessment and a reference sheet permitted	Students take home an assignment to complete	End of course examination	
Understanding, Fluency and Communication	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total Weighting	30%	30%	40%	100%

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations



MATHEMATICS STANDARD PATHWAYS

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Take-Home Task and In-Class Test	Project	Preliminary Exam	
Due Date	Term 1 Week 8-9	Term 2 Week 5-6	Term 3 Week 8-9	
Outcomes Assessed	MS11-1 to MS11-4, MS11-9	MS11-1, MS11-6 to MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	
Syllabus Topic	Earning and Managing Money, Formulae and Equations, Linear Relationships, Measurements, Perimeter, Area and Volume	Relative Frequency and Probability, Classifying and Representing Data, Exploring Data	Interest and Depreciation, Working with Time, Budgeting and Household Expenses	
Overview of Assessment Task	<ul style="list-style-type: none"> Students to take home an assignment to complete Open Book Exam based on the Take Home Assignment 	Portfolio Task	Reference Sheet Exam	
Understanding, Fluency and Communication	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total Weighting	30%	30%	40%	100%

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations



MODERN HISTORY

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Source Analysis	Historical Investigation	Yearly Examination	
Due Date	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8-10	
Outcomes Assessed	MH11-1, MH11-4, MH11-6, MH11-7, MH11-10	MH11-2, MH11-4 to MH11-9	MH11-1, MH11-3, MH11-4, MH11-5, MH11-6, MH11-9	
Syllabus Topic	The Nature of Modern History Case Study	Historical Investigation Process	Case Studies and the Shaping of the Modern World	
Overview of Assessment Task	Source Analysis Task	In class research and extended response	Examination, including source questions, short answer and extended response	
Knowledge and understanding of course content	15%	5%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	10%	5%	5%	20%
Historical inquiry and research	5%	15%		20%
Communication of historical understanding in appropriate forms	5%	5%	10%	20%
Total Weighting	35%	30%	35%	100%

MH11-1 describe 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

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Viva Voce and Aural	Composition and Performance	Yearly Examination	
Due Date	Term 1 Week 9-10	Term 2 Week 8	Term 3 Week 8-10	
Outcomes Assessed	P2, P4, P7	P3, P8, P9	P1, P5, P6	
Syllabus Topic	Music for Large Ensembles	Music for radio, film, television	Jazz	
Overview of Assessment Task	Students are assessed on their knowledge and application of the musical concepts through listening and analysis	Students will compose music using technology for a film scene, exploring the concepts of music	Students will complete a performance, viva voce and aural examination based on the topic of Jazz	
Performance		15%	10%	25%
Composition		25%		25%
Musicology	15%		10%	25%
Aural	15%		10%	25%
Total Weighting	30%	40%	30%	100%

P1 performs music that is characteristic of the topics studied

P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 comments on and constructively discusses performances and compositions

P6 observes and discusses concepts of music in works representative of the topics studied

P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 identifies, recognises, experiments with and discusses the use of technology in music

P9 performs as a means of self-expression and communication

P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11 demonstrates a willingness to accept and use constructive criticism



PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Better Health for Individuals Research Paper	Body in Motion Research Paper	Yearly Examination	
Due Date	Term 1 Week 9	Term 3 Week 3	Term 3 Week 8-10	
Outcomes Assessed	P3 to P6, P15, P16	P7 to P9, P16, P17	P1 to P10, P12	
Syllabus Topic	Better Health for Individuals	Body in Motion	Better Health for Individuals, Body in Motion, First Aid, Fitness Choices	
Overview of Assessment Task	Research Paper	Research Paper in Class	Yearly Examination	
Knowledge and understanding of course content	15%	15%	10%	40%
Skills in critical thinking, research, analysis and communicating	20%	20%	20%	60%
Total Weighting	35%	35%	30%	100%

P1 identifies and examines why individuals give different meanings to health

P2 explains how a range of health behaviours affect an individual's health

P3 describes how an individual's health is determined by a range of factors

P4 evaluates aspects of health over which individuals can exert some control

P5 describes factors that contribute to effective health promotion

P6 proposes actions that can improve and maintain an individual's health

P7 explains how body systems influence the way the body moves

P8 describes the components of physical fitness and explains how they are monitored

P9 describes biomechanical factors that influence the efficiency of the body in motion

P10 plans for participation in physical activity to satisfy a range of individual needs

