



Engadine High School

YEAR 11

ASSESSMENT

Current Version available on school website



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Important Dates 2024

School Terms 2024

Important dates for 2024	
Term 1 2024	01/02/2024
Autumn Break	15/04/2024
Term 2 2024	29/04/2024
Winter Break	08/07/2024
Term 3 2024	22/07/2024
Spring Break	30/09/2024
Term 4 2024	14/10/2024
Summer Break	23/12/2024

Public Holidays 2024

Public Holidays 2024	
New Year's Day	01/01/2024
Australia Day	26/01/2024
Good Friday	29/03/2024
Easter Monday	01/04/2024
ANZAC DAY	25/04/2024
King's Birthday	10/06/2024
Labour Day	07/10/2024

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 NESAS.
2. BOARD ENDORSED COURSES are developed by NESAS, but are not examinable at the Higher School Certificate.
3. VOCATIONAL EDUCATION AND TRAINING COURSES are developed by VETAB and approved by NESAS. 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 NESAS; 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 (EHS). 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.

Disability Provisions

Engadine High School offers disability provisions for Year 11 students facing specific learning and/or disabilities that may impact their academic performance. Students should engage with the in-school Learning Support Team (LST), which includes Learning Support teachers, the Deputy Principal, or a School Counsellor. Unlike the HSC course, there is no need to apply through NESA. Instead, students/parents/carers are encouraged to initiate the process within the school setting. The school's LST team will provide guidance and support to ensure appropriate accommodations are in place.

Assessment Tasks Policy

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.

A more specific assessment schedule for each course will be provided for students in Term 4 (the commencement of the HSC) as well as a general outline of the Assessment Program for each subject at the commencement of that Program provided in this booklet.

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, school Library Google classroom 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 a minimum of 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 Deputy Principal Curriculum 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 the 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, the Faculty head teacher will determine which of the following is the appropriate course of action for an extension:

- 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

- 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 and they will not be endorsed as a justified absence.

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 Award Warning or a 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.
- 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.
- Detected malpractice will see the following apply: zero marks for part or all of the assessment and the student being added to the HSC malpractice register.

10. Non-Serious attempt

- Non-serious attempts may include not writing in an assessment task, writing something inappropriate, failing to attempt to complete an examination paper, or failing to submit work that could legitimately be called a serious effort based on your prior ability. These behaviours can lead to disappointing results and may have consequences such as receiving a mark of zero or an N award warning or an N determination for a course.

11. In Class tasks on the same line

- When a subject has two 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, provided at least two weeks prior to the task.

- **Students must make themselves available to sit this task at the appropriate time.**

12. Use of Electronic Devices

- Only NESA-approved calculators may be used in examinations. NESA provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.
- If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.

‘N’ Determination [Non Award]

If a student fails to comply with NESAs requirements for the HSC 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 the award of the HSC in that year.

- 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 NESAs; 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.

Official Warning Letters

Where a student fails to comply with NESAs 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 Year 11 ROSA.

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 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 this is associated with a task, such as drafts, processes diaries, logs and journals.

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.

Course Assessment Overview

Schedule

Term 1 2024: Assessment schedule

Week:	Subject
1	
2	
3	
4	
5	
6	<ul style="list-style-type: none"> ● PDHPE
7	
8	<ul style="list-style-type: none"> ● Physics ● English Studies ● Geography ● Investigating Science ● Industrial Technology Multimedia ● Industrial Technology Timber ● Food Technology ● Earth and Environmental
9	<ul style="list-style-type: none"> ● Legal Studies ● Community & Family Studies ● Visual Arts ● Biology ● Chemistry
10	<ul style="list-style-type: none"> ● Exploring Early Childhood ● Modern History
11	<ul style="list-style-type: none"> ● English Standard ● English Advanced ● English Extension 1 ● Sports Lifestyle Recreation ● Dance

Term 2 2024: Assessment schedule

Week:	Subject
1	<ul style="list-style-type: none"> ● Ancient History ● Mathematics Advanced ● Mathematics Standard
2	<ul style="list-style-type: none"> ● Business Studies ● Engineering ● Mathematics Extension 1 ● Drama ● Aboriginal Studies
3	<ul style="list-style-type: none"> ● Textiles
4	<ul style="list-style-type: none"> ● Earth and Environmental ● Visual Design
5	<ul style="list-style-type: none"> ● Visual Arts ● Society and Culture ● PDHPE ● Dance
6	<ul style="list-style-type: none"> ● Physics ● Drama ● English Studies ● Music ● Geography
7	<ul style="list-style-type: none"> ● Food Technology ● Exploring Early Childhood ● Modern History
8	<ul style="list-style-type: none"> ● Legal Studies
9	<ul style="list-style-type: none"> ● Biology ● English Standard ● Investigating Science ● Community & Family Studies ● English Advanced ● Chemistry
10	<ul style="list-style-type: none"> ● Textiles ● Industrial Technology Timber ● Mathematics Advanced ● Mathematics Standard ● English Extension 1

