



Deniliquin High School

Year 11
Assessment Program
2023

Table of Contents

Assessment Calendar

Assessment Procedures

Honesty in Assessment – the Standard

HSC ATAR Requirements

Schedule of Assessment Tasks

- Agriculture
- Ancient History
- Biology
- Business Studies
- Chemistry
- Community & Family Studies
- English Extension 1
- English Advanced
- English Standard
- English Studies
- Exploring Early Childhood
- Food Technology
- Industrial Technology – Timber
- Investigating Science
- Legal Studies
- Mathematics Extension 1
- Mathematics Advanced
- Mathematics Standard
- Music
- Personal Development, Health & Physical Education
- Physics
- Sport, Lifestyle & Recreation
- Textiles
- Visual Arts
- Work Studies
- Vocational Education Training - Hospitality, Primary Industries, Construction

Appendix

Assessment Calendar Year 11 2023

Week	2023 – Term 1 11 Weeks	2023 – Term 2 10 Weeks	2023 – Term 3 10 Weeks
1		Legal Studies	Mathematics Extension 1
2	Heat Week	Biology CAFS Physics SLR	Biology
3		Visual Arts Textiles and Design PDHPE	Industrial Technology (Timber) PD/H/PE Exploring Early Childhood
4		Agriculture Investigating Science	Chemistry
5		Food Technology Music	Agriculture Investigating Science Legal Studies Music Food Technology
6	SLR	Business Studies	CAFS Physics SLR
7	Business Studies Industrial Technology (Timber)	Mathematics Advanced Mathematics Standard 2	Visual Arts Work Studies Textiles and Design
8	Ancient History Chemistry Exploring Early Childhood Work Studies	Ancient History Work Studies	
9	English Advanced English Standard English Studies	English Advanced English Standard\ English Studies	
10	Mathematics Advanced Mathematics Standard 2	English Extension 1	Year 11 Examinations
11	Mathematics Extension 1 English Extension 1		

Stage 6 – Year 11 & 12 Course Assessment Procedures

1. **What is the purpose of this booklet?**

The purpose of this booklet is to provide information about:

- School assessment of student's progress in Years 11 and 12.
- Your rights and responsibilities under this system.

2. **What are Year 11 and Year 12 Courses?**

- Year 11 Courses are normally completed in the first three terms of Year 11. Student must satisfy the requirements of a Year 11 course before proceeding to the Year 12 course in that subject.
- Year 11 courses are assumed knowledge for the HSC examination.

3. **What is an Assessment Mark?**

- An assessment mark represents your achievement of outcomes listed in the syllabus for each course studied.

4. **What is the purpose of Assessment Marks?**

- To allow a wide range of subject skills and knowledge to be assessed.
- Assessments take place at stages throughout the course, rather than by a single examination at its end.

5. **Are non-assessment tasks important?**

- Yes! You must satisfy ALL the requirements of a syllabus – this includes all in-class and homework tasks set by your teachers. This demonstrates due diligence and sustained effort.
- Failure to attempt these tasks, such as class work and homework set by your teachers, means the NSW Education Standards Authority (NESA) requirements for completing a Year 11 or Year 12 course are not satisfied.

6. **How will assessments be compiled?**

- Each faculty, using NESA guidelines, has developed procedures for compiling an Assessment Mark by the end of each course.
- Guidelines indicate the outcomes being assessed in each assessment task, the percentage of the final mark each of these areas is worth, and what forms of assessment will be used.
- Details of the procedures used for each subject are included in this booklet.

7. **When will assessment take place?**

- For Year 11 courses, they occur in Terms 1 – 3. For Year 12 courses, assessment may begin in Term 4 of Year 11 and will be completed by Term 3 in Year 12.
- In most cases, a period of at least ONE WEEK prior to every formal examination will be kept free of other assessment tasks.

