

**Year 11 (Preliminary)
Assessment Guide
2024 - 2025**

Year 11 (Preliminary) course assessment guide 2024 -2025

Information for students and parents/carers.

Students undertaking study for the Higher School Certificate must complete two components for each course studied – a Year 11 (Preliminary) course and a Year 12 (HSC) course. Satisfactory completion of the Preliminary course is a prerequisite for entry into a HSC course.

This booklet concerns the Year 11 (Preliminary) course. It provides you with the requirements, rules and assessment information for each course.

The Year 11 (Preliminary) course will begin in Week 6, Term 4, 2024 and conclude in Week 11, Term 1, 2025. All Year 11 (Preliminary) coursework in each subject must be completed satisfactorily to gain a Record of Achievement. The NSW Education Standards Authority (NESA) requires the Principal to certify satisfactory completion.

Year 12 (HSC) courses will begin by the end of Week 1, Term 2, 2025 for students who have satisfactorily completed their Year 11 (Preliminary) courses.

Requirements for the award of the HSC

To be eligible for the award of the HSC, students must have satisfactorily completed courses that meet the pattern of study required by NESA. To qualify, students must satisfactorily complete the Year 11 (Preliminary) pattern of study comprising at least 12 units and a Year 12 (HSC) pattern of study comprising at least 10 units. Further information about this can be found in the Course Selection Handbook.

Students must also:

- complete the practical, oral or project works required for specific courses
- satisfactorily complete the internal assessment requirements for each course
- sit for and make a serious attempt at the Higher School Certificate examinations.

The requirements of Board developed courses can be found in the Course Selection Booklet. They require the completion of assessment tasks and the HSC external examination.

NESA has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have Board Developed status and can be used along with other Board Developed courses to meet the requirements for the HSC. Each Life Skills course has a 2 unit value. There are no external HSC examinations for Life Skills courses.

Vocational courses have continuous assessment of competencies. The teacher at school, TAFE or the workplace may assess these formally or informally. Students may have formal examinations in these courses. Students may elect to do the optional external HSC examination.

Board Endorsed Courses have no external HSC examination. Only the school unmoderated assessment marks are recorded on the HSC Record of Achievement.

Satisfactory completion of a course

Principals are required to certify that students have satisfactorily completed Year 11 (Preliminary) and Year 12 (HSC) courses. The course completion criteria are listed below.

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:

- a. **followed** the course developed or endorsed by the Board; and
- b. **applied** themselves 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.

It is a matter for your teacher's professional judgement as to whether a student has made a genuine attempt to:

- complete course requirements
- complete competency based modules
- complete examinations as required.

Principals may determine that, as a result of absence, the course completion criteria have not been met. Students will receive early warning in writing if they are in danger of receiving an 'N' (non-completion of course requirements) determination for any course.

Students over the age of 17 can be expelled from a government school for Unsatisfactory Participation in Learning based on a documented pattern of unsatisfactory completion and/or non-serious attempts to achieve course outcomes as specified by NESAs.

Internal assessments

The Higher School Certificate contains two marks for each HSC Board Developed Course presented:

- a. an internal assessment mark provided by the school;
- b. an examination mark earned at the HSC examination.

The school is required to provide NESAs with an internal assessment mark and an order of merit ranking in all subjects (Board Developed and Endorsed) except for Mathematics Standard 1 and English Studies where a grade is awarded to reflect your overall achievement. This assessment mark or grade indicates a student's level of achievement based on:

- a. a wider range of syllabus objectives than is measured by the external examination;
- b. multiple measures and observations obtained throughout the course rather than at a single final examination.

Assessment marks and grades submitted by a school for each course are intended to measure students' achievements relative to each other at the end of the HSC course. Assessment marks and grades will be based on achievements measured at points throughout the course. Measuring achievement at points during the course provides a better indication of student achievement than a single examination.

The school can only assess actual student performance, not potential performance. This means that the final overall assessment mark or grade cannot be modified to take into account possible effects of illness or domestic situations. In every case, the assessment mark or grade will be a measure of what the students have actually achieved, not what they may have achieved in more fortunate circumstances.

The school maintains records of the marks and grades awarded for the components of each task.

Students must make themselves familiar with the assessment requirements of each course studied.

Year 11 (Preliminary) course assessment program

Students will complete an internal assessment program for each Year 11 (Preliminary) course. All assessment tasks and requirements must be satisfactorily completed to be deemed eligible for entry into Year 12 (HSC) courses. Preliminary course internal assessment will be used as evidence to determine the final Preliminary grade submitted to NESA.

Year 11 (Preliminary) course assessments do not contribute to Year 12 (HSC) assessment. A separate booklet outlining internal assessment requirements and task schedules for each course will be provided for HSC course commencement at the beginning of Week 1, Term 2, 2024.

An assessment task is work given to you to enable your teacher to assess your achievement of syllabus outcomes. A variety of assessment tasks may be issued to students, including essays, assignments, tests, seminars, oral presentations, experiments, laboratory reports, performances and practical work. The choice of task type depends on the components and outcomes to be assessed.

Assessment tasks may be completed in class time or issued to students to complete at home.

Whilst every piece of work given is important and needs to be completed, not every piece of set work is included in the assessment program. Other set work is designed to:

- prepare students for an assessment task
- develop skills and knowledge
- provide feedback, and
- develop examination techniques.

The assessment grade for each course is intended to reflect each individual student's achievement throughout the course. It is essential that all assessment tasks submitted are the sole work of each student.

Notification of assessment tasks

Teachers will give two weeks' notice in writing of the date, type and relative weighting of each assessment task.

No assessment tasks (with the exception of portfolio tasks) will be due nor excursions held in the week prior to the first examination (during Week 9 Term 1 2025).

If the due date for a particular task needs to be changed, two calendar weeks' notice will still be given.

Students who are absent on the day a task is issued are responsible for finding out at the earliest opportunity what work was completed or set during their absence. Your teacher will also endeavour to notify you of any task set in your absence. An extension of time should not be expected. If you feel you need an extension you may submit an 'Application for Extension' form to the Head Teacher for consideration.

Notification of assessment tasks may include the following, where appropriate:

- outcomes – a statement of the outcomes which relate directly to the syllabus
- the task – a clear and unambiguous description of the task
- materials and resources – you may be made aware of where and how you can obtain resources to help you
- presentation – guidelines may indicate what is expected and acceptable
- marking matrix – breakdown of how marks will be awarded.

The time given to complete the task will vary depending on the task. When a task is completed in class time e.g. tests or practical activities, examination conditions apply.

