

# Mount Annan High School

## Year 11 Assessment Handbook 2025



**'Be The Best You Can Be'**

Phone: (02) 4648 0111

Fax: (02) 4648 0042

Email: [mountannan-h.school@det.nsw.gov.au](mailto:mountannan-h.school@det.nsw.gov.au)

Website: [mountannan-h.schools.nsw.gov.au](http://mountannan-h.schools.nsw.gov.au)

248 Welling Drive, Mount Annan, NSW, 2567



**Education  
Public Schools**

Principal: Mr Ken Bates

Last Updated: January 2025

<b>TABLE OF CONTENTS</b>	
<b>CONTENT</b>	<b>PAGE</b>
<b>INFORMATION FOR PARENTS AND STUDENTS</b>	<b>4</b>
Eligibility	4
Student Responsibilities	4
School Assessment	6
Attendance	7
Reporting	7
Exam Procedures and Rules	8
<b>MOUNT ANNAN HIGH SCHOOL STAGE 6 ASSESSMENT POLICY</b>	<b>11</b>
Eligibility	11
Pattern of Study	11
HSC “All My Own Work”	11
HSC Minimum Standards Testing	11
Satisfactory Completion of Courses	12
Submitting Assessment Tasks	12
Failure to Complete an Assessment Task	14
Absent for an Assessment Task	14
Non-Serious Attempt	15
Behaviour	15
Malpractice and Dishonesty when completing Assessment Tasks	16
N Award and N Determination Procedure	18
Illness, Misadventure and Extension Appeal Process	18
Types of Applications for Illness and Misadventure	19
Queries, Reviews and Appeals	20
Application for Special HSC Examination Disability Provisions	20
<b>Illness/Misadventure, Extension, School Approved Activity-Form 1</b>	<b>22</b>
<b>Appeals of the Illness/Misadventure/Malpractice Decision- Form 2</b>	<b>23</b>
<b>Appeals to the Principal- Form 3</b>	<b>24</b>
Year 11 Assessment Schedule Due Date Summary 2025	-
<b>ASSESSMENT SCHEDULES AND COURSE OUTCOMES (IN ALPHABETICAL ORDER)</b>	
Ancient History	25
Biology	27
Business Studies	29
Community and Family Studies	31
Design and Technology	33
Drama	35
Economics	37
Engineering Studies	39
English Advanced	41
English ELA/D	43
English Extension	45
English Standard	47
English Studies	49
Exploring Early Childhood	51
Food Technology	53
Geography	55
Health and Movement Science	57
Industrial Technology- Timber and Furnishings	59
Investigating Science	61

**TABLE OF CONTENTS (CONTINUED)**

Legal Studies	63
Mathematics Advanced	65
Mathematics Extension 1	67
Mathematics Standard 1 and 2	69
Modern History	71
Music	73
Physics	75
Society and Culture	77
Sports Lifestyle and Recreation Studies	79
Visual Art	81
Visual Design	83
Vocational Education and Training- Preamble	85
VET- Construction	86
VET- Hospitality- Food and Beverage	87

# INFORMATION FOR PARENTS AND STUDENTS

## YEAR 11 2025 (Terms 1 to 3)

### ELIGIBILITY

#### Question: What do I have to do to be eligible for the ROSA in Year 11?

The RoSA provides information on a student's performance throughout Stage 5 and Stage 6, up to a student's completion of HSC requirements.

To be eligible for the RoSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- a. attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- b. participated in, and satisfactorily completed the [mandatory curriculum requirements for Years 7–10](#), and
- c. complied with any other regulations or requirements mandated by the Minister or NESA.

#### Question: What do I have to do to be eligible for the Higher School Certificate?

To be eligible for the award of the Higher School Certificate you must do the following:

- Study the pattern of courses required by NSW Education Standards Authority (NESA) for the required time.
- Have a satisfactory record of attendance and application in your studies.
- Complete the requirements for a sufficient number of NESA courses, including practical, oral or project works.
- Complete assessment requirements for a sufficient number of courses and sit for and make a serious attempt at the Higher School Certificate examination in compliance with examination procedures.

#### Question: How many units of study do I need to complete to get an HSC?

For a student to be eligible for the award of a HSC, they must satisfactorily complete 12 units of study in Year 11 and 10 units of study in Year 12. A student cannot study a course in Year 12 if they have not completed it satisfactorily in Year 11. NESA issues the award of an HSC once this requirement has been completed. A student is able to accrue the required satisfactory completion of courses of study for an HSC over a period of 5 years in both the High School and TAFE setting.

### STUDENT RESPONSIBILITIES

#### Question: What are my responsibilities as a student?

Your responsibilities are to:

- maintain a pattern of attendance 90% or more
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes
- present work on time
- present your own work

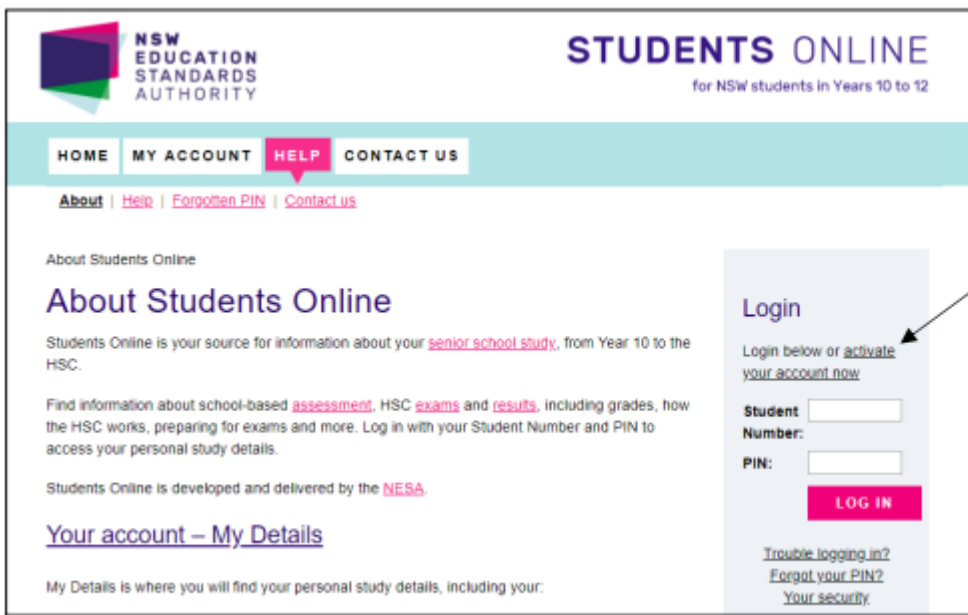
- make a serious attempt at all assessment tasks
- complete ALL tasks whether they are part or not part of the assessment program
- not interfere with the progress of other students
- find out what tasks are to be assessed and when they are due

**Question: How do I activate my School’s Online account?**

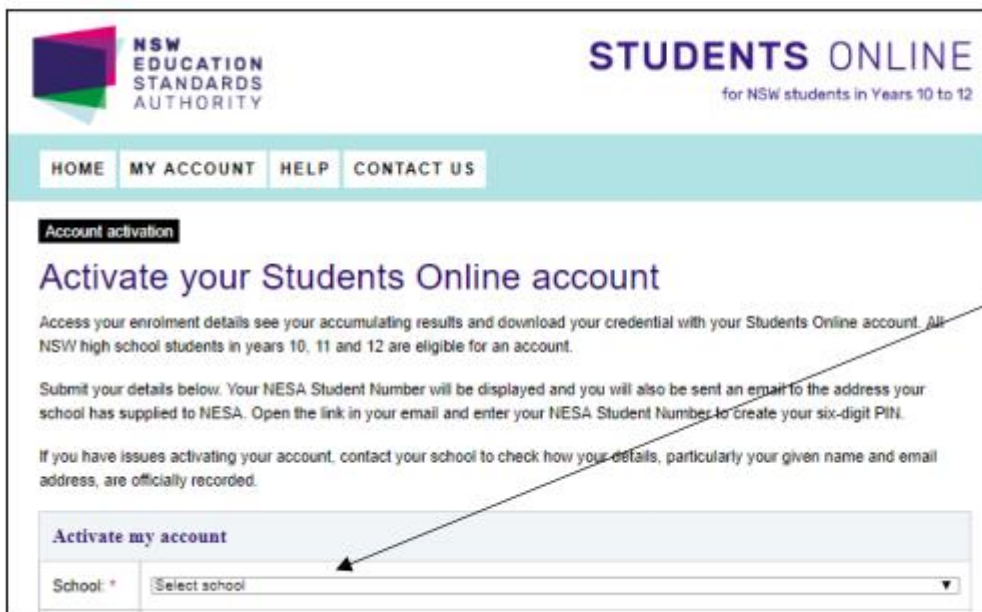
All students must activate their School’s Online account. All students are responsible for checking their NESAs Confirmation of Entries.

The email address students have provided to NESAs through their Confirmation of Entry along with the NESAs Student Number are needed to activate the account.

Go to <https://studentonline.nesa.nsw.edu.au>



Click on activate your account now



Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the prompts.

If there are any difficulties, refer to the [Help and advice using Students Online page](#) or see Mr Murray in the Learning Centre or your Deputy Principal.

## SCHOOL ASSESSMENT

### Question: What is assessment?

- Assessment is the broad name for the collection and evaluation of evidence of your learning.
- They are your opportunity to show what you know, understand, and can do.
- NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted.

### Question: Why have school assessment?

Assessment tasks are intended to provide an indication of a student's ability in a wider range of objectives than can be measured in a single HSC examination. Assessment tasks measure performance in the whole course, but do not consider interest, attitude or conduct. Students earn a final assessment mark for each of their Year 11 courses, based on their performance on set assessment tasks throughout the course. The final assessment mark provides the school with an order of merit of students and the relative difference between them for each course.

### Question: What will be assessed?

- Your coursework knowledge, and how you apply it, your ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, your practical performance and your ability to evaluate your own thinking.

### Question: How could these assessments be collected?

By some or all of the following, after advance notice:

- Oral/aural tests
- Class tests of many kinds
- Reports you can make
- Extended responses
- Assignments
- Research you do
- Submitted practical work
- Field work
- Lectures and oral presentations given
- Notes you make
- Practical performance
- By a series of formal examinations.

## ATTENDANCE

### **Question: What happens if I am absent from school and have poor attendance?**

Poor attendance, without satisfactory reason, may result in a student being unable to meet the Preliminary HSC requirements. This may lead to a student being deemed unsatisfactory to sit for the HSC year for not meeting course requirements. Students over the age of 17 can also be expelled for unsatisfactory participation in learning as determined by the Principal.

Students should provide written reason for ALL absences from school. If a student suffers from a long-term illness, it is requested that the parent or guardian contact the school, so support can be provided to the student throughout the illness and on their return. A meeting may be scheduled with the relevant DP if necessary.

### **Question: What happens if I am absent due to a family holiday?**

Parents/Guardians must seek Principal approval for any leave- at least one week in advance of absence. Evidence of the type of leave must be provided. Leave applications can be collected from the Front Office.

