

ENGADINE  
HIGH SCHOOL

YEAR 11 ASSESSMENT  
BOOKLET  
2023

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*Information for  
Year 11 Students  
and Parents*

engadine  
h i g h s c h o o l

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# Important Dates 2023

## School Terms 2023

Important dates for 2023	
Term 1 2023	27/01/2023
Autumn Break	10/04/2023
Term 2 2023	24/04/2023
Winter Break	03/07/2023
Term 3 2023	17/07/2023
Spring Break	25/09/2023
Term 4 2023	09/10/2023
Summer Break	20/12/2023

## Public Holidays 2023

Public Holidays 2023	
New Year's Day	02/01/2023
Australia Day	26/01/2023
Good Friday	07/04/2023
Easter Monday	10/04/2023
ANZAC DAY	25/04/2023
King's Birthday	12/06/2023
Labour Day	02/10/2023

# Preface

This booklet has been created to provide a comprehensive overview of the assessment policies and practices followed at Engadine High School. The aim of this booklet is to ensure that all students, parents, and teachers have a clear understanding of the school's assessment process and its role in student learning.

The assessment policy and practices outlined in this booklet are designed to support our students' academic and personal growth. They provide a balanced and comprehensive approach to assessment that reflects our commitment to student learning and development. The information contained within this booklet will help students to understand their responsibilities, provide guidance on how to prepare for assessments, and outline the support available to them.

We hope that this booklet will be a useful resource for all members of the Engadine High School community and that it will foster open communication and understanding about assessment practices. We encourage all students, parents, and teachers to read the booklet carefully and to ask questions if they need further clarification.

# 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 eg 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 90072) to deliver and assess VET qualifications to secondary students.

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

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 training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of HSC: All My Own Work apply to all Stage 6 VET courses, including early commencement in Stage 5.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce

evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

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

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

# Year 11 Course Assessment Information

## General information

All students will be required to complete a program of assessment tasks for each of their courses. These tasks will be used to determine a student's level of achievement in all of their subjects and whether they have met the minimum academic standard in their courses. Students' results will continue to be based on their performance in school assessment tasks.

There are three types of courses approved for study for the Preliminary Course.

1. BOARD DEVELOPED COURSES have their syllabus and examination set by NESA.
2. BOARD ENDORSED COURSES are developed by NESA, but are not examinable at the Higher School Certificate.
3. VOCATIONAL EDUCATION AND TRAINING COURSES are developed by VETAB and approved by NESA. There are no HSC examinations for TAFE-delivered VET courses, with the exception of Accounts – clerical, Electronics Technology and Travel. Students have the option of completing HSC examination for VET courses done at school.

The purpose of school assessment is to provide an indication of the student's attainment of course outcomes:

- With reference to specified standards of performance;
- Measured over the entire course rather than at a single point in time.

All assessment marks will be derived from the performance of various set tasks during the Preliminary Course using prescribed syllabus weightings. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork, and oral tasks. The advantage to the student of this system is that it provides both an extended period of time and a variety of activities in which to demonstrate their ability.

Students should note that the successful completion of their courses depends not only on the completion of assessment tasks, but also on meeting the other requirements of each course. Students must apply themselves with diligence and sustained effort in all aspects of the course. Students need to participate actively in their courses, and to complete the work set both in class and for homework. Non-assessable tasks must also be completed.

## Eligibility for the Higher School Certificate

A student will be considered to have satisfactorily completed a Year 11 preliminary HSC course, if in the Principal's view, there is sufficient evidence that the student has:

- a) Followed the course developed or endorsed by NESA; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- b) Achieved some or all of the course outcomes (ACE manual 1999)



# Engadine High School Assessment Policy

This document sets out the Assessment Policy of Engadine High School. It provides a concise and consistent framework from which all students from Years 7-12, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty, but we will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at EHS is conducted in a formal and informal way. This policy applies to formal assessment tasks only. Informal assessment takes place on a daily basis in every lesson across the school. For the purposes of reporting both formal, and informal assessment is taken into consideration.