Term 3 2024: Assessment schedule

Week:	Subject
1	<ul style="list-style-type: none"> ● Mathematics Extension 1
2	<ul style="list-style-type: none"> ● Ancient History ● Business Studies ● Sport Lifestyle Recreation ● Aboriginal Studies
3	<ul style="list-style-type: none"> ● Society & Culture ● Engineering ● Industrial Technology Timber ● Industrial Technology Multimedia ● Music
4	<ul style="list-style-type: none"> ● Exploring Early Childhood ● Visual Design
5	
6 Prelims	<ul style="list-style-type: none"> ● Ancient History ● Business Studies ● Geography ● Legal Studies ● Modern History ● Society & Culture ● Biology ● Chemistry ● Earth and Environmental ● Investigating Science ● Physics ● Community and Family Studies ● Visual Arts ● Visual Design ● English Standard and Advanced and Extension 1 ● English Studies ● Engineering ● Mathematics Standard and Advanced and Extension 1
7 Prelims	<ul style="list-style-type: none"> ● Aboriginal Studies ● Dance ● Drama ● PDHPE ● Sport Lifestyle Recreation ● Music ● VET Entertainment Industries Exam ● Textiles ● Food Technology
8	<ul style="list-style-type: none"> ● Industrial Technology Timber ● Industrial Technology Multimedia

9	
10	

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	Term 1 Week 11	Writing Portfolio	Reading to Write	EA11-1, EA11-3, EA11-6, EA11-7, EA11-9	30%	15%	15%
2	Term 2 Week 9	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	Term 1 Week 11	Literary criticism	Encounters with, writing as and about the Other	EE11-1, EE11-3, EE11-5, EE11-6	30%	15%	15%
2	Term 2 Week 10	Research Task- Multimodal Presentation	Post-modern reinventions	EE11-1, EE11-2, EE11-3, EE11-4 EE11-5 EE11-6	40%	20%	20%
3	Term 3 Week 6-7	Yearly Examination	Culture Clashes and Hollow Centres`	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

						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	Term 1 Week 11	Writing Portfolio	Reading to Write	EN 11-1, EN 11-3, EN 11-6, EN 11-7, EN 11-9	30%	15%	15%
2	Term 2 Week 9	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	Term 1 Week 8	Writing - Job Application	Achieving Through English	ES11-1, ES11- 2, ES11-10	30%	15%	15%
2	Term 2 Week 6	Multimodal Presentation	On The Road - English & Travel	ES11-3, ES11-4, ES11-5	30%	15%	15%
3	Term 3 Week 6	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	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10	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	Functions, Trigonometry	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	Term 1 Week 9	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	Term 2 Week 9	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	Term 1 Week 9-10	Skills Test	Module 1	CH 11-2, CH 11-3 CH 11-4, CH 11-5 CH 11- 8	30%	5%	25%
2	Term 2 Week 9-10	Depth Study	Rates of reaction	CH 11-1, CH 11-2 CH 11-3, CH 11-4 CH 11-7, CH 11- 10	35%	5%	30%
3	Term 3 Week 6-7	Yearly Exam	Preliminary Examination	CH 11-1 to 7 CH 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

CH11-1 develops and evaluates questions and hypotheses for scientific investigation

CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5 analyses and evaluates primary and secondary data and information

CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

CH11-9 describes, 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	Term 1 Week 8	Research task	Human Impacts	EES 11-2 EES 11-3 EES 11-4 EES 11-11	30%	15%	15%
2	Term 2 Week 4	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	Term 1 Week 8	Prac Test	Module 1 and 2	INS 11-2, INS 11-3 INS 11-4, INS 11-5 INS 11- 8	30%	10%	20%
2	Term 2 Week 9	Depth Study	Module 2	INS 11-1, INS 11-6 INS 11-7, INS 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	PHY11-2, PHY11-3 PHY11-5, PHY11-6 PHY11- 8	30%	5%	25%
2	Term 2 Week 6	Depth Study	Module 1 and 2	PHY11-1, PHY 11-6 PHY11-7, 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

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weigh ting	Assessment components and weightings			
						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	Connectio n 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, AH11-7, AH11-8, 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 Weeks 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

Geography

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	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms
1	Term 1 Week 8	Test	Earth's Natural Systems & Skills	P1, P2, P3 P9, P10, P12	20%	5%	10%		5%
2	Term 2 Week 6	Geographical Investigation	Geographical Issue	P6, P7, P8, P9, P10, P11, P12	40%	5%	5%	20%	10%
3	Term 3 Weeks 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	Term 1 Week 9	Short response	Part 1: The Legal System	P1, P4, P7, P8, P9, P10	30%	5%	10%	10%	5%
2	Term 2 Week 8	Research and in class Essay	The Individual and the law	P4, P5, P6, P7, P9	30%	10%	5%	5%	10%
3	Term 3 Weeks 6-7	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 7	Essay	Historical Investigation	MH 11-1, MH 11-2 MH 11-3, MH 11-4 MH 11-5, MH 11-8	30%			20%	10%
3	Term 3 Weeks 6-7	Yearly exam	Case studies: Romanov Dynasty, The First Indochina War, The Shaping of the modern World: World War 1	MH 11-1, MH 11-2 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