### **Question: What happens if I am absent when assessment information is given out?**

Every student will receive a copy of this book,

- outlining the requirements in each subject and the procedures to follow
- an assessment outline for each of their subjects and
- an overview of each term's tasks for all courses
- Assessment tasks are uploaded to the school's web page and respective Google Classrooms

It is the **student's responsibility** to collect assessment information and be aware when assessment tasks are scheduled and the procedures to follow.

At least two weeks written notice will be given of the specific date and nature of any assessment task. **It is the responsibility of any absent student to obtain assessment task information and dates provided in their absence.**

### **Partial Truancy Prior to an Assessment Task (including lateness without reason)**

Students are expected to attend ALL periods on the day of an assessment task. If a student truant any periods prior to an assessment task or arrives late to school without satisfactory reason they may be awarded a 'zero' mark for the task. The only acceptable reasons are illness supported by a doctor's certificate, or a case of extreme misadventure.

### **Question: What happens if I come from another school during Year 11 or Year 12? How does this affect my assessment?**

The previous school is to provide assessment marks for HSC courses for students who transfer after 30 June in the year of the Higher School Certificate examination. The marks will be developed from assessment information collected during the students' period at the school. For moderation, these students will be treated as members of the previous school.

## REPORTING

### **Question: How does the school report on my progress?**

Each faculty will inform students of their results for each assessment task, with Grades against the outcomes displayed in the assessment schedules. Full reports will be completed twice in Year 11.

## EXAMINATION PROCEDURES AND RULES

- Year 11 Preliminary Examinations 2025 commence in Week 9, Term 3 on Monday 15<sup>h</sup> September until Week 10 Tuesday 23<sup>rd</sup> September. Note: afternoon examinations may finish after 3:00pm.
- There will be **No Lessons** during the examination period. All year 11 students return to school on Thursday 25<sup>th</sup> September to complete the MANDATORY Life Ready Program.
- Students will be provided with an examination timetable that clearly specifies the date and time of all examinations. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. The responsibility for checking the examination schedule for times and dates of examinations remains with the student.
- **Be at the Learning Centre a minimum of 30 minutes before the scheduled examination starting time for every exam.**
- Students will be required to show their MAHS ID card upon arrival to each examination and students must place their ID card on their exam desk for the duration of all exams.
- Students may be required to complete a health declaration prior to entering the exam space.
- Students will **not** be permitted into the examination 30 minutes after the examination has commenced.
- Use all the available time to complete examinations. **Students will NOT be permitted to leave examinations early.**
- Before you commence your examination, under the instruction of exam supervisors, please complete your Examination Attendance Slip which will be on your exam desk.
- Complete **SILENCE** is to be observed in the examination rooms at all times, no turning around or disruptive behaviour (please see below).
- There will be times where examinations for multiple subjects are held. Ensure you are doing the correct papers. If the examination for your subject concludes early, you must leave the examination room in silence and with extra caution to avoid disturbance to other students who are still doing their exams.
- Bring ALL your own equipment (including erasers, pencil sharpeners, and spare black pens and pencils) for each exam. All equipment will be checked upon entering the exam rooms. This includes glasses cases, lip balms, water bottles and watches. All equipment must be in a clear plastic sleeve and placed on the floor of your exam desk during the exams.
- **There will be no borrowing of any equipment.** Only approved calculators are to be used. All your equipment must be in a clear plastic sleeve. Consult the NESA website listed below and/or the poster in the Learning Centre.



- Mobile Phones, Ear Phones, Smart Watches are NOT to be brought into the exam rooms. If you bring them, they must be left in the Learning Centre. They will be locked away and collected at the end of the exam. If you are caught with any of the above equipment during the exam it may be considered cheating and your paper may be cancelled.
- There is to be no food consumed during exams this includes chewing gum, lollies etc.
- In general, students will not be allowed to go to toilet for the first and the last 30 minutes of any examination. Students who are going to toilet will need to sign out on the toilet register book before leaving the examination venue and sign in when returning. Students will use the senior toilets on the Top Walkway and will be supervised by an examination supervisor.
- **NO** writing is permitted during the reading time.
- Students are to write their **FULL NAME** and **NESA STUDENT NUMBER** on every writing booklet or answer sheet used.
- Students who come to school to utilise the study centre on non-exam days, or more than 30 minutes before a scheduled afternoon exam must sign in at the front office.
- Unacceptable behaviour during the examinations will not be tolerated and will be dealt with in the following way: **First Breach** – Warning given to the student and the warning recorded on the front cover of the exam paper. Deputy Principal and Faculty Head Teacher for that exam will be informed immediately. Student to be moved and isolated in the examination room where possible. **Second Breach** – Breach recorded and student asked to leave the examination room. The Breach is recorded on the front cover of their examination paper and the examination terminated for the student. Appeals will be processed as per the Year 11 Assessment Policy.
- **IF YOU ARE ABSENT FROM AN EXAMINATION FOR ANY REASON PLEASE RING THE SCHOOL ON 4648 0111.**

**Question: What do I do if I am absent from an Preliminary exam?**

1. Call the school on 4648 0111 to explain your absence. Ask to speak to Mr Lovett or one of the Deputy Principals to explain your absence.
2. Contact your classroom teacher via your class Google Classroom. Inform your teacher about your absence asap.
3. Contact your local doctor, go to the doctor and get a Medical Certificate to explain your absence. If your appointment with a doctor is via telehealth/telephone consult, you must get a Medical Certificate and/or evidence of your telehealth/telephone consult.
4. Complete an illness/misadventure form and attach your medical certificate and/or documents which support/explain your absence.
5. Bring the completed illness/misadventure form to the school and/or email it to your classroom teacher and the Deputy Principal Mr Lovett.
6. Be prepared to sit the missed exam/s at any time during the exam period, following the expiry of your medical certificate. A school representative will notify you with the date and time of your catch-up exam. Please check your student emails each day, your class Google Classrooms and the Year 11 Cohort Google Classroom
7. If you are COVID POSITIVE, you must register your result with NSW Health and provide a copy of your letter/text message from NSW Health to the school and Mr Lovett to support your absence along with a completed illness/misadventure form.

**Question: What am I allowed to bring into the examination room?**

- Student ID Card. This must be shown to exam supervisors upon your arrival and placed on your exam desk for the duration of each exam.
- In a clear plastic sleeve ONLY: Black pens only, 2B pencil, eraser and sharpener, a ruler marked in millimetres and centimetres, highlighter/s, a scientific calculator.
- A clear water bottle with no label or prints.
- A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam
- Go to this website for further information:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

**Question: What items are prohibited in the examination room?**

- Mobile phones are not permitted in the exam room. Do not bring your mobile phone to any examinations.
- Programmable watches, e.g. smart watches are not to be worn. Watches will be checked by exam supervisors
- Earphones / headphones are not permitted
- Electronic devices such as iPads, laptops, tablets, stopwatches
- Correction fluid, correction tape or white out is not permitted, this includes erasable pens
- Bags. Where possible, do not bring bags / bulky items.
- Paper or printed materials including dictionaries. (Dictionaries may only be permitted in language exams)
- Please note; there is no sharing of equipment allowed during examinations. You must be prepared and bring your own supplies
- Go to this website for further information:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

**Question: What staff play a role in the Trial HSC Examinations?**

During Trial HSC Examinations the following people play a very important roles in the management of exams. They include:

- Exam Coordinators: Mrs Reading / Ms Murphy
- Technical Support: Mr Welbourn / Mrs Burch
- School Organisation: Mrs Murphy / Mrs Burch
- Principal: Mr Bates or delegate.

**Contact Information:**

- School phone number: 4648 0111
- Mrs Reading's (nee Alexander) email address: [alexander.rachael@det.nsw.edu.au](mailto:alexander.rachael@det.nsw.edu.au)

# MOUNT ANNAN HIGH SCHOOL STAGE 6 ASSESSMENT POLICY

## ELIGIBILITY

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must:

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed [All My Own Work \(AMOW\)](#) or its equivalent, and
- d. have demonstrated the [minimum standard of literacy and numeracy](#), and
- e. have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#), and
- f. undertake and make a [serious attempt](#) at the requisite [HSC exams](#).

## PATTERN OF STUDY

To qualify for the HSC, a student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least **10 units** both patterns of study must include:
  - At least 6 units from Board Developed Courses
  - At least 2 units of a Board Developed Course in English, or English Studies
  - At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
  - At least 4 subjects.

## HSC 'All My Own Work' Program

All students are required to have satisfactorily completed HSC: All My Own Work before any Year 11 or Year 12 course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

## HSC Minimum Standards

- Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC.
- To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.
- Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10-12, but before their enrolment ceases.
- Students planning to leave school in Years 10-12 may choose to attempt the NESA minimum standards tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests while enrolled at school.

Some students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

Students may be asked to attend school on their timetabled study day to complete any of the HSC Minimum Standards testing.

## SATISFACTORY COMPLETION OF COURSES

A Course has been satisfactorily completed when the student has:

- Followed the course developed/endorsed by the NESAs
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all, of the course outcomes.

Students must satisfactorily complete the Year 11 component of a course to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero or non-serious attempt in an assessment task, this warning and advice will be given.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute more than 50 percent of available marks in courses where school-based assessment marks are submitted.

Students whose **attendance** is poor may not satisfy course completion criteria.

The Principal is the final arbitrator on any matters that arise regarding the final Year 12 assessments.

## SUBMITTING ASSESSMENT TASKS

### Question: How do I go about submitting an assessment task?

The following rules apply when submitting tasks, completing tasks in class, and sitting for examinations:

- Assessment tasks may be handed in online or during class time. Students must read the assessment task notifications that are issued and follow the instructions of their classroom teacher and/or the Head Teacher of the faculty.
- Students must be at school by **9am** on the day of any assessment task due date.
- Students must not undertake any work on assessment tasks after 9am, this includes both online and hand-in assessment tasks.

### Question: What happens if an assessment task is not submitted on time?

#### Take home tasks requiring submission by a due date

1. Tasks that are not handed in on time and on the due date without satisfactory reason **may incur a mark of zero.**
2. Requests for an extension to submit a task must be submitted to the Head Teacher of the relevant faculty a minimum of **72 hours prior to the date the task is to be handed in.** Extensions of time can only be approved by the Faculty Head Teacher and should be for significant reasons such as ongoing illness.
3. Reasons for lateness of tasks should be provided **by a parent or guardian through contact with the Head Teacher. An Illness/Misadventure form must be submitted.** The only acceptable reasons are illness, supported by a doctor's certificate, or a case of extreme misadventure, supported by substantive documentation.
4. Students/ parents will be notified in writing by the class teacher if a task is not handed in and a mark of zero is to be awarded. It is still expected that the student will complete the task as they risk not meeting NESAs assessment requirements if the task remains outstanding.

