



WALK IN NEW LIFE

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MATER MARIA  
CATHOLIC COLLEGE

YEAR 11

---

ASSESSMENT  
HANDBOOK

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# College Curriculum Team

Principal  
Assistant Principal  
Director of Evangelisation and Catholic Formation  
Director of Student Achievement  
Director of Learning  
Director of Pastoral Care  
Director of Administration

Mr Marc Reicher  
Ms Gabie Stojanovski  
Mr Michael Halliday  
Mr Peter Trainer  
Mrs Marieanne Delaney  
Mrs Michaela Woodhill  
Mrs Michelle Hanrahan

## Key Learning Area Coordinators

Religious Education Coordinator

Mrs Rochelle Wooldridge

English

Mr Liam Duncan  
Mrs Jennifer Leigh-Jones (Assistant)

Mathematics

Mrs Melissa Rulli

Science

Mr Tom Walsh  
Mr Alistair Law (Assistant)

HSIE

Mrs Jennifer Hammond  
Mrs Patricia Mayne (Assistant)

Technology and Applied Studies

Mr Glenn Hinson  
Mr Jonathon Beard (Assistant)

Personal Development, Health and Physical Education

Mr Andrew Privett  
Mrs Danielle Charman (Assistant)

Creative Arts

Ms Robyn Tarrant

Performing Arts

Ms Klara Hollestelle-Watson

Vocational Education and Training (VET)

Mrs Sue Hastings

Languages

Mrs Anna Giunta

Learner Diversity

Mrs Tara Marshall

## General Coordinators

Careers Adviser

Mr Peter Trainer

Externally Delivered Courses – NSW School of Languages, Lismore  
Online, CSBB Online Courses

Mr Peter Trainer

Externally Delivered TAFE Courses

Mrs Sue Hastings

## Year Coordinator

Year 11 Coordinator

Mr Jack Marshall

## Introduction

Students commence their studies for the Higher School Certificate (HSC), as set by the National Education Standards Authority (NESA) in Year 11. This handbook has been developed to provide students and parents with information regarding assessment requirements for the NESA Year 11 Course.

School Assessments are a compulsory and integral part of the Year 11 and HSC Course and are required to be completed to meet NESA course requirements. This booklet has been prepared for our Year 11 students so that they will have a thorough understanding of their responsibilities and of the various procedures associated with school-based assessment tasks.

## NESA Course Requirements

### Year 11 and HSC Pattern of Study

To qualify for the Higher School Certificate a student must meet the following NESA pattern of study and course requirements.

#### The Year 11 Course

The Year 11 pattern of study must include a minimum of 12 units which includes:

- 2 units of a NESA-Developed Course in English
- 6 Units of NESA-Developed Courses
- a minimum of three courses of 2 units value or greater
- a minimum of four subjects
- Note: Studying at least 1 Unit of a Religion Course is compulsory at Mater Maria Catholic College

To qualify for the Higher School Certificate students MUST satisfactorily complete a Year 11 pattern of study.

#### The Year 12 Higher School Certificate (HSC) Course

The Year 12 pattern of study must include a minimum of 10 units which includes:

- 2 units of a NESA-Developed Course in English
- 6 Units of NESA-Developed Courses
- a minimum of three courses of 2 units value or greater (either NESA Developed or NESA Endorsed Courses)
- a minimum of four subjects
- Note: Studying at least 1 Unit of a Religion Course is compulsory at Mater Maria Catholic College

The Year 11 Course concludes at the end of Term 3, 2022 following Year 11 Yearly Examinations. HSC Courses will commence in Term 4, 2023.

Students who complete the Year 11 Course will be entitled to receive a NESA Record of School Achievement (ROSA).

### NESA Course Completion Criteria

NESA requires that a student must satisfactorily complete the Year 11 and HSC Course, in order for that course to be awarded in the HSC. NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions, and preparation for lessons.

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) studied the course developed or endorsed by NESAs; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where a student is not making satisfactory progress, a written warning will be given to the student in an N-Warning letter.

## Non-Completion of a Course and 'N'-Determinations

An N-Determination (Non-completion of course requirements) is awarded to a student that has not satisfactorily met the course requirements. The Principal will inform students and parents if they are at risk of receiving an N-Determination.

If there is no improvement and the Principal determines that the student must receive an 'N' determination in a Year 11 course, they may not be eligible for the Higher School Certificate (HSC). A student who has not satisfactorily completed courses totalling at least 12 Unit in Year 11 will not be eligible to receive the award of a Higher School Certificate.

## N-Warning Letters

Where a student is not making satisfactory progress in a subject and may be at risk of receiving an 'N' determination a written warning will be given to the student and parent or caregiver in the form of a N-Warning letter. This is a NESAs requirement. The purpose of the warning letter is to formally acknowledge when a student is at risk of not satisfactorily meeting some or all of the course outcomes. The N-Warning letter aims to give the student time to complete the course requirements and rectify the problem. The warning letter will also provide advice about the possible consequences of an 'N' determination in a course on HSC eligibility

## College action to be taken should students fail to meet NESAs course requirements

Where a student has not met the required NESAs course requirements the College actions may include:

- Contacting parents
- After school study

Advice of unsatisfactory progress and non-completion of course requirements will be communicated to parents via:

1. the 1st official N-Warning Letter
  - If the requirements of this letter are ignored
2. the student will receive a 2nd and Final N-Warning Letter
  - If this is ignored,
3. the student will receive an 'N' determination

## Non-Completion or Failure to Submit Assessment Tasks

If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, a **zero mark** will be recorded for that task. In such circumstances, students will be notified through an official N-Warning letter. This warning letter will indicate that the assessment task must be completed to fulfil the outcomes of the course, but no marks will be awarded for ranking purposes.

## Record of School Achievement (RoSA)

NESA issues the Record of Student Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school.

The RoSA records completed Stage 5 (Year 10) and Stage 6 (Year 11) courses and grades. RoSA grades will be determined by the student's teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all courses in Years 10 and 11 will be based on the results in assessment tasks completed throughout those years, awarding A to E grades using the Common Grade Scale, as determined by subject teachers.

The RoSA is available to students leaving school prior to the HSC and to students who have not demonstrated the HSC minimum standard to receive their HSC.

