

Year 11 2024

GUIDELINES AND ASSESSMENT SCHEDULES

CONTENTS

A MESSAGE TO ALL YEAR 11 STUDENTS	4
REQUIREMENTS OF STUDENTS	5
PATTERN OF STUDY	5
SATISFACTORY COMPLETION OF COURSES	5
ASSESSMENT	6
2024 YEAR 11 ASSESSMENT AND THE HSC MARK	6
ASSESSMENT TASKS.....	7
NOTIFICATION OF ASSESSMENT	7
SUBMISSION OF WORK.....	7
LATE SUBMISSION OF TASKS.....	7
HONESTY IN ASSESSMENT: WHAT CONSTITUTES MALPRACTICE	8
NON-SERIOUS ATTEMPTS/NON-ATTEMPTS	9
LATE OR NON-SUBMISSION OF AN ASSESSMENT TASK	9
THE ‘N’ WARNING PROCESS	10
ZERO AWARDS.....	11
ASSESSMENT APPEALS	11
‘N’ DETERMINATIONS.....	11
DISABILITY PROVISIONS.....	12
ATTENDANCE PRIOR TO ASSESSMENT DUE DATE.....	12
USE OF ELECTRONIC DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES	12
GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN HSC COURSES	12
YEAR 11 INTERNAL ASSESSMENT SCHEDULE	13
SUBJECT: ANCIENT HISTORY	14
SUBJECT: BIOLOGY.....	15
SUBJECT: BUSINESS STUDIES	16
SUBJECT: CHEMISTRY	17
SUBJECT: CHINESE CONTINUERS	18
SUBJECT: CHINESE AND LITERATURE	19
SUBJECT: CHINESE IN CONTEXT	20
SUBJECT: DESIGN AND TECHNOLOGY	21
SUBJECT: DRAMA.....	22
SUBJECT: EARTH AND ENVIRONMENTAL SCIENCE	23
SUBJECT: ECONOMICS.....	24
SUBJECT: ENGINEERING STUDIES	25
SUBJECT: ENGLISH ADVANCED	26
SUBJECT: ENGLISH EAL/D.....	27
SUBJECT: ENGLISH EXTENSION 1	28
SUBJECT: ENGLISH STANDARD	29
SUBJECT: ENGLISH STUDIES	30
SUBJECT: ENTERPRISE COMPUTING	31
SUBJECT: FINANCIAL SERVICES	32
SUBJECT: FRENCH CONTINUERS	33
SUBJECT: FOOD TECHNOLOGY	34
SUBJECT: GEOGRAPHY.....	35
SUBJECT: INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES.....	36
SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER.....	37
SUBJECT: JAPANESE BEGINNERS.....	38
SUBJECT: JAPANESE CONTINUERS	39
SUBJECT: LEGAL STUDIES	40
SUBJECT: MATHEMATICS ADVANCED	41
SUBJECT: MATHEMATICS EXTENSION 1	42
SUBJECT: MATHEMATICS STANDARD.....	43

SUBJECT: MODERN HISTORY	44
SUBJECT: MUSIC 1	45
SUBJECT: MUSIC 2	46
SUBJECT: PDHPE	47
SUBJECT: PHYSICS	48
SUBJECT: SOCIETY AND CULTURE	49
SUBJECT: SOFTWARE ENGINEERING.....	50
SUBJECT: SPORT LIFESTYLE AND RECREATION (NON ATAR)	51
SUBJECT: STUDIES OF RELIGION	52
SUBJECT: TEXTILES AND DESIGN	53
SUBJECT: VISUAL ARTS.....	54
Appendix A	55
YEAR 11 ASSESSMENT: ILLNESS/MISADVENTURE APPLICATION	55
Appendix B	57
SAMPLE N WARNING LETTER.....	57
ASSESSMENT CALENDAR 2024	59
Appendix C.....	62
GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN HSC COURSES	62

A MESSAGE TO ALL YEAR 11 STUDENTS

Dear Students and Parents/Carers,

The Year 11 Higher School Certificate (HSC) school-based assessment program is an opportunity for students to demonstrate what they have learnt and how they are able to apply that knowledge in a variety of different situations across their courses. This booklet provides outlines for the school-based assessment procedures in every course delivered at Chatswood High School. The procedural guidelines that govern the running of the school-based assessment program are also published in this booklet. This booklet does not address the external assessment program (the HSC) although many of our procedures mirror the procedures used by the New South Wales Educational Standards Authority (NESA).

The assessment outlines published in this booklet indicate a term and week in which the assessment task will take place. The staff will provide a separate assessment notification at least two weeks prior to the assessment task.

Questions relating to specific courses should be directed in the first instance to the teacher of the course. Further clarification can be sought from the Head Teacher of the subject and for all matters relating to the procedures outlined in this booklet students should see the Deputy Principal responsible for Year 11.

It is imperative that every student and their parent/s/carer/s review the procedures published in this booklet as they make up the assessment rules every student is expected to follow. Students may be disadvantaged if these rules are not followed.

The school publishes an assessment booklet to facilitate thorough preparation. One of the keys to success for students is forward planning and the appropriate allocation of time. The most successful students will map all of their commitments on a calendar and start their preparation for assessment tasks many weeks in advance. There are times when students begin to feel overwhelmed during their Year 11 HSC course. Many students use the services of our school counsellor to help them deal with stress throughout the year. The teaching staff, Head Teachers and Deputy Principal are also very good resources to use throughout the year.

I wish you all the best in your pursuit of your Year 11 HSC over the three terms. At the completion of the Year 11 HSC course, the students who have planned ahead, worked consistently to meet deadlines and strived to extend themselves by producing work of the highest quality will achieve results of which they can be justly proud.

I look forward to watching our students mature as young adults taking control of their destiny and pursuing their dreams.

Richard McKeough

Principal

REQUIREMENTS OF STUDENTS

PATTERN OF STUDY

To qualify for the Higher School Certificate (HSC) students must satisfactorily complete a minimum of 12 units in Year 11 and a minimum of 10 units in the HSC course (Year 12). Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses) and
- at least four subjects.

To satisfy pattern of study requirements for the HSC a student may count a maximum of six units from courses in Science in each study pattern.

SATISFACTORY COMPLETION OF COURSES

According to NESAs, a student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by the Board; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

To achieve the outcomes above, students must:

a) satisfactorily complete classwork

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

b) satisfactorily complete assessment tasks

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute **in excess of 50 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

c) attend school regularly.

Regular attendance at school is essential to assist students to maximise their potential. Under the rules set by the Department of Education students must attend a minimum of 85% of lessons. If attendance is unsatisfactory a warning letter will be sent. The Department's document "Student Behaviour Policy PD-2006-0316-06" details the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning, where:**

- A student has received a minimum of 2 written "N" warning in the same course from the principal because they are at risk of receiving an "N" determination (non-completion of course requirements for this course)
- The unsatisfactory participation in learning has a negative impact on the learning and/or wellbeing of other students.

This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.