## Assessment Tasks

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

## 1. Handing out and submission of assessment tasks

- Students in Years 10, 11 and 12 must sign their name on a class roll when they receive notification for a submitted assessment task.
- Students in Years 10, 11 and 12 must sign their name on a class roll when they submit an assessment task.
- If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.
- When submitting an assessment task, students must also complete an assessment cover sheet. These can be found in the school library and available on the school website.
- If a student is absent on the day an assessment task is handed out it is their responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task or, they download a copy of the task from the google classroom. Staff are to follow up with absent students in subsequent lessons. Student absence on the day a task is handed out is NOT necessarily grounds for an extension.
- Electronic submission of assessment tasks is acceptable only when negotiated with the classroom teacher prior to the due date.

NB. Staff will provide students with two weeks' notice of formal assessment tasks in Years 10, 11 and 12 (including for the Trial HSC and other formal examination periods outlining what is in the examination). Where the day for an assessment has to change

from its published date, students will be given written notification outlining these changes.

## 2. Rule for attendance on the due date of an assessment task

- Students must attend all timetabled lessons (including period 0 for senior extension classes) on the day an assessment is due, even if electronic submission of the task has been negotiated with the teacher.
- Students must arrive at all timetabled lessons on time on the day an assessment task is due.
- Failure to fulfil these requirements will result in the application of the penalties for late submission as set out in *Point 7* of this document.
- NB. Students will NOT be permitted to work on or prepare assessments during other classes.

## 3. Rule for extensions, Illness/Misadventure for assessment tasks and examinations

- All applications for an extension MUST be submitted in writing, with appropriate documentation supporting the application, to the Head Teacher where possible at least two days prior to the due date.
- Appropriate documentation for Senior's is: submission of school's Illness/Misadventure form (available from Deputy Principal Curriculum).
- If a student is absent on the day a task is due, it is the student's responsibility to submit the assessment task and appropriate documentation (the school's Illness/Misadventure form) to the Head Teacher, or Head Teacher nominee on the first day they return to school even if they don't have a timetabled lesson for that class on that day.
- Technology breakdowns may NOT be considered a legitimate reason for late submission and therefore any such application may be declined.

NB. Where practical, students who are organising work experience or work placement must endeavour to avoid clashes with published assessment and examination dates.

## 4. Nature or form of the extension

For senior students, a panel of staff led by Deputy Principal of Curriculum will determine which of the following will be granted:

- An extension of time for submission;
- Completion of an alternate task submitted at a later date;
- An estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks;
- Zero mark awarded.

NB. Once notified of the decision, students have the option to appeal the decision as per Point 8 in this document.

## 5. Acceptable reasons for an extension may include

- Any school related business.
- Illness or injury where the nature of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement

NB. Examination periods and formal assessments are published on Sentral and the school's website, as well as in the assessment booklets handed out to Years 11 and 12. As a result of this advanced notification, family holidays are certainly discouraged during these periods.

## 6. Family holidays

- For students working towards the ROSA (Years 9, 10, 11) or the HSC, extensions GENERALLY WILL NOT be granted for family holidays nor alternative tasks offered.

## 7. Penalties for late submission

Years 10-12

- Students will be awarded a mark of zero for any task not submitted by the specified time on due date or, for non-submitted tasks, not completed during the timetabled lesson, unless a valid extension or misadventure have been approved (see Point 3).
- Failure to submit an assessment task, or non-serious attempts made on assessment tasks, may result in a warning of an N Determination being issued.

## 8. Assessment appeals

- Students are encouraged to make initial contact with the class teacher.
- If the matter remains unresolved the student is to contact the Head Teacher responsible for the course in question.
- Students will have the option to lodge an appeal in writing that will be addressed and ruled upon by an Assessment Appeals Panel made up of a Deputy Principal (who will act as chairperson) and two Head Teachers from faculties other than that which is involved in the appeal. The ruling of the committee will be binding and final.

NB. Students may NOT dispute the type of assessment tasks nor the teacher's professional judgement relating to the allocation of marks for tasks.

## 9. Plagiarism

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.

- Detected malpractice will see the following apply: zero marks for part or all of the assessment.
- Students are not permitted to use Artificial Intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course

instructions. This policy is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work.

## 10. In Class tasks on the same line

- When a subject has classes that are on 'different lines' and the assessment task is completed in class, the task will be completed on a Wednesday afternoon during periods 5 and 6. Details regarding this task will be on the assessment notification.
- Students must make themselves available to sit this task at the appropriate time.

## NESA

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

Detected malpractice will limit a student's marks and jeopardise their RoSA, Preliminary or HSC.

- 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 NESA
- Loss of one or more courses towards the RoSA, Preliminary or 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 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 the HSC.