### **Tasks completed during class time**

The only acceptable reasons for missing an assessment task are illness or a case of extreme misadventure. In the case of illness, a doctor's certificate must be provided. In the case of misadventure, substantive supporting documentation will be required. Please note:

1. **You should expect to sit the task on the first day of your return to school.** Please be prepared to do the exam or substitute task on this day if it can be administered. Your Head Teacher may choose another day for you.
2. You must submit your doctor's certificate or supporting documentation, along with a completed Illness/Misadventure form, to the Head Teacher of the relevant faculty on **the morning of your return to school.**
3. A copy of the Illness/Misadventure form is included in this booklet. Alternatively, please print a copy from the school website or collect from the Learning Centre.
4. If you are unable to access the Illness/Misadventure or Appeals form prior to your return to school, you must bring a note from your parents, with your supporting documentation, on the first day of your return to school. You must obtain an Illness/Misadventure form from the Learning Centre. This form must be returned the following day to your classroom teacher or relevant faculty Head Teacher.
5. Failure to follow these procedures may result in you receiving a mark of zero for the task.
6. The Faculty Head Teacher and Deputy Principal will make the decision on whether the reason for missing the task is acceptable.

### **Assessment of Separate Classes in the Same Course**

Where there is an in-class task, both classes will be scheduled to sit the assessment task at the same time to ensure a fair assessment of course content.

Revealing assessment content or assisting other students that have a similar task to complete later is a form of MALPRACTICE.

Where it is not possible for assessment to be conducted at the same time, a practice may be negotiated with the Faculty Head Teacher and Deputy Principal and communicated to students. To avoid malpractice, procedures around maintaining the integrity of the exam will be implemented. For example, Class A may sit the task Period 3 and held back during Period 4 with no access to technology while Class B enters the examination room.

## FAILURE TO COMPLETE AN ASSESSMENT TASK- ZERO MARK

A zero mark is noted as a non-attempt. If zero marks have been given for tasks, which combined make up 50% or more of the total assessment marks in a course, a student is at risk of **non-completion** of that course. The Principal is the final arbitrator.

- Late submission of assessment items **will be awarded zero** unless there are very extenuating circumstances (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher. (See 'Absent for an Assessment Task')
- Students found guilty of malpractice will be awarded a zero mark (refer to Malpractice (cheating, copying) in assessment tasks).
- Students/parents will be notified in writing when receiving a zero mark.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.
- A student will still be required to submit an assessment task to achieve course outcomes and obtain feedback on their progress. However, the task will still be awarded as a zero mark.

### Question: What happens if I do not submit assessment tasks?

If you fail to complete the assessment program you will be deemed unsatisfactory in the subject. Students are expected to complete ALL assessment tasks in every course.

If a student fails to submit, sit or attain marks for assessment tasks worth in excess of 50% of the total assessment mark in a subject, then they are deemed UNSATISFACTORY in that subject by NESA. This may leave a student ineligible for the award of an HSC. In the case of Extension courses students who fail to meet the requirements for the common part of the course will not receive a result in the course at all. Students and parents will be notified in writing every time a task is missed and the accumulated value of the missed tasks.

## ABSENT FOR AN ASSESSMENT TASK

If a student is absent for a task

- They must see their teacher or Faculty Head Teacher on the **first day they return** back to school and obtain and complete a '**Illness/Misadventure Form**'. Reasons for the absence must be stated, and supported by documentation, e.g., a doctor's certificate. If a doctor's certificate is supplied, it must cover every day of the student absence.
- A student must attend school and **all set classes for the full day of an Assessment Task**, unless there are very extenuating circumstances. A student who attends only for the task itself OR just to submit the task **will be awarded a zero mark**.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on an Illness/Misadventure form and submitted to the Head Teacher of the faculty. **Absence**

**due to a family holiday or a driving test may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**

- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for Misadventure has been approved by the Faculty Head Teacher and Deputy Principal.
- Where a student is absent for more than the day of the task, they must have a Doctor's Certificate explaining the entire absent period.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.
- The Illness/Misadventure Form will be signed and acknowledged by the Faculty Head Teacher, with a final approval made by the Supervising Deputy Principal.

**Question: What if I am a VET student and absent from an assessment task due to work placement or other school representation?**

Make alternate arrangements to hand this task in on or before the due date. VET work placement is not a reason for Misadventure. Non-submission of a task while on work placement will result in an N-award being issued unless it has been approved as school approved activity.

## NON-SERIOUS ATTEMPT

**Question: What happens if I do not make a serious attempt at an assessment task or examination?**

A student's work must be consistent and of as high a standard as possible throughout the whole Year 11 and Year 12 courses, in both assessment and non-assessment tasks. It is expected that students prepare for and submit tasks to the best of their ability on all occasions. **Any assessment work handed in or completed in the form of an examination or in-class task that does not meet these criteria may be deemed a NON-SERIOUS ATTEMPT and be awarded 'zero' marks.**

A NON-SERIOUS ATTEMPT at an HSC examination may lead to NESAs determining a student to be UNSATISFACTORY. This may lead to a student being ineligible for the award of the HSC.

## BEHAVIOUR

During assessment tasks and/or formal examinations, students must not behave in a manner which is likely to disturb any other student. Students who behave inappropriately may have their tasks or examinations cancelled and a zero-mark awarded. If a zero mark is given, students and parents will be notified in writing.

**Question: What happens if I misbehave during an examination or assessment task?**

It is expected that all students follow the rules and regulations of the school in examinations and assessment tasks. Students must not misbehave during examinations and assessment tasks and must not behave in a way that disrupts other students. Students are expected to follow the instructions of the supervising teacher at all times. In cases of misbehaviour in examinations or assessment tasks, the supervising teacher has the right to remove a student from the examination or task. The task or examination may be deemed a non-serious attempt and a mark of zero may be awarded.

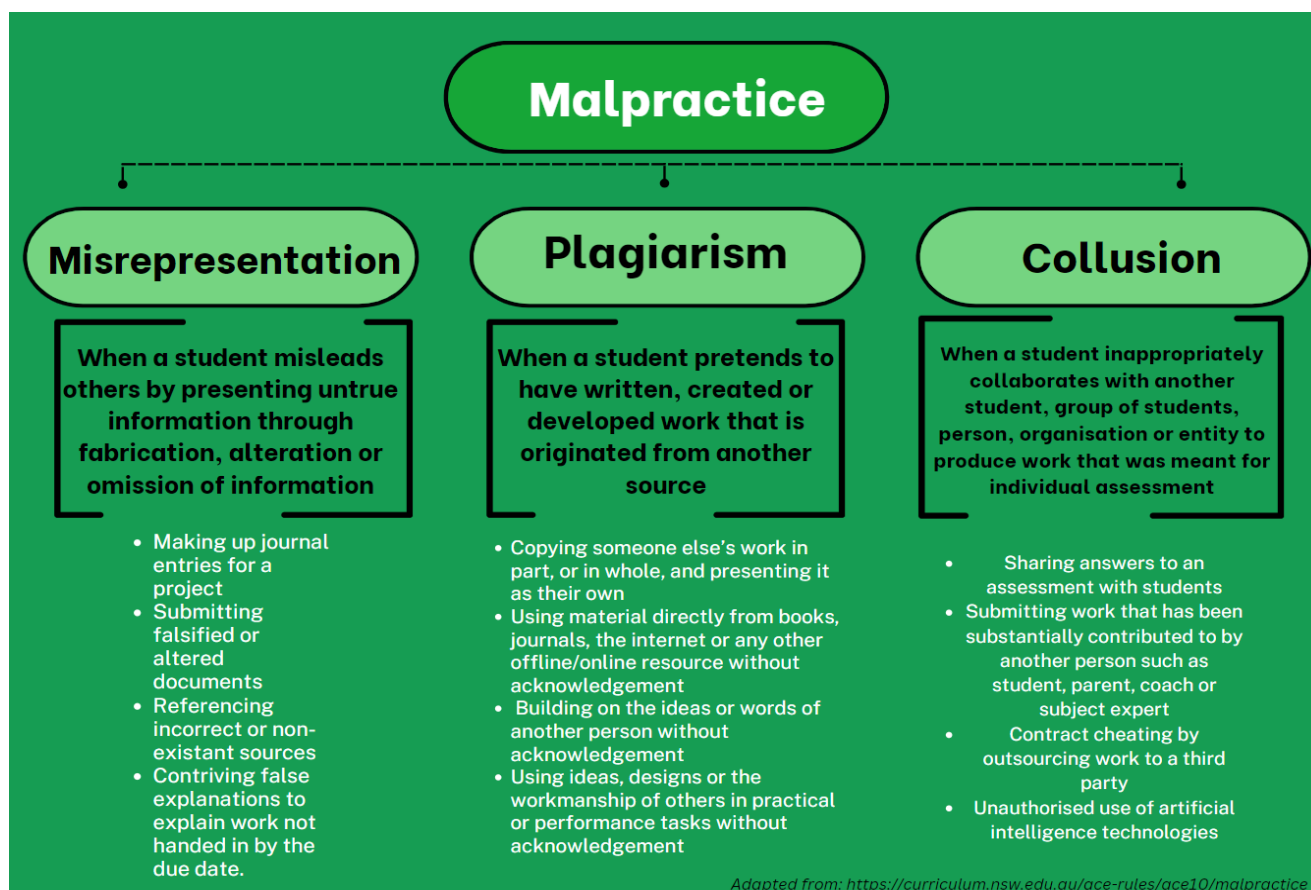
## MALPRACTICE AND DISHONESTY WHEN COMPLETING ASSESSMENT TASKS

- The honesty of students in completing assessment tasks, exams and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.
- Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including;
  - All My Own Work, and
  - HSC Rules and Procedures Guide, and
  - HSC minimum standard: Malpractice and breaches of test rules, and
  - HSC practical exams

**Malpractice-** is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

### Types of Malpractice-



NB: The above are examples of malpractice and are not conclusive. The Principal or Principal Delegate may determine if an act performed by the student is deemed as malpractice



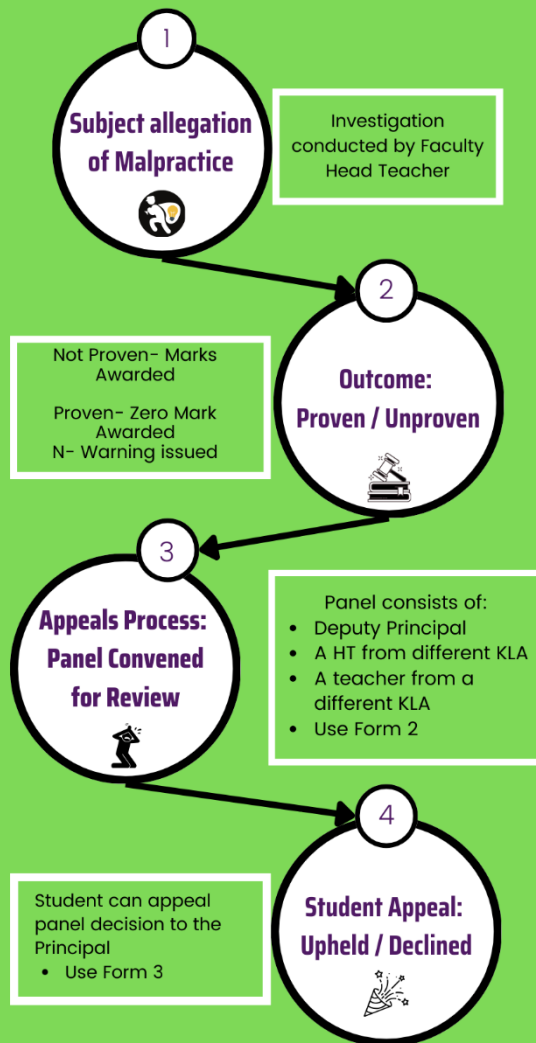
Should any student be found guilty of malpractice in an assessment task, he or she will be given a **zero mark** for the task and added to the NESAs malpractice register. If malpractice occurs more than once a student may be regarded as not satisfying the school's requirements for the Course.