If a student fails to complete tasks, (made a serious attempt), in a course to the value of more than 50% of that course's total assessment they will be deemed unsatisfactory in that course. This may mean that they are ineligible to receive the Year 11 Record of School Achievement (RoSA) and possibly not be eligible to do the HSC.

Help for students who find themselves in difficulty is always available from their Year Advisor, the Careers Advisor, School Counsellor or Deputy Principal.

The publication from NESAs, "Rules and Procedures for Higher School Certificate Candidates", covers most of the things you need to know about the HSC.

ASSESSMENT

Student performance, application and the achievement of course outcomes in the HSC course will be measured through an assessment program. Assessment seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course. NESAs uses a standards-referenced approach to reporting student achievement in the HSC. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

2024 YEAR 11 ASSESSMENT AND THE HSC MARK

Record of School Achievement (RoSA)

After the Yearly Examinations students will be awarded a grade to be sent to NESAs. **A** is the highest level and **E** is the lowest level. This is assessed against prescriptors by faculties and their Head Teacher and values of marks that align with each grade. Students will have access to these grades in a period nominated by NESAs in Term 4. Students must successfully achieve a grade in a course in Year 11 to continue that course in the HSC year. The Year 11 Assessment period is between February and September 2024 (inclusive).

How the HSC mark is achieved

With the exception of VET courses and non-ATAR (Australian Tertiary Admissions Rank) courses, the 2025 HSC will record two marks for each Board Developed course studied: an examination mark and a scaled, school-based assessment.

The examination marks will be determined from the individual student's performance in the HSC examinations, which include written papers and externally marked student 'Major Works' and/or performances. The written examinations are held in October/November of Year 12, 2025. 'Major Works' include performance and major projects in Design and Technology, Music, Languages, Drama, Society and Culture, English Extension 2 and Visual Arts, and are marked as early as August. Each course will be individually reported. In each course, overall performance, part of which is the School Assessment, will be reported in respect of Performance Bands detailing what a student is able to do.

In each VET course, students may choose to sit for a written HSC examination paper and marks can be shown on the student's HSC. Marks can also contribute to ATAR calculations provided only one category B course is included in the ten best units being studied for the HSC. No assessment mark is awarded in VET subjects as performance is based on

competencies achieved. Schools are required to submit an estimated examination mark for all students entered for the examination. The Trial HSC Examination mark may be used to assist in determining this estimate.

HSC Assessment marks will be derived from tasks set by the school between October of Term 4, 2024, and the end of Term 3 of Year 12, 2025.

If students apply for an ATAR, both the examination marks and the moderated school assessments are used to determine the rank. This is issued by the University Admissions Centre (UAC) in December.

Each tertiary institution sets its own entrance requirements. Virtually all of them will use the ATAR when choosing the students they will admit. For advice in regard to entrance levels and other requirements, students should consult the school's Careers Adviser, Ms Stacey or Ms Barbetti. Note that the inclusion of 2 units of English is compulsory in the calculation of an ATAR.

ASSESSMENT TASKS

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests such as the Yearly examination, written assignments, practical activities, fieldwork and projects.

Final assessment marks will reflect a variety of components depending upon the requirements of each course. These assessment components are usually the skills and knowledge which students are expected to acquire. The student's success in mastering the components is measured by his/her performance in the assessment tasks set. An assessment task may be designed to test a single component or a combination of components.

The assessment components will not all necessarily have the same importance or weighting. Similarly, assessment tasks will have different marking schemes. The assessment mark allows for performance over a range of activities to be judged. The mark represents a measure of achievement against a pre-set standard (standards reference).

Each course has an individual assessment program. Assessment tasks may vary between and within subjects.

NOTIFICATION OF ASSESSMENT

Students will be given prior adequate notice in writing of every assessment task. A ***"minimum" of two weeks advance warning*** will be given prior to the date of completion of each assessment task.

It is the student's responsibility if they are absent on the day an assessment notification is handed out to obtain any material from the teacher issued during the absence.

SUBMISSION OF WORK

For hand-in assessment tasks, students are to submit their work to their class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless they are told otherwise.

LATE SUBMISSION OF TASKS

Responsibility for submitting required work by the due date rests with students. Submission/completion of tasks after the date due without a legitimate reason will result in a student being awarded zero in that task, and receiving an 'N' warning.

For research tasks and/or projects which are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection or express posting it to arrive at the school by the due date.

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated.

HONESTY IN ASSESSMENT: WHAT CONSTITUTES MALPRACTICE

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

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- using AI to generate work and presenting it as their own
- copying someone else's work in part or in whole, and presenting it as their own
- plagiarism or using material directly from books, journals, CDs, or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- taking time off before an assessment task to study.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas

- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Malpractice will be penalised as follows:

- cheating or attempting to cheat = 0 marks awarded for the task.
- copying or using the works of other students = 0 marks awarded for the task.

In all cases of malpractice, parents/caregivers will be notified and 'N' warning letters issued. NSW schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task, including information about the subject concerned, the nature of the offence and the penalty applied. This information must then be reported to NESA.

NON-SERIOUS ATTEMPTS/NON-ATTEMPTS

HSC students who do not make a serious attempt at an HSC examination may not receive an award in the course concerned. This may render some students ineligible for the award of the HSC. NESA considers a student's paper to be a non-attempt if there is no evidence of academic engagement with the paper. Students are required to attempt a range of question types throughout the examination paper. It is insufficient to answer multiple-choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper. Non-serious attempts include frivolous or objectionable material written in response to examination questions, as well as answers to examination questions in a language other than English (unless specifically instructed to do so).

Any student identified as making a non-serious attempt or a non-attempt in an HSC examination will be asked by NESA to justify why they should receive a result in the course concerned. NESA will advise the student and the school Principal of its decision at the time of the release of HSC results.

In school assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESA's guidelines. The Head Teacher, in consultation with the teachers involved, shall determine whether the attempt is non-serious.

LATE OR NON-SUBMISSION OF AN ASSESSMENT TASK

ILLNESS OR MISADVENTURE

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their examination performance.

The right to submit an Illness/Misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must:

1. ring the school and leave a message for the teacher or Head Teacher on the day of the task explaining why they are not attending or unable to hand in their task.
2. go to the doctor's and get a medical certificate that specifically states what they are suffering from, e.g. influenza. Certificates simply stating 'unfit for school' do not meet NESA requirements and will not be accepted.
3. download the school's Illness/Misadventure form from this document (or ask their Deputy Principal for one the morning of their return to school) and complete it attaching the medical certificate.

4. hand the **completed** Illness/Misadventure form with the medical certificate to the relevant Deputy Principal the **morning** of the first day they return to school after their illness. All paperwork must be handed to the Deputy Principal **within two days of their return to school**. If the paperwork is not handed in on time a zero mark will be recorded for the task and an 'N' warning letter will be sent.

When their sickness has been verified by a medical certificate, the Head Teacher will arrange for them to sit an alternative task.

