

LEETON HIGH SCHOOL

2021

Assessment Policy and Procedures

Year 11



Contents

| | |
|--|----|
| Information for Students and Parents..... | 3 |
| Year 11 Assessment Policy and Procedures | 4 |
| Rationale | 4 |
| Assessment and course requirements..... | 4 |
| When does assessment commence? | 4 |
| Assessment and NESA requirements..... | 5 |
| Higher School Certificate (HSC) | 5 |
| The Australian Tertiary Admission Rank (ATAR)..... | 5 |
| How is the assessment recorded on the Higher School Certificate? | 5 |
| Notification of assessment tasks | 5 |
| Late submission of non-examination tasks..... | 6 |
| Examination tasks | 6 |
| Malpractice..... | 6 |
| Plagiarism | 7 |
| Non-attempts | 7 |
| Non-serious attempts | 7 |
| Disruption | 7 |
| Students who miss classes to complete tasks..... | 8 |
| Special allowances | 8 |
| Non-assessable tasks | 8 |
| Review of assessment..... | 8 |
| The N-Warning Process | 9 |
| Attendance Policy – Post Compulsory Students | 10 |
| Assessment Advice for HSC VET Courses | 11 |
| Assessment Schedules..... | 11 |
| Agriculture | 12 |
| Ancient History | 13 |
| Biology..... | 14 |
| Business Studies | 15 |
| Chemistry | 16 |
| Drama..... | 17 |
| English Advanced | 18 |
| English Extension | 19 |

| | |
|--|----|
| English Standard | 20 |
| English Studies | 21 |
| Food Technology..... | 22 |
| Geography | 23 |
| Industrial Technology Metals and Engineering Technologies | 24 |
| Mathematics Advanced | 26 |
| Mathematics Extension | 27 |
| Mathematics Standard..... | 28 |
| Modern History..... | 29 |
| Music 1 | 30 |
| Personal Development, Health & Physical Education (PDHPE) | 31 |
| Physics | 32 |
| Sport, Lifestyle & Recreation (SLR) | 33 |
| Work Studies | 34 |
| Appendix I | 35 |
| Application for Assessment Task Consideration—Illness/Misadventure..... | 35 |
| Appendix II | 36 |
| Application for Assessment Task Consideration—Extension..... | 36 |
| Appendix III | 37 |
| Application for Assessment Task Consideration—Appeal of the Assessment Procedure | 37 |
| Appendix IV | 38 |
| Year 11 Assessment Task Scatter | 38 |
| Year 11 Assessment Task Planner | 40 |

Information for Students and Parents

Dear Students of Year 11 - 2021,

This booklet is one of the most important documents for your Higher School Certificate. It contains the following vital information:

- School and NSW Education Standards Authority (NESA) rules for your assessment
- Subject assessment schedules
- Requirements for University entrance

Keep this booklet handy and in a safe place. This booklet is to be signed for and serves as official notification for your Preliminary assessment, although reminders and further information for tasks will be given at least ten days in advance.

From the time Year 11 Assessment begins, students must recognise the importance of all set work in their courses and how the completion of this set work will contribute significantly to success in the Preliminary and Higher School Certificate.

While teachers are responsible for informing students of the requirements for their course, students should, themselves, become familiar with the NESA documents in relation to syllabuses for their courses (documents are available in the Library and on the NESA website, www.nesa.nsw.edu.au).

Planning and organisation are important steps toward gaining a successful Preliminary and Higher School Certificate. Make certain you read this document carefully and ask for advice and assistance from your teachers, Year Adviser or Deputy Principal at any time.

Attendance at school is considered to be paramount to successful achievement. The School's Attendance Policy can be found on Page 12 of this booklet. Long term absences (ie those exceeding 5 days) could impact on satisfactory progression and should be discussed with the Principal.

Please note that some information relevant to the HSC has been included for the information of Year 11 students.

Year 11 Assessment Policy and Procedures

Rationale

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Year 11 Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

More information on the RoSA can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>.

The Higher School Certificate will indicate a scaled examination mark and a moderated assessment mark for each Year 12 course of study. The assessment mark before moderation will be determined by your class teacher based on components prescribed by NESA.

The inclusion of the assessment mark on the Higher School Certificate can be very much to your advantage, as it is not based on the mark obtained in a single test or task. The assessment allows your performance in a wide range of activities to be judged. Often these activities cannot be assessed by testing. Tasks will vary according to the subject but may include oral work, assignments, field work, practical work and essays.

Assessment and course requirements

Students are expected to undertake all assessment tasks and class activities to complete the course whether they are part of an assessment schedule or not. Students need to meet assessment requirements to be eligible to meet the minimum requirements for the course. Normal procedures for contacting parents will apply should a student fail to meet these requirements.

Satisfactory course completion requirements

The following course completion criteria refer to both Preliminary and HSC courses and appear on the official N Award Warning documentation. 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 NESA; 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.