8. **How will I be notified of impending assessment tasks?**

- You will receive written notice of impending assessment tasks at least two weeks before the due date.
- Notice will be given in a standardized format across all subjects. It will include information regarding outcomes, timeframes, marking schemes and clearly outline expectations. (Appendix A)

9. **How will assessment results be reported to students?**
- Detailed feedback will be given on the outcomes you have achieved. You will also be awarded a mark or grade for each assessment task completed (except in some Vocational Education Courses).
 - Cumulative rankings will be indicated on each school report sent home during the Year 11 and Year 12 Course.
10. **What provisions are made for assessment work affected by illness or misadventure?**
- If you are having problems with a particular assessment task because of illness or misadventure, you may ask for special consideration.
 - Written application must be made on the appropriate form (Appendix B), and submitted to the Class Teacher, at least 3 days before the task is due. The matter will then be referred to the Head Teacher. You may be asked to produce evidence of the progress you have made on the set task and may need to produce a Medical Certificate.
11. **What happens if special accommodation or adjustments are required for me to complete an assessment task?**
- When students are provided with adjustments to support their learning, accommodations will be provided during assessment activities, including examinations.
 - The staff will liaise with the student and parents to determine the most suitable adjustment and levels of support.
 - Approval for these provisions are applied for under Disability Provisions with NESAs. Medical or other supporting documentation will be sought to help determine appropriate levels of support needed.
12. **How should an Assessment Task be submitted?**
- All assessment tasks must be handed in by 9:00 am on the date due, unless they are in-class tasks.
 - Teachers will ask you to sign an assessment register.
13. **What happens if my Assessment Task is late?**
- Unless there are extenuating circumstances, a ZERO mark will be awarded (refer to Question 10). If there are extenuating circumstances, the Head Teacher will consult with the Principal as to whether or not a zero mark will be awarded.
 - You will still be required to complete the task in order to judge your achievement of course outcomes.
14. **What about assessment work which is not handed in?**
- In order to have studied a course satisfactorily, NESAs expects you to have completed all assessment work.
 - If you fail to complete assessment work, and have not been granted special consideration, a ZERO must be recorded for it.
 - Parents will be notified in writing by the Head Teacher when a zero mark is given.
 - If you do not make a genuine attempt at assessment tasks which total 50% or more of available marks, you are deemed not to have studied the course satisfactorily.
15. **What happens in the case where a teacher is concerned about cheating or malpractice on an assessment task?**
- In such cases the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
 - A ZERO mark may be awarded, depending on the severity of the situation.
 - Parents will be notified in writing by the Head Teacher when a zero mark is given.

16. **What happens if I know that I will be away on the day an in-class task is scheduled (excursion, sporting event, appointment)?**
- You must complete and submit a Consideration of Absence form (Appendix C) to the Head Teacher as soon as the issue arises.
 - Supportive evidence should be attached (eg. Medical certificate or Parental letter).
 - The Head Teacher will consider the application, and a decision issued promptly to the student and the to the class teacher.
 - An alternate assessment task may be issued for you to complete to allow course outcomes to be assessed.
17. **What if I am absent unexpectedly on the day an assessment task is scheduled?**
- You must telephone the school (talk to the Year Adviser, Head Teacher, Deputy Principal or Principal) and explain the reason for the absence. Then on the day you return to school, report to the Head Teacher of the subject concerned and complete a Consideration of Absence form (Appendix C).
 - Supporting evidence should be attached (eg: Medical certificate or Parental letter) and the form returned to the Head Teacher.
 - The Head Teacher will consider the application and a decision issued promptly to the student and to the class teacher.
 - A student may be required to sit for the task when they return to school or an estimate will be allocated at a later date based on their performance in similar tasks for that subject.
18. **What happens if I do not make a serious attempt to complete an examination?**
- All students are expected to make a serious attempt at all tasks. A non-serious attempt will immediately result in a NESA warning letter being sent home and is placing a student in danger of receiving an N-Determination (unsatisfactory) for that course. A non-serious attempt could be a situation where a student answers very few questions on a paper, or the responses made are nonsensical or obscene.
19. **What happens to assessments if I change schools or repeat courses?**
- No action is necessary for students who transfer to another school before assessments begin. Your new school assess you.
 - NESA provides guidelines for assessing students who transfer at a later stage of a course.
 - If you repeat a Year 11 or Year 12 course, the assessment mark will be based only on work done in the most recent attempt.
20. **What records is the school required to keep?**
- The school must keep a record of all assessment marks that students gain in every assessment task of each Year 11 or Year 12 course.
 - The school is required to keep documentary evidence of work submitted by a range of students in each subject. Original work would normally be returned to students following assessment.
21. **Do school Year 11 course assessment marks appear on the HSC testamur?**
- No. The school retains Year 11 course assessment marks.
 - Any student who does not fulfil the assessment requirements of a Year 11 course may not be eligible to undertake Year 12 in that course.
22. **Must I attend school regularly?**
- You are expected to be present on each school day unless you are ill. In simple terms, it is not possible for any student to successfully complete the outcomes of the courses they are studying if they are missing lots of school.
 - Substantial amounts of school may be reason for a NESA warning letter.