If, when an assessment task is issued, it clashes with a number of other tasks from other courses, talk to the teacher. The teacher, in consultation with the Head Teacher, may alter the due date.

Difficulties with Assessment Tasks

Students must make a genuine attempt at all sections of assessment tasks. If students are having problems with an assessment task or with work in general, they should discuss the matter with their teacher at the first opportunity. Parents with concerns regarding these matters are encouraged to contact the Faculty Head Teacher to discuss their concerns.

Submission of Assessment Tasks

Students have the responsibility to submit each Assessment Task to their teacher by the due date.

For hardcopy submissions, ensure the teacher signs the receipt section of the Assessment Task cover sheet and returns the tear-off section to the student. For electronic submissions, confirm that the submission is accessible by the teacher. This provides evidence that the Assessment Task was submitted should the task be misplaced or corrupted

Students may submit the task at the beginning of the lesson on the due date or at any time up until the end of the school day (2.57 pm) without penalty.

If the class teacher is absent on the due date of an Assessment Task, hard copies of tasks should be submitted to one of the people on the list:

- the Head Teacher of that course
- the other teacher of that course
- a teacher in the same faculty
- The Deputy Principal.

The receipt section of the Assessment Task cover sheet must be completed and signed as normal and the student must retain the tear-off section. Under no circumstances should any hard copies of assessment tasks be left in a classroom or staffroom under the assumption that the teacher will find it later.

If teachers accept electronic submissions the same rules apply. Submissions must be delivered to the teacher by 2:57pm on the due date. Students should collect a receipt for the task once its integrity is confirmed by the teacher - this may be an electronic acknowledgement. Any issues with incorrect email addresses fall on the student submitting the task. Teachers will check that files are accessible and complete before issuing receipts to students.

If students are on an excursion or on Work Placement, students must make arrangements with their teacher for submission prior to the due date.

Students will be expected to complete a reflection exercise on the assessment and their submission. This may be through the Student Assessment Task Reflection form or through faculty specific processes.

Late submission and non-completion of assessment tasks

Students must attempt all the assessment tasks set out in the assessment programs of each course studied. It is the student's responsibility to negotiate to undertake a similar test or task on the first day a student returns to school.

If non-submission was because of absence, on the students return to school, the assessment task (complete or incomplete) should be presented to the teacher, or if an in-class task was missed, this must be completed as soon as practicable. In either case a mark of zero will be recorded. If an illness/misadventure form is submitted and approved, the marks for these tasks will replace the zero.

In the case of a non-attempt by a student:

- it will be recorded in the assessment records of the course as a non-attempt
- the student must complete the task on the first day back at school
- a mark of zero (0) will be awarded for the completed assessment task
- an 'N' determination warning letter will be sent home.

Students may submit an Illness/Misadventure form for this to be reviewed.

Illness/Misadventure request – task missed due to absence

An application for illness/misadventure for a task missed due to absence should be provided to the Head Teacher on the first day of return to school. A 'Task missed due to absence' form must be completed. Forms are available from the class teacher, Head Teacher and this booklet. Any absence due to illness will require a doctor's certificate.

If the reason for absence is accepted, task results will be awarded to the student. No valid reason will result in the task being recorded as a non-attempt.

Application for Misadventure (Examination)

Students may apply for misadventure if circumstances during or immediately before a task clearly impact performance in the task. This could include the onset of illness within a task or interruption to the task by external circumstances such as an emergency evacuation. Students cannot appeal for misadventure with the same reasons they receive Special Provisions for when sitting an assessment task. The 'Application for Misadventure (Examination)' form must be completed by the student on the day of the task. The form must include a statement from the teacher supervising the task at the time. This form is submitted to the Head Teacher for the particular course.

If the reason for misadventure is accepted, task results will be reviewed and an estimate or alternative task organised at the Head Teacher's discretion. A rejected appeal will result in the unadjusted task results being recorded.

Estimates

The Principal may authorise that an estimate be given for a task, or parts of a task, which have not been performed due to a valid absence or misadventure. This applies only in exceptional circumstances and only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

Non-genuine attempt of assessment tasks

A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirements of the task set and which has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the assessment records of the course as a non-genuine attempt
- an 'N' award warning letter will be sent home
- parents/carers will be notified of the non-genuine attempt and sent a photocopy of the submitted assessment task by the Head Teacher. The task will need to be resubmitted or completed to clear the 'N' warning letter. The original mark will still be recorded.

Extensions

Students may apply for an extension of time in which to complete a task. The 'Application for Extension' form must be completed by the student at least **two days prior** to the due date. This form is submitted to the Head Teacher for the particular course. Should an extension not be granted, the incomplete task must be submitted on the due date.

If the extension has been declined, and the task is submitted late, zero marks will be recorded for the task.

Failure to complete an assessment task

If a student fails to meet the assessment requirements of the course, warning letters will be issued. The Principal, through the Head Teacher and class teacher will:

- advise the student of the concern and alert the student to the possible consequences of receiving an 'N' determination

- advise the parent/carer in writing
- issue at least one follow up letter.

If the student fails to complete assessment tasks with mark values totalling 50% or more of the final assessment mark in a course, then the school must certify that the student has not met course requirements. This will result in the course not appearing on the HSC Record of Achievement, either as an examination mark or a moderated mark. This may mean that the student will not be eligible for the award of the HSC.

Malpractice, copying and plagiarism

Zero marks will generally be awarded to any student who, in completing an assessment task:

- cheats
- attempts to cheat
- assists others to cheat
- submits work that is not their own including collusion with others or A.I. text generation
- distracts other students from their work during an assessment task
- disrupts the assessment task in any way.

Under no circumstances may a student take into an in-class task or examination, any unauthorised notes, papers, documents, devices which could reasonably be considered as material, or tool that could be used to help complete the task. Malpractice is deemed to have occurred whether or not the student actually used the unauthorised material/device when completing the task.

The decision regarding malpractice will be made by the class teacher, in consultation with the Head Teacher. The Head Teacher will immediately notify the Deputy Principal. Consideration of circumstances may result in some marks being awarded.

Any appeal against such a decision must be made by the student, in writing, to the Deputy Principal, within 24 hours of the decision being taken.

Students are not to plagiarise, copy or cheat in any way. Plagiarism involves copying large sections from a book, internet or other resources including A.I. text generation, without acknowledging the author. If in any doubt about how to acknowledge information, ideas or the actual words taken from a book, internet or other sources, see your class teacher. In cases where a submitted task is not all the student's own work, the Head Teacher may decide to deduct marks or give a 'non attempt'.