### Recording Extracurricular Achievements

NESA has online package [up2now](#) that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work. Students wishing to participate should speak to the Director of Student Achievement.

## Year 11 Common Grade Scale

The Common Grade Scale is used to report student achievement for NESA Year 11 Courses in all NSW schools. This scale describes performance at each of the five grade levels.

Grade	Performance Descriptor
<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

## HSC Minimum Standards Test

To qualify for the HSC, students must sit the HSC minimum standards online tests in reading, writing and numeracy. Each of the three tests are of 45 minutes duration. Students must achieve a level 3 in each test in order to meet the HSC minimum standard. This aligns with level 3 of the Australian Core Skills Framework (ACSF) which is considered the level required to function in everyday life, for work and further study beyond school.

Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC. Students at Mater Maria Catholic College sit the online tests in Year 10, and they are provided the opportunity to re-sit the tests in Year 11 and 12 if required. Students have up to five years after they start the HSC to complete the minimum standards tests to qualify for the HSC.

## Attendance Requirements

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main requirements that need to be considered with regards to absenteeism.

- (a) All absences must be explained by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) When a student is absent on the due date and/or the day before an assessment task, a medical certificate or documentation is required to substantiate the absence.
- (c) Where a student's pattern of attendance impacts with their engagement with a substantial number of course outcomes, a warning letter will be issued outlining the requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met. If the work/task is not completed the student will be at risk of being awarded a non-completion for that course.
- (d) Principals Approved Leave - An Illness/Misadventure form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken. Note: any holidays taken during the year will not be approved under the Education Act. The absence will be recorded as explained but unjustified.
- (e) The College does not encourage leave to be taken during a student's HSC year.

### Student Leave/Principal's Approved Leave

Student leave may be granted by the Principal. **An Exemption from Attendance Form must be completed prior to the absence; however, this does NOT exempt a student from completing assessment tasks.**

NESA rules require that students do not take leave outside of school vacation dates; however, in exceptional circumstances the Principal may approve special leave. Where a student has received Principal's approved leave, it is their responsibility to ensure that any **hand-in assessment tasks** is submitted by the due date. For **in-class assessment tasks** that occur during the approved leave period, the student will be required to submit an Illness/Misadventure Form and will receive an estimate based on evidence at the end of the course. The student may still be required to complete the assessment task on return to school to fulfil course requirements.

**Student leave requested for trips to visit family or to take holidays outside of official school vacation dates will incur a zero mark.**

## Assessment Tasks

### What is an Assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the Year 11 and Higher School Certificate Course NESAs stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Student Achievement (ROSA) which is the official NESAs certificate documenting a student's final results. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

### How am I Notified about Assessment Tasks?



The Assessment Schedule for all Year 11 courses can be found in this handbook. In addition to this a student will receive an assessment notification for each task. It is the student's responsibility to keep informed about the timing of assessment tasks. It is the teacher's duty to provide the students with an **Assessment Notification** for each task listed in the Subject Assessment Schedule which provides specific details on:

- (a) weighting (e.g. 15%),
- (b) outcomes formally assessed
- (c) task type
- (d) actual date and time (e.g. Wednesday, 5 May 2022 – Week 3 Term 2)
- (e) place – if appropriate (e.g. Long Reef Headland), and
- (f) specific requirements

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

## Submission of Assessment Tasks

Students **must be present** on the day and the periods preceding an assessment task is due to ensure they have met submission requirements.

The instructions for the submission of an assessment task and the due date will be provided by the teacher on the Assessment Notification. Types of submission requirements could include:

- In-Class Assessment
- Hand-In Assessment
- Online Assessment

Students **MUST** follow the directions for submission that are outlined on the Assessment Notification.

## Student Expectations

- Students are required to submit an assessment task to the teacher during class on or before the due date.
- Students should not email their work unless this has been approved by the teacher.
- Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

## Non-Submission or Late Assessment Tasks

If an assessment task is not submitted or handed in late without a valid reason the student will be **awarded a zero mark** for the task. The **assessment task must still be submitted** so that the student can demonstrate they have completed the required course outcomes. In the HSC course, students must make a **genuine attempt at ALL** assessment tasks.

## What Happens if Technology Fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will **NOT** be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

Failed technology and technology issues are not accepted as reasonable grounds for an Illness/Misadventure application.

**Failure to submit an assessment task on the due date during the set period will incur a penalty of a ZERO mark unless an Illness/Misadventure appeal is upheld. Students must be present the day before and the periods preceding the lesson assessment tasks are due.**

## Illness/Misadventure Procedure

A student who suffers unexpected illness, accident or misadventure (unforeseen emergency or disaster) immediately prior to or during the course of a school-based assessment task or examination will need to follow the College procedures for Illness/Misadventure.

## Procedure for Illness/Misadventure

A student is required to submit an [Online MMCC Illness/Misadventure Form](#) if they are absent, sick or unable to complete/submit an assessment task on the due date during the period set by the teacher. The online form should be **completed within 48 hours of the due date of an assessment task**. A **medical certificate, or other supporting documentation** must be attached if the student has been unable to complete the task.

Medical certificates from a doctor or health professional must be written on official medical practitioner's letter head and specify the **exact dates the student is unfit for school**. The certification must specifically address the type of medical illness and its direct impact on the student's ability to complete the assessment task.

In the event of **misadventure** students are required to provide **relevant documentation and evidence** supporting their claims.

Students will receive a confirmation email after they have submitted the Illness/Misadventure Form which will include the details completed in the application. The application will be processed by the KLA Coordinator and Director of Student Achievement, and the outcome of the appeal will be communicated via Compass Chronicle.

On return to school, the student may be asked to sit for a supplementary task in order to meet required course outcomes. Although the result of this task will not count toward the assessment, the task will be marked in order to provide the student with helpful feedback.

## Absence from School Prior to an Assessment Task

Students who are absent from school/classes prior to an assessment task may gain an unfair advantage. Students who are absent from school on the day (or part thereof) prior to a published assessment are also required to submit an Illness / Misadventure form to justify their absence is for a valid reason. A medical certificate, or other supporting documentation must be attached. **If the student has no valid reason for their absence a zero mark will be awarded; however, the task must still be completed.**

## Malpractice and Plagiarism

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work, Malpractice including plagiarism could lead to a student receiving zero marks and may jeopardise College and **HSC School Certificate accreditation**.