23. **What are my options if I fail to satisfy the requirements of a Year 11 or Year 12 course?**
- Option 1: Repeat the course in the later year, and 'accumulate' the HSC over a longer period (up to 5 years).
 - Option 2: Repeat all Year 11 courses or all Year 12 courses.
 - Option 3: Negotiate with the Principal to continue 'On Probation' during Term 4 of Year 11.
24. **What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?**
- In the first instance, you should discuss the situation with your classroom teacher.
 - Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Appeal Form (Appendix D).
 - The Head Teacher will then complete the form with you, and it will be submitted to the Deputy Principal for judgement by a panel.
 - The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
 - In the event that a student is not satisfied with this process an appeal to NESAs is then possible.
25. **What do I do if I feel that a course(s) has not been taught as per the requirements of the syllabus?**
- In the first instance, you should discuss the situation with your classroom teacher.
 - Should the classroom be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and/or the Deputy Principal or Principal.
 - You may then wish to complete an Appeal Form which will be submitted to a panel convened by the school. The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
 - In the event that a student is not satisfied with this process an appeal to NESAs is then possible.

26. **What happens in the event of a significant problem that prevents the completion of the assessment task (invalid task)?**
- Invalid tasks occur when a force external to the conditions of a task exist that may diminish the opportunity for students to optimally perform. Examples of reasons for an invalid task include, but not limited to:
 - An emergency evacuation or lock down occurring during a task.
 - A black-out; electrical fault or system fault within the school.
 - Part the task being unclear (copy is unrecognizable on some or all of the task).
 - Students having seen and/or practiced the task prior to having to actually complete it.
 - As a consequence of this, the school will form a panel (consisting of the Principal, Deputy Principal, Senior School Coordinator and Head Teacher responsible) to determine the correct and most appropriate course of action that best benefits students and the satisfactory achievement and assessment of their learning outcomes. This will include, but is not limited to:
 - Looking at the sequence of the task and where the majority of students got to and using this data to record results.
 - Changing the date and the task to a more appropriate time.
 - Marking only the portions of the task that is best reflective of the students' time on the task.
 - The determination will be communicated to all students via class or subject cohort meeting where all students receive the same, singular message, and to parents, via a letter explaining the process and the outcome. The turnaround time between task and determination should be no more than three school days.
 - The Deniliquin High School policy regarding Invalid Tasks aligns with NESA requirements in terms of students having equitable access to curriculum and to assessment of said curriculum, and that students be given every opportunity to maximise potential in the assessment of curriculum.

If you have any concerns with any aspect of the Assessment Procedures please talk to your teacher, your Year Adviser, either of the Senior School Co-ordinators, a Deputy Principal or Principal.

Honesty in Year 11 & HSC Assessment – the Standard

This standard sets out the NESAs requirements concerning students submitting their own work in Year 11 or HSC assessment. Candidates for Year 11 or Year 12, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of Year 11 and Year 12 courses. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Year 11 or HSC result. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

What is cheating in Year 11 or Year 12 assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- being responsible for actions done or omitted to be done that confer an unfair advantage in relation to the outcome of any HSC exam – or irrespective of whether such actions occur before, during or after such an exam or assessment.

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

Q Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A Definitely yes!

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A Yes. You are using someone else's thoughts and words without acknowledgement.

Q Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?

A Yes. This is plagiarism.

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

A It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written works this usually will be in a bibliography. You will need to check how the bibliography should be presented for each of your assessments. For some, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

Why does honesty matter in the Year 11 and Year 12 courses?

Honesty is very important in all aspects of life and is an essential part of academic research. The Higher School Certificate are well-respected and widely recognised educational credential.

Many students use these to enter employment and further education.

Cheating is absolutely unacceptable as it undermines the integrity of the qualification.

Why do people cheat and what are the consequences?

Some people cheat because they are under pressure. They can be under pressure because they have not organised their time and feel they have to take shortcuts to meet the course requirements. Others are under pressure because they are trying to achieve unrealistic academic goals. It is important to speak to your parents and teachers if you feel this kind of pressure.