'All My Own Work' seminars have been provided to all students.

Review of assessment marks

Once a marked assessment task has been returned to students, a student may request an explanation from the class teacher of how the mark or rank was allocated. If the student is dissatisfied with the response given, the Head Teacher of the course will be consulted. Students wishing to take this step need to leave their task with the teacher and complete the 'Application for review of marks/ranking' form and provide this

to the Head Teacher within 24 hours of the task being returned. The Head Teacher's review and decision is final.

Reporting of assessment progress

The school awards mark and reports ranks for each assessment task completed. Class teachers will also provide oral and written feedback to the student on their performance.

Assessment progress is reported to parents on the school report. The rank on the report indicates how the student performed compared to other students taking the same course. This ranking is not provided for competency-based VET courses.

Assessment marks are not included on the school report, nor are students informed of their final assessment marks at the end of the HSC year.

Review of student report ranking and final assessment ranking

After receipt of the school report, a student may ask the class teacher why a particular ranking was given if it is believed to be inconsistent with the marks awarded for assessment tasks. If the student is dissatisfied with the response given, the Head Teacher of the course will be consulted. Students wishing to take this step need to complete 'Application for review of marks/ranking' form and provide this to the Head Teacher within 24 hours of the report being issued. The Head Teachers review and decision is final.

The way that the marks were awarded for the assessment task by the class teacher is not part of the review.

The review is carried out by the school, which must establish whether:

- the weightings specified by the school in its assessment programs conform with NESAs requirements as detailed in syllabus documents
- the procedures used by the school for determining the final assessment mark/rank conform with its stated assessment program
- there are no computational or other clerical errors in the determination of the assessment mark/rank.

The Review Panel in the school comprises the Principal, the Deputy Principal, a Senior School Coordinator and the Head Teacher of the course.

Provided that the school is satisfied that these conditions have been met, no change to the assessment mark/rank will be made. Any student who is dissatisfied with the school's decision may appeal directly to NESAs.

Other circumstances

Where circumstances arise in the administration of the Year 11 (Preliminary) assessment program that are not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

Communication of this document

This document will be:

- issued to students and workshopped
- referred to by class teachers and posted on Stage 6 Google Classrooms
- placed on the website
- referred to in the school newsletter.

Students will be issued with individual subject Internal Assessment Programs by their course teachers and will be asked to sign that they have received this. The Internal Assessment Programs will also be posted on the Google Classrooms for that course.

Student responsibilities

Students are responsible for:

- attending school regularly;
- showing that through genuine effort and achievement they have met all the requirements of the courses they are studying;
- participating actively and cooperatively in all lessons;
- completing all homework satisfactorily;
- checking with their teachers as soon as possible after an absence to find out what work needs to be completed;
- completing each assessment task to the best of their ability;
- handing in all assessment tasks for marking by the due date;
- making sure that any questions they have about the marks and grades awarded for an individual piece of work are discussed with their teacher at the time the work is handed back;
- reading the Assessment Information Booklet carefully and keeping the outlines for each subject studied;
- bringing required equipment, including laptop, to all classes.

ASSESSMENT ISSUES FLOWCHART

Before the Task	<p>More than two days before the due date</p> <p>↓</p> <p>Submit an Application for Extension form to the Head Teacher</p>	<p>Within two days of the due date (emergencies)</p> <p>↓</p> <p>Speak directly with the Head Teacher</p>
	Appeal Considered	
	<p>Appeal Upheld</p> <p>↓</p> <p>Submit task by new due date</p>	<p>Appeal Rejected</p> <p>↓</p> <p>Submit task by original due date</p>
During the Task	<p>Present during the task</p> <p>↓</p> <p>Report issue to supervising teacher and complete an Application for Misadventure (Examination) form. Hand this form to the Task Supervisor.</p>	<p>Absent during the task</p> <p>↓</p> <p>Complete/submit task on FIRST day of return to school</p> <p>↓</p> <p>Submit a Task Missed Due to Absence form with supporting documentation to classroom teacher on FIRST day of return to school</p>
	Appeal Considered	
	<p>Appeal Upheld</p> <p>↓</p> <p>Alternative task provided</p>	<p>Appeal Rejected</p> <p>↓</p> <p>Zero / original marks for task awarded</p>
After the Task	<p>Appeal of Assessment marks / grades</p> <p>Speak to class teacher immediately on return of task and leave task with teacher</p> <p>Submit Application of Review for Marks / Ranking form WITHIN 24 HOURS to the Head Teacher</p>	

A glossary of key words for Higher School Certificate Internal Assessment & Examinations

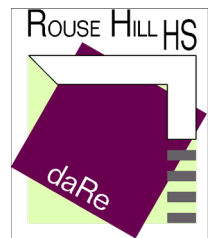
- HSC subject syllabuses, school internal assessment tasks and examination questions have **key words** that state what students are expected to be able to do.
- This glossary of key words has been developed to help provide a common language and consistent meaning in Higher School Certificate tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

Key Word	Definition - what you have to do
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 judgment 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 depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning 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	Plan, inquire into and draw conclusions about
Justify	Support an 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

Other useful terms used in setting tasks - essays and short answers

Cite	To quote as an authority, to mention in support of an argument, refer to as an example
Cohesive	Connected, consistent argument with parts flowing smoothly
Concept	A thought, idea or notion that may develop from a generalisation
Details	Individual parts of a whole; details add substance to a response
Evidence	Information and details presented in a given passage
Example	Instance that serves to illustrate; part of something used to show the characteristics of the whole
Fact	That which can be observed or verified; objective
Factors	Influences or facts that cause some effect or result
Feature	A characteristic of a passage
Illustrate	To explain and make clear with examples
Implications	Possible or suggested outcomes/results of decisions or actions
Integrate	Bring together (parts) into a whole
Issues	Ideas or situations about which there is some discussion and/or disagreement
Logical	Reasonable, convincing, of sound sense
Opinion	A belief or idea held with confidence but not substantiated with direct proof or knowledge
Options	Things that are or may be chosen as possible alternatives
Passage	A piece of text, such as a story, poem, recipe, graph, cartoon, blurb, excerpt
Relationship	Links or connections between two or more things/ideas/people
Strategy/ies	Action/s consciously chosen as part of a plan
Sustain/ed	Keep up or keep going, for example an argument or position in an essay



ASSESSMENT TASK COVER SHEET

STAGE 6

STUDENT NAME:

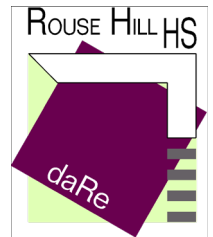
COURSE		KLA	
Task number		Task title	
Date issued		Due date	
Outcomes being assessed		Task weightings %	
Outline / description of task			

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Complete and detach this section when you submit a HARD COPY of your assessment.