**Malpractice** is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice

**Plagiarism** is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

All quotes from textbooks and reference material must be acknowledged, including:  
- the title of the reference,

- author and
- relevant page numbers.

A panel comprising the Director of Student Achievement and relevant KLA Coordinator will review any cases of suspected plagiarism and malpractice. **If plagiarism or malpractice is proven a zero mark will be awarded.**

## TURNITIN Policy

Mater Maria Catholic College places great importance on academic integrity and the correct referencing of sources of information used in students' work. The College uses the online text-matching software Turnitin, to enable students to check the authenticity of their written work and to provide feedback on correct referencing. The software compares students' work with online sources including websites, electronic databases, and assignments previously submitted by other students held in a digital repository. Once submitted, students' work will be added to this repository.

Students may be required to submit a digital copy of their written assignments into Turnitin prior to handing in their assessment task. Students should achieve an Originality Score from the software of less than 15% to submit their work and to avoid plagiarism.

If a student receives an Originality Report score of 15% or above, students are encouraged to make corrections to their work based on the feedback from Turnitin, and ensure all sources are properly referenced before resubmitting their work to the software for checking.

Students may submit their work numerous times to Turnitin before the due date, to allow them to gain feedback and improve the quality of their work, and ensure it has been correctly referenced. Students must ensure that they are well organised and allow enough time before the assignment due date, to submit their work to Turnitin and make any necessary changes, in case resubmission to the software is necessary.

In instances where a student receives an Originality Score over the 15% threshold, the portion of the work at the teacher's discretion, that has been plagiarised will not be recognised as their own work or included in the marking process.

In instances where the students have not submitted their work through Turnitin, the teacher will not mark the assessment task until it has been submitted to Turnitin and the Originality Score provided to the teacher. In this case normal assessment procedures for late submission of assessment tasks apply.

## Assessment in VET and Work Placement

VET courses are competency based. No internal assessment mark is required for these courses. NESA and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved by students.

In competency-based course, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence on the basis of performance. A student is judged as either competent or not yet competent. This judgement is made on the basis of evidence, which may be in a variety of forms.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

It is a student's responsibility to see each of their teachers prior to commencing work placement regarding course work and upcoming assessment tasks which need to be complete before returning to school. **If a student misses an assessment task whilst on work placement an Illness/Misadventure form must be submitted.**

## Disability Provisions

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra time, rest breaks etc.) it is the student's responsibility to apply to the Learning Diversity Coordinator to establish their eligibility. The student must apply in advance to allow

sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness / misadventure the only students who will be granted disability provisions are those who have applied for and been granted by NESA.

# Certification of Major Works

## Courses that include major works

In the following courses students are required to complete a major work as part of the Higher School Certificate examination: Design and Technology; English Extension 2; History Extension, Industrial Technology; Music, Science Extension, Textiles and Design, Society and Culture, Drama and Visual Arts. Students should discuss with their class teacher regarding the suitability of their major work. For further details regarding exclusions see the Director of Student Achievement.

## Work, Health and Safety (WH&S) considerations regarding major works

With respect to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should recognise and reflect relevant state and national legislation, regulations and standards including those relating to work health and safety, animal welfare, dangerous goods, hazardous substances and weapons. Any HSC project that might be considered dangerous to health or safety may not be marked.

## Requirements that must be completed before commencement of major work

Students are not permitted to commence the major work until the following requirements have been satisfied:

- (a) Have received a written copy of the course specific guidelines for the project component (as outlined syllabus documents).
- (b) Been informed of the WH&S guidelines regarding major works.
- (c) Have received a written copy of the NESA publication – HSC Assessments and Submitted Works: Advice to Students.
- (d) Submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work.
- (e) Received written consent for the project to commence from the classroom teacher.

## Development stage of major works

During the development phase for the major works, teachers will regularly monitor and assess the student's progress. Students will need to ensure that process diaries, logbooks, body of work, journals are kept up to date. Students will also be informed about the requirements regarding outside assistance and that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance is correctly and accurately acknowledged in the major work documentation.

## Submission and certification of major works

The submission dates for completion and hand-in to school for major work projects are determined by NESA and are published in the Higher School Certificate Practical Examination Important Dates Schedule.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the Principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to NESA. NESA will then make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results.

# Procedures for Student Appeals

A student is entitled to formally appeal in writing to the Director of Student Achievement if they are not satisfied with:

- (a) the marks awarded for a particular assessment task
- (b) the school's response to the appeal for disability provisions on the grounds of illness/misadventure; or
- (c) the school's decision to award an 'N' Determination for a course
- (d) the Year 11 Final Grade submitted to NESA for the ROSA
- (e) the decision of an Illness/Misadventure application

If a student intends to appeal to the College for any of the reasons above, they need to see the Director of Student Achievement for the appropriate documents and procedures.

A student also has the right to appeal to NESA if they are not satisfied with:

- (a) the school's decision to award an 'N' Determination for a course; or
- (b) their final grade in a course.

## Useful Links

### Advice to Parents:

[NESA HOME SITE](#)

[NESA – Parent Guide](#)

[NESA – HSC Assessments and Submitted Works](#)

[NESA – Studying for the NSW Higher School Certificate – Rules and Procedures](#)

[NESA – All My Own Work](#)

### Advice to Students:

[NESA HOME SITE](#)

[NESA – Studying for the NSW Higher School Certificate and Rules and Procedures](#)

[Studying for the NSW Higher School Certificate](#)

# Ancient History

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 7 Term 1	AH11-1, AH11-2, AH11-3, AH11-4, AH11-6, AH11-7, AH11-8	<b>11ANH.T1 Source-based Task</b> Rome	20	10			30%
Week 8 Term 2	AH 11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	<b>11ANH.T2 Historical Investigation</b>		5	20	5	30%
Weeks 9-10 Term 3	AH11-2, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	<b>11ANH.T3 Yearly Examination</b>	20	5		15	40%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>
<b>C</b>	Historical inquiry and research	<b>20%</b>
<b>D</b>	Communication of historical understanding in appropriate forms	<b>20%</b>