Some people cheat because they don't understand the seriousness of what they are doing and tell themselves it doesn't matter. Some people cheat accidentally because they do not understand plagiarism.

NESA treats cheating very seriously. It investigates allegations of cheating and penalises students caught cheating in written examinations and in projects or practical works.

Detected malpractice will limit a student's marks and jeopardise their achievement of satisfying the Year 11 and Year 12 courses.

One or more of the following will apply:

- reduced marks for part or all of the examination
- zero marks for part or all of the examination
- an interview with a 'malpractice' panel at the NESA
- loss of one or more courses towards the HSC award
- damage to your ability to apply for entry to TAFE or university courses or scholarships.

Cheating in school assessment tasks is dealt with at school. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged. Schools may use procedures similar to NESA's rules, such as signed declarations of authenticity.

Cheating in school assessment tasks also has serious consequences. You may receive zero marks for the task, and depending on the task, you may lose that course from your HSC award. Your school may refuse to certify practical works or projects as 'authentic work' before sending them to NESA. Your school may take further disciplinary action. Apart from anything else, if you are caught cheating you are likely to lose the trust of your fellow students and your own self-respect.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do the work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing your Year 11 or Year 12 courses.

A summary of student rights and responsibilities in Year 11 and Year 12 assessment

You have the following rights:

- to be informed of the assessment policies of your school and the NESA
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

You have the following responsibilities:

- to become familiar with and follow the assessment requirements set by your school and the rules in the Rules and Procedures for Year 11 Candidates booklet
- to complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline
- not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

Further help

If you are unsure about anything you have read in this guide ask a teacher or your Year Adviser for help.

All the NESA rules and resources mentioned here are available on the NESA's website at educationstandards.nsw.edu.au/wps/portal/nesa/home

Pattern of Study Requirements Checklist

Do you meet the following PATTERN OF STUDY REQUIREMENTS?

At least 12 units of Year 11 Course subjects
At least 6 units of Board Developed Courses
At least 2 units of Board Developed Course in English
At least 3 courses of 2 units value (or greater)
At least 4 subjects
No more than 6 units of courses in Science can count towards HSC eligibility

If you wish to receive an Australian Tertiary Admission Rank (ATAR)

The ATAR is based on the scaled aggregate of **10 units** of Board Developed HSC courses comprising:

- a) the best 2 units of English;
- b) the best 8 units from the remaining units;
- c) no more than 2 units of *Category B* courses may be included
(Please note: *Category B* courses include English Studies, Mathematics Standard 1, Primary Industries, Hospitality)

1. Your best 2 units of English are included in the ATAR calculation. How many units of Board Developed English do you study?
2. You need at least 8 units of other Board Developed courses. How many of these courses do you study?
3. You must complete at least 3 courses of 2 units or greater. How many of these courses do you study?
4. You must study at least 4 subjects (Extension courses do not count as extra subjects) How many subjects do you study?
5. Board Endorsed Courses do not count towards your ATAR. How many units of Board Endorsed subjects do you study?
6. No more than 2 units of <i>Category B</i> courses may be included. How many <i>Category B</i> units do you wish to include in your ATAR?

If you wish to count a *Category B* Course in your ATAR, you must undertake the optional HSC exam in that course.

AGRICULTURE 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Take home task	Practical investigation/ experimental design	Exam Whole Course	
Date	Term 2 Week 4	Term 3 Week 5	Term 3 Week 10	
Outcome	P1.1 P1.2 P2.3 P3.1 P5.1	P2.1 P2.2 P4.1	All outcomes	
Total Weighting (%)	30%	30%	40%	100%

ANCIENT HISTORY 2 UNIT

Year 11 Course Outcomes

- AH11-1** describes the nature of continuity and change in the ancient world
AH11-2 proposes ideas about the varying causes and effects of events and developments
AH11-3 analyses the role of historical features, individuals and groups in shaping the past
AH11-4 accounts for the different perspectives of individuals and groups
AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7 discusses and evaluates differing interpretations and representations of the 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Class Test: Sources	Research	Yearly Examination	
Date	Term 1 Week 8	Term 2 Week 8	Term 3 Week 10	
Outcome	AH11-3 AH11-6 AH11-7 AH11-9	AH11-1 AH11-2 AH11-4 AH11-8 AH11-9	AH11-2 AH11-3 AH11-5 AH11-9 AH11-10	
Total Weighting (%)	30%	30%	40%	100%