ASSESSMENT COVER SHEET RECEIPT

COURSE NAME			
STUDENT NAME			
ASSESSMENT NUMBER		TITLE	
DUE DATE		SUBMITTED DATE	
RECEIVED BY		SIGNATURE	

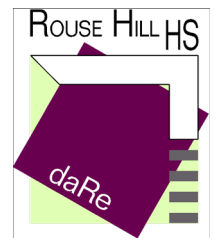


ASSESSMENT TASK MARKING RUBRIC

Marking criteria	Marks

Teacher feedback **Teacher:** _____

Strengths	
Actions to improve	



Student name: _____

Part 1 –to be completed by student before submission

Student reflection	Circle a number: 1 = strongly agree to 5 = strongly disagree				
This is my best work	1	2	3	4	5
I was organised	1	2	3	4	5
I understood the task	1	2	3	4	5
I reviewed the marking guidelines	1	2	3	4	5
I checked the meaning of the key words	1	2	3	4	5
What I have learnt most about the assessment task:					
What I found most challenging about the task:					
This task took me 0 – 1 2 – 3 4 – 5 6 – 7 8+ hours to prepare (circle one)					
Next time I will:					
My strengths in this task were:					

Part 2 – to be completed by student following return of the task

My areas for improvement	Method of improvement
I would like to seek further clarification or assistance with:	

Part 3 – Follow-up by student

Teacher comments	
Date	

STAGE 6 APPLICATION FOR EXTENSION

Circle Year Group: 1.1 1.2

This form must be given to the Head Teacher of the course at least two days before the due date.

STUDENT NAME: _____ DATE: _____

COURSE		KLA	
Task number		Task title	
Date issued		Due date	
Outcomes being assessed		Task weightings %	
Due date requested			
Reason for extension			
Student signature		Parent/carer signature	

Note: Please attach any appropriate evidence

GRANTED	YES	NO	DATE:
REASON FOR REFUSAL			

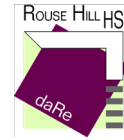
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This section to be returned to student when decision has been made.

APPLICATION FOR EXTENSION NOTIFICATION RECEIPT

COURSE NAME			
STUDENT NAME			
ASSESSMENT NUMBER		TITLE	
GRANTED	YES NO	NEW DATE TASK DUE	
REASON FOR REFUSAL			
HEAD TEACHER SIGNATURE		DEPUTY PRINCIPAL	

TASK MISSED DUE TO ABSENCE Circle Year Group: 1.1 1.2



STAGE 6

This form must be given to your classroom teacher the day you return to school.

STUDENT NAME: _____ **DATE:** _____

COURSE		KLA	
Task number		Task title	
Date issued		Due date	
Outcomes being assessed		Task weightings %	
Today's date		Date/s of absence	
Reason for absence			
Student signature		Parent/carer signature	

Note: appropriate evidence must accompany this application e.g. doctors certificate

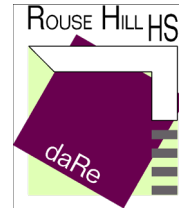
GRANTED	YES	NO	DATE
REASON FOR REFUSAL			

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This section to be returned to student when decision has been made.

ASSESSMENT TASK MISSED DUE TO ABSENCE NOTIFICATION RECEIPT

COURSE NAME			
STUDENT NAME			
ASSESSMENT NUMBER		TITLE	
DUE DATE		SUBMITTED DATE	
GRANTED	YES	NO	
REASON FOR REFUSAL			
HEAD TEACHER SIGNATURE		DP SIGNATURE	



STAGE 6

Please notify the task supervisor that you will be applying for misadventure at the start of the examination. Please complete and return this form within two school days of your examination.

STUDENT NAME: _____ DATE: _____

COURSE		KLA	
Examination Date			
Explain how you were affected in the examination			
Supporting Evidence (Task Supervisor)			
Student signature		Parent/carer signature	

Note: Please attach any appropriate evidence

GRANTED	YES	NO	DATE:
REASON FOR REFUSAL			

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This section to be returned to student and Head Teacher when decision has been made.

APPLICATION FOR MISADVENTURE (EXAMINATION)

COURSE NAME		Application Date:
STUDENT NAME		Examination Date:
GRANTED	YES	NO
OUTCOME:		
HEAD TEACHER SIGNATURE		DEPUTY PRINCIPAL



APPLICATION FOR REVIEW OF MARKS/RANKING

This form must be given to the Head Teacher of the course within 24 hours of receipt of the assessment task results or report.

STUDENT NAME: _____ DATE: _____

COURSE		KLA	
Task number / Report		Task title / Report	
Date issued		Due date	
What would you like reviewed?			
Student signature		Parent/carer signature	

REVIEWED – CHANGE REQUIRED	YES	NO	DATE
REASON FOR CHANGE			

=====

This section to be returned to student when decision has been made.

REQUEST FOR REVIEW OF MARKS/RANKING NOTIFICATION RECEIPT

COURSE NAME			
STUDENT NAME			
ASSESSMENT NUMBER		TITLE/REPORT	
CHANGE REQUIRED	YES	NO	
REASON			
HEAD TEACHER		DEPUTY PRINCIPAL	

ASSESSMENT TASK PLANNER

WEEK	TERM 4 2024	TERM 1 2025
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		End of course Exams begin
11		End of course Exams Week