- Students are reminded that ALL work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.
- When completing a task on a computer; it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR to print the task before the due date. **All hand-in tasks must be handed in on paper unless otherwise stated.**

### **Proven Dishonesty**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Students are expected to submit their own work and not the work of other students. Plagiarism will not be accepted in any form. This includes work copied from the internet or other sources. Malpractice, including plagiarism, could lead to your receiving zero marks and will jeopardise your HSC results. Malpractice includes assisting another student to engage in malpractice. Students who hand in or attempt to hand in work that is not their own may receive zero marks. Students assisting other students to engage in malpractice may also receive zero marks.

# Mount Annan High School Malpractice Policy Flowchart



## N AWARD AND N DETERMINATION PROCEDURE

A teacher should implement appropriate action in issuing N-Warning letters when the student has not:

- Submitted or completed an assessment task.
- Met or achieved requirements or outcomes as a genuine attempt was not made (*including non-serious attempts and malpractice*).
- Not completed set tasks and experiences provided in the course. (could be as a result of not applying themselves with due diligence or prolonged absences).

An example of this process is as follows:

- Student has not applied themselves with diligence and sustained effort or achieved course outcomes.
- Discussions with student about progress concerns.
- Offer of support from teachers to provide opportunities for outcomes to be achieved.
- N Warning Letter 1 and follow up phone call.
- N Warning Letter 2, follow up phone call and Head Teacher interview.
- N Warning Letter 3, follow up phone call and Senior Review meeting.
- N Determination – Interview with Senior Executive, Student and Parent.

Final N-Determinations for courses after this process will be made by the Principal on advice from the Deputy Principal and relevant Faculty Head Teacher.

## ILLNESS/MISADVENTURE AND EXTENSION APPEAL PROCESS

**If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/Misadventure Application for Extension/Application Process MUST be followed.** If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid reason** (illness/misadventure/School Approved Activity) you **must** do the following:

1. **Call the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **(a) For Assessment Tasks completed at home** - submit the assessment task before school on the next day you attend  
**(b) For Assessment Tasks completed at school – report to the relevant Faculty Head Teacher before school on the next day you attend** and discuss when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Faculty Head Teacher. The result of this task will depend on the success of your application. If it is not successful, a zero mark stands.
3. **Collect an Illness/Misadventure and Extension Application form** from the Faculty Head Teacher of the subject/course where you missed the task before school on the morning you return to school. Any student in these circumstances receives the set penalties (see assessment policy) until a valid reason has been provided and the application has been approved. **YOU HAVE FIVE BUSINESS DAYS FROM THE DUE DATE OF THE TASK TO LODGE AN APPLICATION** unless exceptional circumstances present.
4. **Complete the Illness/Misadventure and Extension Application form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person e.g., counsellor or police officer. (In the case of **illness**, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task). A parent signature must be on each form before it is processed. NB: Depending on circumstances, a letter from parents may not be acceptable.

5. **Lodge the completed Illness/ Misadventure and Extension Application form to the relevant Faculty Head Teacher *within Five (5) business days of the due date of the task.***
6. **The Faculty Head Teacher** sights a medical certificate or appropriate letter, notes it on the form and submits the evidence with the application and **a written recommendation to the relevant Deputy Principal.**
7. **Students will be notified of the result of their application by the Faculty Head Teacher/Class Teacher.**
8. In the case of an unsuccessful application, the Head Teacher/Class Teacher will notify the parents, copy the declined application, and return it with an Assessment Appeal form if required. The Appeal form must be returned with additional supporting evidence within 7 school days to be considered.

## TYPES OF APPLICATIONS FOR ILLNESS/MISADVENTURE

### **School Approved Activity**

If you cannot attend on the day of an assessment task to submit or complete the task in person because of a school approved activity, such as representative sport. Applications will be considered when you have completed the following guidelines:

1. For Assessment Tasks completed at home – you must submit the assessment task before 9am on the due date.
2. For Assessment Tasks completed at school – where possible, you must report to the relevant Faculty Head Teacher prior to the school approved activity with an Illness / Misadventure Form to seek an alternative date.

School approved activities include:

- School representation
- VET work placement
- Sports representation;

And/or other events as deemed a school approved event by the Principal

### **Extension**

If you are applying for an extension of time to complete an assessment task. An extension must be sought at least **72 hours before the due date.**

### **Technology Problems**

If you have had a computer or USB malfunction. You must attach backup copies, drafts, print outs, multiple copies, or paper drafts as evidence of the work you lost. You are responsible for ensuring that any data (including text, images, video, PowerPoint presentations, etc.) is functioning prior to the assessment due date Printer issues are not grounds for application of Misadventure.

It is important that you retain samples, previous draft versions and notes to support any appeal. You are encouraged to use One Drive or Google Drive when completing assessment tasks to avoid the loss of material

## QUERIES, REVIEWS AND APPEALS

### **Question: What do I do if I want to query a mark or lodge a review or appeal?**

If a student is unable to complete a task and has a successful illness/ misadventure appeal they may be given a substitute task. In rare cases a student may be given an estimate. An estimate does not assess the potential of a student but rather would maintain the previous demonstrated standard of student performance based on the majority of their tasks. An assessment estimate cannot be calculated until the entire assessment program has been completed.

Students may only query a mark for an assessment task at the time it is returned. (Students are advised to keep all assessment tasks.) The final school assessment mark in each course is confidential and will not be available to students as per the NESAs ACE manual. Students will be informed of their final position in the course by a course rank.

Students who consider that their placement in the final order of merit for any course is not correct based on the feedback of their performance during the course may appeal to the school for a review.

Students may only appeal about the school's procedures for arriving at their position in the order of merit, not the marks awarded for individual assessment tasks. The appeal must take place within one school day of the order of merit being available to students. The Principal or Deputy Principal, Head Teacher of the Faculty and Class Teacher will form the appeals committee.

## APPLICATION FOR SPECIAL HSC EXAMINATION DISABILITY PROVISIONS

### **Question: What are Special HSC Examination Provisions?**

Special examination provisions provide students who have special needs with practical support in formal Assessment Tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

If you have a special examination need – whether it is related to a physical disability or medical condition, visual impairment, hearing loss, or a learning difficulty – you should read this and discuss it with your parents, Year Adviser, Teacher or Learning and Support Teacher.

It is noted that internal adjustments are different to that of NESAs special HSC PROVISIONS. Adjustments are not provided in external HSC examinations unless approved provisions are provided by NESAs.

### **Applying for Special HSC Examination Provisions**

- i. If you wish to apply for special examination provisions you should see your Year Adviser, or the Learning and Support Teacher. Applications for HSC Disability Provisions must be completed and submitted to NESAs in Term 1 2024.
- ii. The Learning and Support Teacher will discuss the special provision process and eligibility requirements with you.

When a final decision has been made by NESAs, you will receive written notification of the approved and/or declined provisions.

### **Appeal procedures**

If you wish to appeal against the decision to decline a provision for which you have applied, the appeal must be submitted within 10 working days of receiving your special provisions decision letter.

If you are concerned about whether special examination provisions apply for your child, you should contact the Learning and Support Team at the school as early as possible for further information.

Further information can be accessed on the NESA Website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>



MOUNT ANNAN HIGH SCHOOL

Illness/ Misadventure/ Extension/ School Approved Activity Form 1

SECTION A – Student Details

Student Name: Year Group: Date of form submission:

SECTION B – Assessment Task Details

Table with 5 columns: COURSE, ASSESSMENT TASK AND NUMBER, WEIGHTING, DUE DATE, SUBMITTED Y/N

SECTION C – What is the nature of the application (indicate with a tick)

0 Misadventure 0 Illness 0 Extension 0 School Approved Activity

SECTION D – Evidence Supporting the Application

Please explain the reason for this application and the evidence you have attached to this application. For example: Doctor’s Certificate

-----

Student Signature Parent/Guardian Signature

Section E Head Teacher Recommendation (indicate with a tick)

Date Received 0 Upheld 0 Declined Comments: Please include circumstances relevant to this application.

-----

Head Teacher Signature: Date:

Section F Deputy Principal Decision (for ROSA, Preliminary and HSC only) (indicate with a tick)

Date Received 0 Upheld 0 Declined Comments: Including consultation with the Head Teacher and Class Teacher, where applicable.

-----

Deputy Principal Signature: Date:

Note: If the application is declined you have the right to Appeal the decision. Appeal form handed out by Head Teacher? YES NO



Appeals Form
(Appeal of the Illness / Misadventure Decision – Form 2)

Table with 4 columns: Student Name, Date of Appeal Submitted, Year/Course, Deputy Principal Signature.

If the student wishes to appeal, they must:

- Submit this Appeal Form within 7 school days of an Illness/Misadventure and Extension Application being declined.
Attach additional supporting evidence to this appeal.

SECTION A - Additional Evidence Supporting the Appeal

Please list evidence you have attached to this appeal including your initial Misadventure Form decision. You can include further information here to support this review.

Student Signature

Parent/Guardian Signature

SECTION B – Completed by the Deputy Principal and/or Delegated Deputy Principal

Date the Appeals Application is received:

Comments: Please include circumstances relevant to this appeal.

Deputy Principal Signature:

Date:

SECTION C – Completed by the Appeal's Panel

Date the Appeals Application is received by the Panel:

Comments: Including consultation with Head Teacher and Class Teacher, where applicable.

Outcome (circle the outcome applicable):

Decline OR Upheld

Outcome communicated to Student:

YES NO

Student Signature

Date Received





**MOUNT ANNAN HIGH SCHOOL**

**Appeals Form to Principal  
(Appeal of the Malpractice Decision – Form 3)**

<b>Student Name:</b>		<b>Date of Appeal Submitted:</b>	
<b>Year/Course:</b>		<b>Deputy Principal Signature:</b>	

If the student wishes to appeal, they must:

- Submit this Appeal Form within 7 school days of a Malpractice investigation has been proven.
- Attach additional supporting evidence to this appeal.