(HSC Assessments and Submitted works – Advice to Students, course outcomes and competencies can all be accessed at [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au))

## ‘N’ Determination [Non Award]

If a student fails to comply with NESA's requirements for the preliminary course they will receive an ‘N’ Determination. This means that the relevant course will not appear on the student's Record of Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for completion of the preliminary course.

- Students are required to meet course completion criteria as well as assessment criteria. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
  - followed the course developed or endorsed by NESA; and
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - achieved some or all of the course outcomes.
- (Students who are likely to travel overseas during the preliminary or HSC year should note that they need to demonstrate regular engagement with their courses of study until the end of the academic year, in order to fulfil these NESA requirements.)
- Students are expected to complete all tasks which are part of the assessment program in each course of study.
- Students and supervisors are directed to the NSW Education Standards Authority (NESA) website for further information.  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## Official Warning Letters

Where a student fails to comply with NESA or school requirements for the satisfactory completion of the Higher School Certificate course, the supervisor will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an N Determination in that course, indicating non-completion of course requirements. An N Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

# All My Own Work

## What is cheating in an Assessment?

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

Here are some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material associated with a task, such as drafts, processes, diaries, logs and journals.
- Using AI to complete parts or all of my work.

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 RoSA, Preliminary or 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 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 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.

Q. Can I use Artificial intelligence to write all or parts of my assessment task?

A. Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This policy is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work.

# Course Assessment Schedules

This section details the assessment schedules for each course.

See this [guide](#) to help understand how to read an assessment schedule for your course.

The terms/weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide the exact timing and details of the task.



# English Faculty

## English Advanced

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Wk 11, Term 1	Writing Portfolio	Reading to Write	EA11-1, EA11-3, EA11-6, EA11-7, EA11-9	30%	15%	15%
2	Week 9, Term 2	Multimodal Presentation	Narrative that Shape Our World	EA11-2, EA11-3, EA11-6, EA11-8, EA11-9	40%	20%	20%
3	Term 3 Week 6-7	Yearly Examination	Critical Study of Literature	EA11-1, EA11-3, EA11-4, EA11-5	30%	15%	15%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes- A student:

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

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

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

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

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

**EA11-6** investigates and evaluates the relationships between texts

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

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

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

# English Extension 1

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation
1	Wk 11, Term 1	Written Response	Encounters with, writing as and about the Other	EE11-1, EE11-3, EE11-5, EE11-6	30%	15%	15%
2	Week 10, Term 2	Research Task-Multimodal Presentation	Postcolonial Manifestations	EE11-1, EE11-2, EE11-3, EE11-4 EE11-5 EE11-6	40%	20%	20%
3	Term 3 Week 6-7	Yearly Examination	The Australian Experience	EE11-1, EE11-2, EE11-3, EE11-4 EE11-5 EE11-6	30%	15%	15%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes- A student:

**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

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Wk 11, Term 1	Writing Portfolio	Reading to Write	EN 11-1, EN 11-3, EN 11-6, EN 11-7, EN 11-9	30%	15%	15%
2	Week 9, Term 2	Multimodal Presentation	Contemporary Possibilities	EN 11-2, EN 11-6, EN 11-8	40%	20%	20%
3	Term 3 Week 6-7	Yearly Examination	Close Study of Literature	EN 11-1, EN 11-3, EN 11-4, EN 11-5	30%	15%	15%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes- A student:

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

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

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

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

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

**EN11-6** investigates and explains the relationships between texts

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

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

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

# English Studies

Board Developed, 2 Units, ATAR Eligible, Category B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively
1	Wk 8, Term 1	Writing - Job Application	Achieving Through English	ES11-1, ES11-2, ES11-10	30%	15%	15%
2	Week 6, Term 2	Multimodal Presentation	On The Road - English & Travel	ES11-3, ES11-4, ES11-5	30%	15%	15%
3	Week 6, Term 3	Portfolio of Classwork	All modules	ES11-6, ES11-7, ES11-9	40%	20%	20%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes-A student:

**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

# Mathematics Faculty

## Mathematics Standard

Board Developed, 2 Units, ATAR Eligible, Category B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 2 Week 1	Exam	Formulae and equations, Measurement	MS11-1, MS11-2	35%	17.5%	17.5%
2	Term 2 Week 10	Investigation Style Assignment	Financial Mathematics	MS11-5	25%	12.5%	12.5%
3	Term 3 Week 6-7	Exam	All content	11MS11-1, 11MS11-2, 11MS11-3, 11MS11-4, 11MS11-5, 11MS11-6, 11MS11-7, 11MS11-8, 11MS11-10	40%	20%	20%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes: A student