YEAR 11 (PRELIMINARY) COURSE ASSESSMENT SCHEDULES 2024 - 2025

- 2 UNIT ANCIENT HISTORY
- 2 UNIT BIOLOGY
- 2 UNIT BUSINESS STUDIES
- 2 UNIT CHEMISTRY
- 2 UNIT COMMUNITY AND FAMILY STUDIES (CAFS)
- 2 UNIT DESIGN AND TECHNOLOGY
- 2 UNIT DRAMA
- 2 UNIT EAL/D
- 2 UNIT EARTH AND ENVIRONMENTAL STUDIES
- 2 UNIT ECONOMICS
- 2 UNIT ENGLISH ADVANCED
- 2 UNIT ENGLISH STANDARD
- 2 UNIT ENGLISH STUDIES
- 2 UNIT FOOD TECHNOLOGY
- 2 UNIT GEOGRAPHY
- 2 UNIT INDUSTRIAL TECHNOLOGY TIMBER
- 2 UNIT INVESTIGATING SCIENCE
- 2 UNIT LEGAL STUDIES
- 2 UNIT MATHEMATICS ADVANCED
- 1 UNIT MATHEMATICS EXTENSION 1
- 2 UNIT MATHEMATICS STANDARD
- 2 UNIT MODERN HISTORY
- 2 UNIT MUSIC 1
- 2 UNIT PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
- 2 UNIT PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING
- 2 UNIT PHYSICS
- 2 UNIT SOCIETY AND CULTURE
- 1 UNIT STUDIES OF RELIGION
- 2 UNIT VISUAL ARTS
- 2 UNIT HOSPITALITY (VET)
- 2 UNIT SPORTS COACHING (VET)

YEAR 11 ANCIENT HISTORY 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

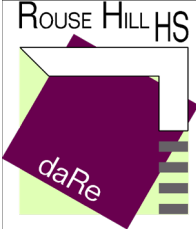
AH11-7 discusses and evaluates differing interpretations and representations of the past

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

YEAR 11 ANCIENT HISTORY 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 9	Term 1 Week 3	Term 1 Week 10/11
	Task name	Source Analysis: Topic Test	Historical Investigation	End of course examination
	Outcomes	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	5	25
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	5	10
	100	30	30	40

YEAR 11 BIOLOGY OUTCOMES

A student:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

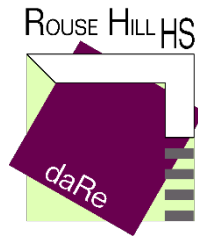
BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

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

Year 11 BIOLOGY 2024-2025 Internal Assessment Program



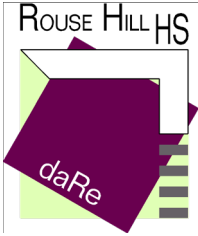
	Task number	Task 1	Task 2	Task 3
	Due date	Term 1 Week 2	Term 1 Week 6	Term 1 Week 10
	Task name	Depth Study	Skills Assessment	End-of-course examination
	Outcomes	BIO11/12-1, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-2, BIO11/12-3, BIO11/12-4 BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8 BIO11-9	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4 BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11- 8, BIO11-9, BIO11-10 BIO11-11
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	10	20
Skills in working scientifically	60	25	20	15
	100	35	30	35

PRELIMINARY BUSINESS STUDIES 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-medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 evaluates 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

YEAR 11 BUSINESS STUDIES 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 5	Term 1 Week 10/11
	Task name	In-Class Business Report	Research/In Class Essay	End of course examination
	Outcomes	P1, P2, P6, P8	P4, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	10	20
Stimulus based skills	20	5	5	10
Inquiry and research	20	5	15	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
	100	25	35	40

YEAR 11 CHEMISTRY OUTCOMES

A student:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

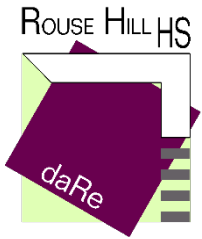
CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

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

Year 11 CHEMISTRY 2024 - 2025 Internal Assessment Program

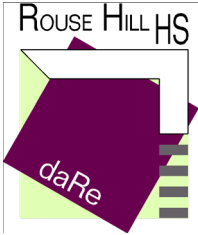
	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 7	Term 1 Week 10
	Task name	Skills Assessment	Depth Study	End-of-course examination
	Outcomes	CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1, CH11/12-2,CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11
Components (Syllabus)	Weighting	10	15	15
Knowledge and understanding of course content	40			
Skills in working scientifically	60	20	20	20
	100	30	35	35

PRELIMINARY COMMUNITY AND FAMILY STUDIES OUTCOMES

A student:

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

YEAR 11 COMMUNITY AND FAMILY STUDIES 2024 - 2025 Internal Assessment Program

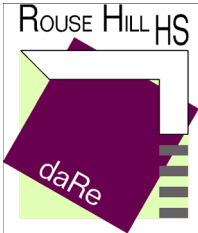
	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 8	Term 1 Week 6	Term 1 Week 10
	Task name	Resource Management Task	Individuals and Groups Task	End of course examination
	Outcomes	P1.2, P4.1, P5.1, P6.1	P2.1, P2.3, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, 6.2
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	20	10
Skills in critical thinking, research methodology, analysing and communication	60	20	10	30
	100	30	30	40

PRELIMINARY DESIGN AND TECHNOLOGY 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

PRELIMINARY DESIGN AND TECHNOLOGY 2024 - 2025 Internal Assessment Program

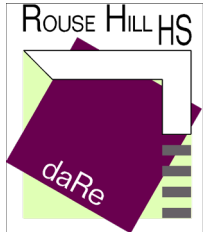
	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 2	Term 1 Week 10/11
	Task name	Designer Case Study and Market Bizarre Design Project and Portfolio	Thats Entertainment Project and Portfolio	End of the course Examination
	Outcomes			
Components (Syllabus)	Weighting			
Knowledge and Understanding	40	10	10	20
Stimulus based skills	20		10	10
Inquiry and Research	20	10	10	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	10
	100	25	35	40

DRAMA YEAR 11 OUTCOMES

A student:

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

DRAMA YEAR 11 2024-2025 Internal Assessment Program

DRAMA YEAR 11 2024-2025 Internal Assessment Program				
	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 5	Term 1 Week 9-10
	Task name	Group Performance	American Theatre Writing Task	Individual Performance
	Outcomes	P1.1, P1.2, P1.3, P2.2, P2.3, P2.5, P2.6	P2.1, P2.2, P2.4, P2.6, P3.1, P1.8, P3.1,P3.2	P1.1, P1.2, P1.3, P1.4, P1.5, P1.8, P2.1, P2.2, P2.3, P2.4
Components (Syllabus)		Weighting		
Making		40	20	20
Performing		30	15	15
Critically Studying		30	30	
		100	35	35

EARTH AND ENVIRONMENTAL STUDIES YEAR 11 OUTCOMES

A student:

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 analyses and evaluates primary and secondary data and information

EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

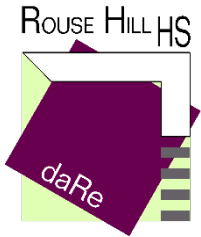
EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