MHT1-1 describes the nature of continuity and change in the modern world

MHT1-2 proposes ideas about the varying causes and effects of events and developments

MHT1-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MHT1-4 accounts for the different perspectives of individuals and groups

MHT1-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MHT1-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MHT1-7 discusses and evaluates differing interpretations and representations of the past

MHT1-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MHT1-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MHT1-10 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	In-class Response	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 - 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

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 - 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

- P1.1** identifies the scope of engineering and recognises current innovations
- P1.2** explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1** describes the types of materials, components and processes and explains their implications for engineering development
- P2.2** describes the nature of engineering in specific fields and its importance to society
- P3.1** uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2** develops written, oral and presentation skills and applies these to engineering reports
- 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.

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	Term 1 Week 8	Industry Study	Industry Study	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2	20%	10%	10%
2	Term 3 Week 3	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	Term 3 Week 8	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	Term 2 Week 3	Practical Portfolio	Communication Techniques Portfolio	P2.1, P2.3, P3.2	20%	10%	10%
2	Term 2 Week 10	Practical	Preliminary Textiles Project	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	40%	10%	30%
3	Term 3 Week 7	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

- P1.1** describes the elements and principles of design and uses them in a variety of applications
- P1.2** identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1** demonstrates the use of a variety of communication skills, including computer based technology
- P2.2** develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P2.3** manages the design and manufacture of textile projects
- P3.1** identifies properties of a variety of fabrics, yarns and fibres
- P3.2** justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1** identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.1** examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2** investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P6.1** identifies and appreciates the factors that contribute to the quality and value of textiles in society.

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	Musicology	Aural
1	Term 2 Week 6	Composition	Composition portfolio and musicology Viva	P3, P4, P5, P6, P7	35%		25%	10%	
2	Term 3 Week 3	Performance	Performance and Musicology Viva	P1, P2, P4, P5, P6	40%	25%		15%	
3	Term 3 Weeks 6-7	Prelim Exam	Aural exam	P4, P5, P6, P7	25%				25%
					100%	25%	25%	25%	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 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 1 Week 11	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	Term 3 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

- P1.1** understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2** understands the use of dance terminology relevant to the study of dance as an artform
- P1.3** develops the skills of dance through performing, composing and appreciating dance
- P1.4** values the diversity of dance as an artform and its inherent expressive qualities
- P2.1** identifies the physiology of the human body as it is relevant to the dancer
- P2.2** identifies the body's capabilities and limitations
- P2.3** recognises the importance of the application of safe dance practice
- P2.4** demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5** performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6** values self-discipline, commitment and consistency in technical skills and performance
- P3.1** identifies the elements of dance composition
- P3.2** understands the compositional process
- P3.3** understands the function of structure as it relates to dance composition
- P3.4** explores the elements of dance relating to dance composition
- P3.5** devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6** structures movement devised in response to specific concept/intent
- P3.7** values their own and others' dance activities as worthwhile
- P4.1** understands the socio-historic context in which dance exists
- P4.2** develops knowledge to critically appraise and evaluate dance
- P4.3** demonstrates the skills of gathering, classifying and recording information about dance
- P4.4** develops skills in critical appraisal and evaluation
- P4.5** values the diversity of dance from national and international perspectives

Drama

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings		
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Making	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

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 critical analysis	Practical artwork and HSC type question Analysis of an image	P1, P2, P3, P4, P5, P6, P9	40%	20%	20%
2	Term 2 Week 5	Art making	Practical art work	P1, P2, P3, P4, P5, P6	30%	30%	
3	Term 3 Weeks 6 - 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

Visual Design

Content Endorsed, 2 Units, Non ATAR, Category B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Design and Making	Critical and Historical Studies
1	Term 2 Week 4	Designing and Making	Practical design piece	DM1,DM2 DM3	30%	30%	
2	Term 3 Week 4	Designing and Making	Practical design piece	DM4,DM5 DM6	40%	40%	
3	Term 3 Weeks 6-7	Yearly Examination	Critical and Historical studies	CH1,CH2, CH3,CH4	30%		30%
					100	70%	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

- DM1** generates a characteristic style that is increasingly self-reflective in their design practical
- DM2** explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3** investigates different points of view in the making of designed works
- DM4** generates images and ideas as representations/simulations
- DM5** develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6** takes into account issues of Work Health and Safety in the making of a range of works
- CH1** generates in their critical and historical practice ways to interpret and explain design
- CH2** investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3** distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

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 Week 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 Week 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

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

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

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 1 Week 11	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 2024 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.