**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 multi stage events

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

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

# Mathematics Advanced

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 2 Week 1	Exam	Algebra, Functions, Transformations	MA11-1 MA11-2	35%	17.5%	17.5%
2	Term 2 Week 10	Investigation Style Assignment		MA11-2 MA11-3	25%	12.5%	12.5%
3	Term 3 Week 6-7	Exam	All content	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	40%	20%	20%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**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

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 2 Week 2	Exam	Polynomials, Further functions	ME11-1, ME11-2	35%	17.5%	17.5%
2	Term 3 Week 1	Investigation Style Assignment	Binomial theorem	ME11-5	25%	12.5%	12.5%
3	Term 3 Week 6-7	Exam	All content	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	40%	20%	20%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**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

# Science Faculty

## Biology

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in working scientifically
1	Week 8 Term 1	Prac Test	Working scientifically / Cells as the basis of life	BIO11-2, BIO11-3 BIO11-4,BIO11-5 BIO11-7,BIO11-8	30%	5%	25%
2	Week9 Term2	Depth Study	Organisation of living things	BIO11-3,BIO11-6 BIO11-7,BIO11-11	40%	15%	25%
3	Term 3 Week 6-7	Trial Exam	Preliminary Examination	BIO11-4,BIO11-5 BIO11-7,BIO11-8 BIO11-9,BIO11-10 BIO11-11	30%	20%	10%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes: A student

**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



# Chemistry

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in working scientifically
1	Week 9-10 Term 1	Skills Test	Module 1	CHE 11-2, CHE 11-3 CHE 11-4, CHE 11-5 CHE 11-8	30%	5%	25%
2	Week 9 - 10 Term 2	Depth Study	Rates of reaction	CHE 11-1, CHE 11-2 CHE 11-3, CHE 11-4 CHE 11-7, CHE 11-10	35%	5%	30%
3	Term 3 Week 6-7	Yearly Exam	Preliminary Examination	CHE 11-1 to 7 CHE 11-8 to 10	35%	30%	5%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**CHE11-1** develops and evaluates questions and hypotheses for scientific investigation

**CHE11-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**CHE11-3** conducts investigations to collect valid and reliable primary and secondary data and information

**CHE11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**CHE11-5** analyses and evaluates primary and secondary data and information

**CHE11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**CHE11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**CH11-8** explores the properties and trends in the physical, structural and chemical aspects of matter

**CH11-9** describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

**CH11-10** explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

**CH11-11** analyses the energy considerations in the driving force for chemical reactions

# Earth and Environmental Science

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in working scientifically
1	Week 8 Term 1	Research task	Human Impacts	EES 11-2 EES 11-3 EES 11-4 EES 11- 11	30%	15%	15%
2	Week 4 Term 2	Depth Study	Plate Tectonics	EES 11-1 EES 11-3 EES 11-6 EES 11-7 EES 11-9	35%	5%	30%
3	Term 3 Week 6-7	Yearly Exam	Preliminary Examination	all	35%	20%	15%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**EES11-1** develops and evaluates questions and hypotheses for scientific investigation

**EES11-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**EES11-3** conducts investigations to collect valid and reliable primary and secondary data and information

**EES11 -4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**EES11 -5** analyses and evaluates primary and secondary data and information

**EES11 -6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**EES11 -7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**EES11-8** describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

**EES11-9** describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

**EES11-10** describes the factors that influence how energy is transferred and transformed in the Earth's systems

**EES11-11** describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

# Investigating Science

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in working scientifically
1	Week 8 Term 1	Prac Test	Module 1 and 2	IS 11-2, IS 11-3 IS 11-4, IS 11-5 IS 11- 8	30%	10%	20%
2	Week 9 Term 2	Depth Study	Module 2	IS 11-1, IS 11-6 IS 11-7, IS 11-9	40%	10%	30%
3	Term 3 Week 6-7	Yearly Exam	Preliminary Examination	all	30%	20%	10%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**INS11 -1** develops and evaluates questions and hypotheses for scientific investigation