When does assessment commence?

The Year 11 assessment period begins in Term 1 of Year 11 and continues until the last assessment task for Year 11 at the end of Term 3. HSC assessment begins in Term 4.

Assessment and NESA requirements

Your moderated assessment mark carries equal weighting to the examination mark for all NESA Developed Courses in the Higher School Certificate. The assessment and exam marks are averaged, scaled, and the best ten units used to determine the ATAR subject to the following restrictions:

- at least two units of English must be included
- at least three Board Developed courses of two units or greater must be included
- courses from at least four subjects must be included
- at most, two units of Category B courses may be included in the calculation of the ATAR

Higher School Certificate (HSC)

The Higher School Certificate is the highest educational award you can gain in New South Wales. It is an internationally recognised credential that can provide access to tertiary, vocational and other employment opportunities.

The Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated from raw HSC examination marks and moderated assessment marks to rank students for university selection purposes. Universities “process” the raw marks and moderated assessment marks and rank students on a scale from 0-99.95 as if they have all been examined on the same group of courses. Each student’s raw HSC marks for each course are scaled and then aggregated across ten units of study.

Students are then allocated a *position* in relation to others in the cohort – not the aggregate score itself. The position is reported in the form of a percentile rank referred to as the ATAR. The highest-ranking group of students receives an ATAR of 99.95. The middle-ranking group receives an ATAR of approximately 66.00 because the cohort also includes those students who did not complete Year 12. This explains why the middle-ranking students receive an ATAR in the 60s – higher than the 50.00 that many would naturally assume.

How is the assessment recorded on the Higher School Certificate?

The certificate will display a mark, the maximum being 50 marks per unit of study. The mark and ranking are determined by the school but moderated by NESA based on the school’s overall performance in that subject in the Higher School Certificate examination. Your ranking and performance in relation to other students will not vary as a result of moderation.

You will not be able to calculate your final assessment as it will be calculated by NESA statisticians. However, you will be told your ranking in the course after each assessment task and you will be notified of your final ranking. You may appeal your final ranking to the Principal.

Notification of assessment tasks

Students are given prior notice of every assessment task. This booklet outlines your assessment tasks for the year. A minimum of ten days advance warning will be given prior to the date of completion of each assessment task. This will serve as official notice. Please put these dates in your diary or use the Assessment Task Planner provided (Appendix IV). Note that there will be a moratorium of two weeks before the Final Examinations in Term 3. In this period of time there are no assessment tasks unless otherwise stated in this booklet.

There may be occasions when this assessment schedule is adjusted. This will be done by negotiation with the School Executive at least ten days prior to the original set date. Students will receive written notification of changes. It is important to note that students will need to be aware of their schedules and the impact of any changes to them. Please note that a supervising teacher can withdraw an assessment task in special circumstances. This, of course, will require approval from the School Executive.

Late submission of non-examination tasks

If a student submits a non-examination task late or fails to submit a task without a legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued.

In the case of genuine illness or misadventure causing you to be absent from a task, where feasible, the same or a substitute task may be arranged. If this is not feasible the Principal may approve an estimate based on performance in previous assessment tasks or appropriate evidence. The student is required to apply for assessment task consideration – illness/misadventure (Appendix I) and a Medical Certificate or a Statutory Declaration is required as evidence of the student's inability to complete the assessment task. This documentation should be brought to the School Office to be delivered to the teacher of that particular subject.

Examination tasks

If a student fails to sit for an examination without legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued. Students will not be permitted to leave during the examination. Failure to adhere to this rule will result in zero (0) marks being awarded.

It is the student's responsibility to immediately advise the school of an inability to do a task and, on return, to inform the teacher of the circumstances causing absence from a task. The student must then request approval to complete the same or substitute task. A Medical Certificate or a Statutory Declaration is required as evidence of the student's inability to complete the assessment task. This documentation should be brought to the School Office to be delivered to the teacher of that particular subject with a complete Illness/Misadventure form which can be found in the appendix of this document.

Malpractice

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks. Students cheating or attempting to cheat in an examination by copying or referring to the work of other students, the Internet, or other references will be penalised by the loss of all marks. Students presenting work which has been done by another person on their behalf will be awarded no marks. Students found to have plagiarised a large portion or all of an assessment task will be given an N-Award warning and required to resubmit the task.

Cheating or malpractice is about doing the wrong thing by behaving dishonestly. You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest in relation to all your work for Year 11 and 12.

Plagiarism

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own.

Plagiarism includes, but is not limited to:

- copying, buying, stealing or borrowing someone else's work in part or in whole,
- copying from the Internet, books, journals, and other types of printed and electronic media,
- submitting work that contains a large contribution from another person, such as, a parent, tutor or another student,
- not referencing sources of information.

Sources of information should be referenced in all assessment tasks even if it is not specified in the marking criteria. This is the only way that sources can be adequately acknowledged so that plagiarism does not occur. All students must complete a mandatory course 'HSC All My Own Work' prior to submitting their first task in Year 11. This course teaches students about plagiarism and referencing.