**SECTION A - Additional Evidence Supporting the Appeal**

Please list evidence you have attached to this appeal including your initial malpractice allegation. You can include further information here to support this review.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Parent/Guardian Signature**

**SECTION B – Completed by the Deputy Principal who lead the Panel**

Date the Appeals Application is received: \_\_\_\_\_

**Comments:** Please include circumstances relevant to this appeal. Panel comments (attach decision)

**Deputy Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SECTION C – Completed by the Principal**

Date the Appeals Application is received by the Principal: \_\_\_\_\_

**Comments:**

**Outcome (circle the outcome applicable):**

**Decline**

OR

**Upheld**

**Outcome communicated to Student:**

YES

NO

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date Received**

## Year 11 Assessment Calendar 2025

Week	Term 1	Term 2	Term 3
1		<b>Task 1:</b> Visual Design	
2		<b>Task 1:</b> Mathematics Advanced, Mathematics Standard, Modern History	<b>Year 7-12 Parent Teacher Interviews</b>
3			
4		<b>Task 1:</b> Food Technology <b>Task 2:</b> Economics	
5	<b>Task 1:</b> Exploring Early Childhood		Life Ready Program Day 1/3 Fri (Mandatory Attendance)
6		<b>Task 1:</b> Design and Technology, Exploring Early Childhood	<b>Task 3:</b> Visual Design
7	<b>Task 1:</b> Biology, Industrial Technology-Timber, Investigating Science, Modern History, Physics	<b>King's Birthday- Public Holiday</b> <b>Task 2:</b> Community and Family Studies, Visual Art, Visual Design	<b>Task 2:</b> Design and Technology, Exploring Early Childhood
8	<b>Task 1:</b> Ancient History, Community and Family Studies, Engineering Studies, Society and Culture	<b>Task 2:</b> Biology, Drama, Industrial Technology-Timber, Physics	<b>Task 3:</b> Drama, English Studies, Health and Movement Science, Sports Lifestyle Recreation
9	<b>Task 1:</b> Business Studies, Drama, Economics, English Extension	<b>Task 2:</b> English Extension, Investigating Science, Legal Studies, Mathematics Advanced, Mathematics Extension, Mathematics Standard, Society and Culture	<b>Year 11 Examination Block</b> Ancient History, Biology, Business Studies, Community & Family Studies, Design & Technology, Economics, Engineering Studies, English Advanced, English ELAD, English Extension English Standard, Food Technology, Geography, Industrial Technology Timber, Investigating Science, Legal Studies, Mathematics Advanced, Mathematics Extension 1, Mathematics Standard 1 / 2, Modern History, Music, Physics, Society & Culture, Visual Art, Hospitality, Construction
10	<b>Task 1:</b> English Advanced, English ELA/D, English Standard, English Studies, Geography, Health and Movement Science, Legal Studies, Mathematics Extension, Sports Lifestyle Recreation, Visual Arts	<b>Task 2:</b> Ancient History, Engineering Studies, English Advanced, English ELA/D, English Standard, English Studies, Geography, Sports Lifestyle Recreation	<b>Year 11 Examination Block (ends Tuesday)</b> Life Ready Program Day 2 & 3 Thu Fri (Mandatory Attendance)

## ANCIENT HISTORY - ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Extended Response	Historical Investigation	Final Examination
		Date	Term 1 Week 8	Term 2 Week 10	Term 3 Week 9/10 Examination Block
		Outcomes	AH11-3, AH11-5, AH11-6, AH11-9	AH11-2, AH11-3, AH11-5, AH11-6, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10
Knowledge and understanding of the course content	40%		15	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20%		5	10	5
Historical inquiry and research	20%		5	10	5
Communication of historical understanding in appropriate forms	20%		5	5	10
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## ANCIENT HISTORY - COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>AH11-1</b>	describes the nature of continuity and change in the ancient world			✓
<b>AH11-2</b>	proposes ideas about the varying causes and effects of events and developments		✓	✓
<b>AH11-3</b>	analyses the role of historical features, individuals and groups in shaping the past	✓	✓	✓
<b>AH11-4</b>	accounts for the different perspectives of individuals and groups			✓
<b>AH11-5</b>	examines the significance of historical features, people, places, events and developments of the ancient world	✓	✓	✓
<b>AH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument	✓	✓	✓
<b>AH11-7</b>	discusses and evaluates differing interpretations and representations of the past			✓
<b>AH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources		✓	
<b>AH11-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms	✓	✓	✓
<b>AH11-10</b>	discusses contemporary methods and issues involved in the investigation of ancient history		✓	✓

## BIOLOGY – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	First-Hand Investigation Task	Depth Study	Final Examination
		Date	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9/10 Examination Block
		Outcomes	BIO 11-3 BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-8	BIO 11-1 BIO 11-2 BIO 11-7  <i>*NOTES in Course Outcomes</i>	BIO 11-6 BIO 11-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11
Skills in working scientifically	60 %		25	15	20
Knowledge and understanding of course content	40 %		5	15	20
<b>Total</b>	<b>100 %</b>		<b>30</b>	<b>30</b>	<b>40</b>

## BIOLOGY – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
<b>BIO11-1</b>	Develops and evaluates questions and hypotheses for scientific investigation.		✓	
<b>BIO11-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information.		✓	
<b>BIO11-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information.	✓		
<b>BIO11-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	✓		
<b>BIO11-5</b>	Analyses and evaluates primary and secondary data and information.	✓		
<b>BIO11-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.	✓		✓
<b>BIO11-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.		✓	✓
<b>BIO11-8</b>	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.	✓		✓
<b>BIO11-9</b>	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			✓
<b>BIO11-10</b>	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species			✓
<b>BIO11-11</b>	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem			✓

## BUSINESS STUDIES – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Extended Response	Final Examination
		Date	Term 1 Week 9	Term 3 Week 2	Term 3 Week 9/10 Examination Block
		Outcomes	P1, P2, P3, P6, P7, P8	P4, P5, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P10
Knowledge and understanding of course content	40%		10	10	20
Stimulus-based skills	20%		10		10
Inquiry and Research	20%			20	
Communication of business information, ideas and issues in appropriate forms	20%		5	10	5
<b>Total</b>	<b>100%</b>		<b>25%</b>	<b>40%</b>	<b>35%</b>

## BUSINESS STUDIES – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>P1</b>	discusses the nature of business, its role in society and types of business structure	✓		✓
<b>P2</b>	explains the internal and external influences on businesses	✓		✓
<b>P3</b>	describes the factors contributing to the success or failure of small to medium enterprises	✓		✓
<b>P4</b>	assesses the processes and interdependence of key business functions		✓	✓
<b>P5</b>	examines the application of management theories and strategies		✓	✓
<b>P6</b>	analyses the responsibilities of business to internal and external stakeholders	✓		✓
<b>P7</b>	plans and conducts investigations into contemporary business issues	✓	✓	✓
<b>P8</b>	evaluates information for actual and hypothetical business situations	✓	✓	✓
<b>P9</b>	communicates business information and issues in appropriate formats		✓	
<b>P10</b>	applies mathematical concepts appropriately in business situations			✓



**COMMUNITY AND FAMILY STUDIES – ASSESSMENT SCHEDULE**

<b>Assessment Component</b>	<b>NESA Syllabus Weighting</b>	<b>Task</b>	<b>1</b>	<b>2</b>	<b>3</b>
		<b>Task Name</b>	<b>Case Study Resource Management</b>	<b>Stimulus/Response Individuals and Groups</b>	<b>Final Examination</b>
		<b>Date</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 9/10 Examination Block</b>
		<b>Outcomes</b>	<b>P1.1, P4.2, P5.1</b>	<b>P2.1, P2.3, P4.1, P4.2</b>	<b>P1.1 - P6.2</b>
Knowledge and Understanding of Course Content	<b>40%</b>		10	10	20
Skills in Critical Thinking, Research, Analysing and Communicating	<b>60%</b>		20	20	20
<b>Total</b>	<b>100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

## COMMUNITY AND FAMILY STUDIES – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
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			✓

## DESIGN AND TECHNOLOGY - ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Architecture Design and Portfolio	Mixed Materials Project and Portfolio	Final Examination
		Date	Term 2 Week 6	Term 3 Week 7	Term 3 Week 9/10 Examination Block
		Outcomes	P4.1, P4.3, P5.1, P5.2, P5.3, P6.2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	P1.1, P2.1, P2.2, P4.3, P6.1
Knowledge and understanding of course content	40%		10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%		20%	30%	10%
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>40%</b>	<b>30%</b>

## DESIGN AND TECHNOLOGY - COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>P1.1</b>	examines design theory and practice, and considers the factors affecting designing and producing in design projects			✓
<b>P2.1</b>	identifies design and production processes in domestic, community, industrial and commercial settings			✓
<b>P2.2</b>	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects			✓
<b>P3.1</b>	investigates and experiments with techniques in creative and collaborative approaches in designing and producing		✓	
<b>P4.1</b>	uses design processes in the development and production of design solutions to meet identified needs and opportunities	✓	✓	
<b>P4.2</b>	uses resources effectively and safely in the development and production of design solutions		✓	
<b>P4.3</b>	evaluates the processes and outcomes of designing and producing	✓	✓	✓
<b>P5.1</b>	uses a variety of management techniques and tools to develop design projects	✓	✓	
<b>P5.2</b>	communicates ideas and solutions using a range of techniques	✓	✓	
<b>P5.3</b>	uses a variety of research methods to inform the development and modification of design ideas	✓	✓	
<b>P6.1</b>	investigates a range of manufacturing and production processes and relates these to aspects of design projects			✓
<b>P6.2</b>	evaluates and uses computer-based technologies in designing and producing	✓		

## DRAMA – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Presentation of Individual Performance	Written Extended Essay	Theatrical Styles: Group Performance
		Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8
		Outcomes	P1.1, P1.4, P1.6, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5	P2.6, P3.1, P3.2, P3.3, P3.4	P1.2, P1.3, P1.7, P1.5, P2.4
Making	40%		20		20
Performing	30%		10		20
Critically Studying	30%			30	
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## DRAMA – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles	✓		
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form			✓
P1.3	demonstrates performance skills appropriate to a variety of styles and media			✓
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively	✓		
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance			✓
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action	✓		
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration			✓
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole	✓		
P2.1	understands the dynamics of actor-audience relationship	✓		
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers	✓		
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action	✓		
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces	✓		✓
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production	✓		
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance		✓	
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others		✓	
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques		✓	
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements		✓	
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest		✓	

## ECONOMICS – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Extended Response	Final Examination
		Date	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9/10 Examination Block
		Outcomes	P1, P2, P5, P7, P10, P11	P2, P3, P6, P8, P9, P10, P12	P1, P3, P4, P5, P6, P7, P8, P10, P11
Knowledge and understanding of course content	40%		10	5	25
Stimulus-based skills	20%		5	10	5
Inquiry and research	20%		5	10	5
Communication of economic information, ideas and issues in appropriate forms	20%		5	10	5
<b>Total</b>	<b>100%</b>		<b>25%</b>	<b>35%</b>	<b>40%</b>