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

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

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

**INS11-5** analyses and evaluates primary and secondary data and information

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

**INS11- 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

# Physics

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in working scientifically
1	Term 1 Week 8	Prac Test	Module 1	PHY 11-2, PHY11-3 PHY11-5, PHY11-6 PHY11- 8	30	5%	25%
2	Term 2 Week 6	Depth Study	Module 1 and 2	PHY 11-1, PHY 11-6 PHY 11-7, PHY11-9	35	10%	25%
3	Term 3 Week 6-7	Yearly Exam	Preliminary Examination	All	35	25%	10%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**PHY11-1** develops and evaluates questions and hypotheses for scientific investigation

**PHY11-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**PHY11-3** conducts investigations to collect valid and reliable primary and secondary data and information

**PHY11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**PHY11-5** analyses and evaluates primary and secondary data and information

**PHY11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**PHY11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**PHY11-8** 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

**PHY11-9** 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

**PHY11-10** explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

**PHY11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

# HSIE Faculty

## Aboriginal Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Local Community Case Study	Communication of information, ideas and issues in appropriate forms
1	Term 2 Week 2	Essay	Connection to Land	P1.2, P2.1, P2.2, P3.2	20%	10%			10%
2	Term 3 Week 2	Research	Research & Inquiry	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2	40%		15%	20%	5%
3	Term 3 Week 6-7	Exam	All Content	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3	40%	30%			10%
					100%	40%	15%	20%	25%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes: A student

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

# Ancient History

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
1	Term 2 Week 1	Source Analysis	Nature of Ancient History & Ancient Egypt	AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	30%	10%	15%		5%
2	Term 3 Week 2	Research Essay	Historical Investigation	AH11-2, AH11-3, AH11-5, AH11-7AH11-8, AH11-9	30%			20%	10%
3	Term 3 Week 6-7	Exam	All topics	AH11-1, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	40%	30%	5%		5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task*

## Outcomes: A student

**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

# Business Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms
1	Term 2 Week 2	Business Report	Nature of Business & Management	P1,P2, P3, P5, P7, P8, P9	30%	10%		15%	5%
2	Term 3 Week 2	Business Plan	Business Planning	P1,P2, P3, P5, P7, P8, P9	30%	10%	10%	5%	5%
3	Term 3 Week 6-7	Exam	All topics	P1, P2, P3, P4, P5, P6, P8, P9, P10	40%	20%	10%		10%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**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

# Economics

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms
1	Term 1 Week 8	Report	Topic 1	P1, P2, P4, P6, P8, P9, P10	30%	5%	10%	10%	5%
2	Term 2 Week 8	Essay	Topic 3	P2, P3, P8, P10	30%	10%		10%	10%
3	Term 3 Week 6-7	Exam	All topics	P1, P2, P3, P5, P8, P10, P11	40%	25%	10%		5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- 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



# Geography

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms
1	Term 1 Week 9	Test	Biophysical Interactions & Skills	P1, P2, P3 P9, P10, P12	20%	5%	10%		5%
2	Term 2 Week 6	Senior Geography Project	Geographical Issue	P6, P7, P8, P9, P10, P11, P12	40%	5%	5%	20%	10%
3	Term 3 Week 6-7	Exam	All Topics	P1, P2, P3, P4, P5, P7, P10, P12	40%	30%	5%		5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

- P1** differentiates between spatial and ecological dimensions in the study of geography
- P2** describes the interactions between the four components which define the biophysical environment
- P3** explains how a specific environment functions in terms of biophysical factors
- P4** analyses changing demographic patterns and processes
- P5** examines the geographical nature of global challenges confronting humanity
- P6** identifies the vocational relevance of a geographical perspective
- P7** formulates a plan for active geographical inquiry
- P8** selects, organises and analyses relevant geographical information from a variety of sources
- P9** uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10** applies mathematical ideas and techniques to analyse geographical data
- P11** applies geographical understanding and methods ethically and effectively to a research project
- P12** communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

# Legal Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms
1	T1 W9	Media Report	Part 1: The Legal System	P1, P4, P7, P8, P9, P10	30%	5%	10%	10%	5%
2	T2 W10	Essay	Law Reform in Action	P4, P5, P6, P7, P9	30%	10%	5%	5%	10%
3	T3 W6-7	Exam	All content	P2, P3, P4, P5, P6, P7, P10	40%	25%	5%	5%	5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- 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