You can refresh your understanding at this link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>.

Non-attempts

A student who does not attempt an assessment task or examination will be given an N-Award Warning and awarded a zero mark. Please note that failure of technology is not deemed a reasonable excuse for a non-submission of a task. A hard copy must be submitted unless otherwise stated on the Task Notification.

Non-serious attempts

A non-serious attempt in an examination or assessment task is defined as:

- completing only the multiple-choice section of an examination,
- making minimal effort to complete an in-class or take-home assessment task,
- using inappropriate language (such as, obscene language, derogatory remarks, obscene diagrams etc) or purposefully writing irrelevant information,
- re-writing questions rather than responding to them,
- use of electronic devices or written notes in an assessment task (including examinations) where permission to do so is not granted.

The Head Teacher, in consultation with the teacher/s involved and the Principal, shall determine whether the attempt is non-serious. If the Head Teacher and Principal agree that the attempt is non-serious an N-Award Warning will be given.

Disruption

Any student found deliberately disrupting an assessment task or examination shall be warned once about the consequences of such behaviour. If this behaviour or similarly disruptive behaviour continues, the student shall be excluded from that task and be given a zero mark for that task. This will also result in receiving a N-Award Warning.

Students who miss classes to complete tasks

Students are expected to attend all lessons and other learning experiences unless a legitimate reason for being absent from class is provided. Students should prioritise their learning and prepare adequately to submit/sit assessment tasks on or by the due date. It is not acceptable to be absent from classes or school in order to complete assessment tasks. Students who appear to not be adequately or productively managing their time preparing for assessment task completion may be counselled and monitored by an appropriate member of staff.

Special allowances

On some occasions, you may have a legitimate reason to be absent for a task, or you may experience difficulty in submitting a task. You are advised to lodge an application for Illness/Misadventure or Extension depending on your circumstances. There is a proforma for application for extension/special consideration that will be available at the front office (see Appendix I and Appendix II). Acceptable cases for special consideration for assessment tasks are as follows:

- **Medical reasons** - Should you be sick and not attend on the day of an assessment task or not be able to submit it you must provide a Medical Certificate as evidence of your illness. Submit these documents to your teacher for consideration. It is also advisable to notify the school by phone of your absence for an assessment task or examination due to illness.
- **Misadventure** - Problems do happen. Should an accident, or a mishap occur, students are to submit a written statement and provide supporting evidence such as a Statutory Declaration. The statement and Illness/Misadventure Form should be submitted to the Principal.
- **School Excursions/Sports Trips/VET Work Placement** - The school encourages participation in these activities. Students should prioritise school-based assessment over non-essential excursions. However, it is vital that activities do not overwhelm students when studying for the Higher School Certificate. As a result, the following rules apply:
 - Notify your teacher if you have a school endorsed activity that clashes with an assessment task as soon as you become aware of it, to make alternative arrangements where possible. It is not appropriate to miss an in-class task or examination without previously notifying your teacher.
 - On the day you return to school, you must be prepared to sit your assessment task.
 - Assignment tasks must be submitted prior to or on the due date to the teacher.

Non-assessable tasks

These are a very important part of your course. Even though they do not form part of your assessment, their completion is compulsory. Failure to satisfactorily complete such tasks will impede your progress, not allow you to complete assessment tasks to your best advantage, or not allow you to satisfactorily complete the course to the NESA's requirements.

Review of assessment

A review of the mark awarded in a particular task may be requested within two school days of the return of the task. The teacher and, if necessary, Head Teacher will review the marking of the task and associated recording. See Appendix III.

The N-Warning Process

If a student is failing to meet course requirements through lack of application to coursework or the failure to submit or complete assessment tasks an N-Award for the course will be issued by the course teacher. This is an indicator that the student may be at risk of not successfully completing their Year 11 course and may be ineligible to undertake the Year 12 Higher School Certificate course. At any time during the Year 11 Course or HSC course students are encouraged to seek support the school has to offer, i.e. School Counsellor, Student Welfare Teacher, Student Support Officer, Year Adviser, Head Teacher Welfare, Head Teacher Teaching & Learning and/or members of the School Executive. Students should also use their time in iStudy wisely to ensure tasks are completed, on time, to a standard befitting ability. A student who is N-Awarded for assessment tasks weighing 50% or more may be given an N-Determination. You may be ineligible to continue into the HSC course if this occurs.

First warning

The student warning will be conducted as follows:

- A first N-Award Warning Letter will be sent home. In this letter the opportunity to fulfil the requirements of the tasks or work missing will be given.
- The student may be interviewed by the Class Teacher or Head Teacher. In this interview the student will be informed of the need to fulfil his/her responsibilities as a senior student.
- The N-Award Warning provides a minimum of two weeks for the student to submit/sit the missed task. If the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of appropriate standard then the N-Award will be cleared, however as a result of not sitting/submitting the task by the original due date, the student will receive a zero mark.