## ECONOMICS – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
P1	Demonstrates understanding of economic terms, concepts and relationships	✓		✓
P2	Explains the economic role of individuals, firms and government in an economy	✓	✓	
P3	Describes, explains and evaluates the role and operation of markets		✓	✓
P4	Compares and contrasts aspects of different economies			✓
P5	Analyses the relationship between individuals, firms, institutions and government in the Australian economy	✓		✓
P6	Explains the role of government in the Australian economy		✓	✓
P7	Identifies the nature and causes of economic problems and issues for individuals, firms and governments	✓		✓
P8	Applies appropriate terminology, concepts and theories in economic contexts		✓	✓
P9	Selects and organises information from a variety of sources for relevance and reliability		✓	
P10	Communicates economic information, ideas and issues in appropriate forms	✓	✓	✓
P11	Applies mathematical concepts in economic contexts	✓		✓
P12	Works independently and in groups to achieve appropriate goals in set timelines		✓	



## ENGINEERING STUDIES – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Research Task	Open Book Task	Final Examination
		Date	Term 1 Week 8	Term 2 Week 10	Term 3 Week 9/10 Examination Block
		Outcomes	P 1.1 P 1.2 P 2.1 P3.1 P3.3 P5.1 P5.2.P6.1 P6.2	P1.2 P2.1 P2.2 P3.1.P3.2 P3.3 P4.1 P4.2 P5.1 P5.2 P6.1 P6.2	P1.1 P 1.2 P2.1 P3.1 P3.3 P4.2 P4.3 P6.1 P 6.2
Knowledge and understanding of course content	60%		10%	15%	35%
Knowledge and skills in research, problem solving and communication related to engineering studies	40%		15%	20%	5%
<b>Total</b>	<b>100%</b>		<b>25%</b>	<b>35%</b>	<b>40%</b>

## ENGINEERING STUDIES – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK1</b>	<b>TASK2</b>	<b>TASK3</b>
<b>P1.1</b>	identifies the scope of engineering and recognises current innovations	✓		✓
<b>P1.2</b>	explains the relationship between properties, structure, uses and applications of materials in engineering	✓	✓	✓
<b>P2.1</b>	describes the types of materials, components and processes and explains their implications for engineering development	✓	✓	✓
<b>P2.2</b>	describes the nature of engineering in specific fields and its importance to society		✓	
<b>P3.1</b>	uses mathematical, scientific and graphical methods to solve problems of engineering practice	✓	✓	✓
<b>P3.2</b>	develops written, oral and presentation skills and applies these to engineering reports		✓	
<b>P3.3</b>	applies graphics as a communication tool	✓	✓	✓
<b>P4.1</b>	describes developments in technology and their impact on engineering products		✓	
<b>P4.2</b>	describes the influence of technological change on engineering and its effect on people		✓	✓
<b>P4.3</b>	identifies the social, environmental and cultural implications of technological change in engineering			✓
<b>P5.1</b>	demonstrates the ability to work both individually and in teams	✓	✓	
<b>P5.2</b>	applies management and planning skills related to engineering	✓	✓	
<b>P 6.1</b>	applies knowledge and skills in research and problem-solving related to engineering	✓	✓	✓
<b>P6.2</b>	applies skills in analysis, synthesis and experimentation related to engineering	✓	✓	✓

**ENGLISH ADVANCED – ASSESSMENT SCHEDULE**

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Portfolio and reflection Reading to Write	Multimodal Speaking Narratives that Shape theWorld	Yearly Examination Critical Study of Literature
		Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10 Examination Block
		Outcomes	EA11-1, EA11-3, EA11-4, EA11-6, EA11-7, EA11-9	EA11-2, EA11-5, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-5, EA11-8
Knowledge and understanding of course content	50%		20	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%		20	15	15
<b>Total</b>	<b>100%</b>		<b>40%</b>	<b>30%</b>	<b>30%</b>

## ENGLISH ADVANCED – COURSE OUTCOMES

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

## ENGLISH ELA/D – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	<b>Multimodal Presentation (including Listening component)</b>	<b>Analytical Essay</b>	<b>Preliminary Yearly Examination</b>
		Date	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3 Week 9/10 Examination Block</b>
		Outcomes	EAL11-1B, EAL11-2, EAL11-6, EAL11-9	EAL11-1A, EAL11-3, EAL11-7, EAL11-8	EAL11-1A, EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-6
Knowledge and understanding of course content	<b>50%</b>		15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>		15	20	15
<b>Total</b>	<b>100%</b>		<b>40%</b>	<b>30%</b>	<b>30%</b>

## ENGLISH ELA/D – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b> <i>A Student:</i>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>EAL11-1A</b>	responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure		✓	✓
<b>EAL11-1B</b>	communicates information, ideas and opinions in familiar personal, social and academic contexts	✓		✓
<b>EAL11-2</b>	uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies	✓		
<b>EAL11-3</b>	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning		✓	✓
<b>EAL11-4</b>	applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts			✓
<b>EAL11-5</b>	thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts			✓
<b>EAL11-6</b>	investigates and explains the relationships between texts	✓		✓
<b>EAL11-7</b>	understands and assesses the diverse ways texts can represent personal and public worlds		✓	
<b>EAL11-8</b>	identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning		✓	
<b>EAL11-9</b>	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner	✓		

## ENGLISH EXTENSION – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Imaginative response	Multimodal TED Talk	Final Examination
		Date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10 Examination Block
		Outcomes	EE11-2, EE11-3, EE11-5, EE11-6	EE11-1, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5
Knowledge and understanding of complex texts and of how and why they are valued	50%		15	20	15
Skills in: <ul style="list-style-type: none"> <li>● complex analysis</li> <li>● sustained composition</li> <li>● independent investigation</li> </ul>	50%		15	20	15

## ENGLISH EXTENSION – COURSE OUTCOMES

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



## ENGLISH STANDARD – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Portfolio and reflection Reading to Write	Multimodal Speaking Contemporary Possibilities	Yearly Examination Critical Study of Literature
		Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week9/10 Examination Block
		Outcomes	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8, EN11-9	EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-4, EN11- 6,EN11-7
Knowledge and understanding of course content	50%		20	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%		20	15	15
<b>Total</b>	<b>100%</b>		<b>40%</b>	<b>30%</b>	<b>30%</b>

## ENGLISH STANDARD – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>EN11-1</b>	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure	✓		✓
<b>EN11-2</b>	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies		✓	
<b>EN11-3</b>	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning	✓	✓	
<b>EN11-4</b>	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts			✓
<b>EN11-5</b>	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments	✓	✓	
<b>EN11-6</b>	investigates and explains the relationships between texts	✓		✓
<b>EN11-7</b>	understands and explains the diverse ways texts can represent personal and public worlds		✓	✓
<b>EN11-8</b>	Identifies and explains cultural assumptions in texts and their effects on meaning	✓		
<b>EN12-9</b>	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner	✓		

## ENGLISH STUDIES – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Personal Career Dossier Achieving through English	Multimodal presentation Digital Worlds	Collection of Coursework All modules
		Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8
		Outcomes	ES11-1, ES11-4, ES11-5, ES11-6, ES11-10	ES11-2, ES11-3, ES11-5, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10
Knowledge and understanding of course content	50%		15	15	20
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	50%		15	15	20
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## ENGLISH STUDIES – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>ES11-1</b>	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.	✓		✓
<b>ES11-2</b>	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts		✓	
<b>ES11-3</b>	gains skills in accessing, comprehending and using information to communicate in a variety of ways		✓	
<b>ES11-4</b>	composes a range of texts with increasing accuracy and clarity in different forms.	✓		✓
<b>ES11-5</b>	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts.	✓	✓	✓
<b>ES11-6</b>	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes.	✓	✓	
<b>ES11-7</b>	represents own ideas in critical, interpretive and imaginative texts.		✓	✓
<b>ES11-8</b>	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade		✓	
<b>ES11-9</b>	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade.			✓
<b>ES11-10</b>	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning	✓		✓

## EXPLORING EARLY CHILDHOOD – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Pregnancy and Childbirth	Food and Nutrition	Children with Special Needs
		Date	Term 1 Week 5	Term 2 Week 6	Term 3 Week 7
		Outcomes	1.1, 1.4, 2.1	1.3, 1.4, 5.1, 6.1	1.5, 2.1, 2.3, 4.3
Knowledge and Understanding of Course Content	40%		10	15	15
Skills in Critical Thinking, Research, Analysing and Communicating	60%		20	20	20
<b>Total</b>	<b>100%</b>		<b>30</b>	<b>35</b>	<b>35</b>

## EXPLORING EARLY CHILDHOOD – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>1.1</b>	analyses prenatal issues that have an impact on development	✓		
<b>1.2</b>	examines major physical, social-emotional, behavioural, cognitive and language development of young children			
<b>1.3</b>	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years		✓	
<b>1.4</b>	analyses the ways in which family, community and culture influence the growth and development of young children	✓	✓	
<b>1.5</b>	examines the implications for growth and development when a child has special needs			✓
<b>2.1</b>	analyses issues relating to the appropriateness of a range of services for different families	✓		✓
<b>2.2</b>	critically examines factors that influence the social world of young children			
<b>2.3</b>	explains the importance of diversity as a positive issue for children and their families			✓
<b>2.4</b>	analyses the role of a range of environmental factors that have an impact on the lives of young children			
<b>2.5</b>	examines strategies that promote safe environments			
<b>3.1</b>	evaluates strategies that encourage positive behaviour in young children			
<b>4.1</b>	demonstrates appropriate communication skills with children and/or adults			
<b>4.2</b>	interacts appropriately with children and adults from a wide range of cultural backgrounds			
<b>4.3</b>	demonstrates appropriate strategies to resolve group conflict			✓
<b>5.1</b>	analyses and compares information from a variety of sources to develop an understanding of child growth and development		✓	
<b>6.1</b>	demonstrates an understanding of decision making processes		✓	

## FOOD TECHNOLOGY – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Food Quality experiment and preparation	Nutrition Investigation	Yearly Examination
		Date	Term 2 Week 4	Term 3 Week 2	Term 3 Week 9/10 Examination Block
		Outcomes	P 2.2 P3.2 P4.1 P4.2 P4.4 P5.1	P2.1.P3.1 P3.2 P4.1 P4.3 P5.1	P1.1 P1.2, P2.1, P 2.2 P4.4 P5.1
Knowledge and understanding of course content	40			10	30
Knowledge and skills in designing, researching, analysing and evaluating	30		10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30		20	10	
<b>Total</b>	<b>100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

## FOOD TECHNOLOGY – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK3</b>
P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods			✓
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors			✓
P2.1	explains the role of food nutrients in human nutrition		✓	✓
P2.2	identifies and explains the sensory characteristics and functional properties of food	✓		✓
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups		✓	
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate	✓	✓	
P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food	✓	✓	
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection	✓		
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups		✓	
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products	✓		✓
P5.1	generates ideas and develops solutions to a range of food situations	✓	✓	✓



## GEOGRAPHY – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Fieldwork & Report	Senior Geography Project	Final Examination
		Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10 Examination Block
		Outcomes	GE11-01, GE11-02, GE11-04, GE11-05, GE11-07, GE11-08	GE11-01, GE11-03, GE11-04, GE11-05, GE11-06, GE11-07, GE11-09	GE11-01, GE11-02, GE11-03, GE11-04, GE11-05, GE11-08, GE11-09
		Knowledge and understanding of course content	40%	10	10
Geographical skills and tools	20%	5	5	10	
Geographical inquiry and research, including fieldwork	20%	10	5	5	
Communication of geographical information, ideas and issues in appropriate forms	20%	5	10	5	
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	