## OUTCOMES

Code	Descriptor. 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

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 8 Term 1	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO11-8	<u>11BIO.T2 Depth Study</u>	20	10	30%
Week 2 Term 3	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-10	<u>11BIO.T2 Data Analysis</u>	20	10	30%
Weeks 9-10 Term 3	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	<u>11BIO.T3 Yearly Examination</u>	20	20	40%
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Skills in working scientifically	<b>60%</b>
<b>B</b>	Knowledge and understanding of course content	<b>40%</b>

## OUTCOMES

Code	Descriptor. 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



# Business Studies

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

Edited 24/05/22

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 9 Term 1	P1, P2, P6, P7, P8	<b>11BST.T1 Business Research Task</b> External/Internal Influences on Businesses	5	10	10		25%
Week 2 Term 3	P1, P2, P4, P6, P8, P9, P10	<b>11BST.T1 Key Business Functions</b>	15		10	10	35%
Weeks 9-10 Term 3	P1, P2, P3, P4, P5, P6, P8, P9, P10	<b>11BST.T3 Yearly Examination</b>	20	10		10	40%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Stimulus-based skills	<b>20%</b>
<b>C</b>	Inquiry and research	<b>20%</b>
<b>D</b>	Communication of business information, ideas and issues in appropriate forms	<b>20%</b>

## OUTCOMES

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

# Chemistry

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 2 Term 2	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6	<u>11CHE.T1 Practical Examination</u>	30		30%
Week 5 Term 3	CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-9, CH11-10	<u>11CHE.T2 Depth Study</u>	30		30%
Weeks 9-10 Term 3	CH11-8, CH11-9, CH11-10 & CH11-11	<u>11CHE.T3 Yearly Examination</u>		40	40%
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Skills in working scientifically	<b>60%</b>
<b>B</b>	Knowledge and understanding of course content	<b>40%</b>

## OUTCOMES

Code	Descriptor. A student ...
CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH 11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH 11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH 11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH 11/12-5	analyses and evaluates primary and secondary data and information
CH 11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH 11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH 11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH 11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH 11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH 11-11	analyses the energy considerations in the driving force for chemical reactions

# Community and Family Studies

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 7 Term 1	P1.2, P4.2, P5.1, P6.1, P6.2	<b>11CAF.T1 Resource Management</b> Case Study	10	20	30%
Week 6 Term 2	P2.1, P2.3, P3.2, P4.1, P4.2	<b>11CAF.T2 Research &amp; Report</b> Individuals and Groups	15	20	35%
Weeks 9-10 Term 3	All Outcomes	<b>11CAF.T3 Yearly Examination</b>	15	20	35%
<b>TOTAL</b>			<b>40</b>	<b>60</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Skills in critical thinking, research methodology, analysing and communicating	<b>60%</b>

## OUTCOMES

Code	Descriptor. 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
P/H7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
P/H7.2	develops a sense of responsibility for the wellbeing of themselves and others
P/H7.3	appreciates the value of resource management in response to change
P/H7.4	values the place of management in coping with a variety of role expectations

# Construction (VET)

Course: Year 11  
 Course Category: B  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout the course	As applicable to tasks	Students will be provided with numerous <b>written, practical and/or oral competency tasks</b> applicable to course content. Students may have several opportunities to gain competency by repeating tasks throughout the year.
Weeks 9-10 Term 3	All relevant competencies	<b>Examination</b> Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

## UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	CPCCWHS2001	apply WHS requirements, policies and procedures in the construction industry
2	CPCCOM1015	carry out measurements and calculations
3	CPCCOM2001	read and interpret plans and specifications
4	CPCCCM2005	use construction tools and equipment
5	CPCCOM1012	work effectively and sustainably in the construction industry
6	CPCCOM1013	plan and organise work
7	CPCCBL2001	handle and prepare bricklaying and blocklaying materials
8	CPCCBL2002	use bricklaying and blocklaying tools and equipment
9	CPCCCA2002	use carpentry tools and equipment
10	CPCCCA2011	handle carpentry materials
11	CPCCCM2004	handle construction materials
12	CPCCCM2006	apply basic levelling procedures
13	CPCCOM1014	conduct workplace communication
14	CPCCVE1011	undertake a basic construction project
15	CPCCWHS1001	prepare to work safely in the construction industry

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- CPC20220 Cert II Construction Pathways & Statement of Attainment towards CPC20120 Cert II Construction.

# Design and Technology

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 7 Term 1	P1.1, P2.1, P2.2, P6.1	<b>11DET.T1 Innovation Case Study</b> Independent research and written report on a chosen innovation.	10	20	30%
Week 7 Term 3	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	<b>11DET.T2 Preliminary Project</b> Product design, production and development of related design portfolio.	10	30	40%
Weeks 9-10 Term 3	P1.1, P2.2, P5.1, P5.2, P5.3	<b>11DET.T3 Yearly Examination</b> End of Preliminary Course examination covering all content studied throughout the course.	20	10	30%
<b>TOTAL</b>			<b>40</b>	<b>60</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Knowledge and skills in designing, managing, producing and evaluating design projects	<b>60%</b>

## OUTCOMES

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

# Drama

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

Edited 01/08/2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 9 Term 1	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P3.1, P3.2, P3.3, P3.4	<b>11DRA.T1 Devised Group Performance and Essay</b> Community Theatre	20		10	30%
Week 9 Term 2	P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	<b>11DRA.T2 Group Performance</b>		30		30%
Week 7 Weeks 9-10 Term 3	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	<b>11DRA.T3 Individual Project &amp; Yearly Examination</b>	20		20	40%
<b>TOTAL</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Making	<b>40%</b>
<b>B</b>	Performing	<b>30%</b>
<b>C</b>	Critically Studying	<b>30%</b>

## OUTCOMES

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

# Earth and Environmental Science

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 10 Term 1	EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-8	<b>11EES.T1 Data Analysis</b>	5	25	30%
Week 10 Term 2	EES11-1, EES11-2, EES11-5, EES11-7, EES11-9	<b>11EES.T2 Depth Study</b>	10	20	30%
Weeks 9-10 Term 3	EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11	<b>11EES.T3 Yearly Examination</b>	25	15	40%
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Skills in working scientifically	<b>60%</b>
<b>B</b>	Knowledge and understanding of course content	<b>40%</b>