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

Year 11 EARTH AND ENVIRONMENTAL 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 6	Term 1 Week 10
	Task name	Skills Assessment	Depth Study	End-of-course examination
	Outcomes	EES11/12-6 EES11/12-2 EES11/12-4 EES11/12-5 EES 11-8	EES 11-11 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-1 EES11/12-6 EES11/12-7	EES 11-8 EES 11-9 EES 11-10 EES 11-11 EES11/12-5 EES11/12-6 EES11/12-7
Components (Syllabus)	Weighting	30	30	40
Knowledge and understanding of course content	40	15	5	20
Skills in working scientifically	60	15	25	20
	100	30	30	40

PRELIMINARY ECONOMICS 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

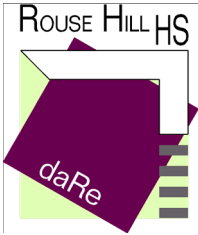
P9 selects and organizes information from a variety of sources for relevance and reliability

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 goals in set timelines

PRELIMINARY ECONOMICS 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 6	Term 1 Week 10
	Task name	Research Report	Stimulus Response	End of course Examination
	Outcomes	P4, P9, P10	P5, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11
	Weighting	10	10	20
Components (Syllabus)				
Knowledge and Understanding	40			
Stimulus based skills	20		10	10
Inquiry and Research	20	10	10	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	10
	100	25	35	40

ENGLISH ADVANCED YEAR 11 OUTCOMES

A student:

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

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

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

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

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

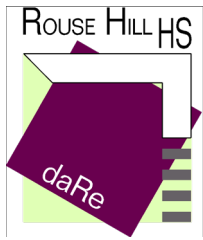
EA11-6 investigates and evaluates the relationships between texts

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

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

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

ENGLISH ADVANCED YEAR 11 2024-2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 8	Term 1 Week 9-10
	Task name	Composition and Reflection	Multimodal Task	End of Course Examination
	Outcomes	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-9	EA11-2, EA11-4, EA11-5, EA11-6, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50	20	15	15
	100	35	35	30

EAL/D YEAR 11 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 context

EAL11-2 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 a range of purposes, audiences and contexts, and analyses their effects on meaning

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

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

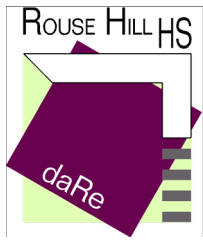
EAL11-6 investigates and explains the relationships between texts

EAL 11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EAL 11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

EAL/D YEAR 11 2024 - 2025 Internal Assessment Program

EAL/D YEAR 11 2024 - 2025 Internal Assessment Program					
	Task number	Task 1	Task 2	Task 3	
	Due date	Term 4 Week 10	Term 1 Week 7	Term 1 Week 9-10	
	Task name	Composition and Verbal Justification	Visual Representation, Reflection and Viewing Task	End of Course Examination	
	Outcomes	EAL11-1A, EAL11- 1B, EAL11-5, EAL11-5, EAL11-9	EAL11-2, EAL11-5, EAL11-7, EAL11-9	EAL11-3, EAL11-4, EAL11-6, EAL11-8	
Components (Syllabus)		Weighting			
Knowledge and understanding of course content		50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		50	15	15	20
		100	30	30	40

ENGLISH STANDARD YEAR 11 OUTCOMES

A student:

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

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

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

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

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

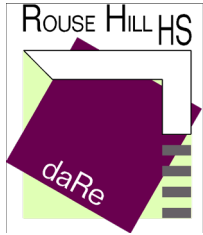
EN11-6 investigates and explains the relationships between texts

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

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

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

ENGLISH STANDARD YEAR 11 2024 - 2025 Internal Assessment Program

ENGLISH STANDARD YEAR 11 2024 - 2025 Internal Assessment Program				
	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 8	Term 1 Week 9-10
	Task name	Composition and Reflection	Multimodal Task	End of Course Examination
	Outcomes	EN11-1, EN11-3, EN11-4, EN11-9	EN11-2, EN11-5, EN11-7, EN11-8	EN11-1, EN11-2, EN11-3, EN11-6
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	20	15	15
	100	35	35	30

ENGLISH STUDIES YEAR 11 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

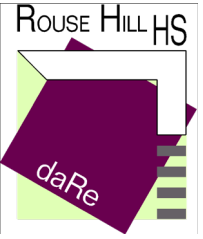
ES11-7 represents own ideas in critical, interpretive and imaginative texts

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

ENGLISH STUDIES YEAR 11 2024 - 2025 Internal Assessment Program

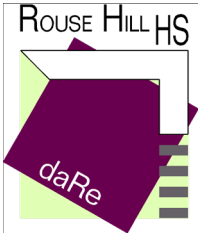
ENGLISH STUDIES YEAR 11 2024 - 2025 Internal Assessment Program				
	Task number	Task 1	Task 2	Task 3
	Due date	Term 1 Week 5	Term 1 Week 6	Term 1 Week 8
	Task name	Multimodal Task: Soundtrack of My Life (Module F)	Portfolio (All Modules)	Fun Run (Module E)
	Outcomes	ES11-1, ES11-2, ES11-3, ES11-8, ES11-9	ES11-4, ES11-5, ES11-6, ES11-7	ES11-4, ES11-9, ES11-10
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	50	20	20	10
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50	10	20	20
	100	30	40	30

PRELIMINARY FOOD TECHNOLOGY 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

YEAR 11 FOOD TECHNOLOGY 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 6	Term 1 Week 10/11
	Task name	Case Study & Practical Task	Food Quality Task	End of course examination
	Outcomes	P1.1, P1.2, P3.2, P4.1, P4.2, P4.3	P2.1, P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	5	25
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	-
	100	30	35	35

PRELIMINARY INDUSTRIAL TECHNOLOGY TIMBER 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

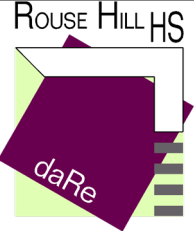
P6.1 identifies the characteristics of quality manufactured products

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

YEAR 11 INDUSTRIAL TECHNOLOGY TIMBER 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 1 Week 4	Term 1 Week 8	Term 1 Week 10
	Task name	Industry Study assessment task	Bedside Table and folio	End of course examination
	Outcomes	P1.1 , P3.2, P5.1, P7.1	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P2.1, P4.3, P6.2, P7.1, P7.2
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	25		15
Knowledge and skills in the design, management, communication and production of a major project	60		40	20
	100	25	40	35

YEAR 11 GEOGRAPHY OUTCOMES

A student:

GE-11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time

GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments

GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses

GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability

GE-11-05 analyses and synthesises relevant geographical information from a variety of sources