# Modern History

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Historic skills in the analysis and evaluation of sources and interpretations	Historical Inquiry and research	Communication of historical understanding in appropriate forms
1	Term 1 Week 10	Source Based. Short Answer	The Shaping of the modern World: World War 1	MH 11-6, MH 11- 7 MH 11-9, MH 11-10	30%	10%	15%		5%
2	Term 2 Week 10	Essay	Historical Investigation	MH 11-1, MH11 -2 MH 11-3, MH 11-4 MH 11-5, MH 11-8	30%			20%	10%
3	Term 3 Weeks 6 and 7	Yearly exam	Case studies: Romanov Dynasty, The First Indochina War, The Shaping of the modern World: World War 1	MH 11-1, MH11 -2 MH 11-3, MH 11-6 MH 11- 7,MH 11-9 MH 11-10	40%	30%	5%		5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**MH11-1** describes the nature of continuity and change in the modern world

**MH11-2** proposes ideas about the varying causes and effects of events and developments

**MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past

**MH11-4** accounts for the different perspectives of individuals and groups

**MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world

**MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**MH11-7** discusses and evaluates differing interpretations and representations of the past

**MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**MH11-10** discusses contemporary methods and issues involved in the investigation of modern history

# Society & Culture

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings		
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and Understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms
1	Term 2 Week 5	Research task	Intercultural communication	P1, P3, P4, P6, P9, P10	30%	20%		10%
2	Term 3 Week 3	Mini Personal Interest project	Mini Personal Interest project	P1, P2, P3, P5, P8, P9, P10	30%		20%	10%
3	Term 3 Weeks 6 and 7	Yearly Exam	The Social and Cultural World, Personal and social identity, Intercultural communication	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	40%	30%	10%	
					100%	50%	30%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- 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

# Studies of Religion

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms
1	Term 1 Week 10	Vive Voce	Nature of Religion and Beliefs	P1, P2, P3, P4	30%	10%		10%	10%
2	Term 2 Week 7	Research Report	Religious Traditional Depth Study	P5, P6, P7, P8, P9	30%	10%		10%	10%
3	Term 3 Weeks 6 and 7	Exam	All Content	P1 - P9	40%	20%	20%		
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**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

# TAS Faculty

## Engineering Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Knowledge and skills in research problem solving communication related to engineering practice
1	Term 2 Week 2	Engineering Report	Engineered Products	P1.2, P2.1, P4.1, P4.2	20%	10%	10%
2	Term 3 Week 3	Engineering Report	Biomedical Engineering	P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2	40%	20%	20%
3	Term 3 Weeks 6 and 7	Exam	All course content to date	P4.3 P6.1 P6.2	40%	30%	10%
					100%	60%	40%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes: A student

- P1.2** explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1** describes the types of materials, components and processes and explains their implications for engineering development
- P3.1** uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2** develops written, oral and presentation skills and applies these to engineering reports
- P4.1** describes developments in technology and their impact on engineering products
- P4.2** describes the influence of technological change on engineering and its effect on people
- P4.3** identifies the social, environmental and cultural implications of technological change in engineering.
- P5.1** demonstrates the ability to work both individually and in teams.
- P5.2** applies management and planning skills related to engineering
- P6.1** applies knowledge and skills in research and problem-solving related to engineering.
- P6.2** applies skills in analysis, synthesis and experimentation related to engineering.

# Exploring Early Childhood

Content Endorsed, 2 Units, Not ATAR eligible.

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and Understanding	Skills
1	Term 1 Week 10	Research analysis	Core A	1.1 1.2 5.1	30%	20	10
2	Term 2 Week 7	Practical	Core B	1.3 1.4 3.14.2	30%		30
3	Term 3 Week 4	Class Exam	Core C	1.2 2.4 4.1	40%	30	10
					100%	50	50

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- 1.1** analyses prenatal issues that have an impact on development
- 1.2** examines 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** examines ways in which family, community and culture influence the growth and development of young children
- 2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children
- 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

# Food Technology

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings		
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts
1	Term 1 Week 8	Research	Food Availability and Selection	P1.1 P1.2 P4.4	30%	5%	15%	10%
2	Term 2 Week 7	Practical/ report	Food Quality	P2.2 P3.2 P4.1 P4.4	40%	15%	5%	20%
3	Term 3 Week 6- 7	Exam	Yearly Exam	P2.1 P3.1 P2.2 P1.2 P4.3	30%	20%	10%	
					100%	40%	30%	30%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- 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
- P4.3** 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.