BIOLOGY 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical task & Data analysis Module 1	Depth Study Field work/Test Modules 3 & 4	Yearly Examination	
Date	Term 2 Week 2	Term 3 Week 2	Term 3 Week 10	
Outcome	B11-1 B11-2 B11-3 B11-4 B11-5 B11-6 B11-7 B11-8	B11-1 B11-2 B11-3 B11-4 B11-5 B11-6 B11-7 B11-10 B11-11	B11-1 B11-2 B11-3 B11-4 B11-5 B11-6 B11-7 B11-8 B11-9 B11-10 B11-11	
Total Weighting (%)	30%	30%	40%	100%

BUSINESS STUDIES 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Business Report	Class Test	Examination	
Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 10	
Outcome	P1 P2 P3 P7 P9	P4 P5 P6	P1 P2 P3 P8 P9 P10	
Total Weighting (%)	30%	30%	40%	100%

CHEMISTRY 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical & Skills Task – in class	Depth Study - ongoing	Yearly Examination	
Date	Term 1 Week 8	Term 3 Week 4	Term 3 Week 10	
Outcome	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-9 CH11-10	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-9 CH11-10 CH11-11	
Total Weighting (%)	30%	30%	40%	100%

COMMUNITY & FAMILY STUDIES

2 UNIT

Year 11 Course Outcomes

- P1.1** describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2** proposes effective solutions to resource problems
- P2.1** accounts for the roles and relationships that individuals adopt within groups
- P2.2** describes the role of the family and other groups in the socialisation of individuals
- P2.3** examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4** analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1** explains the changing nature of families and communities in contemporary society
- P3.2** analyses the significance of gender in defining roles and relationships
- P4.1** utilises research methodology appropriate to the study of social issues
- P4.2** presents information in written, oral and graphic form
- P5.1** applies management processes to maximise the efficient use of resources
- P6.1** distinguishes those actions that enhance wellbeing
- P6.2** uses critical thinking skills to enhance decision making

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Interview and Case Study	Leadership Media Analysis	Examination	
Date	Term 2 Week 2	Term 3 Week 6	Term 3 Week 10	
Outcome	P1.1 P4.1 P4.2 P6.1	P2.1 P2.3 P4.1 P4.2	P1.1 P1.2 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2 P4.2 P5.1 P6.1 P6.2	
Total Weighting (%)	30%	30%	40%	100%

ENGLISH EXTENSION 1 1 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Creative and Reflection	Multimodal presentation	Yearly Exam	
Date	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	
Outcomes	EE11-1 EE11-2 EE11-3 EE11-6	EE11-1 EE11-3 EE11-4 EE11-5 EE11-6	EE11-1 EE11-2 EE11-3 EE11-5	
Total Weighting (%)	30%	40%	30%	100%

ENGLISH ADVANCED 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Composition and reflection	Multimodal Task	Yearly Exam	
Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 10	
Outcome	EA11-1 EA11-3 EA11-4 EA11-5 EA11-9	EA11-2 EA11-3 EA11-5 EA11-6 EA11-7 EA11-8	EA11-1 EA11-2 EA11-3 EA11-4 EA11-5	
Total Weighting (%)	30%	40%	30%	100%

ENGLISH STANDARD 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Composition and reflection	Multimodal Task	Yearly Exam	
Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 10	
Outcome	EN11-1 EN11-3 EN11-4 EN11-5 EN11-7 EN11-9	EN11-1 EN11-2 EN11-3 EN11-6 EN11-7 EN11-8	EN11-1 EN11-3 EN11-4 EN11-5 EN11-6	
Total Weighting (%)	30%	40%	30%	100%

ENGLISH STUDIES 2 UNIT

Year 11 Course Outcomes

- ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4** composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7** represents own ideas in critical, interpretive and imaginative texts
- ES11-8** identifies and describes relationships between texts
- ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Portfolio	Multimodal Task	Yearly Exam	
Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 10	
Outcome	ES11-1 ES11-2 ES11-3 ES11-4 ES11-5 ES11-6	ES11-5 ES11-6 ES11-7 ES11-8 ES11-9 ES11-10	ES11-1 ES11-2 ES11-4 ES11-7	
Total Weighting (%)	30%	40%	30%	100%