## GEOGRAPHY – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>GE-11-01</b>	examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time	✓	✓	✓
<b>GE-11-02</b>	explains geographical processes and influences, at a range of scales, that form and transform places and environments	✓	✓	✓
<b>GE-11-03</b>	explains geographical opportunities and challenges, and varying perspectives and responses	✓		✓
<b>GE-11-04</b>	assesses responses and management strategies, at a range of scales, for sustainability	✓		✓
<b>GE-11-05</b>	analyses and synthesises relevant geographical information from a variety of sources	✓	✓	✓
<b>GE-11-06</b>	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world		✓	✓
<b>GE-11-07</b>	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments		✓	✓
<b>GE-11-08</b>	applies mathematical ideas and techniques to analyse geographical data		✓	✓
<b>GE-11-09</b>	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms		✓	✓

## HEALTH AND MOVEMENT SCIENCE – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting % each task	Task	1	2	3
		Task Name	Anatomy Lab and Stimulus Response	News Report	Collaborative Investigation
		Date	Term 1 - Week 10	Term 3, Week 2	Term 3 Week 9
		Outcomes	<ul style="list-style-type: none"> <li>• HM11-03</li> <li>• HM11-04</li> <li>• HM11-06</li> </ul>	<ul style="list-style-type: none"> <li>• HM-11-01</li> <li>• HM-11-02</li> <li>• HM-11-08</li> <li>• HM-11-10</li> </ul>	<ul style="list-style-type: none"> <li>• HM11-05</li> <li>• HM11- 07</li> <li>• HM11- 09</li> </ul>
Knowledge and Understanding of Course Content	40%		10	20	10
Skills in Critical Thinking, Research, Analysing and Communicating	60%		25	15	20
<b>Total</b>	<b>100%</b>		<b>35</b>	<b>35</b>	<b>30</b>

## HEALTH AND MOVEMENT SCIENCE – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>HM-11-01</b>	Interprets meanings, measures and patterns of health experienced by Australians		✓	
<b>HM-11-02</b>	Analyses methods and resources to improve and advocate for the health of young Australians		✓	
<b>HM-11-03</b>	Analyses the systems of the body in relation to movement	✓		
<b>HM-11-04</b>	Investigates movement skills and psychology to improve participation and performance	✓		
<b>HM-11-05</b>	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts			✓
<b>HM-11-06</b>	Analysis: analyses the relationships and implications of health and movement concepts	✓		
<b>HM-11-07</b>	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes			✓
<b>HM-11-08</b>	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts		✓	
<b>HM-11-09</b>	Problem-solving: proposes and evaluates solutions to health and movement issues			✓
<b>HM-11-10</b>	Research: analyses a range of sources to make conclusions about health and movement concepts		✓	

## INDUSTRIAL TECHNOLOGY – TIMBER AND FURNISHINGS – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Industry Case Study	Minor Project	Final Examination
		Date	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9/10 Examination Block
		Outcomes	P1.1, P1.2, P2.1, P3.2, P6.1, P7.1, P7.2	P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2	P1.1, P1.2, P2.1, P3.3 P6.1, P7.2
Knowledge and understanding of course content	40%		10	10	20
Knowledge and skills in the management, communication and production of projects	60%		10	30	20
<b>Total</b>	<b>100%</b>		<b>20%</b>	<b>40%</b>	<b>40%</b>

## INDUSTRIAL TECHNOLOGY – TIMBER AND FURNISHINGS – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>P1.1</b>	Describes the organisation and management of an individual business within the focus industry	✓		✓
<b>P1.2</b>	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies	✓	✓	✓
<b>P2.1</b>	Describes and uses safe working practices and correct workshop equipment maintenance techniques	✓		✓
<b>P2.2</b>	Works effectively in team situations		✓	
<b>P3.1</b>	Sketches, produces and interprets drawings in the production of projects		✓	
<b>P3.2</b>	Applies research and problem-solving skills	✓	✓	
<b>P3.3</b>	Demonstrates appropriate design principles in the production of projects		✓	✓
<b>P4.1</b>	Demonstrates a range of practical skills in the production of projects		✓	
<b>P4.2</b>	Demonstrates competency in using relevant equipment, machinery and processes		✓	
<b>P4.3</b>	Identifies and explains the properties and characteristics of materials/components through the production of projects		✓	
<b>P5.1</b>	Uses communication and information processing skills		✓	
<b>P5.2</b>	Uses appropriate documentation techniques related to the management of projects		✓	
<b>P6.1</b>	Identifies the characteristics of quality manufactured products	✓		✓
<b>P6.2</b>	Identifies and explains the principles of quality and quality control	✓	✓	
<b>P7.1</b>	Identifies the impact of one related industry on the social and physical environment	✓		
<b>P7.2</b>	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.	✓		✓

## INVESTIGATING SCIENCE – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	First-Hand Investigation Task	Depth Study	Final Examination
		Date	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9/10 Examination Block
		Outcomes	INS 11-3 INS 11-4 INS 11-5 INS 11-6 INS 11-8	INS 11-1 INS 11-2 INS 11-7  <i>*NOTES in Course Outcomes</i>	INS 11-6 INS 11-7 INS 11-8 INS 11-9 INS 11-10 INS 11-11
Skills in working scientifically	60 %		25	15	20
Knowledge and understanding of course content	40 %		5	15	20
<b>Total</b>	<b>100 %</b>		<b>30</b>	<b>30</b>	<b>40</b>

## INVESTIGATING SCIENCE – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>INS11-1</b>	Develops and evaluates questions and hypotheses for scientific investigation		✓	
<b>INS11-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information.		✓	
<b>INS11-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information.	✓		
<b>INS11-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	✓		
<b>INS11-5</b>	Analyses and evaluates primary and secondary data and information.	✓		
<b>INS11-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.	✓		✓
<b>INS11-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.		✓	✓
<b>INS11-8</b>	Identifies that the collection of primary and secondary data initiates scientific investigations	✓		✓
<b>INS11-9</b>	Examines the use of inferences and generalisations in scientific investigations			✓
<b>INS11-10</b>	Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes			✓
<b>INS11-11</b>	Describes and assesses how scientific explanations, laws and theories have developed			✓



## LEGAL STUDIES – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Extended Response	Final Examination All Topics
		Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10
		Outcomes	P1, P2, P3, P4, P6, P9	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10
Knowledge and understanding of the course content	40%		10	10	20
Analysis and evaluation	20%		10	5	5
Inquiry and research	20%		5	10	5
Communication of legal information, issues and ideas in appropriate forms	20%		5	5	10
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## LEGAL STUDIES – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>P1</b>	Identifies and applies legal concepts and terminology	✓		✓
<b>P2</b>	Describes the key features of Australian and international law	✓		✓
<b>P3</b>	Describes the operation of domestic and international legal systems	✓		✓
<b>P4</b>	Discusses the effectiveness of the legal system in addressing issues	✓		✓
<b>P5</b>	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change			✓
<b>P6</b>	Explains the nature of the interrelationship between the legal system and society	✓		✓
<b>P7</b>	Evaluates the effectiveness of the law in achieving justice		✓	✓
<b>P8</b>	Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents		✓	
<b>P9</b>	Communicates legal information using well- structured responses	✓	✓	✓
<b>P10</b>	Accounts for differing perspectives and interpretations of legal information and issues		✓	✓

## MATHEMATICS ADVANCED – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Research Task	Final Examination
		Date	Term 2 Week 2	Term 2 Week 9	Term 3 Week 9/10 Examination Block
		Outcomes	MA11-1, MA11-2, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
Understanding Fluency Communication	50%		15	15	20
Problem solving Reasoning Justification	50%		15	15	20
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## MATHEMATICS ADVANCED – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>MA11-1</b>	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems	✓	✓	✓
<b>MA11-2</b>	uses the concepts of functions and relations to model, analyse and solve practical problems	✓	✓	✓
<b>MA11-3</b>	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes		✓	✓
<b>MA11-4</b>	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities		✓	✓
<b>MA11-5</b>	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems	✓	✓	✓
<b>MA11-6</b>	manipulates and solves expressions using the logarithms and exponential functions to solve practical problems			✓
<b>MA11-7</b>	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			✓
<b>MA11-8</b>	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts	✓	✓	✓
<b>MA11-9</b>	provides reasoning to support conclusions which are appropriate to the context	✓	✓	

## MATHEMATICS EXTENSION 1 – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Assignment	Final Examination
		Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10 Examination Block
		Outcomes	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Understanding Fluency Communication	50%		15	15	20
Problem solving Reasoning Justification	50%		15	15	20
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## MATHEMATICS EXTENSION 1 – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>ME11-1</b>	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverse	✓	✓	✓
<b>ME11-2</b>	manipulates algebraic expressions and graphical functions to solve problems	✓	✓	✓
<b>ME11-3</b>	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems			✓
<b>ME11-4</b>	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			✓
<b>ME11-5</b>	uses concepts of permutations and combinations to solve problems involving counting or ordering		✓	✓
<b>ME11-6</b>	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts	✓	✓	✓
<b>ME11-7</b>	communicates making comprehensive use of mathematical language, notation, diagrams and graphs	✓	✓	✓

## MATHEMATICS STANDARD 1/2 – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Topic Test	Research Task	Final Examination
		Date	Term 2 Week 2	Term 2 Week 9	Term 3 Week 9/10 Examination Block
		Outcomes	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
Understanding Fluency Communication	<b>50%</b>		15	15	20
Problem solving Reasoning Justification	<b>50%</b>		15	15	20
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## MATHEMATICS STANDARD 1/2 – COURSE OUTCOMES

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



## MODERN HISTORY – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Extended Response	Historical Investigation	Final Examination All Topics
		Date	Term 1 Week 7	Term 2 Week 2	Term 3 Week 9/10 Examination Block
		Outcomes	MH11-3, MH11-4, MH11-5, MH11-7, MH11-9	MH11-1, MH11-2, MH11-3, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9
Knowledge and understanding of course content	40%		15		25
Historical skills in the analysis and evaluation of sources and interpretations	20%		10		10
Historical inquiry and research	20%			20	
Communication of historical understanding in appropriate forms	20%		5	10	5
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## MODERN HISTORY – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
<b>MH11-1</b>	describes the nature of continuity and change in the modern world		✓	✓
<b>MH11-2</b>	proposes ideas about the varying causes and effects of events and developments		✓	✓
<b>MH11-3</b>	analyses the role of historical features, individuals, groups and ideas in shaping the past	✓	✓	✓
<b>MH11-4</b>	accounts for the different perspectives of individuals and groups	✓		✓
<b>MH11-5</b>	examines the significance of historical features, people, ideas, movements, events and developments of the modern world	✓		✓
<b>MH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument		✓	✓
<b>MH11-7</b>	discusses and evaluates differing interpretations and representations of the past	✓	✓	✓
<b>MH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources		✓	
<b>MH11-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms	✓	✓	✓
<b>MH11-10</b>	discusses contemporary methods and issues involved in the investigation of modern history		✓	