# Software Design & Development

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and skills in the design and development of software solutions	Knowledge and understanding of course content
1	Term 2 Week 3	Programming and Research Task	Concepts and Issues in the Design and Development of Software	P1.3, P3.1, P4.1, P5.2	30%	10%	20%
2	Term 3 Week 3	Preliminary project	Introduction to Development of Software  Developing of Software Solutions	P1.2, P4.2, P5.1, P5.2, P6.2, P6.3	40%	30%	10%
3	Term 3 Week 6 -7	Yearly exam	All course content to date	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	30%	10%	20%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- P1.1** describes the functions of hardware and software
- P1.3** describes the interactions between the elements of a computer system
- P2.1** describes developments in the levels of programming languages
- P2.2** describes the effects of program language developments on current practices
- P3.1** identifies the issues relating to the use of software solutions
- P4.1** analyses a given problem in order to generate a computer-based solution
- P4.2** investigates a structured approach in the design and implementation of a software solution
- P4.3** uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.2** uses and develops documentation to communicate software solutions to others.
- P6.1** describes the skills involved in software development.
- P6.2** communicates with appropriate personnel throughout the software development process
- P6.3** designs and constructs software solutions with appropriate interfaces.

# Industrial Technology Timber and Multimedia

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects
1	T1 W10	Industry Study	Industry Study	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2	20%	10%	10%
2	T3 W3	Preliminary Project and Folio	Design, Management and Communication Production, Industry Related Manufacturing Technology.	P2.1 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2	40%	10%	30%
3	T3 W8	Exam	Industry Study, Design, Management and Communication Production, Industry Related Manufacturing Technology.	P1.1, P1.2, P2.1 P2.2 P3.1 P3.2 P3.3, P4.1, P4.2 P4.3 P5.1 P5.2 P6.1, P6.2, P7.1, P7.2	40%	20%	20%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## 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

# Textiles & Design

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of textiles projects
1	T2W3	Practical Portfolio	Communication Techniques Portfolio	P2.1, P2.3, P3.2	20%	10%	10%
2	T2W10	Practical	Preliminary Textiles Project	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	40%	10%	30%
3	T3 W7	Exam	Yearly Examination	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	40%	30%	10%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- P1.2** identifies the functional and aesthetic requirements and features of a range of textile items
- P1.1** describes the elements and principles of design and uses them in a variety of applications
- 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.

# Performing Arts Faculty

## Music 1

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings		
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Performance	Composition	Listening
1	Term 2 Wk 6	Composition	Composition portfolio	P3, P7	20%		20%	
2	Term 3 week 3-4	Performance	Core and Elective performance as per student ILP	P1,P2,P4	40%	40%		
3	Term 3 Weeks 6-7	Prelim Exam	Mandatory Topic - Concepts of Music	P1,P2,P4, P5, P6	40%			40%
					100%	40%	20%	40%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes: A student

**P1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

**P2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

**P3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

**P4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

**P5** critically evaluates and discusses performances and compositions

**P6** critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

**P7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied  
**H8** identifies, recognises, experiments with, and discusses the use and effects 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

# Dance

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings		
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Core Performance	Core Composition	Core Appreciation
1	Term 2 Week 1	Performance  Research Task	Core Performance and Core Appreciation Set work TBA	P1.2 P2.1 P2.2 P4.2 P4.3	30%	20%		10%
2	Term 2 Week 5	Composition	Core Composition	P1.1, P1.3, P3.1 , P3.2 , P3.3, P3.6	30%		30%	
3	Prelim Exam Weeks 6-7	Performance Exam - Extended Responses	Core Performance and Core Appreciation Set Work TBA	P2.1 P2.3 , P2.4, P2.5, P4.1, P4.4	40%	20%		20%
					100%	40%	30%	30%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- 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

# Drama

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings		
						Makin g	Critically Studying	Performing
1	Term 2 Week 2	Production performance	Staging Australia	P1.2,P1.1, P1.3 P1.4, P3.1, P3.2 P3.3	30%	10%	10%	10%
2	Term 2 Week 6	Performance workshop	Theatre of the Absurd	P1.1, P1.2,P1.3 P1.4	40%	20%		20%
3	Term 3 Weeks 6-7	Prelim Exam	Critically Studying Performing	P3.1, P1.1, P1.2, P1.3, P1.4, P3.2, P3.3, P2.1,P2.2	30%		30%	
					100%	30%	40%	30%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**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