## OUTCOMES

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

# Economics

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 10 Term 1	P4, P9, P12	<b>11ECO.T1 Research Task</b> Economies	5	10	10	5	30%
Week 6 Term 3	P3, P5, P6, P9, P10, P11	<b>11ECO.T2 Investigation and Report</b> Markets	10	5	10	5	30%
Weeks 9-10 Term 3	P1, P2, P3, P6, P7, P8, P10, P11	<b>11ECO.T3 Yearly Examination</b>	25	5		10	40%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Stimulus-based skills	<b>20%</b>
<b>C</b>	Inquiry and research	<b>20%</b>
<b>D</b>	Communication of economic information, ideas and issues in appropriate forms	<b>20%</b>

## OUTCOMES

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



# Engineering Studies

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

Edited 18/07/2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 3 Term 2	P1.2, P2.1, P4.1, P4.2	<b>11EST.T1 Engineered Product Analysis</b>	30	10	40%
Week 6 Term 3	P1.1, P2.2, P3.1, P3.2, P5.1, P5.2, P6.2	<b>11EST.T2 Engineering Solution and Report</b> Biomedical	20	20	40%
Weeks 9-10 Term 3	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	<b>11EST. T3 Yearly Examination</b>	10	10	20%
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>60%</b>
<b>B</b>	Knowledge and skills in research, problem solving, and communication related to engineering practice	<b>40%</b>

## OUTCOMES

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

# English Advanced

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 9 Term 1	EA11-1, EA11-3, EA11-5, EA11-6, EA11-9	<b>11ENA.T1 Imaginative Text with Reflection</b> Reading to Write	15	15	30%
Weeks 7- 8 Term 2	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8	<b>11ENA.T2 Multimodal Presentation</b> Module B: Critical study of literature	20	20	40%
Weeks 9-10 Term 3	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8	<b>11ENA.T3 Yearly Examination</b> Short answer section critical response to Module B	15	15	30%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>50%</b>
<b>B</b>	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>

## OUTCOMES

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

# English Extension 1

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 1 Term 2	EE11-2, EE1-3, EE11-4, EE11-6	<b>11EN1.T1 Imaginative Response</b> Texts, culture, and value	15	15	30%
Week 10 Term 2	EE11-1, EE11-2, EE11-3, EE11-5	<b>11EN1.T2 Critical Essay</b> Text, culture, and value	15	15	30%
Weeks 9-10 Term 3	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	<b>11EN1.T3 Individual Research Project</b> Multimodal presentation of research project	20	20	40%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of complex texts and of how and why they are valued	<b>50%</b>
<b>B</b>	Skills in complex analysis; sustained composition and independent investigation	<b>50%</b>

## OUTCOMES

Code	Descriptor. 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

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 9 Term 1	ES11-1, ES11-3, ES11-5, ES11-9	<b>11ENS.T1 Reading to Write</b> Imaginative Task with Reflection	15	15	30%
Weeks 7-8 Term 2	ES11-1, ES11-2, ES11-3, ES11-5, ES11-7, ES11-8	<b>11ENS.T2 Multimodal Presentation</b> Module A: Contemporary possibilities	20	20	40%
Weeks 9-10 Term 3	ES11-1, ES11-3, ES11-4, ES11-5, ES11-6, ES11-8	<b>11ENS. T3 Yearly Examination</b> Short answer questions Analytical response to Module B	15	15	30%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>50%</b>
<b>B</b>	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>ES11-1</b>	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
<b>ES11-2</b>	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>ES11-3</b>	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
<b>ES11-4</b>	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>ES11-5</b>	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
<b>ES11-6</b>	investigates and explains the relationships between texts
<b>ES11-7</b>	understands and explains the diverse ways texts can represent personal and public worlds
<b>ES11-8</b>	identifies and explains cultural assumptions in texts and their effects on meaning
<b>ES11-9</b>	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

# English Studies

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 9 Term 1	ES11-2, ES11-3, ES11-4, ES11-5, ES11-6	<u>11ENGS.T1 In Class Test Including Interview</u>	15	15	30%
Week 9 Term 2	ES11-1, ES11-2, ES11-4, ES11-7, ES11-8	<u>11ENGS.T2 Multimodal Presentation</u>	15	15	30%
Week 9 Term 3	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	<u>11ENGS. T3 Collection of Classwork</u> All Modules	20	20	40%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>50%</b>
<b>B</b>	Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	<b>50%</b>

## OUTCOMES

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

# Entertainment (VET)

Course: Year 11  
 Course Category: B  
 Assessment Period: 2022

Statement of Attainment working towards Certificate III

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout the course	As applicable to tasks	Students will be provided with numerous <b>written, practical and/or oral competency</b> tasks applicable to course content. Students may have several opportunities to gain competency by repeating tasks throughout the year.
Weeks 9-10 Term 3	All relevant competencies	<b>Examination</b> Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

## UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	CPCCWHS1001	prepare to work safely in the construction industry
2	CUAWHS302	apply work health and safety practices
3	CUAIND301	work effectively in the creative arts industry
4	SITXCCS303	provide service to customers
5	CUALGT301	operate basic lighting
6	CUASTA301	assist with the production operations for live performances
7	CUASOU301	undertake live audio operations
8	CUAVSS302	operate vision systems
9	BSBWOR301	organise personal work priorities and development
10	CUAPPR304	participate in collaborative creative projects
11	CUASTA202	assist with bump in and bump out of shows
12	CUASMT301	work effectively backstage during performances

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement.