P11 assesses and monitors physical fitness levels and physical activity patterns

P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)

P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)

P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

P15 forms opinions about health-promoting actions based on a critical examination of relevant information

P16 uses a range of sources to draw conclusions about health and physical activity concepts

P17 analyses factors influencing movement and patterns of participation



PHYSICS

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Depth Study	Research Task	Yearly Examination	
Due Date	Term 1 Week 7-8	Term 2 Week 8-9	Term 3 Week 8-10	
Outcomes Assessed	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-5 to PH11-9	PH11/12-4, PH11/12-5, PH11/12-7, PH11-10, PH11-11	PH11/12-6 to PH11-11	
Syllabus Topic	Module 1, Module 2	Module 3, Module 4	Module 1, Module 2, Module 3, Module 4	
Overview of Assessment Task	Hand in Depth Study Booklet + 3 experiments, 4 th experiment assessed	Investigation research on Modules 3 and 4 content and research skills	Knowledge questions and process skills questions	
Skills in working scientifically	35%	10%	15%	60%
Knowledge and understanding of course content	5%	10%	25%	40%
Total Weighting	40%	20%	40%	100%

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5 analyses and evaluates primary and secondary data and information
PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism



SOCIETY AND CULTURE

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Concepts Test	Research Task	Yearly Examination	
Due Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8-10	
Outcomes Assessed	P1, P6	P3, P7	All outcomes to be assessed	
Syllabus Topic	The Social and Cultural World	Intercultural Communication	The Social and Cultural World, Social and Personal Identity, Intercultural Communication	
Overview of Assessment Task	Short Answer Questions	Research Task which focuses on a culture other than Australian	Multiple Choice Questions, Short Answer Questions, Extended Response Questions	
Knowledge and Understanding of Course Content	15%	15%	20%	50%
Application and evaluation of social and cultural research methods	10%	10%	10%	30%
Communication of information, ideas and issues in appropriate forms		10%	10%	20%
Total Weighting	25%	35%	40%	100%

P1 identifies and applies social and cultural concepts

P2 describes personal, social and cultural identity

P3 identifies and describes relationships and interactions within and between social and cultural groups

P4 identifies the features of social and cultural literacy and how it develops

P5 explains continuity and change and their implications for societies and cultures

P6 differentiates between social and cultural research methods

P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias

P8 plans and conducts ethical social and cultural research

P9 uses appropriate course language and concepts suitable for different audiences and contexts

P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

P11 works independently and in groups to achieve appropriate goals in set timelines



SOFTWARE ENGINEERING

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Software Project	Object oriented Programming Project	Final Year Examination	
Due Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8 - 10	
Outcomes Assessed	SE-11-01, SE-11-02, SE-11-06, SE-11-07	SE-11-01, SE-11-03, SE-11-04, SE-11-08, SE-11-09	All outcomes to be assessed	
Syllabus Topic	Programming Fundamentals	The Object-Oriented Para Design	Programming Mechatronics	
Overview of Assessment Task	Create and document educational software created in a high-level general purpose programming language	Apply care knowledge and skills in the programming fundamentals focus area to design and program using object-oriented programming	The final exam will compose of multiple choice, short answer questions	
Knowledge and understanding of course content	10%	10%	30%	50%
Knowledge and skills in the practical application of the content	15%	25%	10%	50%
Total Weighting	25%	35%	40%	100%

SE-11-01 describes methods used to plan, develop and engineer software solutions
SE-11-02 explains how structural elements are used to develop programming code
SE-11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions
SE-11-04 applies safe and secure practices to collect, use and store data

SE-11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment
SE-11-06 applies tools and resources to design, develop, manage and evaluate software
SE-11-07 implements safe and secure programming solutions
SE-11-08 applies language structures to refine code
SE-11-09 manages and documents the development of a software project



STUDIES OF RELIGION 1

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Research Task/Field Study	In-class Response	Yearly Examination	
Due Date	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8-10	
Outcomes Assessed	P2, P6	P3, P5, P9	All outcomes to be assessed	
Syllabus Topic	Nature of Religion and Beliefs	Religious Tradition 1: Judaism	Nature of Religion and Beliefs, Religious Traditions 1+2	
Overview of Assessment Task	Structured Research Task that requires students to visit places of worship	In class Extended Response	Multiple Choice Questions, Short Answer Questions, Extended Response Question	
Knowledge and understanding of course content	5%	10%	25%	40%
Source-based skills	10%	5%	5%	20%
Investigation and research	10%	10%		20%
Communication of information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total Weighting	30%	30%	40%	100%