# Visual Arts & Languages

## Italian Beginners

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Listening	Reading	Speaking	Writing
1	Term 1 Week 9	Reading Writing	Family Life	2.1,2.2,2.5,3.1,3.2,3.3	30%		20%		10%
2	Term 2 Week 9	Listening Speaking	Education Shopping	2.1,2.3,2.4,1.1,1.2,1.3	30%	20%		10%	
3	Term 3 Week 7	Yearly Examination	Listening, Reading, Speaking, Writing	1.1,1.2,1.3,2.1,2.2,2.3,3.1,3.2,3.3	40%	10%	10%	10%	10%
						100%	30%	30%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes: A student

- 1.1** establishes and maintains communication in Italian
- 1.2** manipulates linguistic structures to express ideas effectively in Italian
- 1.3** sequences ideas and information
- 1.4** applies knowledge of the culture of Italian-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 Italian-speaking communities in text
- 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 Italian
- 3.4** applies knowledge of the culture of Italian-speaking communities to the production of texts.

# Visual Arts

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Art Making	Art Criticism and Art History
1	Term 1 Week 9	Art making and written	What is Art practical artwork and HSC type question Analysis of an image	P1,P2,P3,P4, P5,P6  P7,P8,P9,P10	40%	20%	20%
2	Term 2 Week 5	Art making	Installation	P1,P2,P3,P4, P5,P6	30%	30%	
3	Term 3 Week 7	Yearly Examination	Art Criticism and Art History	P7,P8,P9,P10	30%		30%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- 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



# PDHPE Faculty

## Community & Family Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating
1	Term 1 Week 9	Take Home Task: Recall and application of course concepts.	Resource Management	P1.1, P4.2, P6.1	30	15	15
2	Term 2 Week 9	Exploration of a Case Study	Individuals and Groups	P2.1, P2.3, P4.2, P6.2	35	5	30
3	Term 3 Weeks 6	Examination	Preliminary Examination	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	35	20	15
					100%	40	60

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes: A student

- 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

# Personal Development, Health and Physical Education

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
1	Term 1 Week 6	Critical Research analysis	Better Health for Individuals	P2, P6, P15 and P16	30	10	20
2	Term 2 Week 5	Critical thinking, research, analysis and evaluation	The Body in Motion	P7, P8, P16 and P17	35	10	25
3	Term 3 Weeks 7	Examination	Preliminary Examination	P3, P5, P7, P8, P9, P10, P12, P15	35	20	15
					100%	40	60

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

**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

**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

**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.

# Sport, Lifestyle & Recreation

Content Endorsed, 2 Units, Not ATAR Eligible, Category B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge of content and understanding of course concepts	Developed skills and processes in a wide variety of contexts
1	Term 2 Week 1	Portfolio- Critical analysis of Cross Country	Sports Administration	1.1, 1.3, 4.5	30	10	20
2	Term 3 Week 2	Journal	Fitness Application	1.2, 1.3, 1.6, 2.2, 3.2, 3.3, 4.1	30	10	20
3	Term 3 Week 7	Examination	All course content	1.1, 1.2, 1.4, 1.5, 1.6, 2.2, 2.5, 3.5, 4.3	40	20	20
					100%	40	60

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes: A student

- 1.1** applies the rules and conventions that relate to participation in a range of physical activities
- 1.2** explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3** demonstrates ways to enhance safety in physical activity
- 1.4** investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5** critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6** describes how administrative procedures that support successful performance outcomes
- 2.2** analyses the fitness requirements of specific activities
- 2.4** describes how societal influences impact on the nature of sport in Australia
- 2.5** describes the relationship between anatomy, physiology and performance
- 3.2** designs programs that respond to performance needs
- 3.3** measures and evaluates physical performance capacity
- 3.5** analyses personal health practices
- 4.1** plans strategies to achieve performance goals
- 4.2** demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.3** makes strategic plans to overcome the barriers to personal and community health
- 4.5** recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# Vet Subjects

Please be advised that the VET assessment matrix for Hospitality, Sport Coaching, Construction, and Entertainment for 2023 are not yet available. Once these become available, they will be provided to students in their respective courses and added to the year 11 assessment booklet, which can be accessed on the Engadine High School website.