Second warning

- A second N-Award Warning Letter will be sent home. In this letter the opportunity to fulfil the requirements of the tasks or work missing will be given again.
- Students at risk of not satisfactorily completing a course will be counselled by the Senior Review Panel, comprising of members of the School Executive and Year Adviser, each term to rectify the outstanding N-Award Warning letters. Students may be placed on an Improvement Plan as a support measure.
- An interview with parents may be sought to additionally support students at risk of not satisfactorily completing a course as per school and NESA requirement.
- Again, if the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of appropriate standard then the N-Award will be cleared, however, as a result of not sitting/submitting the task by the original due date, the student will receive a zero mark.

It should be noted that if a student receives two or more N-Awards for a subject then he/she can receive an N-Determination; which essentially means the student has not met the outcomes of the course. This is critical to avoid as this will preclude the student from entering the HSC year. The future of students entering into the HSC year will be determined by the Principal. Students will be notified of the final date to have all outstanding N-Awards to be cleared prior to the end of Year 11 to establish the suitability of candidates to enter the Higher School Certificate.

An 'N' warning letter will be issued for the following reasons:

If a student misses an assessment task, makes a non-serious attempt, engages in malpractice or fails to demonstrate sustained effort to complete coursework, a written warning will be issued from the teacher or Head Teacher. The student must make a genuine attempt at completing the task or an alternative task by the date outlined on the warning letter. A non-serious attempt to rectify the warning will not close the N-Warning. NESAs require the student be provided with opportunity to redress the situation. A zero mark will apply. Failure to resubmit the task is cause for concern and a parent interview may be necessary.

Staff identify any students whose absences from class are of concern. Students who do not attend regularly, or who miss class, cannot be making a serious effort. As a general rule, a student who misses in excess of 15% of the available lesson time and has not completed any work missed, would be a potential N-Award Warning.

Attendance Policy – Post Compulsory Students

Under legislation in NSW, children are required to remain at school until they turn 17.

Until the age of 17 students must be:

- in school or
- in approved education or training or
- in full time paid employment.

While at school attendance is monitored regularly. When a student is identified as causing concern in this area a letter will be sent to students and parents/caregivers advising of failure to meet attendance requirements and the consequence of not doing so.

Where a student's poor attendance has become chronic and the student is failing to meet course outcomes and/or NESAs requirements, the Principal may expel that student from the school.

Procedures to be followed are detailed in the Department of Education policy "Procedures for the Suspension and Expulsion of School Students". A copy of this policy is available from the school on request or available from https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Leave may be granted to cover periods of absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards the course outcomes will not be unduly affected.

If it appears that a student is at risk of receiving an "N" determination due to lack of attendance and/or application the Principal or nominee will:

- advise the student in time for the problem to be corrected. If the student has been classified as an 'independent student' this advice will be in writing.
- advise the parent or guardian in writing if the student is less than 18 years of age and is not an 'independent student'.
- request from the parent/guardian/student a written acknowledgment of the warning.
- develop a program of improvement in conjunction with the student.
- retain copies of relevant documentation.

The school is responsible for confirming that attendance requirements have been met for Commonwealth funded schemes, such as Ab Study and Youth Allowance. If a student is absent from school for unapproved reasons for more than 5 days in a term this may affect their allowance.

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer. **Credit Transfer** will be given for units of competency previously achieved with another RTO.

Assessment Schedules

Assessment Schedules begin on the next page.

Agriculture

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|--------------------------------------|---|--------------------|
| | Agriculture in Australia | Animal Production | Examination | |
| | Term 1 Week 8 | Term 2 Week 6 | Term 3 Week 9/10 | |
| | Outcomes: P1.1, P2.1, P2.3, P3.1, P5.1 | Outcomes: P2.1, P3.1, P5.1 | Outcomes: P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Knowledge, understanding and skills required to manage agricultural production systems | 15 | 10 | 15 | 40 |
| Skills in effective research, experimentation and communication | 5 | 10 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

- P1.1** describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2** describes the factors that influence agricultural systems
- P2.1** describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2** describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3** describes the farm as a basic unit of production
- P3.1** explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1** applies the principles and procedures of experimental design and agricultural research
- P5.1** investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Ancient History

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|---|--|--------------------|
| | Source Analysis | Historical Investigation | Examination | |
| | Term 1 Week 10 | Term 3 Week 3 | Term 3 Week 9/10 | |
| | Outcomes: AH11-2, AH11-6, AH11-7, AH11-9, AH11-10 | Outcomes: AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9 | Outcomes: AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-9, AH11-10 | |
| Knowledge & understanding of course content | 15 | 5 | 20 | 40 |
| Historical skills in the analysis & evaluation of sources & interpretations | 5 | 5 | 10 | 20 |
| Historical inquiry & research | 0 | 15 | 5 | 20 |
| Communication of historical understanding in appropriate forms | 10 | 5 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