P1 describes the characteristics of religion and belief systems

P2 identifies the influence of religion and belief systems on individuals and society

P3 investigates religious traditions and belief systems

P4 examines significant aspects of religious traditions

P5 describes the influence of religious traditions in the life of adherents

P6 selects and uses relevant information about religion from a variety of sources

P7 undertakes effective research about religion, making appropriate use of time and resources

P8 uses appropriate terminology related to religion and belief systems

P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms



TEXTILES AND DESIGN

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Techniques Portfolio + Bag	Swimwear Task	Yearly Exam	
Due Date	Term 1 Week 10	Term 3 Week 2	Term 3 Week 8-10	
Outcomes Assessed	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	All outcomes to be assessed	
Syllabus Topic	Design	Design, Properties + Performance of Textiles	Design, Properties + Performance of Textiles, ATCF AI	
Overview of Assessment Task	Develop a tote bag and samples portfolio demonstrating a range of textiles techniques	Students use a commercial pattern to make a swimwear	Yearly exam on course content	
Knowledge and understanding of course content	10%	25%	15%	50%
Skills and knowledge in the design, manufacture and management of textiles projects	20%	15%	15%	50%
Total Weighting	30%	40%	30%	100%

P1.1 describes the elements and principles of design and uses them in a variety of applications

P1.2 identifies the functional and aesthetic requirements and features of a range of textile items

P2.1 demonstrates the use of a variety of communication skills, including computer-based technology

P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment

P2.3 manages the design and manufacture of textile projects

P3.1 identifies properties of a variety of fabrics, yarns and fibres

P3.2 justifies the selection of fabrics, yarns and fibres for end-uses

P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation

P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context

P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries

P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society



VIETNAMESE CONTINUERS

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Interview	Critical Reflection	Yearly Examination	
Due Date	Term 1 Week 8-9	Term 2 Week 10	Term 3 Week 8-9	
Outcomes Assessed	P1.1, P1.3, P1.4, P3.4, P3.5, P4.2	P1.2, P1.4, P2.1, P2.2, P2.3, P3.5, P3.6, P4.2, P4.3	P2.1, P2.2, P3.1, P3.2, P3.4, P3.5, P4.1	
Syllabus Topic	Personal Identity, Family and Friends, Vietnamese Culture	(Education) Future Plans, Careers (Traditional Values)	Migration, Folk/ Contemporary Literature	
Overview of Assessment Task	Speaking and Listening	Reading and Writing	Speaking, Listening, Reading and Writing	
Listening	20%		10%	30%
Reading		20%	10%	30%
Speaking	10%		10%	20%
Writing		10%	10%	20%
Total Weighting	30%	30%	40%	100%

P1.1 Uses a range of strategies to maintain communication

P1.2 Conveys information appropriate to context, purpose, audience

P1.3 exchanges and justifies opinions and ideas

P1.4 reflects in aspects of past, present and future experience

P2.1 applies knowledge of language structures to create original texts

P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience

P2.3 structures and sequences ideas and information

P3.1 conveys the gist of texts and identifies specific information

P3.2 summarises the main ideas

P3.3 identifies the tone, purpose, context and audience

P3.4 draws conclusions from or justifies opinions

P3.5 interprets, analyses and evaluates information

P3.6 infers points of view, attitude or emotions from language and context

P4.1 recognises and employs language appropriate to different social contexts

P4.2 identifies values, attitudes and beliefs of cultural significance

P4.3 reflects upon significant aspects of language and culture



VISUAL ARTS

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Body of Work VAPD	Case Study	Body of Work VAPD	
Due Date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 6	
Outcomes Assessed	P1, P3, P6, P9	P7, P8, P10	P2, P4, P5, P7	
Syllabus Topic	Artmaking Art Criticism and Art History	Art Criticism and Art History	Artmaking Art Criticism and Art History	
Overview of Assessment Task	Exploration of form 1 within artmaking practice. Visual Arts Diary material and conceptual practice	Case Study based on critical and historical component in essay form under exam conditions in one period	Exploration for form 2 with artmaking practice. Visual Arts Diary material and conceptual practice including artists' practice	
Artmaking	25%		25%	50%
Art Criticism and Art History	10%	25%	15%	50%
Total Weighting	35%	25%	40%	100%

P1 explores the conventions of practice in artmaking

P2 explores the roles and relationships between the concepts of artist, artwork, world and audience

P3 identifies the frames as the basis of understanding expressive representation through the making of art

P4 investigates subject matter and forms as representations in artmaking

P5 investigates ways of developing coherence and layers of meaning in the making of art

P6 explores a range of material techniques in ways that support artistic intentions

P7 explores the conventions of practice in art criticism and art history

P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art **P1** explores the conventions of practice in artmaking

P2 explores the roles and

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



CATEGORY B Subjects

ENGLISH STUDIES

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Job Seeker Portfolio	Multimodal Presentation and Transcript	Portfolio of Work	
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
Outcomes Assessed	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-6, ES11-7, ES11-9	ES11-1, ES11-3, ES11-4, ES11-6	
Syllabus Topic	Mandatory Module: Achieving Through English	Elective Module A: We Are Australian	Elective Module: The Big Screen Elective Module A: We Are Australian	
Overview of Assessment Task	Students will respond to a job advertisement with a Cover Letter and Resume	Students will compose and record a speech in response to a question/statement in relation to the prescribed text using PowerPoint	Students will compose a portfolio of classwork that they have completed during their study of each module in the Year 11 course	
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 Weighting	30%	30%	40%	100%

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

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

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

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

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

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

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts recognises a range of audience and the appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences.

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



CATEGORY C Subjects

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING 1 UNIT

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Developing a Point of View Photographic Practice Portfolio	Developing a Point of View Critical/Historical	Introduction to Wet Photography Photographic Practice Portfolio	
Due Date	Term 1 Week 10	Term 2 Week 5	Term 3 Week 2	
Outcomes Assessed	M1 to M6	CH1 to CH5	M1 to M6	
Syllabus Topic	Elements of Design, Composition and Structural Frame	Photographic practice of photographers	Basic darkroom practice	
Overview of Assessment Task	Submission of Digital Photographs	Written research task with analysis	Submission of Photographs	
Knowledge and Understanding		30%		30%
Skills	35%		35%	70%
Total Weighting	35%	30%	35%	100%

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 investigates different points of view in the making of photographs and/or videos and/or digital images

M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 takes into account issues of Work Health and Safety in the making of photographs

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production



PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING 2 UNIT

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Portfolio 1	Written Task	Portfolio 2	
Due Date	Term 1 Week 10	Term 2 Week 5	Term 3 Week 2	
Outcomes Assessed	M1 to M6	CH1 to CH5	M1 to M6	
Syllabus Topic	Darkroom Practice and camera less techniques	Artists practice and frames	Photographic practice and frames	
Overview of Assessment Task	Portfolio 1 Collection of photographic tasks completed in process diary demonstrating understanding of darkroom processes and camera less methods	Written task that analyses photographs and photographic processes through the frames and artists practice	Portfolio 2 a series of high quality photographic images demonstrating technical processes	
Knowledge and Understanding	5%	25%		30%
Skills	30%		40%	70%
Total Weighting	35%	25%	40%	100%

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 investigates different points of view in the making of photographs and/or videos and/or digital images

M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 takes into account issues of Work Health and Safety in the making of photographs

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production



SPORT, LIFESTYLE AND RECREATION

2024 Assessment Schedule

	Task 1	Task 2	Task 3	WEIGHTING
Task	Games and Sports Application I Presentation	Fitness Analysis Report and Training Program	Coaching Plans and Gala Day Coaching	
Due Date	Term 1 Week 8	Term 2 Week 8	Term 3 Week 1-5	
Outcomes Assessed	P1.1, P1.3, P2.1, P3.1, P4.4	P1.2, P1.3, P2.2, P3.2, P3.3, P4.1	P1.1, P1.3, P2.1, P4.2, P4.5	
Syllabus Topic	Games and Sports Application I	Fitness	Sports Coaching and Training	
Overview of Assessment Task	Students present an invasion game and strategies to succeed	Students reflect on fitness goals, to create a fitness program	Students design coaching plan and implement at gala days	
Knowledge and Understanding	20%	15%	15%	50%
Skills	10%	25%	15%	50%
Total Weighting	30%	40%	30%	100%

P1.1 applies the rules and conventions that relate to participation in a range of physical activities
P1.2 explains the relationship between physical activity, fitness and healthy lifestyle
P1.3 demonstrates ways to enhance safety in physical activity
P1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
P1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
P1.6 describes administrative procedures that support successful performance outcomes
P2.1 explains the principles of skill development and training
P2.2 analyses the fitness requirements of specific activities
P2.3 selects and participates in physical activities that meet individual needs, interests and abilities
P2.4 describes how societal influences impact on the nature of sport in Australia
P2.5 describes the relationship between anatomy, physiology and performance
P3.1 selects appropriate strategies and tactics for success in a range of movement contexts
P3.2 designs programs that respond to performance needs
P3.3 measures and evaluates physical performance capacity
P3.4 composes, performs and appraises movement

P3.5 analyses personal health practices
P3.6 assesses and responds appropriately to emergency care situations
P3.7 analyses the impact of professionalism in sport
P4.1 plans strategies to achieve performance goal
P4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
P4.3 makes strategic plans to overcome the barriers to personal and community health
P4.4 demonstrates competence and confidence in movement contexts
P4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
P5.1 accepts responsibility for personal and community health
P5.2 willingly participates in regular physical activity
P5.3 values the importance of an active lifestyle
P5.4 values the features of a quality performance
P5.5 strives to achieve quality in personal performance
***1 unit and 2 unit SLR study the same content in Year 11**



WORK STUDIES

2024 Assessment Schedule

	Task 1	Task 2	Task 3	W E I G H T I N G
Task	Class Test	Job Application	Yearly Examination	
Due Date	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8-10	
Outcomes Assessed	1, 8	2, 5	All outcomes to be assessed	
Syllabus Topic	My Working Life	Preparing Job Applications	My Working Life, In the Workplace, Preparing Job Applications, Workplace Communication	
Overview of Assessment Task	Multiple Choice, Short Answer Questions	Prepare a CV and cover letter for a job application	Multiple Choice Questions, Short Answer Questions, Extended Response Question	
Knowledge and Understanding of course content	10%	5%	15%	30%
Skills	20%	30%	20%	70%
Total Weighting	30%	35%	35%	100%

P1 investigates a range of work environments

P2 examines different types of work and skills for employment

P3 analyses employment options and strategies for career management

P4 assesses pathways for further education, training and life planning

P5 communicates and uses technology effectively

P6 applies self-management and teamwork skills

P7 utilises strategies to plan, organise and solve problems

P8 assesses influences on people's working lives

P9 evaluates personal and social influences on individuals and groups

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 the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

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

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 who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the 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 (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.



School Name: Bonnyrigg High

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	EXAM (Optional)
		Week	Week	Week	Week
		Term	Term	Term	Term
Code	Unit of Competency	Date	Date	Date	Date
<u>BSBTEC201</u>	Use business software applications	x			
<u>BSBTEC202</u>	Use digital technologies to communicate in the work environment	x			
<u>BSBWHS311</u>	Assist with maintaining workplace safety		x		
<u>BSBINS302</u>	Organise workplace information		x		
<u>BSBXCM301</u>	Engage in workplace communication			x	
<u>BSBOPS201</u>	Work effectively in business environments			x	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

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

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

School Name: Bonnyrigg High

Assessment Schedule Year 11 - 2024

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

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

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



Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: Bonnyrigg High

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
		Week	Week	Week
		Term	Term	Term
		Date	Date	Date
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

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

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

School Name: Bonnyrigg High

Assessment Schedule Year 11 - 2024

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

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

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

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

Qualification: SIR30216 Certificate III in Retail (Release 4)

Cohort: 2024 – 2025

Training Package: SIR Retail Services (Release 7.0)

School Name: BONNYRIGG HIGH

Assessment Schedule Year 11 2024

Assessment Tasks for SIR30216 Certificate III in Retail		Task 1 Safety and Spotless	Task 2 Working in the Industry	Task 3 Customer Service	EXAM (Optional)
		Week Term 1	Week Term 1-2	Week Term 2-3	
Code	Unit of Competency	Date	Date	Date	
SIRWHS002	Contribute to workplace health and safety	X			
SIRXIND002	Organise and maintain a store environment	X			
SIRXIND001	Work effectively in a service environment		X		
SIRXCOM002	Work effectively in a team		X		
SIRXCEG001	Engage the customer			X	
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

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

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

* Examinable units to be confirmed by teacher.

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