# Food Technology

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 9 Term 1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	<b>11FTE.T1 Investigation and practical component</b> Related to nutrition throughout the lifecycle.	10	10	10	30%
Week 8 Term 2	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	<b>11FTE.T2 Experimentation and related written task</b> Related to food quality and functional properties of food.		10	20	30%
Weeks 9-10 Term 3	All outcomes	<b>11FTE.T3 Yearly Examination</b>	30	10		40%
<b>TOTAL</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Knowledge and skills in designing, researching, analysing and evaluating	<b>30%</b>
<b>C</b>	Skills in experimenting with and preparing food by applying theoretical concepts	<b>30%</b>

## OUTCOMES

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

# Geography

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 9 Term 1	P1, P2, P3, P7, P8	<b>11GEO.T1 Fieldwork portfolio</b> Fieldwork portfolio regarding biophysical interactions	10	5	10	5	30%
Week 2 Term 3	P7, P8, P9, P10, P11, P12	<b>11GEO.T2 Senior Geography Project</b> Inquiry project into a geographical issue operating at a local scale	10	5	10	5	30%
Weeks 9-10 Term 3	P1, P3, P4, P5, P6, P12	<b>11GEO.T3 Yearly Examination</b>	20	10		10	40%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Geographical tools and skills	<b>20%</b>
<b>C</b>	Geographical inquiry and research, including fieldwork	<b>20%</b>
<b>D</b>	Communication of geographical information, ideas and issues in appropriate forms	<b>20%</b>

## OUTCOMES

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



# Hospitality (VET)

Course: Year 11  
 Course Category: B  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout the course	As applicable to tasks	Students will be provided with numerous <b>written, practical and/or oral competency</b> tasks applicable to course content. Students may have several opportunities to gain competency by repeating tasks throughout the year.
Weeks 9-10 Term 3	All relevant competencies	<b>Examination</b> Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

## UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	BSBWOR203 *	work effectively with others
2	SITHIND002 *	source and use information on the hospitality industry
3	SITXFSA001 *	use hygienic practices for food safety
4	SITXWHS001 *	participate in safe work practices
5	SITHCCC001 *	use food preparation equipment
6	SITHCCC005 *	prepare dishes using basic methods of cookery
7	SITHKOP001 *	clean kitchen premises and equipment
8	SITXFSA002 *	participate in safe food handling practices
9	SITXINV002	maintain the quality of perishable items
10	SITHCCC011	use cookery skills effectively
11	SITHCCC002	prepare and present simple dishes
12	SITHCCC006	prepare appetisers and salads
13	HLTAID003	provide first aid
14	SITHFAB005	prepare and serve espresso coffee

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate II in Kitchen Operations (SIT20416).

# Industrial Technology (Multimedia / Timber)

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 4 Term 2	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	<b>11IND.T1 Industry Study</b> Case Study	30		30%
Week 7 Term 3	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	<b>11IND.T2 Project and Portfolio</b>		40	40%
Weeks 9-10 Term 3	P1.1, P1.2, P2.1, P6.1, P7.1	<b>11IND.T3 Yearly Examination</b>	10	20	30%
<b>TOTAL</b>			<b>40</b>	<b>60</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Knowledge and skills in the design, management, communication and production of a major project	<b>60%</b>

## OUTCOMES

Code	Descriptor. 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

# Information Processes and Technology

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 9 Term 1	P1.1, P2.1, P3.1, P5.1, P7.1	<u>11IPT.T1 Project</u>	25	15	40%
Week 6 Term 3	P1.2, P2.2, P4.1, P6.1, P6.2, P7.2	<u>11IPT.T2 Individual Project</u>	25	15	40%
Weeks 9-10 Term 3	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2	<u>11IPT Yearly Examination</u>	10	10	20%
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>60%</b>
<b>B</b>	Knowledge and skills in the design and development of information systems	<b>40%</b>

## OUTCOMES

Code	Descriptor. A student ...
P1.1	describes the nature of information processes and information technology
P1.2	classifies the functions and operations of information processes and information technology
P2.1	identifies and describes the information processes within an information system
P2.2	recognises and explains the interdependence between each of the information processes
P3.1	identifies and describes social and ethical issues
P4.1	describes the historical development of information systems and relates these to current and emerging technologies
P5.1	selects and ethically uses computer based and non-computer based resources and tools to process information
P6.1	analyses and describes an identified need
P6.2	generates ideas, considers alternatives and develops solutions for a defined need
P7.1	recognises, applies and explains management and communication techniques used in individual and team based project work
P7.2	uses and justifies technology to support individuals and teams

# Legal Studies

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

Edited 01/06/22

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 9 Term 1	P1, P2, P3, P8, P9, P10	<b>11LEG.T1 Research</b> Essay – Law & Reform in Action	10		10	10	30%
Week 4 Term 3	P1, P3, P4, P10	<b>11LEG.T2 Research</b> Written Report – Law in Practice	10	10	10	10	40%
Weeks 9-10 Term 3	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	<b>11LEG.T3 Yearly Examination</b>	20	10			30%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Analysis and evaluation	<b>20%</b>
<b>C</b>	Inquiry and research	<b>20%</b>
<b>D</b>	Communication of legal information, ideas and issues in appropriate forms	<b>20%</b>

## OUTCOMES

Code	Descriptor. 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

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 9 Term 1	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	<b>11MAA.T1 Research Task within Class Component</b>	15	15	30%
Week 9 Term 2	MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	<b>11MAA.T2 Topic Test</b>	15	15	30%
Weeks 9-10 Term 3	All Outcomes	<b>11MAA.T3 Yearly Examination</b>	20	20	40%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	<b>50%</b>
<b>B</b>	Problem solving, reasoning and justification	<b>50%</b>

## OUTCOMES

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

# Mathematics Extension 1

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 10 Term 1	MA12-1, MA12-2, MA12-3, MA12-8, MA12-9	<b>11MA1.T1 Research Task within Class Component</b>	15	15	30%
Week 9 Term 2	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9	<b>11MA1.T2 Topic Test</b>	15	15	30%
Week 9 Term 3	All Outcomes	<b>11MA1.T3 Yearly Examination</b>	20	20	40%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	<b>50%</b>
<b>B</b>	Problem solving, reasoning and justification	<b>50%</b>

## OUTCOMES

The preliminary and HSC extension 1 course is taught end to end after the Advanced preliminary and HSC course has all been completed.

As a result, the outcomes assessed for Extension 1 in year 11 will be from the Advanced Preliminary course as listed on the Mathematics Advanced page of the assessment manual and the HSC Advanced course as listed below.