## MUSIC – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	TASK:	1	2	3
		Task Name:	<b>METHODS OF NOTATING MUSIC</b> Solo Performance + Reflection	<b>POPULAR MUSIC</b> Composition Portfolio	<b>MUSIC FOR SMALL ENSEMBLES</b> Aural Exam + Ensemble Performance
		Date:	<b>Term 1</b> Week 8	<b>Term 2</b> Week 7	<b>Term 3</b> <b>Week 7 (Ensemble Performance)</b> <b>Week 9/10 (Aural Examination)</b>
		Outcomes:	P1, P5, P9, P11	P2, P3, P8, P10	P4, P5, P6, P7, P10
Performance	<b>25%</b>		15		10
Composition	<b>25%</b>			25	
Musicology	<b>25%</b>		15	10	
Aural	<b>25%</b>				25
<b>Total</b>	<b>100%</b>		30	35	35

## MUSIC– COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>P1</b>	performs music that is characteristic of the topics studied	✓		
<b>P2</b>	observes, reads, interprets and discusses simple musical scores characteristic of topics studied		✓	
<b>P3</b>	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied		✓	
<b>P4</b>	recognises and identifies the concepts of music and discusses their use in a variety of musical styles			✓
<b>P5</b>	comments on and constructively discusses performances and compositions	✓		✓
<b>P6</b>	observes and discusses concepts of music in works representative of the topics studied			✓
<b>P7</b>	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied			✓
<b>P8</b>	identifies, recognises, experiments with and discusses the use of technology in music		✓	
<b>P9</b>	performs as a means of self-expression and communication	✓		
<b>P10</b>	demonstrates a willingness to participate in performance, composition, musicology and aural activities		✓	✓
<b>P11</b>	demonstrates a willingness to accept and use constructive criticism	✓		

## PHYSICS – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	First-Hand Investigation	Depth Study	Final Examination
		Date	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9/10 Examination Block
		Outcomes	PH11-2 PH11-3 PH 11-4 PH 11-5 PH11-8	PH 11-1 PH 11-2 PH 11-7	PH 11-6 PH 11-7 PH 11-8 PH 11-9 PH 11-10 PH11-11
Skills in working scientifically	60		25	15	20
Knowledge and understanding of course content	40		5	15	20
<b>Total</b>	<b>100%</b>		<b>30</b>	<b>30</b>	<b>40</b>

## PHYSICS – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
<b>PH11-1</b>	Develops and evaluates questions and hypotheses for scientific investigation.		✓	
<b>PH11-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information.	✓	✓	
<b>PH11-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information.	✓		
<b>PH11-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	✓		
<b>PH11-5</b>	Analyses and evaluates primary and secondary data and information.	✓		
<b>PH11-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.			✓
<b>PH11-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.		✓	✓
<b>PH11-8</b>	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	✓		✓
<b>PH11-9</b>	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			✓
<b>PH11-10</b>	Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles			✓
<b>PH11-11</b>	Explains and quantitatively analyses electric fields, circuitry and magnetism			✓

**SOCIETY AND CULTURE – ASSESSMENT SCHEDULE**

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Research Report	Personal and Social Identity Analysis Task	Final Examination All Topics
		Date	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9/10 Examination Block
		Outcomes	P1, P3, P6, P8, P10	P2, P3, P4, P7, P9	P1, P2, P3, P4, P5, P6, P9, P10
Knowledge and understanding of course content	50%		10	20	20
Application and evaluation of social and cultural research methods	30%		15	5	10
Communication of information, issues and ideas in appropriate forms	20%		5	5	10
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## SOCIETY AND CULTURE – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>P1</b>	Identifies and applies social and cultural concepts	✓		✓
<b>P2</b>	Describes personal, social and cultural identity		✓	✓
<b>P3</b>	Identifies and describes relationships and interactions within and between social and cultural groups	✓	✓	✓
<b>P4</b>	Identifies the features of social and cultural literacy and how it develops		✓	✓
<b>P5</b>	Explains continuity and change and their implications for societies and cultures			✓
<b>P6</b>	Differentiates between social and cultural research methods	✓		✓
<b>P7</b>	Selects, organises and considers information from a variety of sources for usefulness, validity and bias		✓	
<b>P8</b>	Plans and conducts ethical social and cultural research	✓		
<b>P9</b>	Uses appropriate course language and concepts suitable for different audiences and contexts		✓	✓
<b>P10</b>	Communicates information, ideas and issues using appropriate written, oral and graphic forms	✓		✓



**SPORTS LIFESTYLE AND RECREATION STUDIES – ASSESSMENT SCHEDULE**

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Video Performance Review Athletics	Fitness Challenge	Healthy Lifestyle Report
		Date	Term 1, Ongoing- Due Week 10	Term 2 Ongoing- Due Week 10	Term 3 Week 8
		Outcomes	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.1, 4.4	1.5, 2.3, 3.5, 4.3
Knowledge and Understanding of Course Content	50%		20	20	15
Skills in Critical Thinking, Research, Analysing and Communicating	50%		15	15	15
<b>Total</b>	<b>100%</b>		<b>35%</b>	<b>35%</b>	<b>30%</b>

## SPORTS LIFESTYLE AND RECREATION STUDIES – COURSE OUTCOMES

COURSE OUTCOMES		TASK 1	TASK 2	TASK 3
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 administrative procedures that support successful performance outcomes	✓		
2.1	explains the principles of skill development and training	✓	✓	
2.2	analyses the fitness requirements of specific activities	✓	✓	
2.3	selects and participates in physical activities that meet individual needs, interests and abilities	✓	✓	✓
2.4	describes how societal influences impact on the nature of sport in Australia			
2.5	describes the relationship between anatomy, physiology and performance	✓	✓	
3.1	selects appropriate strategies and tactics for success in a range of movement contexts	✓		
3.2	designs programs that respond to performance needs	✓	✓	
3.3	measures and evaluates physical performance capacity	✓	✓	
3.4	composes, performs and appraises movement			
3.5	analyses personal health practices			✓
3.6	assesses and responds appropriately to emergency care situations			
4.1	analyses the impact of professionalism in sport		✓	
4.4	demonstrates competence and confidence in movement contexts	✓	✓	

## VISUAL ARTS – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	History of Art	Appropriation	Yearly Examination
		Date	Term 1 Week 10	Term 2 Week 7	Term 3 Week 9/10 Examination Block
		Outcomes	P2, P3, P5, P7, P8, P9	P1, P4, P5, P6	P7, P8, P9, P10
Artmaking	50%		20%	30%	
Criticism and Art History	50%		10%		40%
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>

## VISUAL ARTS – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3
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 – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Illustration Practical and VDPD	Digital Graphic and VDPD	Interior Design and VDPD
		Date	Term 2 Week 1	Term 2 Week 7	Term 3 Week 6
		Outcomes	DM1, DM2, DM3, DM4, DM5, DM6 CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6 CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6 CH1, CH2, CH3, CH4
Artmaking	50%		20%	25%	25%
Criticism and Art History	50%		10%	10%	10%
<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>35%</b>	<b>35%</b>

## VISUAL DESIGN – COURSE OUTCOMES

	<b>COURSE OUTCOMES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>DM1</b>	generates a characteristic style that is increasingly self-reflective in their design practice	✓	✓	✓
<b>DM2</b>	explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works	✓	✓	✓
<b>DM3</b>	investigates different points of view in the making of designed works	✓	✓	✓
<b>DM4</b>	generates images and ideas as representations/simulations	✓	✓	✓
<b>DM5</b>	develops different techniques suited to artistic and design intentions in the making of a range of works	✓	✓	✓
<b>DM6</b>	takes into account issues of Work Health and Safety in the making of a range of works	✓	✓	✓
<b>CH1</b>	generates in their critical and historical practice ways to interpret and explain design	✓	✓	✓
<b>CH2</b>	investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations	✓	✓	✓
<b>CH3</b>	distinguishes between different points of view, using the frames in their critical and historical investigations	✓	✓	✓
<b>CH4</b>	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design	✓	✓	✓

## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. **Assessment in all VET courses is competency based.** The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace. Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ 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).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and **ONLY ONE** can 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 after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and **include 70 hours** of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses 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 mandatory or recommended industry specific work placement.

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

## VET CONSTRUCTION – TRAINING AND ASSESSMENT PLAN

Course Assessment Plan	Unit codes	Unit names	Questioning – written or oral related to knowledge e.g quizzes, interviews	Product based – structured activities e.g. role plays, presentations, reports	Direct observation – real time simulated environment
Task 1 – White Card	CPCWHS1001	Prepare to work safely in the construction industry	X		X
Task 2 – Tools and equipment	CPCCCA2002	Use carpentry tools and equipment	X		X
	CPCCCM2005	Use construction tools and equipment	X		X
	CPCCCA2011	Handle carpentry materials	X		X
Task 3 – Work safe	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	X	X	X
Task 4 – Working it out	CPCCCM1011	Undertake basic estimation and costing	X	X	X
	CPCCOM1015	Carry out measurements and calculations	X	X	X
Task 5 – Brick and block laying	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials	X	X	X
	CPCCBL2002	Use bricklaying and blocklaying tools and equipment	X	X	X
Task 6 – Project planning	CPCCOM2001	Read and interpret plans and specifications	X	X	X
	CPCCOM1013	Plan and organise work	X	X	X
Task 7 – Group project	CPCCVE1011	Undertake a basic construction project	X	X	X
	CPCCOM1012	Work effectively and sustainably in the Construction Industry	X	X	X
Preliminary HSC Exam	<b>Term 3 Week 9/10 Examination Block</b>		x		



## VET HOSPITALITY- TRAINING AND ASSESSMENT PLAN

Course Assessment Plan	Unit codes	Unit names	Questioning – written or oral related to knowledge e.g quizzes , interviews	Product based – structured activities e.g. role plays, presentations, reports	Direct Observation – real time simulated environment	Work placement Journal
Task 1 – Safety in the kitchen	SITXWHS005	Participate in safe work practices	X	X	X	
	SITXFSA005	Use hygienic practices for food safety	X			
	SITXFSA006	Participate in safe food handling practices	X	X	X	
Task 2 – Service please	SITHCCC025	Prepare and present sandwiches	X		X	
	SITXCCS011	Interact with customers	X		X	
	SITXCOM007	Show social and cultural sensitivity	X		X	
Task 3 – The hospitality industry	SITHIND006	Source and use information on the hospitality industry	X	X	X	
Task 4 – Working in the hospitality industry	SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
	SITHFAB025	Prepare and serve espresso coffee	X		X	
	SITHFAB027	Serve food and beverages	X		X	
	BSBTWK201	Work effectively with others	X		X	
	SITHIND007	Use hospitality skills others	X		X	Supplementary evidence
Preliminary HSC Exam	<b>Term 3 Week 9/10</b> Examination Block		X			