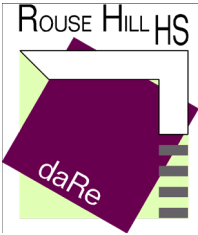
GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world

GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments

GE-11-08 applies mathematical ideas and techniques to analyse geographical data

GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

YEAR 11 Geography 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 9	Term 1 Week 8	Term 1 Week 10/11
	Task name	In-Class Topic Test	Geographical Investigation Report	End-of-course examination
	Outcomes	GE11-01, GE11-02 GE11-05, GE11-08, GE11-09	GE11-01, GE11-02, GE11-05, GE11-06, GE11-07, GE11-08, GE11-09	GE11-01, GE11-02, GE11-03, GE11-04, GE11-05, GE11-06, GE11-07, GE11-08, GE11-09
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	10	20
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	20	5	10	5
	100	25	40	35

YEAR 11 INVESTIGATING SCIENCE OUTCOMES

A student:

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

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

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

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

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

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

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

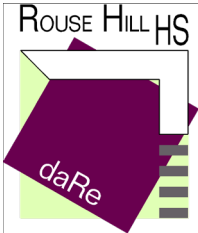
INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

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

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

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

Year 11 INVESTIGATING SCIENCE 2024 - 2025 Internal Assessment Program

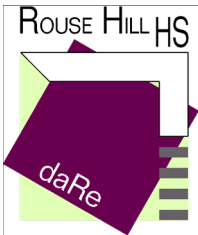
	Task number	Task 1	Task 2	Task 3
	Due date	Term 1 Week 3	Term 1 Week 6	Term 1 Week 10
	Task name	Practical investigation	Depth Study	End-of-course examination
	Outcomes	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10	INS11/12-2 INS11/12-3 INS11/12-6, INS11/12-7 INS11-9 INS11-11
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	5	10	25
Skills in working scientifically	60	25	30	5
	100	30	40	30

PRELIMINARY LEGAL STUDIES OUTCOMES

A student :

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organizes 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.

PRELIMINARY LEGAL STUDIES 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 8	Term 1 Week 10
	Task name	In Class Assessment	Research/In Class Extended Response	End of course Examination
	Outcomes	P1, P2, P3, P4, P8, P9, P10	P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P9, P10
Components (Syllabus)	Weighting			
Knowledge and Understanding	40	15	5	20
Analysis and Evaluation	20	5	5	10
Inquiry and Research	20	5	15	
Communication of legal information, ideas and issues in appropriate forms	20	5	5	10
	100	30	30	40

YEAR 11 MATHEMATICS ADVANCED 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

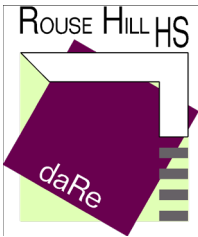
MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

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

YEAR 11 MATHEMATICS ADVANCED 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 2024 Week 10	Term 1 Week 5	Term 1 Week 9/10
	Task name	Test	Investigation Task/ Test	End of course examination
	Outcomes	MA11-1,2,3,8,9	MA11-1,4,5,8,9	MA11- 1,2,3,4,5,6,7,8,9
Components (Syllabus)	Weighting			
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
	100	30	30	40

YEAR 11 MATHEMATICS EXTENSION 1 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

YEAR 11 MATHEMATICS EXTENSION 1 2024 - 2025 Internal Assessment Program

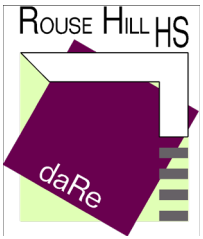
	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 2024 Week 10	Term 1 Week 5	Term 1 Week 9/10
	Task name	Investigation Task/ Test	Test	End of course examination
	Outcomes	ME11 – 1, 2, 6, 7	ME11 – 1, 3, 4, 6, 7	ME11 – 1,2,3,4,5,6,7
Components (Syllabus)	Weighting			
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
	100	30	30	40

YEAR 11 MATHEMATICS STANDARD OUTCOMES

A student:

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

YEAR 11 MATHEMATICS STANDARD 2024 – 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 2024 Week 10	Term 1 Week 5	Term 1 Week 9/10
	Task name	Test	Investigation Task/ Test	End of Course Examination
	Outcomes	MS11-1,2,5,6,9,10	MS11-3,4,9,10	MS11- 1,2,3,4,5,6,7,8,9,10
Components (Syllabus)	Weighting			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
	100	30	30	40

PRELIMINARY MODERN HISTORY OUTCOMES

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

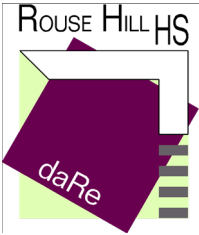
MH11-7 discusses and evaluates differing interpretations and representations of the past

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

MODERN HISTORY YEAR 11 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 9	Term 1 Week 3	Term 1 Week 10/11
	Task name	Source Based Investigation and Response	Historical Investigation	End of course examination
	Outcomes	MH11-3, MH11-7, MH11-9	MH11-4, MH11-5, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-9
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	5	25
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	5	10
		30	30	40

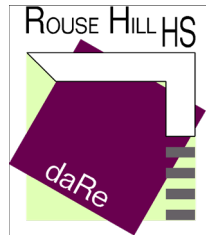
PRELIMINARY MUSIC 1 OUTCOMES

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

PRELIMINARY MUSIC 1

2024 - 2025 Internal Assessment Program



	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 5	Term 1 Week 10
	Task name	Composition and Portfolio	Musicology and Aural	End of course examination
	Outcomes	P2, P4, P5, P8	P2, P3, P6, P10, P11	P1, P4, P7, P9, P10
Components (Syllabus)	Weighting			25
Performance	25			
Composition	25	25		
Musicology	25	5	20	
Aural	25		10	15

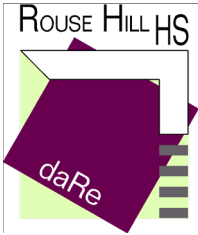
100	30	30	40
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PRELIMINARY PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION OUTCOMES

A student:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

YEAR 11 PDHPE 2024 - 2025 Internal Assessment Program

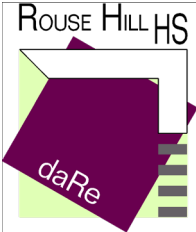
	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 9	Term 1 Week 5	Term 1 Week 10
	Task name	Core 1 Research Task	Core 2 Analysis Task	End of course examination
	Outcomes	P3, P4, P15, P16	P7, P8, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysis and communicating	60	20	20	20
	100	30	30	40