Code	Descriptor. A student ...
<b>MA12-1</b>	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
<b>MA12-2</b>	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
<b>MA12-3</b>	applies calculus techniques to model and solve problems
<b>MA12-4</b>	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
<b>MA12-5</b>	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
<b>MA12-6</b>	applies appropriate differentiation methods to solve problems
<b>MA12-7</b>	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
<b>MA12-8</b>	solves problems using appropriate statistical processes
<b>MA12-9</b>	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
<b>MA12-10</b>	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

# Mathematics Standard

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 10 Term 1	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	<u>11MAS.T1 Research Task in Class Component</u>	15	15	30%
Week 9 Term 2	MS11-1, MS11-2, MS11-4, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	<u>11MAS.T2 Topic Test</u>	15	15	30%
Weeks 9-10 Term 3	All Outcomes	<u>11MAS.T3 Yearly Examination</u>	20	20	40%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	<b>50%</b>
<b>B</b>	Problem solving, reasoning and justification	<b>50%</b>

## OUTCOMES

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

# Modern History

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 8 Term 1	MH11-1, MH11-2, MH11-4, MH11-6	<b>11MOD.T1 Source Analysis and Research Essay</b> French Revolution	10	10	5	5	30%
Week 9 Term 2	MH11-1, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	<b>11MOD.T2 Historical Investigation</b>	5	5	15	5	30%
Weeks 9-10 Term 3	MH11-1, MH11-2, MH11-4, MH11-6, MH11-9, MH11-10	<b>11MOD.T3 Yearly Examination</b>	25	5		10	40%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>
<b>C</b>	Historical inquiry and research	<b>20%</b>
<b>D</b>	Communication of historical understanding in appropriate forms	<b>20%</b>

## OUTCOMES

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



# Music 1

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

Amended 17/8/2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 10 Term 1	P2, P3, P4, P5, P6, P7, P8	<u>11MU1.T1 Composition and Research Task</u>		25	10		35%
Week 9 Term 2	P1, P2, P4, P5, P6, P9	<u>11MU1.T2 Performance and Viva Voce</u>	10		15		25%
Weeks 9-10 Term 3	P1, P4, P6, P9	<u>11MU1.T3 Performance and Aural Examination</u>	15			25	40%
<b>TOTAL</b>			<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

A	Performance	25%
B	Composition	25%
C	Musicology	25%
D	Aural	25%

## OUTCOMES

Code	Descriptor. 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

# Music 2

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 10 Term 1	P2, P3, P5, P6, P9	<b>11MU2.T1 Composition Portfolio and Research Task</b>		15	10		25%
Week 9 Term 2	P1, P2, P3, P4, P5, P6, P10	<b>11MU2.T2 Performance, Composition Portfolio and Viva Voce</b>	10	10	15		35%
Weeks 9-10 Term 3	P1, P2, P7, P8, P10	<b>11MU2.T3 Performance and Aural Examination</b>	15			25	40%
<b>TOTAL</b>			<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Performance	<b>25%</b>
<b>B</b>	Composition	<b>25%</b>
<b>C</b>	Musicology	<b>25%</b>
<b>D</b>	Aural	<b>25%</b>

## OUTCOMES

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

# Personal Development, Health and Physical Education

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 7 Term 1	P1, P2, P3, P6, P15, P16	<b>11PDH.T1 Core 1 Case Study Analysis</b>	10	20	30%
Week 6 Term 2	P7, P8, P9, P16, P17	<b>11PDH.T2 Core 2 Sports Analysis</b> Research Report	15	20	35%
Weeks 9-10 Term 3	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	<b>11PDH.T3 Yearly Examination</b>	15	20	35%
<b>TOTAL</b>			<b>40</b>	<b>60</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Skills in critical thinking, research, analysis and communicating	<b>60%</b>

## OUTCOMES

Code	Descriptor. A student ...
P1	identifies and examines why people 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)
P13	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
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

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 1 Term 2	PH11/12-1, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-10, PH11-11	<u>11PHY.T1 Depth Study</u>	30		30%
Week 8 Term 2	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6	<u>11PHY.T2 Practical Examination</u>	30		30%
Weeks 9-10 Term 3	PH11-8, PH11-9, PH11-10, PH11-11	<u>11PHY.T3 Yearly Examination</u>		40	40%
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Skills in working scientifically	<b>60%</b>
<b>B</b>	Knowledge and understanding of course content	<b>40%</b>

## OUTCOMES

Code	Descriptor. A student ...
PH 11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH 11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH 11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH 11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH 11/12-5	analyses and evaluates primary and secondary data and information
PH 11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH 11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH 11-8	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
PH 11-9	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
PH 11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH 11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

# Society & Culture

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 9 Term 1	P1, P6, P9, P10	<b>11SCU.T1 Oral Presentation</b> Social & Cultural World	15	10	5	30%
Week 2 Term 3	P1, P2, P3, P5, P8	<b>11SCU.T2 Sociological Research Task</b>	15	10	10	30%
Weeks 9-10 Term 3	P3, P4, P7, P8, P9	<b>11SCU.T3 Yearly Examination</b>	20	10	5	40%
<b>TOTAL</b>			<b>50</b>	<b>30</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>50%</b>
<b>B</b>	Application and evaluation of social and cultural research methods	<b>30%</b>
<b>C</b>	Communication of information, ideas and issues in appropriate forms	<b>20%</b>

## OUTCOMES

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

# Sports, Lifestyle and Recreation

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 10 Term 1	1.1, 1.3, 2.3, 3.3, 4.4	<b>11SLR.T1 Skill Development (In-Class/Ongoing)</b> Basketball and Oz Tag	15	20	35%
Week 8 Term 2	1.2,1.3, 2.2, 2.3, 3.2, 3.3, 4.1	<b>11SLR.T2 Journal and Program</b> Fitness	20	15	35%
Week 7 Term 3	1.1, 1.2, 2.1, 2.2, 2.5, 3.2, 4.1	<b>11SLR. T3 Presentation and Demonstration</b> Resistance Training	15	15	30%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

A	Knowledge and Understanding	50%
B	Skills	50%

## OUTCOMES

Code	Descriptor. 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	assesses and responds appropriately to emergency care situations
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
5.1	accepts responsibility for personal and community health
5.2	willingly participates in regular physical activity
5.3	values the importance of an active lifestyle
5.4	values the features of a quality performance
5.5	strives to achieve quality in personal performance