If the Head Teacher decides that the student should do the original or a substitute task, the student can be required to sit for the task IMMEDIATELY. For example, if they are sick on Friday when an assessment task is due and they return to school on Monday, they must submit or attempt the task as soon as practicable on the Monday.

Illness/Misadventure at school does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- conditions for which they have been granted disability provisions, unless they experience further difficulties
- courses that are undertaken as a self-tuition student.

A panel will be convened to decide on the outcome of an appeal. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet. [Appendix A](#)

THE 'N' WARNING PROCESS

The 'N' warning process is designed to identify students 'at risk' of not satisfactorily completing course requirements and to provide solutions in the form of school support. An 'N' warning letter may be issued to students if they are 'at risk' for the following reasons:

- non-completion of classwork and/or homework,
- not applying themselves with diligence and sustained effort to tasks,
- attendance issues; and/or
- non/unsatisfactory completion of assessment tasks.

The 'N' warning letter will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the issue will be considered 'resolved'. However, if they do not complete the work, a second 'N' warning letter will be issued.

If students receive two 'N' warnings in any one course they may be declared unsatisfactory for the HSC. The Principal can make an 'N' determination which could mean they may not be eligible for the HSC in that course.

Note that the 'N' warning letters indicate:

- the course
- whether it's the first or second warning for that course
- the task that was not completed

- the date when the task was initially due
- what the student must now do
- when the task is to be done (if that is applicable they may also be told if a zero mark has been awarded)

There is a section which should be signed by parents/carers and returned to the Head Teacher.

A sample 'N' warning letter can be found in [Appendix B](#)

ZERO AWARDS

If students fail to hand in an assessment task on the due date, or fail to complete a task on the due date, and don't complete an Illness/Misadventure form with a valid medical certificate attached, they will be awarded a zero mark and an 'N' warning letter will be sent to parents/carers. They will be given two weeks to complete the task. However, the zero mark will remain.

ASSESSMENT APPEALS

Marks awarded in assessment tasks are not subject to review. If students feel that the **process** of marking was unfair, they may take their concerns to their Deputy Principal.

Students have a right to appeal on assessment rankings. By the direction of NESAs and the Department of Education they are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- assessment tasks were carried out in conditions that were fair to all students
- the weightings specified by the school in its assessment program conform with NESAs guidelines
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program, and
- there were computational or other clerical errors in the determination of the assessment mark.

'N' DETERMINATIONS

An 'N' determination is the decision made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.

A Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course, or sent to the student's home address. The Principal will also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a Determination reduces the total number of units studied to less than 10, the student will not be eligible for an ATAR.

DISABILITY PROVISIONS

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results at the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed learning difficulties.

To claim disability provisions, students must speak to the Head Teacher Wellbeing or a School Counsellor. In the HSC year, an application form for NESAs must be completed, including documents required by NESAs. The closing date for the submission of applications is usually late March. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

ATTENDANCE PRIOR TO ASSESSMENT DUE DATE

Students must be present at school the day prior to any assessment task. In the case of the Yearly Examination students must be in classes for the whole week prior to the examination period. Students absent prior to a task could be seen as gaining an advantage as they have additional time to complete the assessment or study for an In-class assessment task. This inequity could adversely affect the rankings for other students who are following policy requirements.

Absenteeism the day before an assessment task is due, or any day in the week prior to an examination period, will not be accepted unless a valid medical certificate is provided to the Head Teacher of the course immediately upon return to school. Attendance all day on the day of a task is also compulsory for equity reasons. Failure to comply with attendance expectations may result in a zero award for the task.

USE OF ELECTRONIC DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES

Only NESAs-approved calculators may be used in examinations. NESAs provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.

If students are found to be in possession of or to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.

GLOSSARY OF KEY WORDS AS SPECIFIED BY NESAs FOR USE IN HSC COURSES

These are key words that appear frequently in NESAs syllabuses, performance descriptions and examinations.

The Glossary can be found in [Appendix C](#)

YEAR 11 INTERNAL ASSESSMENT SCHEDULE

Specific assessment information will be found in the following pages for each of the Year 11 courses running in 2024. Students should read these carefully, plan them on a study calendar and ensure they are familiar with all assessment responsibilities and due dates.

Yearly examination: Term 3, Weeks 8-9

Specific examination schedules will be published closer to these events. Again, students are responsible for ensuring they know their examination timetable and all permitted materials. Any questions, students should ask the relevant classroom teacher, Head Teacher or Deputy Principal.

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Source Analysis Investigating Ancient History (In class task)	Research Essay and Annotated Bibliography Historical Investigation (Hand in task)	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes Assessed	AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-5 AH11-6 AH11-7 AH11-9	
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	5	5	20
Total (%)	30	30	40	100

Syllabus Outcomes:

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Topic test/Skills task (In class task)	Depth Study (in class task)	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	BIO11 WS-1-7 BIO11-8 BIO11-9	BIO11 WS-1-7 BIO11-10	BIO11 WS-1-7 BIO11- 8-11	
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	25	25	10	60
Total (%)	30	30	40	100

NB – Assessment for Depth Study may occur over an extended period of time.

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Research and In-class Task	Business Report (In class)	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P7, P9	P4, P5, P7, P8, P9	P1-P6, P9, P10	
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	-	10	10	20
Inquiry and research	10	10	-	20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total (%)	20	40	40	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Topic test/ Skills Task (In class task)	Depth Study (In class task)	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	CH11 WS 1-7 K&U 8-9	CH11 WS 1, 7 K&U 8-10	CH11 WS 1-7 K&U 8-11	
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	25	25	10	60
Total (%)	30	30	40	100

NB – Assessment for Depth Study may occur over an extended period of time.

Syllabus Outcomes

- P1.1 uses a range of strategies to maintain communication
- P1.2 conveys information appropriate to context, purpose and audience
- P1.3 exchanges and justifies opinions and ideas
- P1.4 reflects on aspects of past, present and future experience
- P2.1 applies knowledge of language structures to create original text
- P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- P2.3 structures and sequences ideas and information
- P3.1 conveys the gist of texts and identifies specific information
- P3.2 summarises the main ideas
- P3.3 identifies the tone, purpose, context and audience
- P3.4 draws conclusions from or justifies an opinion
- P3.5 interprets, analyses and evaluates information
- P3.6 infers points of view, attitudes or emotions from language and context
- P4.1 recognises and employs language appropriate to different social contexts
- P4.2 identifies the values, attitudes and beliefs of cultural significance
- P4.3 reflects upon significant aspects of language and culture

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 8/9	Term 2 Week8/ 9	Term 3 Weeks 8/9	
	Response to a spoken/visual text/oral presentation	Response to multimodal and texts/oral presentation/ written report	Yearly examination	
Outcomes assessed	1.1,1.3, 2.1,2.2, 2.3, 3.2, 3.4, 3.5, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Speaking	10	10		20
Listening	10	10	10	30
Reading	10		20	30
Writing		10	10	20
Total%	30	30	40	100