EXPLORING EARLY CHILDHOOD 2 UNIT

Year 11 Course Outcomes

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood -infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Interview and Report	Family Tree and Evaluation	Exam Whole Course	
Date	Term 1 Week 8	Term 3 Week 3	Term 3 Week 10	
Outcome	1.1 1.4 2.1 5.1 6.1 6.2	1.4 2.2 6.2	All outcomes	
Total Weighting (%)	35%	35%	30%	100%

FOOD TECHNOLOGY 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical and Evaluation Report	Dietary Analysis	Examination	
Date	Term 2 Week 5	Term 3 Week 5	Term 3 Week 10	
Outcome	P2.2 P4.1 P4.4	P1.2 P2.1 P3.1 P3.2 P4.2 P4.3 P5.1	P1.1 P1.2 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2 P4.2 P5.1 P6.1 P6.2	
Total Weighting (%)	30%	30%	40%	100%

INDUSTRIAL TECHNOLOGY – TIMBER

2 UNIT

Year 11 Course Outcomes

- P1.1** describes the organisation and management of an individual business within the focus area industry
- P1.2** identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1** describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2** works effectively in team situations
- P3.1** sketches, produces and interprets drawings in the production of projects
- P3.2** applies research and problem-solving skills
- P3.3** demonstrates appropriate design principles in the production of projects
- P4.1** demonstrates a range of practical skills in the production of 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Industry Study	Project and Folio	Exam Whole Course	
Date	Term 1 Week 7	Term 3 Week 3	Term 3 Week 10	
Outcome	1.1 1.2 7.1 7.2	1.2 2.1 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2	1.1 1.2 2.1 3.1 3.2 4.3 6.1 6.2 7.1 7.2	
Total Weighting (%)	30%	40%	30%	100%

INVESTIGATING SCIENCE 2 UNIT

Year 11 Course Outcomes

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Depth Study First-hand Investigation	Depth Study Secondary Investigation	Yearly Examination	
Date	Term 2 Week 4	Term 3 Week 5	Term 3 Week 10	
Outcome	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-9 INS11-10	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	
Total Weighting (%)	30%	30%	40%	100%

LEGAL STUDIES 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Research Report	Essay	Examination	
Date	Term 2 Week 1	Term 3 Week 5	Term 3 Week 10	
Outcome	P1 P2 P3 P8 P9 P10	P4 P5 P6 P8	P1 P2 P7 P9 P10	
Total Weighting (%)	30%	35%	35%	100%

MATHEMATICS EXTENSION 1 1 UNIT

Year 11 Course Outcomes

- ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses.
- ME11-2** manipulates algebraic expressions and graphical functions to solve problems.
- ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles and the solution of problems
- ME11-4** applies understanding of the concepts 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.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Test	Project	Examination	
Date	Term 1 Week 11	Term 3 Week 1	Term 3 Week 10	
Outcome	ME11-1 ME11-2 ME11-7	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11- 7	
Total Weighting (%)	30%	30%	40%	100%

MATHEMATICS ADVANCED - 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Project	Class Test	Examination	
Date	Term 1 Week 10	Term 2 Week 7	Term 3 Week 10	
Outcome	MA11-1 MA11-2 MA11-8 MA11-9	MA11-3 MA11-4 MA11-5 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Total Weighting (%)	30%	30%	40%	100%

MATHEMATICS STANDARD 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	In-class test	Project	Yearly Examination	
Date	Term 1 Week 10	Term 2 Week 7	Term 3 Week 10	
Outcome	MS11-1 MS11-2 MS11-6 MS11-7	MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Total Weighting (%)	30%	30%	40%	100%

MUSIC 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Research/Viva Voce (25%) Aural Analysis (10%)	Composition (25%) Performance (10%)	Yearly Aural Exam (15%) Performance (15%)	
Date	Term 2 Week 1	Term 2 Week 5	Term 3 Week 10	
Outcome	P4 P5 P6 P7 P8 P10 P11	P1 P2 P3 P9 P10 P11	P1 P4 P5 P6 P7 P8 P9 P10 P11	
Total Weighting (%)	35%	35%	30%	100%

PERSONAL DEVELOPMENT & PHYSICAL EDUCATION 2 UNIT

Year 11 Course Outcomes

- P1** identifies and examines why individuals give different meaning 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
- 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Take-home task	Take-home task	Examination	
Date	Term 2 Week 3	Term 3 Week 3	Term 3 Week 10	
Outcome	P7 P8 P9 P10 P11 P16 P17	P1 P2 P3 P4 P5 P6 P12 P15 P16	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12 P15 P16 P17	
Total Weighting (%)	30%	40%	30%	100%

PHYSICS 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical Investigation	Depth Study	Yearly Examination	
Date	Term 2 Week 2	Term 3 Week 6	Term 3 Week 10	
Outcome	PH11/12-1 PH11/12-5 PH11/12-7 PH11-1	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Total Weighting (%)	30%	30%	40%	100%

SPORTS, LIFESTYLE & RECREATION

2 UNIT

Year 11 Course Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that responds to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.4 demonstrates competence and confidence in movement contexts

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical assessment	Project	Assignment	
Date	Term 1 Week 6	Term 2 Week 2	Term 3 Week 6	
Outcome	1.1 1.3 1.6 2.1 2.2 2.3 2.5 3.1 3.2 3.3 4.4	1.2 1.3 2.2 3.2 3.3 4.1	1.2 1.3 2.1 2.2 2.3 2.5 3.2 3.3 4.4	
Total Weighting (%)	30%	30%	40%	100%

TEXTILES AND DESIGN 2 UNIT

Year 11 Course Outcomes

- 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.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Project #1	Project #2	Exam Whole Course	
Date	Term 2 Week 3	Term 3 Week 7	Term 3 Week 10	
Outcome	2.1 2.2 2.3	1.2 2.2 2.3 3.1 4.1	1.1 1.2 2.1 3.2 4.1 5.1 5.2 6.1	
Total Weighting (%)	25%	35%	40%	100%

VISUAL ARTS 2 UNIT

Year 11 Course Outcomes

- P1** explores the conventions of practice in artmaking
- P2** explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3** identifies the frames as the basis of understanding expressive representation through the making of art
- P4** investigates subject matter and forms as representations in artmaking
- P5** investigates ways of developing coherence and layers of meaning in the making of art
- P6** explores a range of material techniques in ways that support artistic intentions
- P7** explores the conventions of practice in art criticism and art history
- P8** explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9** identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10** explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Series of Works & Frames Artwork Analysis	Folio of Works & Conceptual Framework Essay	Art Criticism & Art History Examination	
Date	Term 2 Week 3	Term 3 Week 7	Term 3 Week 10	
Outcome	P1 P3 P4 P6 P7 P9	P1 P2 P5 P6 P8 P10	P7 P8 P9	
Total Weighting (%)	30%	40%	30%	100%

WORK STUDIES 2 UNIT

Year 11 Course Outcomes

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Booklet 1	Job Interview	In Class Test	
Date	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	
Outcome	1 2 6	3 4 5 7	1 8 9	
Total Weighting (%)	30%	35%	35%	100%

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments. You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of units of competency will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for units of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer prior to the commencement of the delivery of this UoC

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

Public Schools NSW Wagga Wagga, RTO 90333 VET ENROLMENT FORM

Personal details Full Name _____ Date of Birth ____ / ____ / ____

Privacy Notice: This form contains sensitive information and must be securely stored.

For more information about NCVER's Privacy Policy go to <https://www.ncver.edu.au/privacy>.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015>.

Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

Complaints and appeals statement

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

[For specific RTO procedures please contact your school's VET coordinator.](#)

Fees and refunds

The school site will advise on fee collection from students. Details are available on each VET Course Descriptor

If you have a disability, impairment or long-term condition, communicate this with your school to ensure your learning is supported.

Has VET learning support been discussed prior to enrolment? Yes / No

Have you completed the LLN Robot quiz or another LLN assessment prior to enrolment? Yes / No* (* if No please discuss this with your school)

Unique Student Identifier (USI)

From 1 January 2015, Public Schools NSW RTO's can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained your USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

Each student must provide the school with their USI number before enrolment in a VET course. This USI must be verified by your school.

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Training Product (Qualification) Details

Your school has the Authority to Deliver (ATD) the following courses.
Select the course(s) below in which you are requesting to enrol.

CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

AHC20116 Certificate II in Agriculture

SIT20316 Certificate II in Hospitality

HSC 2023 ONLY

PLEASE RETURN THIS FORM TO: Mrs Jenkins

HSC Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

SCHOOL	Deniliquin High School	
Requirements for HSC purposes		Dates
Work Placement (compulsory for the HSC) 70 hours in total		Term 3 Week 4, Term 4 Week 4
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.		Term 3 Week 6

Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 4	CPCCOM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
	CPCCCM2013	Undertake basic installation of wall tiles				
Cluster 5 – Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCJN3004	Manufacture and assemble joinery components				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification..

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 Week 4, Term 4 Week 4
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 6

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with other Communicate in the Workplace		X		X	Y
				X		X	-
Cluster 2 – Safe and hygienic food preparation	SITXFSA001 SITHCCC001 SITXFSA002	Part A Use hygienic practices for food safety Part B Use food preparation equipment Participate in safe food handling practices	X			X	Y
			X	X		X	-
			X	X		X	-
Cluster 3 – Café Skills	SITHFAB005 SITHFAB004	Part A Prepare and serve espresso coffee Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
			X	X	X	X	Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	X	X		X	Y
			X	X		X	-
Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	X	X		X	Y
			X	X		X	-
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 Week 4, Term 4 Week 4
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 6

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	AHCWHS201	Participate in WHS processes	X	X	X	Mandatory
Cluster 2	AHCWRK204	Work effectively in the industry	X		X	Mandatory
Cluster 2	AHCWRK209	Participate in environmentally sustainable work practices	X	X	X	Mandatory
Cluster 2	AHCWRK205	Participate in workplace communications	X	X	X	
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X	Mandatory
Cluster 4	AHCPMG201	Treat weeds	X	X	X	
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X	Mandatory

Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of at least 18 units.

- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

Cluster 5 (includes Livestock stream)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream focus area
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X	
Cluster 5	AHCLSK206	Identify and mark livestock	X		X	
Cluster 5	AHCLSK204	Carry out regular livestock observations	X		X	

Cluster 7 Tractors and machinery

Assessment Plan			Evidence Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	AHCMOM202	Operate tractors	X	X	X
Cluster 7	AHCMOM304	Operate machinery and equipment	X	X	X

Cluster 8 Feed and Water Livestock

Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X

Cluster 9 Fencing

Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X

Cluster 11 Prepare livestock for competition

Cluster 11	AHCLSK316	Prepare Livestock for Competition	X	X	X
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Cluster 12 Clean machinery

Cluster 12	AHC BIO201	Inspect and clean machinery for plant, animal and soil material	X	X	X
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You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.

APPENDICES



Assessment Task Notification

Year:

Subject name:

Module/Core Name:

Task Name:

Teacher:

Task Number:

Notification Date: TermWeek

Weighting (%):

Draft Due Date:

Term..... Week.....

Due Date: TermWeek

Preferred submission method(s):

Head Teacher checked (sign and date):

Referencing/Plagiarism: tasks that are not entirely a student's own work will result in a 0-mark awarded.

Outcomes:

-
-
-

Task Description and Instructions

Assessment Criteria



Application for an Extension Assessment Task Affected by Illness or Misadventure

Name Date
Subject Teacher
Task Concerned

I hereby apply for an extension based on consideration of the following factor(s) which affected my performance in this Assessment Task (*Documentary evidence from Doctor or Parent should be provided*). In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

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Student's Signature

Parent / Caregiver Signature

Decision of Head Teacher

Teacher's Signature

Date



Application for an Extension Consideration of Absence on Due Date of Assessment

Name Date

Subject Teacher

Task Concerned

I hereby apply for consideration of my absence for the Assessment task outlined above. Documentary evidence is / is not attached.

The facts as outlined below, which affected my ability to complete this Assessment Task by the due date are an accurate record of my situation.

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Student's Signature

Parent / Caregiver Signature

Decision of Head Teacher

Teacher's Signature

Date



Application for Appeal

Name Date

Subject Teacher

Task Concerned

Please give details in the space below your concern / complaint with regard to the above Year 11 / Year 12 Assessment Task

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Student's Signature

Date

Head Teacher / Teacher's Name

Head Teacher / Teacher's Signature

Date



Deniliquin High School
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