PRELIMINARY PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING OUTCOMES

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

YEAR 11 PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING 2024 - 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 1 Week 4	Term 1 Week 9	Term 1 Week 10
	Task name	Portfolio and Body of Work	Portfolio and Body of Work	End of course examination
	Outcomes	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	CH1, CH2, CH3, CH4, CH5
Components (Syllabus)	Weighting			
Making	70	35	35	
Critical and Historical Studies	30	10	10	10
	100	45	45	10

PRELIMINARY PHYSICS OUTCOMES

A student:

PH11-1 develops and evaluates questions and hypotheses for scientific investigation

PH11-2 designs and evaluates investigations to obtain primary and secondary data and information

PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11-5 analyses and evaluates primary and secondary data and information

PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

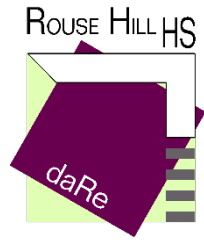
PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

PH11-9 describes and explains 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, light, and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry, and magnetism

Year 11 PHYSICS 2024 - 2025 Internal Assessment Program

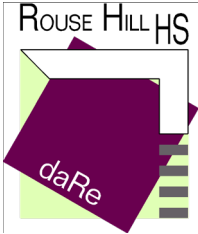
Year 11 PHYSICS 2024 - 2025 Internal Assessment Program				
	Task number	Task 1	Task 2	Task 3
	Due date	Term 1 Week 1	Term 1 Week 6	Term 1 Week 10
	Task name	Dynamics Task	Depth Study	End-of-course examination
	Outcomes	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH11 - 8, PH11/12-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH11 - 10	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH1 1- 8, PH11/12-9, PH11/12-10, PH11/12-11
Components (Syllabus)	Weighting	30	30	40
Knowledge and understanding of course content	40	15	5	20
Skills in working scientifically	60	15	25	20
	100	30	30	40

PRELIMINARY SOCIETY AND CULTURE OUTCOMES

A student:

- P1 describes the interaction between persons, societies, cultures and environments across time
- P2 identifies and describes relationships within and between social and cultural groups
- P3 describes cultural diversity and commonality within societies and cultures
- P4 explains continuity and change, and their implications for societies and cultures
- P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society
- P6 differentiates between, and applies, the methodologies of social and cultural research
- P7 applies appropriate language and concepts associated with society and culture
- P8 selects, organises and considers information and sources for usefulness, validity and bias
- P9 plans an investigation and analyses information from a variety of perspectives and sources
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- P11 works independently and in groups to achieve appropriate goals in set timelines.

YEAR 11 SOCIETY AND CULTURE 2024 - 2025 Internal Assessment Program

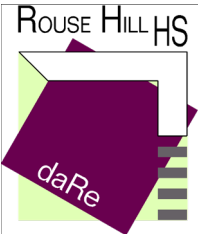
	Task number	Task 1	Task 2	Task 3
	Due date	Term 1 Week 2	Term 1 Week 7	Term 1 Week 10/11
	Task name	Social Issue Research task	Cross-Generational Study	End of course examination
	Outcomes	P1, P6, P9, P10	P3, P5, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	50	10	15	25
Application and evaluation of social and cultural research methods	30	10	15	5
Communication of information, ideas and issues in appropriate forms	20	5	5	10
	100	25	35	40

PRELIMINARY STUDIES OF RELIGION 1 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 communicated information, ideas and issues using appropriated written, oral and graphic forms

PRELIMINARY STUDIES OF RELIGION 1 UNIT 2024 - 2025 Internal Assessment Program

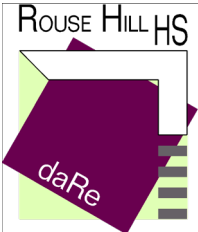
	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 5	Term 1 Week 10/11
	Task name	Research/In-Class Report	In-class Extended Response	End of course examination
	Outcomes	P1, P2, P6, P8	P4, P5, P6, P9	P1, P2, P4, P5, P8, P9
Components (Syllabus)	Weighting			
Knowledge and understanding of course content	40	10	10	20
Source based skills	20	10		10
Investigation and research	20	10	10	
Communication of information, ideas and issues in appropriate forms	20		10	10
	100	30	30	40

PRELIMINARY VISUAL ARTS OUTCOMES

A student:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artists, 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

YEAR 11 VISUAL ARTS 2024- 2025 Internal Assessment Program

	Task number	Task 1	Task 2	Task 3
	Due date	Term 4 Week 10	Term 1 Week 10	Term 1 Week 10
	Task name	Body Parts body of work and visual arts process diary	The Object body of work and visual arts process diary	End of course examination
	Outcomes	P1, P3, P4, P7, P10	P2, P5, P6, P8, P9	P7, P8, P9, P10
Components (Syllabus)	Weighting			
Artmaking	50	20	30	
Art Criticism and Art History	50	10	10	30
	100	30	40	30

School Name: Rouse Hill High School

Assessment Schedule Stage 6 – 2025

Compressed Curriculum (240 Hours 4 Units x 1 Year)

Commencing Term 4 2024

Hospitality

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please	Task 3 The hospitality industry
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 2	Week 5	Week 2
			Term 1	Term 2	Term 3
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date
SITXWHS005	Participate in safe work practices	✓			
SITXFSA005	Use hygienic practices for food safety	✓			
SITXFSA006	Participate in safe food handling practices	✓			
SITHCCC025	Prepare and present sandwiches				
SITXCCS011	Interact with customers	✓			
SITXCOM007	Show social and cultural sensitivity				
SITHIND006	Source and use information on the hospitality industry				

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

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”.



School Name: Rouse Hill High School

Compressed Curriculum (240 Hours 4 Units x 1 Year)

Sports Coaching

Assessment Schedule Year 12 – 2025

Commencing Term 4 2024

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Task 1 Tournament Time	Task 2 The Community Coach	Task 3A Officiating in Sport	Task 4 Coaching the Individual
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 6 Term 4	Week 2 Term 1	Week 1 Term 2	Week 4 Term 2
Code	Unit of Competency	Date	Date	Date	Date
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSCO002	Work in community coaching role		X		
SISSO005	Continuously improve coaching skills and knowledge		X		
SISSOFO02	Continuously improve officiating skills and knowledge			X	
SISSCO003	Meet participant coaching needs				X
BSBPOS403	Apply business risk management processes				X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

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”.