Syllabus Outcomes

A student:

- P1.1 conveys information, opinions and ideas appropriate to context, purpose and audience
- P1.2 exchanges and justifies opinions and ideas
- P1.3 uses appropriate features of language in a variety of contexts
- P2.1 sequences and structures information and ideas
- P2.2 uses a variety of features to convey meaning
- P2.3 produces texts appropriate to context, purpose and audience
- P2.4 produces texts which are persuasive, creative and discursive
- P3.1 identifies main points and detailed items of specific information
- P3.2 summarises and interprets information and ideas
- P3.3 infers points of view, values, attitudes and emotions from features of language in texts
- P3.4 compares and contrasts aspects of texts
- P3.5 presents information in a different form and/or for a different audience
- P3.6 explains the influence of context in conveying meaning
- P3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
- P3.8 responds to texts personally and critically
- P4.1 examines and discusses sociocultural elements in texts
- P4.2 recognises and employs language appropriate to different sociocultural contexts
- P4.3 compares and contrasts Australian and Chinese communities

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Response and analysis of text/interview (In class task)	Response to texts (In class task)	Yearly Examination	
Timing	Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Weeks 8/9	
Outcomes Assessed	1.1, 1.2, 1.3, 3.1, 3.2, 3.4, 3.5, 4.3	1.1, 1.2, 1.3, 3.1, 3.2, 3.4, 4.3	2.1,2.2, 2.3, 2.4, 3.1,3.2, 3.3, 3.4, 3.5,3.6, 3.7, 3.8, 4.1,4.2	
Speaking	10			10
Listening and Responding		10	10	20
Reading and Responding	10	10	20	40
Writing	10	10	10	30
Total (%)	30	30	40	100

Syllabus Outcomes

- LCHC6-1 exchanges information, justifies and reflects on ideas and opinions in Chinese
- LCHC6-2 uses features of spoken Chinese for a variety of purposes appropriate to different audiences and cultural contexts
- LCHC6-3 identifies gist, main points and specific information in texts
- LCHC6-4 synthesises information and ideas from texts
- LCHC6-5 analyses features of language in texts
- LCHC6-6 responds to texts personally and critically
- LCHC6-7 analyses the way in which values, beliefs, culture and identity are expressed in texts
- LCHC6-8 uses knowledge and skills to compose a variety of texts in Chinese for a range of contexts, purposes and audiences
- LCHC6-9 applies knowledge and understanding of literary devices, and language and cultural concepts to express meaning in texts in Chinese

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
	Term 1	Term 2	Term 3	
	Week 8-9	Week 8-9	Week 8-9	
	Interacting / Processing and responding	Interacting/ Processing and responding/ composing	Yearly Examination	
Outcomes assessed	LCHC6-1, LCHC6-2, LCHC6-3, LCHC6-4, LCHC6-5, LCHC6-6, LCHC6-7	LCHC6-1, LCHC6-2, LCHC6-3, LCHC6-4, LCHC6-5, LCHC6-6, LCHC6-7, LCHC6-8, LCHC6-9	LCHC6-3, LCHC6-4, LCHC6-5, LCHC6-6, LCHC6-7, LCHC6-8, LCHC6-9	
Interacting	10	15		25
Processing and responding	15	10	25	50
composing		10	15	25
Total%	25	35	40	100

Syllabus Outcomes

A student:

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

ASSESSMENT PROGRAM

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Mini Design Project 1	Mini Design Project 2	Yearly Examination	
Timing	Term 2 Week 1	Term 3 Week 4	Term 3 Week 8/9	
Outcomes Assessed	P3.1, P4.2, P4.3, P5.1, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P4.1, P5.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3	
Knowledge and understanding of course content			40	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	40		60
Total (%)	20	40	40	100

Syllabus Outcomes

A student:

- P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
- 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 identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
- 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 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- 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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Presentation and Essay	Group Performance and Reflection	Yearly Examination (Director's Portfolio & Extended Response)	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	P1.1, P1.4, P2.3, P3.1	P1.2, P1.5, P2.1, P2.4, P3.2	P1.6, P2.2, P3.3	
Making	10	20	10	40
Performing	10	20		30
Critically studying	10		20	30
Total (%)	30	40	30	100

Syllabus Outcomes:

A student:

- EES11-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11-5 analyses and evaluates primary and secondary data and information
- EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES11-8 describes the key features of the Earth’s systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth’s systems
- EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Depth Study (In class task)	Skills and Processes Task (In class task)	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	EES11 WS4-7 K&U 8	EES11 WS-1-7 K&U 9-10	EES11 WS 1-7 K&U 8-11	
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	25	25	10	60
Total (%)	30	30	40	100

NB – Assessment for Depth Study may occur over an extended period of time.

Syllabus Outcomes

A student:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts.
- P12 works independently and in groups to achieve appropriate goals in set timelines

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	In class task	Fiscal policy research and essay (In class task)	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P7	P5, P6, P9, P10, P12	P1 –8, P10, P11	
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills	5	5	10	20
Inquiry and research	-	20	-	20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
Total (%)	20	40	40	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Engineering Report: Engineered Products (Hand in task)	Engineering Report: Biomedical Engineering (Hand in task)	Yearly Examination	
Timing	Term 2 Week 8	Term 3 Week 7	Term 3 Weeks 8/9	
Outcomes Assessed	P2.1, P3.1, P4.3, P5.1, P6.2	P1.2, P2.2 P3.2, P5.2, P6.1	P1.1, P1.2, P2.1 P3.1, P4.2	
Knowledge and understanding of course content	20	20	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	20	40
Total (%)	30	30	40	100

Syllabus Outcomes

A student:

EA 11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA 11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA 11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA 11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA 11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA 11-6 investigates and evaluates the relationships between texts

EA 11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA 11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA 11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Assessment Program (dates may vary according to variations to calendar)

Task number	Task 1	Task 2	Task 3	
	Imaginative text with reflection statement Common Module: Reading to Write: Transition to Senior English	Multimodal presentation Module A: Narratives That Shape Our World	Yearly Examination Paper Common Module Module A Module B	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 8 & 9	
Outcomes Assessed	EA11-3, EA11-5, EA11-9	EA11-4, EA11-6, EA11-8	EA11-1, EA11-2, EA11-7	
Formative Task	Writing Portfolio – formative portfolio of writing in types of texts across the year			
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Syllabus Outcomes

A student:

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

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts EAL 11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

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

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

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

EAL11-6 investigates and explains the relationships between texts

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

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

EAL 11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Assessment Program (dates may vary according to variations to calendar)

Task number	Task 1	Task 2	Task 3	
	Imaginative text with reflection statement Module A: Language and Texts in Context	Multimodal presentation Module B: Close Study of Text	Yearly Examination Paper Module A Module B Module C	
Timing	Term 1, Week 10	Term 2, Weeks 10	Term 3, Weeks 8 & 9	
Outcomes Assessed	EAL11-3, EAL11-5, EA11-6, EAL11-9	EA11-4, EA11-8	EA11-1-A, EAL11-1B, EA11-2, EA11-7	
Formative Task	Writing Portfolio – formative portfolio of writing in types of texts across the year			
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Syllabus Outcomes

A student:

EE1-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and contexts

EE1-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE1-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE1-4 develops skills in research methodology to undertake effective independent research

EE1-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE1-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Assessment Program (dates may vary according to variations to calendar)

Task number	Task 1	Task 2	Task 3	
	Imaginative text and reflection (hand in + in class) Module: Texts, Culture and Value	Multimodal presentation (in class) Related Project	Yearly Examination Paper Creative response and analytical response	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 8 & 9	
Outcomes Assessed	EE11-3, EE11-6	EE11-2, EE11-4	EE11-1, EE11-5	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Syllabus Outcomes

A student:

EN 11-1 responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN 11-2 uses and evaluates processes, skills and knowledge requires to effectively respond to and compose texts in different modes, media and technologies

EN 11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for specific purposes, audiences and contexts and explains effects on meaning

EN 11-4 applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EN 11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN 11-6 investigates and explains the relationships between texts

EN 11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN 11-8 identifies and explains cultural assumptions and values in texts and their effects on meaning

EN 11-9 reflects on, evaluates and monitors own learning and develops individual and collaborative processes to become an independent learner

Assessment Program (dates may vary according to variations to calendar)

Task number	Task 1	Task 2	Task 3	
	Imaginative text with reflection statement Common Module: Reading to Write: Transition to Senior English	Multimodal presentation Module A: Contemporary Possibilities	Yearly Examination Paper Common Module Module A Module B	
Timing	Term 1, Week 10	Term 2, Weeks 10	Term 3, Weeks 8 & 9	
Outcomes Assessed	EN11-3, EN11-5, EN11-9	EN11-4, EN11-6, EN11-8	EN11-1, EN11-2, EN11-7	
Formative Task	Writing Portfolio – formative portfolio of writing in types of texts across the year			
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Syllabus Outcomes

A student:

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

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

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

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

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

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

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

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

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

Assessment Program (dates may vary according to variations to calendar)

Task number	Task 1	Task 2	Task 3	
	Multimodal Presentation: job interview with accompanying cover letter and resume Mandatory Module: Achieving through English	Writing Portfolio with reflections Collection of written work over terms 1, 2 and 3	Yearly Examination Paper Mandatory Module Module D Module K	
Timing	Term 1, Week 9	Term 3, Week 3	Term 3, Weeks 8 & 9	
Outcomes Assessed	ES11-1, ES11-3, ES11-10	ES11-5, ES11-6, ES11-7, ES11-8	ES11-2, ES11-4, ES11-9	
Components	Weighting %			
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	40	30	30	100

Syllabus Outcomes

A student:

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

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

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

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

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

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

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

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

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

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

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Cybersecurity Project (Hand-in task)	Digital Experience Project (Hand-in task)	Yearly Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes Assessed	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07	
Knowledge and understanding of course content	15	10	40	60
Knowledge and skills in the design and development of information systems	15	20	0	40
Total (%)	30	30	40	100

SUBJECT: FINANCIAL SERVICES

Financial Services–Financial Services Stream
 Qualification: FNS30122 Certificate III in Financial Services
 Cohort 2024 - 2025
 Training Package FNS Financial Services (Version 8.2)

RTO - Department of Education - 90222

School Name: Chatswood High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for FNS30122 Certificate III in Financial Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety	Task 2 Personal Finances	Task 3 Calculating finances in the School Shop	Task 4 Customer service in the School Shop	EXAM (Optional)
Code	Unit of Competency	Term 1 Week 5 Date 1 st March 2024	Term 1 Week 11 Date 12 th April 2024	Term 2 Week 7 Date 14 th June 2024	Term 3 Week 5 Date 23 rd August 2024	Term Week Date
BSBWHS211	Contribute to health and safety of self and others	X				
FNSFLT311	Develop and apply knowledge of personal finances		X			
FNSACC323	Perform financial calculations			X		
BSBTEC302	Design and produce spreadsheets			X		
BSBXCM301	Engage in workplace communication				X	
FNSINC311	Work together in the financial services industry				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward FNS30122 Certificate III in Financial Services (Release 1).

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

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

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

Syllabus Outcomes

- P1.1 uses a range of strategies to maintain communication
- P1.2 conveys information appropriate to context, purpose and audience
- P1.3 exchanges and justifies opinions and ideas
- P1.4 reflects on aspects of past, present and future experience
- P2.1 applies knowledge of language structures to create original text
- P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- P2.3 structures and sequences ideas and information
- P3.1 conveys the gist of texts and identifies specific information
- P3.2 summarises the main ideas
- P3.3 identifies the tone, purpose, context and audience
- P3.4 draws conclusions from or justifies an opinion
- P3.5 interprets, analyses and evaluates information
- P3.6 infers points of view, attitudes or emotions from language and context
- P4.1 recognises and employs language appropriate to different social contexts
- P4.2 identifies the values, attitudes and beliefs of cultural significance
- P4.3 reflects upon significant aspects of language and culture

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 8/ 9	Term 2 Week 8/9	Term 3 Weeks 8/9	
	Response to a spoken/visual text/oral presentation	Response to multimodal and texts/oral presentation/ written report	Yearly examination	
Outcomes assessed	1.1,1.3, 2.1,2.2, 2.3, 3.2, 3.4, 3.5, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Speaking	10	10		20
Listening	10	10	10	30
Reading	10		20	30
Writing		10	10	20
Total%	30	30	40	100

Syllabus Outcomes

A student:

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
- P4.2 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.

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of the task	Food Availability and selection Written task With Practical application	Food Quality Written Task with practical application	Examination 2 hours Section I Multiple choice Section II Short answer Section III Structured long response Section IV Extended response	
Timing Practical lessons may fall in week A or Week B	Term 1 Week 7 & 8	Term 2 Week 5 & 6	Term 3 Week 8 & 9	A Mark of 100 will be awarded for each task
Outcomes assessed	P2.1, P3.1, P4.3, P4.4, P5.1	P2.2, P3.2, P4.1, P4.2, P4.4 P5.1	P 1.1, P1.2, P2.2, P4.1 P2.1, P3.1, P5.1	
Knowledge and understanding	10	10	20	40
Knowledge and skills in designing researching analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	30
	30	30	40	100%

Syllabus Outcomes

A student:

GE11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time

GE11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments

GE11-03 explains geographical opportunities and challenges, and varying perspectives and responses

GE11-04 assesses responses and management strategies, at a range of scales, for sustainability

GE11-05 analyses and synthesises relevant geographical information from a variety of sources

GE11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world

GE11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments

GE11-08 applies mathematical ideas and techniques to analyse geographical data

GE11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Fieldwork Task (In class)	Geographic Investigation (Hand in task)	Yearly Examination	
Timing	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	GE11-01, GE11-02, GE11-03, GE11-04, GE11-05, GE11-06, GE11-07, GE11-09	GE11-01, GE11-02, Ge11-05, GE11-06, GE11-07, GE11-08, GE11-09	ALL	
Knowledge and understanding of course content	5	15	20	40
Geographical tools and skills	10	5	5	20
Geographical inquiry and research, including fieldwork	10	10	-	20
Communication of geographical information, ideas and issues in appropriate formats	5	5	10	20
Total (%)	30	35	35	100

Syllabus Outcomes

A student:

- P1.1 describes the organization and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 selects and applies appropriate documentation techniques to project management
- P6.1 evaluates the characteristics of quality manufactured products
- P6.2 applies the principles of quality and quality control
- P7.1 evaluates the impact of the focus area industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Introductory Project (Hand in task)	Preliminary Project (Hand in task)	Yearly Examination	
Timing	Term 1 Week 11	Term 3 Week 5	Term 3 Week 8/9	
Outcomes Assessed	P1.1, P1.2, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2, P6.1	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2	P1.1, P1.2, P6.1, P7.1, P7.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	20	30	10	60
Total (%)	30	40	30	100

Syllabus Outcomes

A student:

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

ASSESSMENT PROGRAM

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Introductory Project (Hand in task)	Preliminary Project (Hand in task)	Yearly Examination	
Timing	Term 1 Week 11	Term 3 Week 5	Term 3 Week 8/9	
Outcomes Assessed	P1.1, P1.2, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2, P6.1	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2	P1.1, P1.2, P6.1, P7.1, P7.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	20	30	10	60
Total (%)	30	40	30	100

Syllabus Outcomes

A student:

- P1.1 establishes and maintains communication in Japanese
- P1.2 manipulates linguistic structures to express ideas effectively in Japanese
- P1.3 sequences ideas and information
- P1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- P2.1 understands and interprets information in texts using a range of strategies
- P2.2 conveys the gist of and identifies specific information in texts
- P2.3 summarises the main points in a text
- P2.4 draws conclusions from or justifies an opinion about a text
- P2.5 identifies the purpose, context and audience of a text
- P2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- P3.1 produces texts appropriate to audience, purpose and context
- P3.2 structures and sequences ideas and information
- P3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- P3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Oral presentation: Q & A with teacher (In-class task)	Response to written text/interview/written report (In-class task)	Yearly Examination	
Timing	Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Weeks 8/9	
Outcomes Assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	1.1, 1.2, 2.1, 2.2, 2.6,	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	
Speaking	10	10		20
Listening	10	10	10	30
Reading	10		20	30
Writing		10	10	20
Total (%)	30	30	40	100

Syllabus Outcomes

A student:

- P1.1 uses a range of strategies to maintain communication
- P1.2 conveys information appropriate to context, purpose and audience
- P1.3 exchanges and justifies opinions and ideas
- P1.4 reflects on aspects of past, present and future experience
- P2.1 applies knowledge of language structures to create original text
- P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- P2.3 structures and sequences ideas and information
- P3.1 conveys the gist of texts and identifies specific information
- P3.2 summarises the main ideas
- P3.3 identifies the tone, purpose, context and audience
- P3.4 draws conclusions from or justifies an opinion
- P3.5 interprets, analyses and evaluates information
- P3.6 infers points of view, attitudes or emotions from language and context
- P4.1 recognises and employs language appropriate to different social contexts
- P4.2 identifies values, attitudes and beliefs of cultural significance
- P4.3 reflects upon significant aspects of language and culture

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Response to a spoken/visual text/conversation (In class task)	Response to multi-modal texts/oral presentation/written report (In class task)	Yearly Examination	
Timing	Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Weeks 8/9	
Outcomes Assessed	1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Speaking	10	10		20
Listening	10	10	10	30
Reading	10		20	30
Writing		10	10	20
Total (%)	30	30	40	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Multiple Choice /Short Answer	Research Essay	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P3, P4, P6, P9	P1, P4, P5, P7, P8, P10	ALL	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	10	-	10	20
Inquiry and research	-	20	-	20
Communication of legal information, ideas and issues in appropriate forms	10	10	-	20
Total (%)	30	40	30	100

Syllabus Outcomes

A student:

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Assignment/ Investigation (Hand in task)	In class task	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total (%)	25	35	40	100

Syllabus Outcomes

A student:

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

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

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

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

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

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

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	In class task	Assignment/ Investigation (Hand in task)	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3,ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total (%)	35	25	40	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	In class task	Assignment/ Investigation (Hand in task)	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-2,MS11-3, MS11-4, 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 and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total (%)	30	30	40	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Source Analysis Investigating Modern History (In class task)	Research Essay and Annotated Bibliography Historical Investigation (Hand in task)	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes Assessed	MH11-6, MH11-7, MH11-10	MH11-2, MH11-3, MH11-7, MH11-8, MH11-9	MH11-1, MH11-4, MH11-5, MH11-9	
Knowledge and understanding of course content	10		30	40
Source-based skills	15		5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total (%)	30	30	40	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 1, Week 10	Term 2 Week 9	Term 3, Weeks 8/9	
Outcome assessed	P1,P2, P3, P4,P9, P10	P3, P4. P6, P5,P7, P8, P10,P11	P1,P2,P4,P6,P7,P9,P10,P11	
Task	Performance and Viva Voce	Composition and Aural analysis	Written and Performance examination	
Performance	5		20	25
Composition		25		25
Musicology	25			25
Aural Skills		5	20	25
Total%	30	30	40	100

Syllabus Outcomes

A student:

- P1 confidently performs repertoire that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses, in detail, the concepts of music in works representative of the mandatory and additional topics
- P8 understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
- P9 identifies, recognises, experiments with and discusses the uses of technology in music
- P10 performs as a means of self-expression and communication
- P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 demonstrates a willingness to accept and use constructive criticism

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of Task	Aural/Musicology and Performance (In-class task)	Composition Portfolio and Research Task (Hand in task)	Yearly Examination Aural/Musicology Exam and Performance Exam	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P3	P4, P5, P7	P2, P9, P10, P11	
Composition		25		25
Performance	5		20	25
Aural	10	5	10	25
Musicology	10	5	10	25
Total (%)	25	35	40	100

Syllabus Outcomes

A student:

- P1 identifies and examines why people give different meanings to health and to physical activity
- P2 explains how nutrition, physical activity, drug use and relationships affect personal health
- P3 recognises that health is determined by sociocultural, economic and environmental factors
- P6 proposes actions that can improve and maintain personal health
- P7 explains how the body structures influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range to individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor activities
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of performance

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Core 1: Better Health for Individuals (In class task)	Core 2: The Body in Motion (In class task)	Yearly Examination	
Timing	Term 1 - Week 7	Term 2 - Week 6	Term 3 - Weeks 8	
Outcomes Assessed	P1, P2, P5, P6, P12, P15	P8, P7, P14, P16, P17	P1 – P17	
Knowledge and understanding of <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	10	10	20	40
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity. 	10	10	10	30
Skills in: <ul style="list-style-type: none"> • critical thinking • research and analysis 	10	10	10	30
Total (%)	30	30	40	100

Syllabus Outcomes

A student:

- PH11-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5 analyses and evaluates primary and secondary data and information
- PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and make quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
- PH11-9 describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound and light
- PH11-11 explains and quantitatively analyses electric fields, circuitry and thermodynamic principles

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Skills and processes task (In class task)	Depth study (In class task)	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	PH11WS 1-7 K&U 8-9	PH11-1, 7, K&U 8-11	PH11WS 1-7 – K&U 8-1111	
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	25	25	10	60
Total (%)	30	30	40	100

NB – Assessment for Depth Study may occur over an extended period of time.

Syllabus Outcomes

A student:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Group Presentation	Mini PIP (Hand in)	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P6, P7, P8, P10	P2, P3, P5, P8, P10	P1 – 10	
Knowledge and understanding of course content	10	15	25	50
Application and understanding of social and cultural research methods	10	15	5	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total (%)	25	35	40	100

Syllabus Outcomes

A student:

SE-11-01 describes methods used to plan, develop and engineer software solutions

SE-11-02 explains how structural elements are used to develop programming code

SE-11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions

SE-11-04 applies safe and secure practices to collect, use and store data

SE-11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment

SE-11-06 applies tools and resources to design, develop, manage and evaluate software

SE-11-07 implements safe and secure programming solutions

SE-11-08 applies language structures to refine code

SE-11-09 manages and documents the development of a software project

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Python Challenge Hand-in and In-class task	Research task Hand-in task	Programming Project Hand-in task	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 10	
Outcomes Assessed	SE-11-02, SE-11-04, SE-11-06, SE-11-08	SE-11-01, SE-11-03, SE-11-05, SE-11-06	SE-11-02, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09	
Knowledge and understanding of course content	15	20	15	50
Knowledge and skills in the management, communication and production of projects	10	5	35	50
Total (%)	25	25	50	100

SUBJECT: SPORT LIFESTYLE AND RECREATION (NON ATAR)

Syllabus Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 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 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 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts recognises the skills and abilities required to adopt roles that support health, safety and physical activity

ASSESSMENT PROGRAM

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
Nature of task	Practical Assessment	Fitness Training Program/Design	Yearly Practical Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	1.1 – 1.3, 2.1 – 2.3	3.1 – 3.3, 4.1 – 4.3	1.2, 1.5, 2.2, 2.5, 3.5,	
Knowledge and understanding	10	10	30	50
Skills	30	20		50
Total%	40	30	30	100

Syllabus Outcomes

A student:

- P1 describes the characteristics of religion and belief systems
- P2 identifies the influence of religion and belief systems on individuals and society
- P3 investigates religious traditions and belief systems
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects and uses relevant information about religion from a variety of sources
- P7 undertakes effective research about religion, making appropriate use of time and resources
- P8 uses appropriate terminology related to religion and belief systems
- P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Research and Extended Response (Hand in task)	Research and Related (In class task)	Yearly Examination	
Timing	Term 1 Week 10	Term 3 Week 4	Term 3 Weeks 8/9	
Outcomes Assessed	P3, P4, P5, P6, P7, P8, P9	P1, P2, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge and understanding of course content	5	15	20	40
Source-based skills	5	5	10	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total (%)	25	35	40	100

Syllabus Outcomes:

A student:

- P 1.1 Describes the elements and principles of design and uses them in a variety of applications.
- P 1.2 Identifies the functional and aesthetic requirements and features of a range of textile items.
- P 2.1 Demonstrates the use of a variety of communication skills, including computer-based technology.
- P 2.2 Develops competence in the selection and use of appropriate manufacturing techniques and equipment.
- P 2.3 Manages the design and manufacture of textile products.
- P 4.1 Identifies and selects textiles for specific end-uses based on analysis of experimentation
- P 5.1 Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context.
- P 5.2 Investigates the range of career options in design, consumerism, manufacturing and the retail sectors of the Australian Textile, Clothing and Footwear and Allied Industries.
- P 6.1 Identifies and appreciates the factors that contribute to the quality and value of textiles in society.

Assessment Program

Tasks	Preliminary Textile Project 1	Preliminary Textile Project 2	Preliminary Exam	Totals
Area of study	Design	Properties and performance of Textiles	<ul style="list-style-type: none"> • Design • Properties and performance of Textiles • Australian Textile, Clothing, Footwear and Allied Industries 	.
Timing	Term 1, Week 10	Term 2 Week 9	Term 3 Yearly Exam Week 8/9	
Outcomes assessed	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	
Outcomes				Weighting
Knowledge and understanding of textiles and the textile industry	10	20	20	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies.	10	20	20	50
WEIGHTING	20	40	40	100

Syllabus Outcomes

A student:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representation 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

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Nature of task	Practical/Theory Submission (In-class)	Practical/Theory Submission (In-class)	Practical/Yearly Examination (In-class)	
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P4, P5, P6, P7, P9	P2, P3, P4, P8, P10	P2, P4, P5, P7, P8, P9, P10	
Artmaking	10	20	20	50
Art criticism and Art History	15	15	20	50
Total (%)	25	35	40	100

Appendix A

YEAR 11 ASSESSMENT: ILLNESS/MISADVENTURE APPLICATION

This form must be completed then taken to the relevant Head Teacher and submitted to the Deputy Principal **within two days of returning to school.**

SURNAME:

GIVEN NAME:

YEAR:

DATE OF APPLICATION:

Please indicate the subject/s for which this appeal is being lodged.

Subject /Class	Date of Task	Nature of Task	Teacher

NATURE OF APPLICATION (Illness, Misadventure or other School-Approved Absence):

.....

Provide sufficient details to support your case for consideration to sit for the task or substitute task or to gain an extension of time.

SUBSTANTIATING EVIDENCE ATTACHED (attached letter or documents): YES NO

SIGNED:
(student)

DATE:/...../.....

SIGNED:
(parent)

DATE:/...../.....

HEAD TEACHER'S COMMENT/RESCHEDULED TASK DATE:

.....
.....

SIGNED: DATE:/...../.....

FORM TO BE RETURNED TO THE DEPUTY PRINCIPAL

Form received:/...../.....

BY:

APPEAL PANEL'S DECISION:

.....

SIGNED:

DATE:/...../.....

NAME:

Illness/Misadventure/Absence Process

1. Student gets form from DP or downloads from *Guidelines and Assessment Schedules* document on the school's website. Student completes the form with relevant details and attaches documentation (medical certificate). Student must discuss with relevant DP.



2. Student takes form to HT for comment **within two school days upon return to school.**



3. Student takes completed form to DP. DP signs receipt of form and enters information into excel spreadsheet. Holds panel to make decision if necessary. Panel members: DP, HT.



4. DP informs student and HT of decision and appeal process if necessary.

Appendix B

SAMPLE N WARNING LETTER

Dear Parent / Carer

OFFICIAL WARNING: Non-completion of a Preliminary Course

I am writing to advise that your son / daughter _____ is in danger of not meeting the requirements for satisfactory completion of the Preliminary course in «subject».

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. [Delete the following sentence if this is the first warning] Previous warning(s) were sent to you on <Insert dates>.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

Opportunity to correct the problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Original due date (if applicable)	Action required by student	Date for completion

Action by parent/guardian

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

ASSESSMENT CALENDAR 2024

TERM 1, 2024	SUBJECT	TASK TYPE
WEEK 1	NO TASKS	
WEEK 2	NO TASKS	
WEEK 3	NO TASKS	
WEEK 4	NO TASKS	
WEEK 5	FINANCIAL SERVICES	HAND IN/IN CLASS
WEEK 6	NO TASKS	
WEEK 7	EARTH & ENVIRONMENTAL SCIENCE FOOD TECHNOLOGY PDHPE	IN CLASS HAND IN/IN CLASS IN CLASS
WEEK 8	CHINESE & LITERATURE CHINESE CONTINUERS CHINESE IN CONTEXT FOOD TECHNOLOGY FRENCH CONTINUERS JAPANESE BEGINNERS JAPANESE CONTINUERS SOCIETY & CULTURE	IN CLASS IN CLASS IN CLASS HAND IN/IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS
WEEK 9	BUSINESS STUDIES CHEMISTRY CHINESE CONTINUERS CHINESE & LITERATURE CHINESE IN CONTEXT ENGLISH STUDIES FRENCH CONTINUERS JAPANESE BEGINNERS JAPANESE CONTINUERS MATHEMATICS ADVANCED MATHEMATICS STANDARD MODERN HISTORY MUSIC 1 MUSIC 2 PHYSICS SOFTWARE ENGINEERING SPORTS, LIFESTYLE & RECREATION	IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS HAND IN/IN CLASS IN CLASS
WEEK 10	ANCIENT HISTORY BIOLOGY DRAMA ECONOMICS ENGLISH ADVANCED ENGLISH EAL/D ENGLISH EXTENSION 1 ENGLISH STANDARD LEGAL STUDIES MATHEMATICS EXTENSION 1 STUDIES OF RELIGION TEXTILES AND DESIGN VISUAL ARTS	IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS HAND IN HAND IN/IN CLASS HAND IN IN CLASS IN CLASS IN CLASS IN CLASS HAND IN IN CLASS
WEEK 11	ENTERPRISE COMPUTING FINANCIAL SERVICES GEOGRAPHY IT MULTIMEDIA IT TIMBER	HAND IN HAND IN/ IN CLASS IN CLASS HAND IN HAND IN

TERM 2, 2024	SUBJECT	TASK TYPE
WEEK 1	DESIGN & TECHNOLOGY	HAND IN
WEEK 2	NO TASKS	
WEEK 3	NO TASKS	
WEEK 4	NO TASKS	
WEEK 5	FOOD TECHNOLOGY VISUAL ARTS	HAND IN/IN CLASS HAND IN
WEEK 6	ECONOMICS FOOD TECHNOLOGY PDHPE SOFTWARE ENGINEERING	IN CLASS HAND IN/IN CLASS IN CLASS HAND IN
WEEK 7	FINANCIAL SERVICES	HAND IN/IN CLASS
WEEK 8	BIOLOGY BUSINESS STUDIES CHINESE CONTINUERS CHINESE & LITERATURE CHINESE IN CONTEXT EARTH & ENVIRO. SCIENCE ENGINEERING STUDIES GEOGRAPHY FRENCH CONTINUERS JAPANESE BEGINNERS JAPANESE CONTINUERS MATHEMATICS EXTENSION 1 SOCIETY & CULTURE	IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS HAND IN HAND IN/IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS HAND IN
WEEK 9	CHEMISTRY CHINESE CONTINUERS CHINESE & LITERATURE CHINESE IN CONTEXT DRAMA ENGLISH EXTENSION 1 FRENCH CONTINUERS JAPANESE BEGINNERS JAPANESE CONTINUERS MATHEMATICS ADVANCED MATHEMATICS STANDARD MUSIC 1 MUSIC 2 PHYSICS SPORTS, LIFESTYLE & RECREATION TEXTILES AND DESIGN	IN CLASS IN CLASS IN CLASS IN CLASS HAND IN/ IN CLASS IN CLASS/HAND IN IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS IN CLASS HAND IN HAND IN IN CLASS HAND IN
WEEK 10	ANCIENT HISTORY ENGLISH ADVANCED ENGLISH STANDARD ENGLISH EAL/D ENTERPRISE COMPUTING LEGAL STUDIES MODERN HISTORY	HAND IN HAND IN HAND IN HAND IN HAND IN IN CLASS HAND IN

TERM 3, 2024	SUBJECT	TASK TYPE
WEEK 1	NO TASKS	
WEEK 2	NO TASKS	
WEEK 3	ENGLISH STUDIES	HAND IN
WEEK 4	DESIGN & TECHNOLOGY STUDIES OF RELIGION	HAND IN IN CLASS
WEEK 5	FINANCIAL SERVICES IT - MULTIMEDIA IT - TIMBER	HAND IN/IN CLASS HAND IN HAND IN
WEEK 6	NO TASKS	
WEEK 7	ENGINEERING STUDIES	HAND IN
WEEKS 8 & 9	ANCIENT HISTORY BIOLOGY BUSINESS STUDIES CHEMISTRY CHINESE CONTINUERS CHINESE IN CONTEXT CHINESE & LITERATURE DESIGN & TECHNOLOGY DRAMA EARTH & ENVIRO. SCIENCE ECONOMICS ENGINEERING STUDIES ENGLISH ADVANCED ENGLISH STANDARD ENGLISH STUDIES ENGLISH EXTENSION 1 ENGLISH EAL/D FOOD TECHNOLOGY FRENCH CONTINUERS GEOGRAPHY IT – TIMBER IT - MULTIMEDIA ENTERPRISE COMPUTING JAPANESE BEGINNERS JAPANESE CONTINUERS LEGAL STUDIES MATHEMATICS ADVANCED MATHEMATICS EXTENSION 1 MATHEMATICS STANDARD MODERN HISTORY MUSIC 1 MUSIC 2 PDHPE PHYSICS SOCIETY & CULTURE SPORTS, LIFESTYLE & RECREATION STUDIES OF RELIGION TEXTILES & DESIGN VISUAL ARTS	YEARLY EXAMINATIONS
WEEK 10	SOFTWARE ENGINEERING	HAND IN

Appendix C

GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN HSC COURSES

GENERIC DIRECTIVE TERMS FROM THE ASSESSMENT SUPPORT DOCUMENT

Key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

Account	Account for; state reasons for, report on. Give an account of; narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy of depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meanings and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate Details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from; investigate
Investigate	Plan, inquire into and draw conclusions about
Justify	Support and argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant Details
Synthesise	Putting together various elements to make a whole