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

Biology

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % | |
|---|---|---|--|--------------------|--|
| | Depth Study Enzyme Activity | Communicating Scientific Info Plant and animal structures | Examination | | |
| | Term 1 Week 9 | Term 2 Week 6 | Term 3 Week 9/10 | | |
| | Outcomes: BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8 | Outcomes: BIO11-3, BIO11-5, BIO11-7, BIO11-9 | Outcomes: All outcomes may be assessed | | |
| Skills in working scientifically | 25 | 25 | 10 | 60 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 | |
| Total % | 35 | 35 | 30 | 100 | |

Syllabus outcomes

A student:

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

Business Studies

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---------------------------------|-------------------------------------|---|-------------|
| | Case Study | Research Task | Examination | |
| | Term 1 Week 10 | Term 2 Week 9 | Term 3 Week 9/10 | |
| | Outcomes: P1, P2, P6, P7, P8 | Outcomes: P2, P3, P4, P5, P8, P9 | Outcomes: P1, P2, P3, P4, P5, P6, P8, P9, P10 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Stimulus based skills | 5 | 5 | 10 | 20 |
| Inquiry and research | 10 | 10 | 0 | 20 |
| Communication of business information, ideas and issues in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

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

Chemistry

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------------------------|---|--|---|--------------------|
| | Modelling Task Module 1 | Depth Study Module 2 & 3 | Yearly Examination All Modules | |
| | Term 1 Week 8 | Term 2 Week 6 | Term 3 Week 9/10 | |
| | Outcomes: CH11-2, CH11-4, CH11-7, CH11-8 | Outcomes: CH11-1, CH11-2, CH11-3, CH11-5, CH11-6, CH11-7, CH11-10 | Outcomes: All outcomes may be assessed | |
| Skills in working scientifically | 20 | 25 | 15 | 60 |
| Knowledge and understanding | 10 | 15 | 15 | 40 |
| Total % | 30 | 40 | 30 | 100 |

Syllabus outcomes

A student:

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

Drama

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---------------------|--|--|--|--------------------|
| | Monologue and Group Improvisation | Elements of Production (individual project) | Theatrical Traditions and Performance Styles (group performance and essay) | |
| | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 9/10 | |
| | Outcomes: P1.1, P1.2, P1.3, P1.5 P1.6, P1.7, P1.8, P2.1 P2.3, P2.4, P2.5, P2.6 | Outcomes: P1.1, P1.2, P1.3, P1.4 P1.5, P1.6, P1.8, P2.1 P2.2, P2.4, P2.5, P2.6 P3.2, P3.3 | Outcomes: P1.2, P1.3, P1.4, P1.5 P1.6, P2.1, P2.3, P2.4 P2.5, P2.6, P3.1, P3.2 P3.3, P3.4 | |
| Making | 20 | 20 | 0 | 40 |
| Performing | 20 | 0 | 10 | 30 |
| Critically Studying | 0 | 10 | 20 | 30 |
| Total % | 40 | 30 | 30 | 100 |

Syllabus outcomes

A student:

- P1.1** develops 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** demonstrates directorial and acting skills to communicate meaning through dramatic action

Performing

- P2.1** understands the dynamics of the 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

Critically Studying

- 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

English Advanced Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|--|--|--------------------|
| | Imaginative composition and reflection | Multimodal | Examination | |
| | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 9/10 | |
| | Outcomes: EA11.1, EA11.5, EA11.9 | Outcomes: EA11.1, EA11.2, EA11.3, EA11.5, EA11.7, EA11.9 | Outcomes: EA11.1, EA11.3, EA11.5, EA11.6, EA11.8 | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Syllabus outcomes

A student:

- 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

English Extension

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|---|---|-------------|
| | Creative Composition | Multimodal | Examination | |
| | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 9/10 | |
| | Outcomes: EE11-1, EE11-2, EE11-3 | Outcomes: EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6 | Outcomes: EE11-1, EE1-2, EE11-3, EE11-5 | |
| Knowledge and understanding of texts and why they are valued | 15 | 15 | 20 | 50 |
| Skills in complex analysis composition and investigation | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

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

English Standard

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|---|--------------------|
| | Creative Composition | Multimodal Presentation | Examination | |
| | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 9/10 | |
| | Outcomes: EN11-1, EN11-3, EN11-4, EN11-5 | Outcomes: EN11-2, EN11-5, EN11-9 | Outcomes: EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8 | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Syllabus outcomes

A student:

- 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

English Studies

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|--|--|-------------|
| | Multimodal | Research Task | Collection of Classwork | |
| | Term 1 Week 7 | Term 2 Week 9 | Term 3 Week 6 | |
| | Outcomes: ES11-1, ES11-2, ES11-6, ES11-7, ES11-8, ES11-9 | Outcomes: ES11-3, ES11-5, ES11-8, ES11-9 | Outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES11-7, ES11-10 | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

- ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4** composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7** represents own ideas in critical, interpretive and imaginative texts
- ES11-8** identifies and describes relationships between texts
- ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Food Technology

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--|-------------|
| | Nutrition Report and practical | Food Quality research task and practical | Yearly Examination | |
| | Term 1 Week 7 | Term 2 Week 7 | Term 3 Week 9/10 | |
| | Outcomes: P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1 | Outcomes: P2.2, P3.2, P4.1, P4.4 | Outcomes: P1.1, P1.2, P2.1, P2.2, P3.1 | |
| Knowledge and understanding of course content | 20 | 0 | 20 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 10 | 20 | 0 | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10 | 20 | 0 | 30 |
| Total % | 40 | 40 | 20 | 100 |

Syllabus outcomes

A student:

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

Geography

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|--|-------------|
| | Research Task | Senior Geography Project | Examination | |
| | Term 1 Week 10 | Term 2 Week 5 | Term 3 Week 9/10 | |
| | Outcomes: P1, P4, P5, P6, P7, P8, P12 | Outcomes: P1, P6, P7, P9, P10, P11, P12 | Outcomes: P1, P2, P3, P4, P5, P10, P12 | |
| Knowledge and understanding of course content | 5 | 5 | 30 | 40 |
| Geographical tools and skills | 5 | 10 | 5 | 20 |
| Geographical inquiry and research, including fieldwork | 10 | 10 | 0 | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 10 | 5 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

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

Industrial Technology Metals and Engineering Technologies

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---------------------------------------|--|---------------------------------|--------------------|
| | Industry case Study | Preliminary Projects and Design Folio | Examination | |
| | Term 1 Week 10 | Term 2 Week 8 | Term 3 Weeks 9/10 | |
| | P1.1, P1.2, P5.1, P6.2, P7.1, P7.2 | P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2 | P1.1, P1.2, P2.1, P6.1, P7.1 | |
| Knowledge and understanding of course content | 10 | 10 | 15 | 35 |
| Knowledge and skills in the management, communication and production of projects | 10 | 40 | 15 | 65 |
| Total % | 20 | 50 | 30 | 100 |

Syllabus outcomes

A student:

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

Legal Studies

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---|-------------------------------------|---|---|-------------|
| | Research Task | Essay | Examination | |
| | Term 1 Week 7 | Term 2 Week 10 | Term 3 Week 9/10 | |
| | Outcomes: P1, P2, P3, P4, P6, P9 | Outcomes: P1, P4, P5, P7, P8, P9, P10 | Outcomes: P1, P2, P3, P4, P5, P6, P7, P9, P10 | |
| Knowledge and understanding of course content | 10 | 5 | 25 | 40 |
| Analysis and evaluation | 5 | 5 | 10 | 20 |
| Inquiry and research | 10 | 10 | 0 | 20 |
| Communication of legal information, issues and ideas in appropriate forms | 5 | 10 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

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

Mathematics Advanced

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|---|-------------|
| | Take home task and/or In-class Test Working with functions | Investigation Assignment Trigonometry | Examination | |
| | Term 1 Week 9 | Term 2 Week 7 | Term 3 Week 9/10 | |
| | Outcomes: MA11-1, MA11-2, MA11-8, MA11-9 | Outcomes: MA11-1, MA11-3, MA11-4, MA11-8, MA11-9 | Outcomes: All outcomes may be assessed | |
| Understanding, fluency and communication | 15 | 15 | 20 | 50 |
| Problem solving, reasoning and justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|--|-------------|
| | Investigation Assignment Further work with functions | In-class Topic Test Trigonometry | Examination | |
| | Term 2 Week 1 | Term 3 Week 1 | Term 3 Week 9/10 | |
| | Outcomes: ME11-1, ME11-2, ME11-6, ME11-7 | Outcomes: ME11-1, ME11-3, ME11-6, ME11-7 | Outcomes: All outcomes may be assessed | |
| Understanding, fluency and communication | 15 | 15 | 20 | 50 |
| Problem solving, reasoning and justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

- ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2** manipulates algebraic expressions and graphical functions to solve problems
- ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Mathematics Standard

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % | |
|--|--|---|--|--------------------|--|
| | Assignment Practicalities of measurement, perimeter, area and volume | Statistical Investigation Data analysis | Examination | | |
| | Term 1 Week 10 | Term 3 Week 2 | Term 3 Week 9/10 | | |
| | Outcomes: MS11-3, MS11-4, MS11-9, MS11-10 | Outcomes: MS11-2, MS11-7, MS11-9, MS11-10 | Outcomes: All outcomes may be assessed | | |
| Understanding, fluency and communication | 15 | 15 | 20 | 50 | |
| Problem solving, reasoning and justification | 15 | 15 | 20 | 50 | |
| Total % | 30 | 30 | 40 | 100 | |

Syllabus outcomes

A student:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional 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

Modern History

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|---|-------------|
| | Source Analysis | Research Essay | Examination | |
| | Term 1 Week 8 | Term 2 Week 5 | Term 3 Week 9/10 | |
| | Outcomes: MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-10 | Outcomes: MH11-2, MH11-3, MH11-6, MH11-8, MH11-9, MH11-10 | Outcomes: MH11-1, MH11-2, MH11-3, MH11-5, MH11-9 | |
| Knowledge and understanding of course content | 10 | 5 | 25 | 40 |
| Historical skills in the evaluation of sources and interpretations | 10 | 5 | 5 | 20 |
| Historical inquiry and research | 10 | 10 | 0 | 20 |
| Communication of historical understanding in appropriate forms | 0 | 10 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

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

Music 1

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|------------------|---|--|---|-------------|
| | Solo Performance Aural Analysis | Film Composition Film Music Analysis and Outline (progressive) | Solo Performance Film Music Viva Aural Skills Exam | |
| | Term 1 Week 8 | Term 2 Week 8 (Progressive) | Term 3 Week 9/10 | |
| | Outcomes: P1, P2, P4, P5, P7, P9, (P10, P11) | Outcomes: P2, P3, P4, P5, P6, P8, (P10, P11) | Outcomes: P1, P4, P5, P6, P7, P9, (P10, P11) | |
| Core Performance | 15 | 0 | 10 | 25 |
| Core Composition | 0 | 25 | 0 | 25 |
| Core Musicology | 0 | 10 | 15 | 25 |
| Core Aural | 10 | 0 | 15 | 25 |
| Total % | 25 | 35 | 40 | 100 |

Syllabus outcomes

A student:

- P1** performs music that is characteristic of topics studied
- P2** observes, reads, interprets and discusses simple musical scores characteristic of the 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

Personal Development, Health & Physical Education (PDHPE)

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|---|---|--------------------|
| | Core 1 Better Health for Individuals Case Study | Core 2 Body in Motion Video Analysis | Examination | |
| | Term 1 Week 9 | Term 3 Week 2 | Term 3 Week 9/10 | |
| | Outcomes: P2, P3, P4, P15 | Outcomes: P7, P9, P16, P17 | Outcomes: All outcomes may be assessed | |
| Knowledge and understanding of course content | 15 | 15 | 10 | 40 |
| Skills in critical thinking, research, analysing and communicating | 20 | 20 | 20 | 60 |
| Total % | 35 | 35 | 30 | 100 |

Syllabus 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

Physics

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------------------------|---|--|---|--------------------|
| | First-Hand Investigation Modules 1 & 2 | Depth Study Modules 2 & 3 | Preliminary Examination All Modules | |
| | Term 2 Week 3 | Term 3 Week 1 | Term 3 Week 9/10 | |
| | Outcomes: PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8 | Outcomes: PH11-1, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-10 | Outcomes: All outcomes may be assessed | |
| Skills in working scientifically | 20 | 30 | 10 | 60 |
| Knowledge and Understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 40 | 30 | 100 |

Syllabus outcomes

A student:

- PH11-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5 analyses and evaluates primary and secondary data and information
- PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and 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

Sport, Lifestyle & Recreation (SLR)

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|--|-------------|
| | Healthy Lifestyle Media Presentation (Theory) | Social Perspectives of Games & Sport Case Study | Outdoor Recreation Field research and analysis | |
| | Term 1 Week 10 | Term 2 Ongoing- Week 10 | Term 3 Week 6 | |
| | Outcomes: 1.5, 3.5, 4.3, 4.5 | Outcomes: 1.4, 2.4, 3.7, 4.5 | Outcomes: 1.1, 1.3, 1.4, 2.3 | |
| Knowledge and understanding of course content | 20 | 10 | 20 | 50 |
| Skills in critical thinking, research, analysing and communicating | 20 | 10 | 20 | 50 |
| Total % | 40 | 20 | 40 | 100 |

Syllabus outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Work Studies

Year 11 Course 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|--|--|--------------------|
| | Research and Media presentation My Working Life | Research Task In the Workplace | Case Study Workplace Communication | |
| | Term 1 Week 9 | Term 2 Week 6 | Term 3 Week 6 | |
| | Outcomes: 2, 4, 5 | Outcomes: 1, 2, 3, 4, 5, 6, 8 | Outcomes: 1, 2, 5, 6, 7, 8, 9 | |
| Knowledge and understanding of course content | 10 | 10 | 10 | 30 |
| Skills | 30 | 20 | 20 | 70 |
| Total % | 40 | 30 | 30 | 100 |

Syllabus outcomes

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups

Appendix I

Application for Assessment Task Consideration—Illness/Misadventure

| | | | | | |
|-----------------|--|-----------------|--|--------------|--|
| Name: | | Year: | | Date: | |
| Subject: | | Teacher: | | | |

| | | | | | |
|-------------------------|--|------------------|--|-----------------------|--|
| Task No. | | Due Date: | | Task Weighting | |
| Task Description | | | | | |
| | | | | | |
| | | | | | |

| |
|--|
| Reason for absence: (Attach evidence such as a medical certificate) |
| |
| |
| |

| |
|--|
| In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course. |
| Student Signature: Date: |
| Parent/Guardian Signature: Date: |

| |
|---|
| Recommendation of Teacher/Head Teacher |
| |
| |

| | | | |
|--|--|-------------|--|
| Signature of Teacher/Head Teacher | | Date | |
| Final Decision | | Date | |
| Principal/DP Signature | | Date | |
| Year Adviser Signature | | Date | |

Appendix II

Application for Assessment Task Consideration—Extension

| | | | | | |
|-----------------|--|-----------------|--|--------------|--|
| Name: | | Year: | | Date: | |
| Subject: | | Teacher: | | | |

| | | | | | |
|-----------------|--|------------------|--|-----------------------|--|
| Task No. | | Due Date: | | Task Weighting | |
|-----------------|--|------------------|--|-----------------------|--|

Task Description

.....

.....

I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached Evidence where possible).

.....

.....

.....

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: **Date:**

Parent/Guardian Signature: **Date:**

Recommendation of Teacher/Head Teacher

.....

.....

| | | | |
|--|--|-------------|--|
| Signature of Teacher/Head Teacher | | Date | |
| Final Decision | | Date | |
| Principal/DP Signature | | Date | |
| Year Adviser Signature | | Date | |

Appendix III

Application for Assessment Task Consideration—Appeal of the Assessment Procedure

| | | | | | |
|----------|--|----------|--|-------|--|
| Name: | | Year: | | Date: | |
| Subject: | | Teacher: | | | |

| | | | | | |
|---|--|-----------|--|----------------|--|
| Task No. | | Due Date: | | Task Weighting | |
| Task Description | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Details of appeal | | | | | |
|---|--|--|--|--|--|

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: Date:

Parent/Guardian Signature: Date:

| | | | | | |
|---|--|--|--|--|--|
| Recommendation of Teacher/Head Teacher | | | | | |
|---|--|--|--|--|--|

| | | | |
|-----------------------------------|--|------|--|
| Signature of Teacher/Head Teacher | | Date | |
| Final Decision | | Date | |
| Principal/DP Signature | | Date | |
| Year Adviser Signature | | Date | |

Appendix IV

Year 11 Assessment Task Scatter

| Week | Term 1 |
|------|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | English Studies task 1, Food Technology task 1, Legal Studies task 1 |
| 8 | Agriculture task 1, Chemistry task 1, Modern History task 1, Music 1 task 1 |
| 9 | Biology task 1, Drama task 1, English Advanced task 1, English Standard task 1, Mathematics Advanced task 1, PDHPE task 1, Work Studies task 1 |
| 10 | Ancient History task 1, Business Studies task 1, English Extension task 1, Geography task 1, IT Metal task 1, Mathematics Standard task 1, SLR task 1 |

| Week | Term 2 |
|-------------|---|
| 1 | Mathematics Extension task 1 |
| 2 | |
| 3 | Physics task 1 |
| 4 | |
| 5 | Geography task 2, Modern History task 2 |
| 6 | Agriculture task 2, Biology task 2, Chemistry task 2, Work Studies task 2 |
| 7 | Food Technology task 2, Mathematics Advanced task 2 |
| 8 | IT Metal task 2, Music 1 Task 2 |
| 9 | Business Studies task 2, Drama task 2, English Advanced task 2, English Standard task 2, English Studies task 2 |
| 10 | English Extension task 2, Legal Studies task 2, SLR task 2 |

| Week | Term 3 |
|-------------|--|
| 1 | Mathematics Extension task 2, Physics task 2 |
| 2 | Mathematics Standard task 2, PDHPE task 2 |
| 3 | Ancient History task 2 |
| 4 | |
| 5 | |
| 6 | English Studies task 3, SLR task 3, Work Studies task 3 |
| 7 | Assessment Moratorium Period |
| 8 | |
| 9 | Agriculture exam, Ancient History exam, Biology exam, Business Studies exam, Chemistry exam, Drama task 3, English Advanced exam, English Extension exam, English Standard exam, Food Technology exam, Geography exam, IT Metal exam, Legal Studies exam, Mathematics Advanced exam, |
| 10 | Mathematics Extension exam, Mathematics Standard exam, Modern History exam, Music task 3, PDHPE exam, Physics exam |

Year 11 Assessment Task Planner

| Week | Term 1 |
|------|--------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

| Week | Term 2 |
|-------------|---------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

| Week | Term 3 |
|-------------|-------------------------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | Assessment Moratorium Period |
| 8 | |
| 9 | |
| 10 | |