# Studies in Catholic Thought 1 Unit

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 10 Term 1	SCT11-2, SCT11-4, SCT11-5, SCT11-7, SCT11-8, SCT11-10	<b>11SC1.T1 Multimodal Presentation</b> Who is a Human Person?	10	5	10	5	30%
Week 8 Term 2	SCT11-1, SCT11-2, SCT11-3, SCT11-6, SCT11-8, SCT11-9, SCT11-10	<b>11SC1.T2 Research Essay</b> Trinitarian God and Humanity	10	5	10	5	30%
Weeks 9-10 Term 3	SCT11-2, SCT11-4, SCT11-5, SCT11-6, SCT11-7, SCT11-8, SCT11-10	<b>11SC1.T3 Yearly Examination</b> All Topics	20	10		10	40%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Source-based skills	<b>20%</b>
<b>C</b>	Investigation and research	<b>20%</b>
<b>D</b>	Communication of information, ideas and issues in appropriate forms	<b>20%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>SCT11-1</b>	Explains the place of Scripture and other relevant Church documents in the Catholic tradition
<b>SCT11-2</b>	Describes the theology of the principle teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church
<b>SCT11-3</b>	Describes the historical features and developments of Catholic Church
<b>SCT11-4</b>	Explores what is good, true and beautiful in the Catholic tradition
<b>SCT11-5</b>	Proposes ways the Catholic Church guides believers in facing the challenges of society
<b>SCT11-6</b>	Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology
<b>SCT11-7</b>	Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding
<b>SCT11-8</b>	Identifies and describes the human expression of Catholic faith in culture
<b>SCT11-9</b>	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
<b>SCT11-10</b>	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

# Studies in Catholic Thought 2 Unit

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 7 Term 1	SCT11-2, SCT11-4, SCT11-5, SCT11-7, SCT11-8, SCT11-10	<b>11SC2.T1 Multimodal</b> Who is a Human Person?	10	5	10	5	30%
Week 6 Term 2	SCT11-1, SCT11-2, SCT11-3, SCT11-6, SCT11-8, SCT11-9, SCT11-10	<b>11SC2.T2 Research Essay</b> To be Fully Human	10	5	10	5	30%
Weeks 9-10 Term 3	SCT11-2, SCT11-4, SCT11-5, SCT11-6, SCT11-7, SCT11-8, SCT11-10	<b>11SC2.T3 Yearly Examination</b> All Topics	20	10		10	40%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Source-based skills	<b>20%</b>
<b>C</b>	Investigation and research	<b>20%</b>
<b>D</b>	Communication of information, ideas and issues in appropriate forms	<b>20%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>SCT11-1</b>	Explains the place of Scripture and other relevant Church documents in the Catholic tradition
<b>SCT11-2</b>	Describes the theology of the principle teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church
<b>SCT11-3</b>	Describes the historical features and developments of Catholic Church
<b>SCT11-4</b>	Explores what is good, true and beautiful in the Catholic tradition
<b>SCT11-5</b>	Proposes ways the Catholic Church guides believers in facing the challenges of society
<b>SCT11-6</b>	Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology
<b>SCT11-7</b>	Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding
<b>SCT11-8</b>	Identifies and describes the human expression of Catholic faith in culture
<b>SCT11-9</b>	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
<b>SCT11-10</b>	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms



# Studies of Religion 1 Unit

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 9 Term 1	P1, P2, P6, P7, P8, P9	<b>11SR1.T1 Source-based Response</b> Nature of Religion and Beliefs	10	20			30%
Week 8 Term 2	P2, P3, P4, P5, P6, P7, P8, P9	<b>11SR1.T2 Extended Response</b> Religious Tradition Study: Christianity	10		10	10	30%
Weeks 9-10 Term 3	P1, P2, P3, P4, P5, P6, P8, P9	<b>11SR1.T3 Yearly Examination</b>	20		10	10	40%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Source-based skills	<b>20%</b>
<b>C</b>	Investigation and research	<b>20%</b>
<b>D</b>	Communication of information, ideas and issues in appropriate forms	<b>20%</b>

## OUTCOMES

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

# Studies of Religion 2 Unit

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 10 Term 1	P1, P3, P4, P5, P6, P7, P8, P9	<b>11SR2. T1 Section I &amp; II Questions</b> Nature of Religion and Beliefs Judaism Depth Study	10	10	10		30%
Week 7 Term 2	P4, P5, P7, P8, P9	<b>11SR2. T2 Extended Response</b> Christianity	10		10	10	30%
Weeks 9-10 Term 3	P1, P2, P4, P5, P8, P9	<b>11SR2. T3 Yearly Examination</b>	20	10		10	40%
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Source-based skills	<b>20%</b>
<b>C</b>	Investigation and research	<b>20%</b>
<b>D</b>	Communication of information, ideas and issues in appropriate forms	<b>20%</b>

## OUTCOMES

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

# Textiles and Design

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 9 Term 1	P1.1, P1.2, P2.1, P2.2, P2.3	<b>11TEX. T1 Design Analysis</b> Techniques and practical Application	10	10	20%
Week 7 Term 3	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.1	<b>11TEX. T2 Practical Project and Portfolio</b>	10	30	40%
Weeks 9-10 Term 3	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	<b>11TEX. T3 Yearly Examination</b>	30	10	40%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of textiles and the textiles industry	<b>50%</b>
<b>B</b>	Skills and knowledge in the design, manufacture and management of textiles projects	<b>50%</b>

## OUTCOMES

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

# Visual Arts

Course: Year 11  
 Course Category: A  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 1 Term 2	P1, P2, P3, P4, P7, P10	<b>11ART. T1 Practical Assessment</b> Research and VAPD	15	20	35%
Week 7 Term 3	P3, P4, P5, P6, P7, P8, P9, P10	<b>11ART. T2 Investigating Artmaking Practice</b>	25	10	35%
Weeks 9-10 Term 3	P7, P8, P9, P10	<b>11ART. T3 Yearly Examination</b>		30	30%
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Artmaking	<b>50%</b>
<b>B</b>	Art criticism and art history	<b>50%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>P1</b>	explores the conventions of practice in artmaking
<b>P2</b>	explores the roles and relationships between the concepts of artist, artwork, world and audience
<b>P3</b>	identifies the frames as the basis of understanding expressive representation through the making of art
<b>P4</b>	investigates subject matter and forms as representations in artmaking
<b>P5</b>	investigates ways of developing coherence and layers of meaning in the making of art
<b>P6</b>	explores a range of material techniques in ways that support artistic intentions
<b>P7</b>	explores the conventions of practice in art criticism and art history
<b>P8</b>	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
<b>P9</b>	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
<b>P10</b>	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed