



Asquith Girls High School

Year 11 2023

Assessment Handbook



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EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP

ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:

To challenge our current mindsets and expectations through innovative whole-school practices that create a culture of aspirations, agility and agency within the global sphere.

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

Habits of Mind

<p>Persisting</p>  <p><i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	<p>Managing Impulsivity</p>  <p><i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	<p>Listening with Understanding and Empathy</p>  <p><i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	<p>Thinking Flexibly</p>  <p><i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
<p>Thinking About Your Thinking (Metacognition)</p>  <p><i>Know your Knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	<p>Striving for Accuracy</p>  <p><i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	<p>Questioning and Posing Problems</p>  <p><i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	<p>Applying Past Knowledge to New Situations</p>  <p><i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
<p>Thinking & Communicating with Clarity and Precision</p>  <p><i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	<p>Gathering Data Through All Senses</p>  <p><i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses, taste, touch, smell, hearing and sight.</p>	<p>Creating, Imagining, and Innovating</p>  <p><i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	<p>Responding with Wonderment and Awe</p>  <p><i>Become intrigued!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
<p>Taking Responsible Risks</p>  <p><i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>Finding Humor</p>  <p><i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	<p>Thinking Interdependently</p>  <p><i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Teamwork.</p>	<p>Remaining Open to Continuous Learning</p>  <p><i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

PRINCIPAL'S MESSAGE

Dear Year 11,

Welcome to the final Stage (Stage 6) of your schooling.

Year 11 is a stepping-stone towards your future goals. The success of your final two years relies on your attitude and responsibility towards your learning. You want your learning to be enduring, enabling you to make sense of complexity now and in the future. For this to occur, you need to push yourself beyond the learning of facts and skills to uncover concepts - transferable ideas that transcend time, place, and situation.

Learning knowledge and skills is like standing in the middle of a forest, surrounded by trees. It is easy to spot details but hard to see patterns. To do this you need to access opportunities to head up to the mountain top, pause, take in each detail, and take in the entire forest. Search for big ideas - to generalise, summarise, and draw conclusions by looking at your learning in a holistic way.

Utilise your teacher expertise, advice and feedback - feed-forward to its fullest. Do not be afraid to take risks or ask questions such as:

- What is it like?
- So what?
- How might I need to change my original idea?
- What is the impact for now and for the future?
- How can I overcome the challenges?
- How does this learning connect concepts and ideas from other courses?

It is important you remain motivated and you remain responsible towards your studies and have a realistic plan to achieve your goals.

I am confident your final two years will bring you joy and fulfilment. Keep working hard.

Best of luck,



Ms Amvrazis
Principal

ASSESSMENT POLICY – STAGE 6, YEAR 11

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement, it is a Category B Course)
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects.

To satisfy the pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

To be eligible for the award of the Higher School Certificate, students must:

- Satisfactorily complete Years 9 and 10 and have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory.
- Have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE.
- Have completed *HSC: All My Own Work* (or its equivalent) before you submit any work for Year 11 or HSC courses.
- Have demonstrated a minimum standard of literacy and numeracy.
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate.
- Sit for and make a serious attempt at the requisite Higher School Certificate examinations.

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Asquith Girls High School encourages the progressive development of skills and knowledge while ensuring:

- equity
- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

WHAT IS THE PURPOSE OF ASSESSMENT IN THE HSC?

Assessment is incorporated into the Higher School Certificate to:

- assist students in their learning
- provide information on student achievement and progress in each course
- provide evidence that students have satisfactorily completed a course
- allow for the reporting of standards achieved by each student at the end of a course.

WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT ASQUITH GIRLS HIGH SCHOOL?

At Asquith Girls High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- tasks which may take a written, practical or oral form
- class essays, research tasks, assignments, portfolios, log books
- practical tasks and major works
- projects.

Students' reports are issued twice each year. The reports include information about the student's working profile and their progress in achieving course outcomes.

DEFINITIONS

Components are the parts of courses or major areas to be assessed.

Weightings are the percentages of marks to be allocated to the components.

Feedback is comments about a student's achievement towards task outcomes.

Feed-forward is comments that identify specific strategies and advice for future improvement for students to action/implement.

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- An assessment schedule, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task.
- Assessment tasks of the same type and the same weighting for all classes studying that course.
- Written notification at least two weeks in advance of the scheduled assessment task.

At the completion of each task, students will receive:

- a mark
- a rank
- an indicative cumulative rank (where applicable)
- the marking criteria
- feedback on their achievement and feed-forward actions for further improvement.

Note:

Assessment tasks are returned within two weeks of the date of the task/examination. In exceptional circumstances some tasks may be rescheduled or substituted. In such cases, head teachers or class teachers will inform students of the new arrangements in writing at least **two weeks in advance**.

Official warning letters will be posted home to parents/caregivers outlining their child's areas of unsatisfactory completion of the HSC Course requirements. 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:

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

WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

- Every student has the responsibility to be familiar with Asquith Girls High School's Senior Assessment Policy and procedures and with the course information contained in this handbook.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment schedule.
- If tasks are submitted via email, students must send it to asquithgir-h.school@det.nsw.edu.au and address it to the correct teacher.
- Students must demonstrate sustained diligence and effort in each course.
- Students must complete all set tasks (not just assessment tasks) in order to achieve course outcomes.
- Students must attend all classes. Attendance below 85% is considered to be unsatisfactory.
- Students are required to participate in all lessons constructively.
- It is important that the student speaks with their class teacher or head teacher of the faculty if there is any doubt about the requirements of the course assessment policy.
- Students must be present for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day.

- Students absent from school, on any given day, are responsible upon their return to school to see their teachers and collect any hand out materials/information/notifications that may have been given during their absence from class.

HAND-IN ASSESSMENT TASKS

Hand-in tasks may include: essays, portfolios, written reports, practical works or research projects.

All assessment tasks are to be submitted to the class teacher or head teacher on the due date at the time and period specified on the assessment notification. It is the student's responsibility to ensure that tasks are submitted on time.

Tasks may be submitted:

- in person
- via email to asquithgir-h.school@det.nsw.edu.au addressed to the correct teacher
- other agreed processes indicated on the assessment task notification.

Students must complete a cover sheet for each hand-in assessment task and receive an assessment task receipt.

In the situation where a task submission is in question it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero mark being awarded.

Students must not leave hand-in tasks on teachers' desks.

If the student has only completed part of the hand-in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a zero mark. In the case of illness or misadventure, it is the student's responsibility to follow the process outlined on pages 12-14.

Students may email their hand-in assessment task to their teacher **if this is the arranged process**. In such a case students must ensure the information is sent to the correct email address. Students must keep evidence of their email and any attachments that relate to it.

PERFORMANCES AND ORAL TASKS

Students must be prepared to present performances and oral assessment tasks (including, but not limited to: presentations, viva voce and language speaking tasks) on the specified due date. Where applicable, students must submit a hard copy of their presentation on the advertised due date of the task.

TECHNOLOGY AND ASSESSMENT TASKS

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. **Technology failure is NOT**, in itself, a valid reason for failure to submit a task by the due date.

To minimise problems in relation to technology, students should adhere to the following protocols:

- Make multiple copies of work using at least three different storage devices.
- When working at home, continually backup all work on the hard drive of your computer and on an external storage device such as a flash drive/USB or email.
- When working at school, save the latest version of your work to your personal file on the school server whenever possible.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.
- Check the compatibility of your home software with the school's technology support specialist or your teacher.
- Save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive/USB.
- When you save your work to a flash drive/USB, open it immediately to check that it has been successful.

- To submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems.
- Enable receipt email.
- Electronic copies must have proof of email sent satisfactorily.

Important Note:

Technology failure or printer breakdown will not be accepted as a valid reason for late submission and may be subject to a mark of zero.

BIBLIOGRAPHIES

When required, assessments and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The internet requires two additional pieces of information – the URL and the date the page was accessed. Teachers will be able to guide students through this process as required.

The following are examples of one way of presenting your bibliography.

A book with an author:

Knapp, B. (1996). *Lead and Tin*, Melbourne: Reed

A book without an author:

United Press International stylebook: The authoritative handbook for writers, editors, and news directors (3rd ed.). (1992). Lincolnwood, IL: National.

A webpage:

Ogilvie, D. (n.d.). Why I don't eat honey. In *Why be vegan*. Retrieved from <http://www.vnv.org.au/WhyBeVegan.htm>

DISABILITY PROVISIONS

Disability provisions for students rest with NESA. These disability provisions assess situations that may prevent a student from:

- reading examination questions
- communicating responses.

Students are required to speak to their stage deputy principal, year adviser and/or the school counsellor if they have evidence to support their application for disability provisions.

Provisions can not be granted to compensate for:

- difficulty completing a course or preparing for an assessment
- lack of familiarity with English language skills.

Note:

- When applying for disability provisions, students should include recent evidence of their disability. Students may need to organise testing early in the year so that applications are able to be finalised by the closing date. Students may also be required to produce work samples. Insufficient evidence may result in a decision being delayed.
- The school has an internal process for providing disability provisions and may put disability provisions processes in place to assist a student, if the principal believes this is in the best interest of the child. However, it is important to note that these in-school disability provisions may not be approved by NESA. Students must be prepared for this outcome as they sit for their examinations.

FEED-FORWARD AT ASQUITH GIRLS HIGH SCHOOL

Each teacher is committed to providing students with specific and actionable strategies to improve. These strategies, referred to as **feed-forward**, describe the opportunities for future growth by suggesting actions. Feed-forward strategies will be provided by teachers at all stages of learning, including assessment tasks. Students are responsible for actioning these suggestions to improve the quality of their work and demonstrate growth in their learning.

When students submit an assessment task, teachers will provide both feedback and feed-forward strategies.

- **Feedback** is comments about a student's achievement towards task outcomes.
- **Feed-forward** is comments that identify specific strategies and advice for future improvement for students to action/implement.

EFFECTIVE FEED-FORWARD

Effective feed-forward:

- describes a problem and its impact, then suggests a solution;
 - *For example, a teacher may write, "You are currently referring to one source. The rubric states that to achieve high outcomes for research skills you must consult a variety of sources. Have you considered adding....."*
- will be focused on a few actionable strategies that, if actioned, may improve the standard of the work.
 - *For example, a teacher may say, "You are currently demonstrating outcomes at this level. To improve to the next level consider the following steps";*
- assists students to see possibilities for improvement.
 - *For example a teacher may ask, "What if you added this?" or "If you changed that, how would it strengthen your overall argument?"*

Important Note:

Feed-forward is not editing. Teachers will suggest specific strategies for growth, however teachers are not responsible for editing students' work for spelling, grammar, punctuation and syntax.

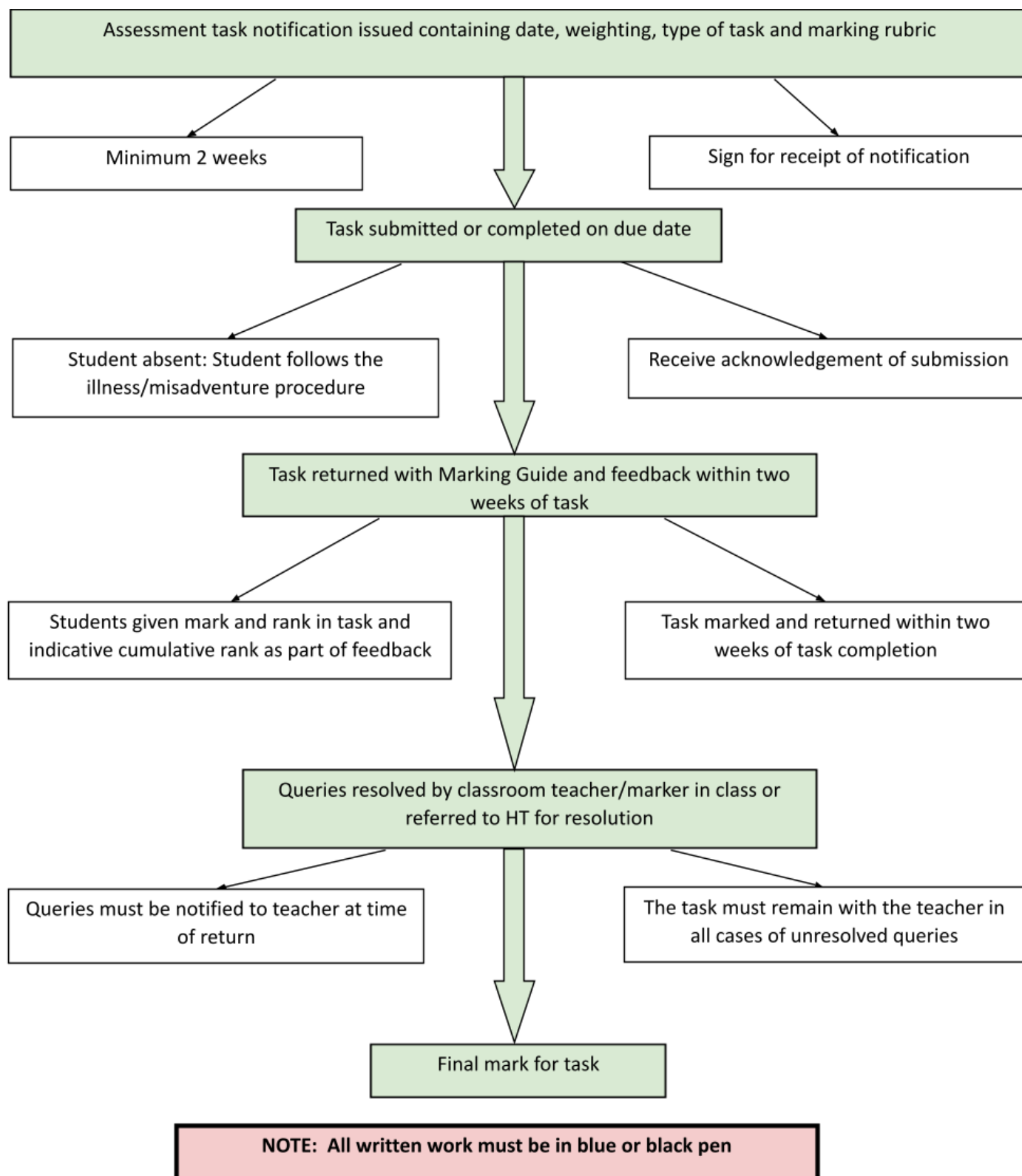
DETERMINATION OF WHOLE SCHOOL AWARDS

Teachers collect evidence of student learning and achievement throughout the year. Explicit feedback on student progress is provided to parents and caregivers through reports received in Semester One and Semester Two each year.

Information collated from whole-school reports is used to determine recipients of special awards to be acknowledged at Presentation Day. These awards include:

Attendance	Attendance data is used to determine the number of days students attend school in a calendar year. Students who achieve 100% attendance are eligible for this award.
Sustained Effort	The personal learning profile published on each report will be used to determine which students "Consistently" demonstrate positive learning attributes in all subjects.
Outstanding Academic Achievement	Teachers use the descriptors in the Common Grade Scale (see page 31) to provide an overall grade for each student in their course. Recipients of this award receive an A grade (representing Outstanding Academic Achievement) in the majority of courses.

COMPLETING AN ASSESSMENT TASK

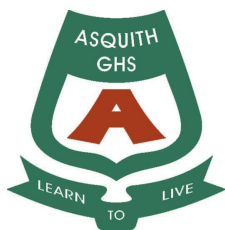




HSC ASSESSMENT TASK NOTIFICATION

COURSE NAME:		DATE TASK ISSUED:	
NATURE OF TASK:		TASK DUE DATE AND TIME:	
TASK WEIGHTING / COMPONENTS:		MARKS AVAILABLE:	
OUTCOMES TO BE ASSESSED:			
LITERACY	<u>SKILLS / PROGRESSIONS</u>		
NUMERACY	<u>SKILLS / PROGRESSIONS</u>		

TASK DESCRIPTION:	
CRITERIA FOR ASSESSING LEARNING:	
MARKING CRITERIA:	
FEED-FORWARD:	



HAND-IN ASSESSMENT TASKS COVER SHEET

Student name:	Year:
Assessment task title:	Date submitted:
Course:	Teacher:

Academic Integrity Statement

I _____ declare that this work is my own and that any quotes,
(Your name in BLOCK letters)
information or works have been properly acknowledged and cited in the bibliography.

Student signature: _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



----- cut here -----

Assessment Receipt

Student Copy

Name of student: _____ Year: _____ Course: _____

Task title: _____ Class teacher: _____ Due date: _____

This task was submitted to: _____ on _____
Teacher's name Date

Student signature

Teacher signature

Date

ILLNESS/MISADVENTURE

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances beyond their control occur immediately before or during the assessment tasks, affecting their performance for this assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks (e.g. influenza, an asthma attack, a cut hand).
- Misadventure – any other event beyond the student's control, for example the death of a family member or close friend or involvement in a car accident on the way to the school. In such cases students must provide valid documentation.

The responsibility to complete and submit an illness/misadventure application rests with the student. Students must report to the stage deputy principal with the valid documentation on the morning of their first day back at school. They must also be prepared to submit their assessment or sit their examination on their first day back.

CHRONIC CONDITIONS

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

DISABILITY PROVISIONS

Students who have received disability provision(s) are only eligible for an appeal if an unforeseen episode occurs during the assessment task.

EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE

When students complete and submit an illness/misadventure application, **supporting evidence must be provided**. This evidence includes:

- Student statement: must detail how their performance was affected by the illness/misadventure.
- Parent/caregiver statements must detail how the student's performance was affected by the illness/misadventure.
- Independent evidence: medical certificate or other valid documentation.

Note: A medical certificate must specifically relate to the assessment task that is the subject of the application and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance may have been affected.

In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

If a student falls ill during an assessment task, the student must notify the teacher or assessment supervisor immediately.

Students must ensure they comply with the process in cases of:

1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK

- The student or a family member is requested to inform the school of the illness/misadventure on the morning the task is scheduled.
- Students must report to their stage deputy principal **on the first day of their return to school**. The student must complete an illness/misadventure form (ATTACHMENT A – Page 18). Once completed by all relevant parties, the form should be returned to the stage deputy principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- **Students should be expected to sit for the assessment task on their first day back.**
- Students are responsible for following the process. Failure to do so may result in a mark of zero for the relevant task.

2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESSMENT TASK IS DUE TO BE SUBMITTED

- The student or a family member is requested to inform the school of the illness/misadventure on the morning of the day the task is due to be handed in.
- On the first day of the student's return to school, the student must submit the task to the relevant head teacher of the faculty and complete an illness/misadventure form (ATTACHMENT A – Page 18) obtained from the stage deputy principal. Once completed by all relevant parties, the form should be returned to the stage deputy principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- Students are responsible for following the process. Failure to do so may result in a mark of zero for the relevant task.

3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT

- The student must acknowledge their condition to the teacher/supervisor of the task during the task and before leaving the room, or sitting for the task, and collect an illness/misadventure form from the stage deputy principal. A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness.
- Upon return to school the student must complete an illness/misadventure form, following the process as detailed above.

4. ILLNESS/MISADVENTURE DURING EXAMINATION PERIOD

- The student or a family member is requested to inform the school of the illness/misadventure on the morning the task is scheduled or inform the head teacher administration, responsible for coordinating examination blocks.
- Students will need to complete an illness/misadventure form (ATTACHMENT A – Page 18) obtained from the stage deputy principal. Once completed by all relevant parties, the form should be returned to the stage deputy principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- The head teacher administration will liaise with the student and organise a rescheduling of the affected examination(s).

5. GROUP PERFORMANCE ILLNESS/MISADVENTURE (ATTACHMENT B – Page 20)

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance illness/misadventure form obtained from the stage deputy principal.
- This application must be returned to the stage deputy principal, with appropriate evidence, **within two days**. The head teacher/teacher, will reschedule an alternative date for the performance.
- The student responsible for this group illness/misadventure application must also complete an individual illness/misadventure form outlining the nature of their application. **Please note that this application will be considered separately to the group's application.**

IN ALL CASES INVOLVING ILLNESS/MISADVENTURE

- The illness/misadventure application form must be completed and returned to the stage deputy principal **within two days** of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the reason for absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

The consequences of not following these procedures may result in your application for illness/misadventure being rejected and a zero mark awarded.

ILLNESS/MISADVENTURE OUTCOMES

- If the documented evidence provided supports absence/late submission then the mark received for the task will be considered in determining your ranking in the course after the completion of all assessments for the course. Therefore your mark will be pending.
- If the documented evidence does not support your absence/late submission a zero mark will be awarded. A letter will be sent to your parent/caregiver informing them of this decision.

SCHOOL BUSINESS (Approved School Event Participation) AND APPROVED LEAVE

Students on School Business must notify their teachers of their absence from school. The program coordinator must ensure all students complete ATTACHMENT D (Page 22) and notify the attendance officer for each stage. School Business must be approved by the principal or the principal's nominee.

Approved School Business does not require illness/misadventure application.

Students who miss an assessment task due to School Business will complete the task on the first day back to class. Students must make this arrangement with the faculty head teacher and class teacher.

Note: the granting of approved leave is at the discretion of the principal. The same rule applies if a student has been granted approved leave from school by the principal or their nominee (ATTACHMENT D – Page 22).

Important Information

If a student knows in advance that they will be absent on the day a hand- in assessment is due, the task should be handed in prior to the due date.

Tasks not submitted during unapproved leave will result in a zero mark.

NON-SERIOUS ATTEMPTS, MALPRACTICE AND PLAGIARISM

NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at an assessment task may receive a zero award in the course concerned. This may render some students ineligible for the award of the Year 11 and HSC course.
- Non-serious attempts include frivolous or objectionable material or failure to attempt whole questions.
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the course concerned.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. The faculty head teacher will advise the student and their parent/caregiver of the decision in consultation with the stage deputy principal.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response written communication will occur with the parent/caregiver.

HONESTY IS KEY FOR ALL STUDENTS AND STAFF

All HSC candidates, their teachers and others who guide them must comply with the *NESA Honesty in Assessment Standard* to maintain the integrity of the HSC.

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

WHAT TYPES OF PROVEN MALPRACTICE NEED TO BE RECORDED?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own.
- Using material directly from print or digital mediums without reference to the source.
- Building on the ideas of another person without reference to the source.
- Plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own.
- Submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially.
- Using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Cheating in an in-class assessment/examination, including having access to mobile devices.
- Using non-approved aids during an assessment task.
- Providing false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Being in possession of unauthorised notes or electronic devices during a test or examination.
- Copying from another student.

Proven cases of malpractice may result in disciplinary action.

Malpractice is reported to NESA and will render the task or part of the task, whichever is relevant, with a zero mark.

IS THE LATE SUBMISSION OF A TASK OR A NON-SERIOUS ATTEMPT CONSIDERED MALPRACTICE?

Late submission of assessment tasks may be determined as malpractice when it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation.

Note, in all cases of late submission of a task, the illness/misadventure process must be followed.

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the head teacher. If both are in agreement then the student will be awarded a zero mark for the plagiarised component of the assessment task.

Furthermore, the head teacher will bring this to the attention of the deputy principal and a letter will be sent to the parents/caregivers informing them of the outcome.

THE ASSESSMENT REVIEW PANEL (ARP)

Students may appeal a decision using the procedures existing within the school. In all cases, students may appeal in writing to the Assessment Review Panel (ARP). This application must be made **within two days** of receiving the decision.

The ARP is comprised of the stage deputy principal and two independent head teachers. The ARP will consider all illness/misadventure appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the appeal to the principal for a determination (ATTACHMENT D, page 22).

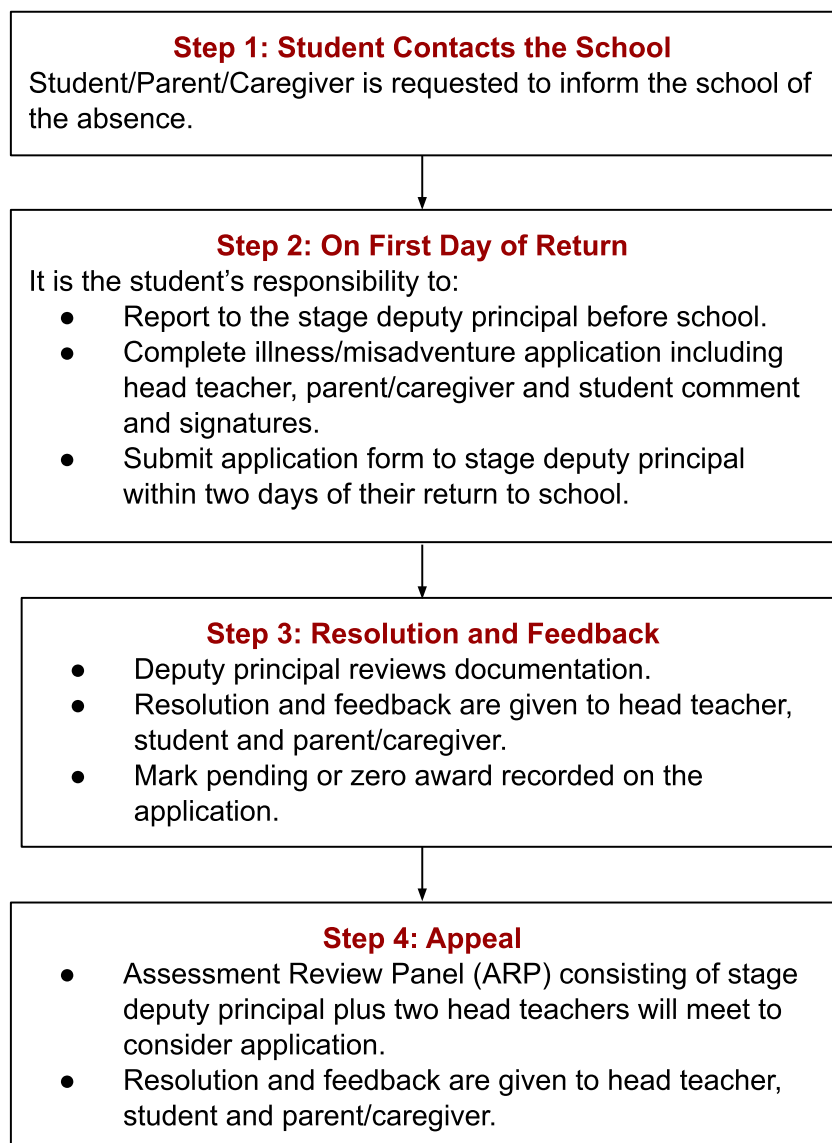
UNACCEPTABLE GROUNDS FOR APPEAL

Unacceptable grounds for appeal include:

- Attendance at a sporting or cultural event, or family holiday where approval has not been given by the principal or principal's nominee.
- Alleged deficiencies in tuition or long term matters relating to loss of preparation time.
- Disabilities for which NESA has already granted special provisions, unless an unforeseen episode occurs during the test (e.g. a hypoglycaemic attack in a diabetic student who has been isolated but is still ill), or further difficulties which are supported by the supervising teacher and school.
- Long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test.
- Matters avoidable by the student (e.g. misreading of timetable, misinterpretation of assessment task).

PROCEDURES FOR YEAR 11 ILLNESS/MISADVENTURE (Individual)

Students missing an assessment task and wishing to make application for illness/misadventure must follow the procedure outlined below:



ATTACHMENT A

INDIVIDUAL YEAR 11 ILLNESS/MISADVENTURE APPLICATION

Student name: _____ Course: _____ Teacher: _____

Task: _____ Weighting: _____ Date given: _____ Due date: _____

To be completed by DP (Tick as appropriate): ☐ Medical Certificate attached ☐ Other verification (please specify below):__

To be completed by the student:

Student's comment: (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

Student signature: _____ Date: _____

To be completed by the student's parent/caregiver:

Parent/caregiver support comment:

Parent/caregiver signature: _____ Date: _____

To be completed by head teacher

Head teacher/nominee: _____ Application submitted on (date): _____

Task/Alternative task was completed/submitted on (date): _____

Task/Alternative task to be completed/submitted on (date): _____

Outcome: ☐ Mark pending ☐ Zero Mark

Head teacher's recommendation:

Head teacher's signature: _____ Date: _____

To be completed by deputy principal

Date recommendation received by DP: _____

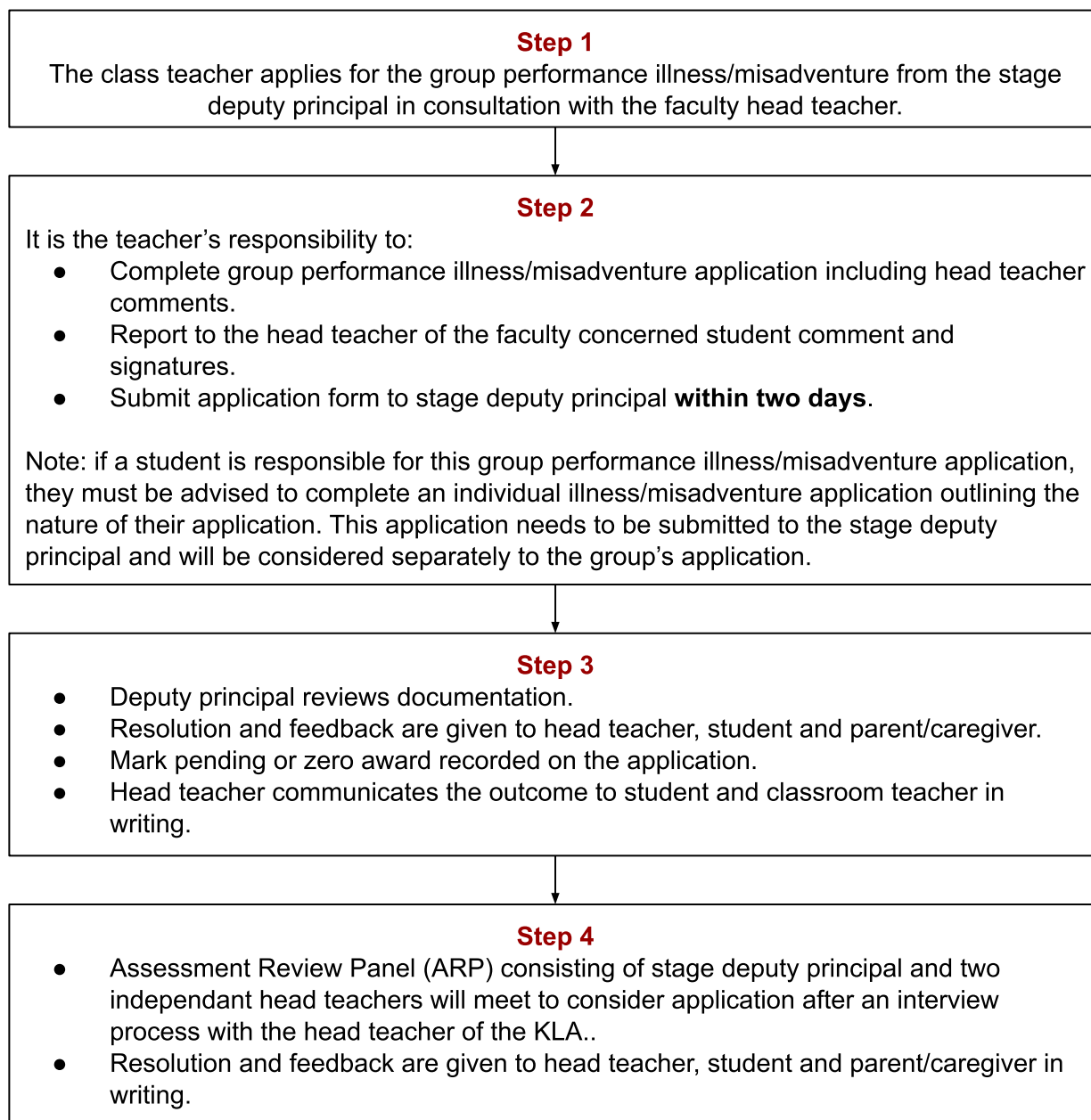
Outcome:

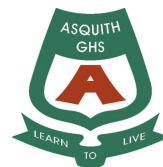
DP signature: _____ Date: _____

Copy to: ☐ Student ☐ Student file ☐ Relevant HT informed

PROCEDURES FOR YEAR 11 GROUP PERFORMANCE ILLNESS/MISADVENTURE

Students wishing to make application for group performance illness/misadventure must follow the procedure outlined below:





GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION

SECTION A: To be completed by class teacher and endorsed by head teacher

List of students affected (attach list of names)

Course: _____ Year: _____ Class teacher: _____

Name of group performance: _____ Weighting (%): _____ Due date: _____

Outline reasons for this application, including the impact on the groups performance: _____

Attention: If a student's circumstances have impacted the group's performance, they MUST also complete an individual illness/misadventure form with the relevant documentation otherwise they may be subject to a mark of zero.

SECTION B: To be completed by the head teacher/supervisor and forwarded to the relevant deputy principal

Head teacher: _____ Faculty: _____ Course: _____

Date: _____ Receipt date of illness/misadventure form: _____

Task submitted/completed?: ☐ Yes ☐ No

If no, date of rescheduled task: _____ Date completed: _____

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

Head teacher signature: _____ Date: _____

SECTION C: To be assessed and finalised

Decision:

Approved by deputy principal ☐

Approved by principal ☐

Decision pending, referred to ARP ☐

ARP decision:

Office action, copy to: ☐ Relevant head teacher ☐ Student ☐ Parent/caregiver ☐ Student file



ATTACHMENT C

ILLNESS/MISADVENTURE APPEAL

You will need to complete this form if you appeal against an illness/misadventure decision.
This form must be handed in with all necessary documentation to the stage deputy principal, **within two days** of decision.

Student name: _____ Course: _____ Teacher : _____

Head teacher: _____ Title of the affected assessment task: _____

Outline reasons for this application and attach all relevant documentation

Student signature: _____ Date: _____

Parent/caregiver signature: _____ Date: _____

ASSESSMENT REVIEW PANEL

ARP members: _____ Date: _____

Issues discussed:

Decision reached: ☐ Refer to principal: ☐

Resolution:

ARP members signatures: _____ Date: _____

Inform of decision in writing to:

Student/Parent/Caregiver: ☐ Relevant head teacher: ☐ Student file: ☐ Stage deputy principal: ☐

APPROVED LEAVE – SCHOOL BUSINESS



This application must be completed by the relevant teacher and approved by the head teacher.

Teacher making request: _____ Faculty: _____

Reasons for the request: _____

Educational outcome: _____

Head teacher approved: ☐ Yes ☐ No Date: _____

Student's name: _____ Year: _____

First day of leave: _____ Date: _____

Last day of leave: _____ Date: _____

Approval given by principal: ☐ Yes ☐ No Principal signature: _____

Upon principal's approval the student must ensure an alternative assessment time has been negotiated with the class teacher and faculty head teacher and approved by the relevant stage deputy principal.

Course	Assessment task	Due date	NEW due date	Class teacher	Signature	Head teacher	Signature

Once the form is completed forward copies to:

Student/Parent/Caregiver: ☐

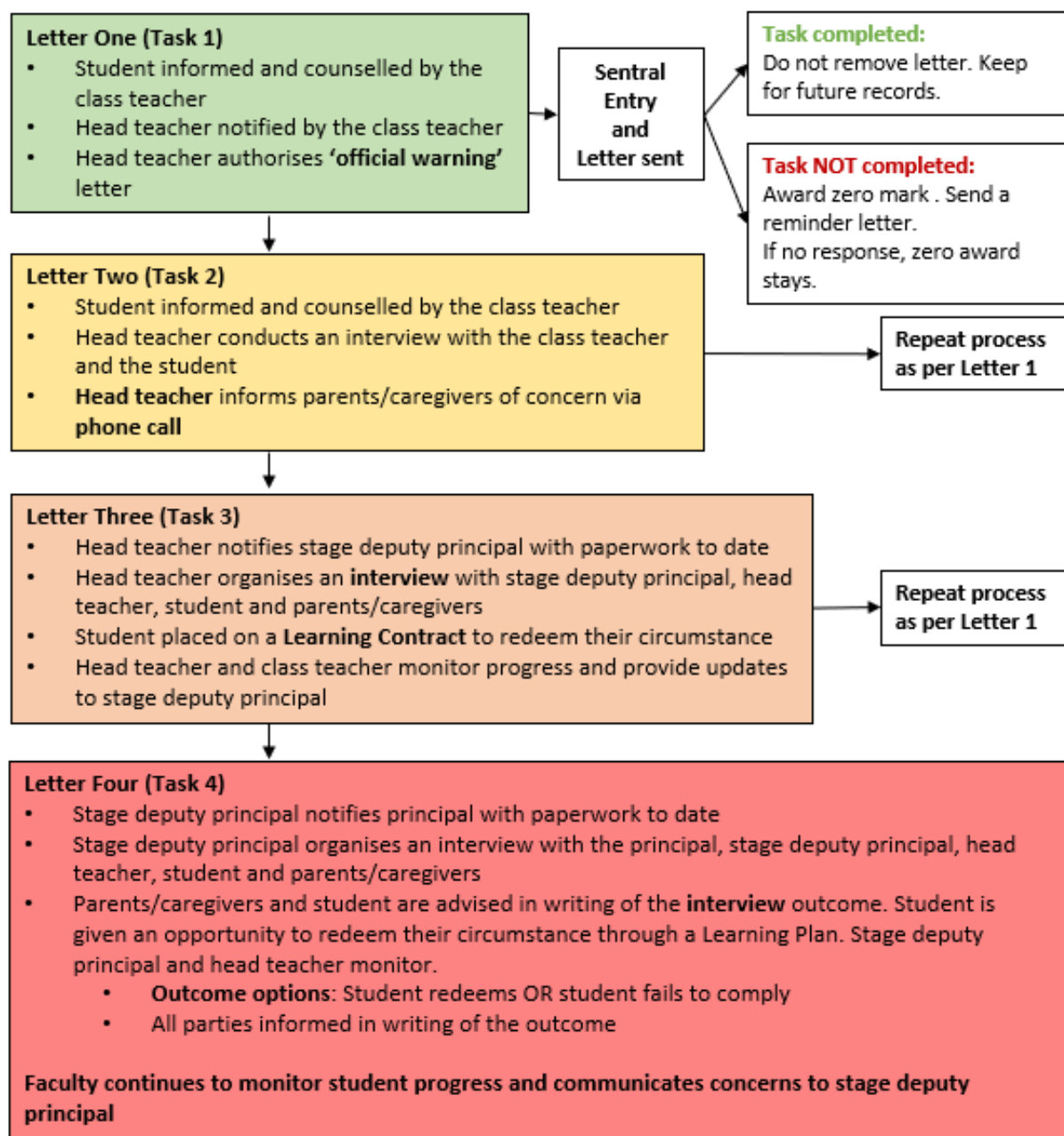
Faculty head teacher: ☐

Student file: ☐

ASQUITH GIRLS HIGH SCHOOL PROCESS FOR OFFICIAL WARNINGS PRIOR TO 'N' DETERMINATION FOR YEAR 11

To be eligible for a Record of School Achievement (RoSA) and a Higher School Certificate (HSC) students must have:

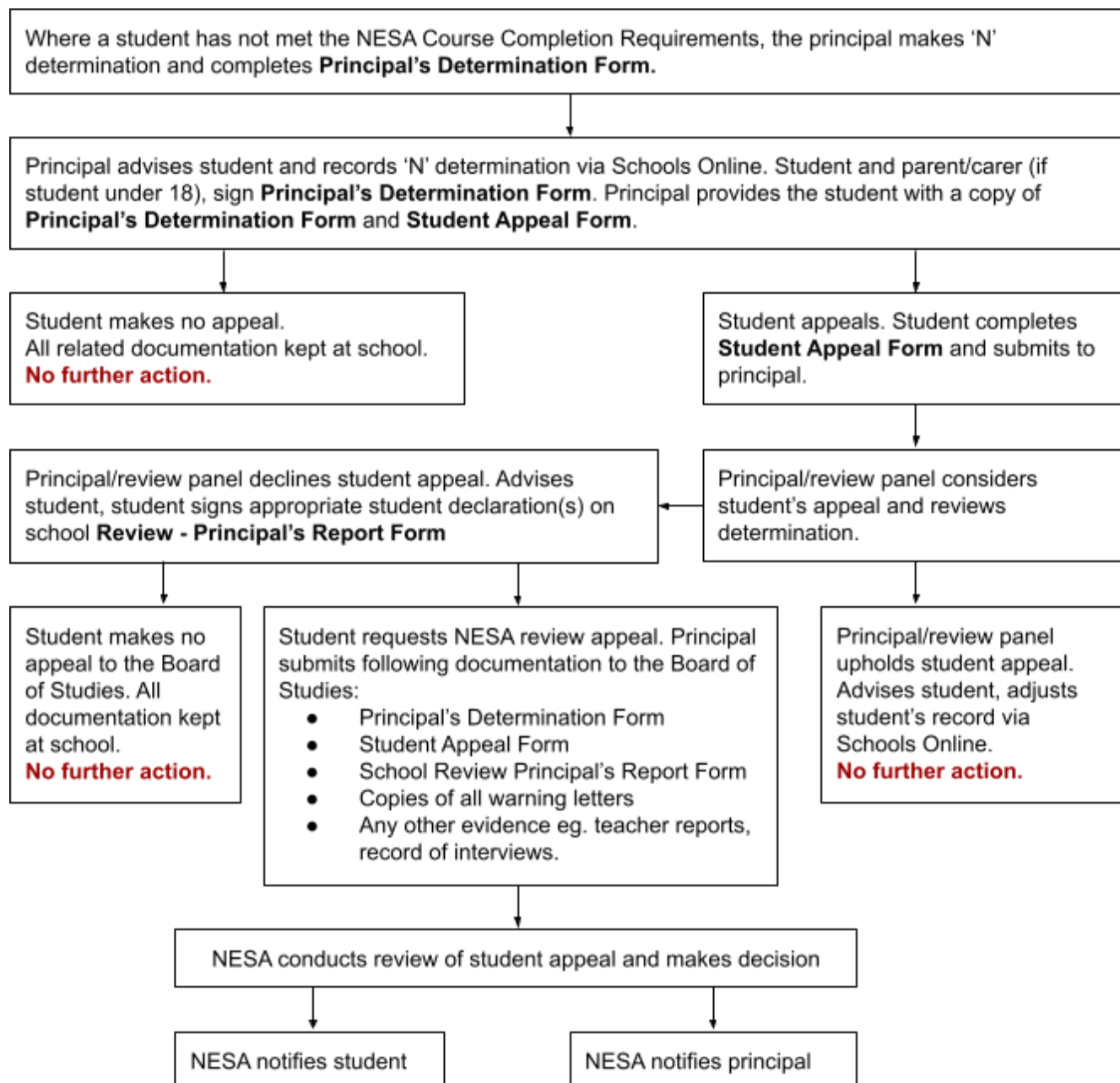
- a) followed the course developed or endorsed by NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.



'N' Determination process begins at the end of the course

* A 'task' may indicate an assessment task, or a substantial portion of coursework

NESA PROCEDURES FOR APPEALS AGAINST 'N' DETERMINATION FOR NON-COMPLETION OF YEAR 11 COURSE REQUIREMENTS



VOCATIONAL EDUCATION COURSES

Vocational Education courses are taught and assessed through competencies in Stage 6, this should reflect the acceleration of Asquith Girls High School students, Year 11 and HSC and in the HSC years. Vocational Education courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for VET courses within industry curriculum frameworks has two distinct purposes:

- A. Assessment for ASQA (Australian Skills Quality Authority) VET qualifications – competency based assessment.
- B. Assessment for the ATAR if it is a Board Developed Course.

Assessment for ASQA Certification is competency based. Tasks may be holistic to demonstrate the acquired skills, knowledge and attitudes. Students are given the opportunity to develop skills over time and are required to demonstrate competence to qualified assessors. All competencies and work placement must be completed for NESA in the allocated time. Students withdrawing from optional VET examinations must do so at this time by completing the appropriate form.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Assessment evidence gathering techniques and events include practical tasks, observation, questioning, written activities and may also involve third party reports from work placement. Assessment may be conducted at the delivery site, in simulated work environments, through work placement, or through a combination of these modes.

Compulsory assessment tasks called Cluster Tasks are mandated by the RTO and must be completed as part of the assessment requirements.

THE YEAR 11 AND HSC AND HSC EXAMINATION

The examination for 240 hour VET courses only is independent of competency based assessment requirements for ASQA qualifications.

INTERNAL ASSESSMENT TASKS

In order to ensure that students at Asquith Girls High School are equipped to exercise this option, all 240 hour VET Framework students will be required to practise appropriate written skills by completing examinations in the usual examination periods.

WORK PLACEMENT

Work Placement is a mandatory requirement for each course within the VET frameworks and forms an essential part of the total course assessment. Indicative hours have been assigned and must be addressed. Work Placement will occur in Year 10, 11 and Year 12, at times to be advised. Each course requires Work Placement for 35 hours per year. Failure to complete Work Placement in the allotted time will render the student ineligible for the award of a Year 11 and HSC credential in the VET course.

OTHER COURSE REQUIREMENTS

VET courses have an underlying premise that each lesson is an opportunity for assessment. Attendance at every lesson is vital because aspects of competency will be tested.

SCHOOL BASED VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Year 11 and HSC qualifications.
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

AQF ASSESSMENT

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competency skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as the “competency achieved” or “not achieved”.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards.

The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at the time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- H&S requirement
- cost
- time frame
- supervision required
- resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

HIGHER SCHOOL CERTIFICATE (HSC)

Students will be awarded units towards their Year 11 and HSC by studying a VET Course.

Some VET Courses e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET Courses.

VET courses will be listed on the Year 11 Certificate Record of Achievement. No mark will be listed for competency achieved.

WORK PLACEMENT

Work placement is a **mandatory HSC requirement** of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements and will therefore not be able to be accredited with the 2 units of study.

Learning in the workplace will enable students:

- progress towards the achievement of industry competencies
- develop appropriate attitude towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including key competencies

ASSESSMENT SCHEDULE

Information regarding mandatory assessment tasks, called 'Cluster Tasks', will be set out in an assessment schedule. These tasks will be used as evidence of competency.

APPEALS PROCEDURE

Normal school assessment appeals procedures will apply for VET courses.

RPL: RECOGNITION OF PRIOR LEARNING

Students who have had **previous work or life experiences** will need to produce **evidence** to enable their teacher to assess their skills to ensure they are at **industry standard**.

RPL will only be granted for competencies where a student is able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. A student would then be exempt from undertaking the training and assessment for that unit of competency only.

WHAT IS CREDIT TRANSFER?

If you have already completed content and learning for all or part of a similar unit/s of competency that is deemed equivalent, you may be eligible for credit transfer. Credit transfer will be granted where you provide a transcript, a result notice, a certificate or a competency record, e.g. White Card NSW.

EXTERNAL VET COURSES (EVET)

External VET courses are 2 unit courses that are part of the HSC. Successful completion requires attention to attendance and assessment.

ATTENDANCE

Students are expected to attend every scheduled TAFE class, or scheduled lesson with an external provider, even during examination periods. Classes last for up to 4 hours and learning is sequential. Students missing a lesson may find it difficult to follow what is being taught when they return to class. Courses are made up of modules. A module might be of four hours duration. Missing the lesson may result in the student missing the module.

Missing a TAFE or external provider course day is the same as missing a school day (or part of a day) in that a parent note and Doctor's Certificate **MUST** be supplied to the school explaining the absence. The absence will be recorded on the school roll and appear on the school reports.

When students miss a TAFE class they must:

- Tell the EVET coordinator at school (Careers Adviser) and supply an explanation note – if you went to a doctor bring a doctor's certificate.
- Talk to the EVET teacher on return to find out how to catch up on the missed work.
- Students on a compulsory school activity must tell the school's EVET coordinator and he or she will write an explanation note for the EVET teacher.

Students must be ready to start on time and not expect to leave class early.

ASSESSMENT

- The EVET teacher will give students an assessment schedule on the first day.
- Similar to HSC subjects at school, assessments are a compulsory requirement for successful completion of EVET courses.
- Missing an assignment task due to illness will require a doctor's certificate, and an alternative time will be organised. Students will be notified if they are in danger of not satisfying EVET (and HSC) requirements with regard to any aspect of their course through NESA letters warning of unsatisfactory completion of a course. Students should reply via the return slip and take steps to resolve the problem.

NOTE: The student's EVET course may be part of the units necessary to successfully complete Year 11/HSC requirements.

Remember the school's EVET coordinator (careers adviser) is the first contact for any problems associated with TAFE Delivered VET courses.

BOARD ENDORSED COURSES

Students studying Board Endorsed Courses are reminded that unsatisfactory progress in these courses (as outlined in this assessment guide) may lead to an 'N' determination. This may result in a student not being eligible for a Record of Achievement for a Year 11 and HSC Course and receiving only a Certificate of Attainment.

Students not fulfilling the requirements of the course (e.g. unattempted assignments) will be warned, as will their parents/caregivers, that they may be deemed unsatisfactory.

STUDENTS STUDYING OUTSIDE COURSES

A student's pattern of study may include studying courses outside of the school. These include courses studied:

- at Saturday School of Community Languages
- at TAFE Colleges and external providers
- with an outside tutor
- at the Open High School

Each of these alternatives have different requirements for attendance and assessment. It is the responsibility of the student to:

- Notify the principal of her intention to study outside courses.
- Meet the requirements of these bodies.
- Ensure they notify the stage deputy principal, and careers adviser/course coordinator of any variation to their study of the courses.

Students studying with an outside tutor must see the stage deputy principal with the necessary documentation for course endorsement and NESA entry.

Failure to complete a course studied outside school may reduce the number of units being studied to less than the minimum acceptable. This could mean the student may not qualify for a Preliminary HSC or HSC Course.

DISCONTINUATION OF A COURSE

Students are reminded that they must have the written approval of the stage deputy principal before discontinuing the study of any course, to ensure that they have sufficient units to satisfy requirements for the Year 11 Course, the HSC or an ATAR. This approval is subject to parent/caregiver request and head teacher consent. Students must ensure all assessment tasks for this course are completed prior to this request. This discontinuation of a preliminary HSC course must be completed by the published timeline. This is necessary to ensure a student has demonstrated successfully the minimum achievement for the course of study.

CONCERNS

It is the responsibility of a student experiencing any difficulty in assessment for a course to seek help from the head teacher in charge of that course.

Any clarification of this policy should be sought from the Assessment Review Panel chairperson (stage deputy principal).

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

To qualify for the RoSA, a student must have:

- completed the mandatory curriculum requirements for course of study in Years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA
- complied with the requirements of the Education Act 1990.

Students must continue to attend until the final day of Year 10 at their school.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A CREDENTIAL FOR SCHOOL LEAVERS

- While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.
- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through [‘Students Online’](#).
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

LIFE SKILLS

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

‘N’ DETERMINATIONS

‘N’ determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an ‘N’ determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course.
- If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.
- A principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

HSC PERFORMANCE BAND DESCRIPTORS

The typical band descriptors for individual subjects are available via the links below. It is very important for students to familiarise themselves with the HSC Performance Band Descriptors as they outline the required skills, knowledge and understanding in order to meet the next threshold.

English

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

Mathematics

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Science

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science>

Technologies

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies>

HSIE

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie>

Creative Arts

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts>

PDHPE

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe>

Languages

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

VET

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

COMMON GRADE SCALE FOR YEAR 11 COURSES

The Common Grade Scale shown below should be used to report student achievement in the Year 11 Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

Grade	Description
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
For more information about the Common Grade Scale See: Understanding the curriculum - Awarding Grades	

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

BOARD

DEVELOPED

COURSES

Ancient History

Syllabus Outcomes

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 presents reasoned conclusions, using relevant evidence from a range of sources
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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	The Treatment and Display of Human Remains	Historical Investigation	Yearly Examination
Nature of task	Research and Oral Presentation	Historical Investigation	Formal Written Examination
Due date	Week 9, Term 1, 2023	Week 9, Term 2, 2023	Week 8/9, Term 3, 2023
Knowledge and understanding of course content, 40%	15	5	20
Historical skills in the analysis and evaluation of sources and interpretation, 20%	5	5	10
Historical inquiry and research, 20%	5	15	-
Communication of historical understanding in appropriate forms, 20%	5	10	5
Task weight	30%	35%	35%
Outcomes assessed	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-5, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-9, AH11-10

Biology

Syllabus Outcomes

BIO11/12-1	A student develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	A student designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	A student conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	A student analyses and evaluates primary and secondary data and information
BIO11/12-6	A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	A student describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	A student 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	A student 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	A student analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Modules 3 & 4	Modules 1 & 2	All modules
Nature of task	Skills	Depth Study	Formal Written Examination
Due date	Week 9, Term 1, 2022	Week 2, Term 3, 2022	Weeks 8 - 9, Term 3, 2022 during the Examination Period
Skills in working scientifically, 60%	15%	25%	20%
Knowledge and understanding, 40%	10%	10%	20%
Task weight	25%	35%	40%
Outcomes assessed	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-10	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11

Business Studies

Syllabus Outcomes

P1	Discusses the nature of business, its role in society and types of business structure
P2	Explains the internal and external influences on businesses
P3	Describes the factors contributing to the success or failure of small to medium enterprises
P4	Assesses the processes and interdependence of key business functions
P5	Examines the application of management theories and strategies
P6	Analyses the responsibilities of business to internal and external stakeholders
P7	Plans and conducts investigations into contemporary business issues
P8	Evaluates information for actual and hypothetical business situations
P9	Communicates business information and issues in appropriate formats
P10	Applies mathematical concepts appropriately in business situations

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Nature of Business	Business Planning	Yearly Examination
Nature of task	Business Report	Business Plan	Formal Written Examination
Due date	Week 8, Term 1, 2023	Week 9, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 40%	10%	15%	15%
Stimulus based skills, 20%	5%	-	15%
Inquiry and research, 20%	10%	10%	-
Communication of business information, ideas and issues in appropriate forms, 20%	5%	10%	5%
Task weight	30%	35%	35%
Outcomes assessed	P2, P7, P8, P9	P4, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10

Chemistry

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Module 1	All modules	All modules
Nature of task	Skills	Depth Study	Formal Written Examination
Due date	Week 9, Term 1, 2022	Week 5, Term 3, 2022	Weeks 8 - 9, Term 3, 2022 during the Examination Period
Skills in working scientifically, 60%	20%	30%	10%
Knowledge and understanding, 40%	5%	5%	30%
Task weight	25%	35%	40%
Outcomes assessed	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/ 12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-10, CH11-9	CH11/12-1 to CH11/12-7, CH11-8 to CH11-11

Community and Family Studies

Syllabus Outcomes

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 that enhance well being
P6.2	Uses critical thinking skills to enhance decision making
P7.1	Appreciates the differences among individuals, groups and families within communities and values their contributions to society
P7.2	Develops a sense of responsibility for the wellbeing of themselves and others
P7.3	Appreciates the value of resource management in response to change
P7.4	Values the place of management in coping with a variety of roles

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Resource Management	Individuals and Groups	All topics
Nature of task	Written Report	Research Task	Formal Written Examination
Due date	Week 8, Term 1, 2023	Week 9, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 40%	10%	10%	20%
Skills in critical thinking research methodology, analysing and communicating, 60%	20%	20%	20%
Task weight	30%	30%	40%
Outcomes assessed	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1 – P7

Dance

Syllabus Outcomes

P1.1	Understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	Understands the use of dance terminology relevant to the study of dance as an artform
P1.3	Develops the skills of dance through performing, composing and appreciating dance
P2.1	Identifies the physiology of the human body as it is relevant to the dancer
P2.2	Identifies the body's capabilities and limitations
P2.3	Recognises the importance of the application of safe dance practice
P2.4	Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	Performs combinations, phrases and sequences with due consideration of safe dance practices
P3.1	Identifies the elements of dance composition
P3.2	Understands the compositional process
P3.3	Understands the function of structure as it relates to dance composition
P3.4	Explores the elements of dance relating to dance composition
P3.5	Devises movement material in a personal style in response to creative problem solving tasks in dance composition
P3.6	Structures movement devised in response to specific concept/intent
P4.1	Understands the socio-historic context in which dance exists
P4.2	Develops knowledge to critically appraise and evaluate dance
P4.3	Demonstrates the skills of gathering, classifying and recording information about dance
P4.4	Develops skills in critical appraisal and evaluation

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Core Performance	Core Composition	Core Performance and Core Appreciation
Nature of task	Performance and Interview	Presentation of Composition and interview	Yearly Examinations Performance, interview and written exam for appreciation
Due date	Week 9, Term 1, 2023	Week 10, Term 2, 2023	Weeks 8 & 9, Term 3, 2023
Performance, 40%	20%	-	20%
Composition, 30%	-	30%	-
Appreciation, 30%	10%	-	20%
Task weight	30%	30%	40%
Outcomes assessed	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4	P3.2, P3.3, P3.4, P3.5, P3.6, P4.3	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P2.4, P4.1, P4.2, P4.3, P4.4, P4.5

Design and Technology

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Design and production processes, Factors affecting design	Design and Production	Yearly Examination
Nature of task	Case Study	Design Project & Portfolio	Formal Written Examination
Due date	Week 8, Term 1, 2023	Week 5, Term 3, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects, 60%	20%	30%	10%
Task weight	30%	40%	30%
Outcomes assessed	P1.1, P2.1, P6.1	P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3

Drama

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Improvisation, Acting & Playbuilding	Theatrical Traditions & Performance Styles	Elements & Production in Performances and Yearly Examination
Nature of task	Practical	Performance Essay	Performance and Written Exam
Due date	Week 10, Term 1, 2023	Week 9, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Making, 40%	20%	10%	10%
Performing, 30%	5%	10%	15%
Critically studying, 30%	5%	10%	15%
Task weight	30%	30%	40%
Outcomes assessed	P1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3	P1.1, P1.4, P1.5, P1.6, P2.3, P2.4, P2.6, P3.2, P3.3, P3.4	P1.1, 1.3, 1.6, 1.7, 2.6, 3.1, 3.2, 3.3, 3.4

Economics

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Consumer and Business	Labour Markets	Yearly Examination
Nature of task	Extended Response	Research Task	Formal Written Examination
Due date	Week 9, Term 1, 2023	Week 7, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding, 40%	10%	10%	20%
Stimulus-based skills, 20%	10%	-	10%
Inquiry and research, 20%	10%	10%	-
Communication of economic information, ideas and issues in appropriate forms, 20%	-	10%	10%
Task weight	30%	30%	40%
Outcomes assessed	P1, P2, P7, P10, P11	P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12

English Advanced

Syllabus Outcomes

11-1	A student responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
11-2	A student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
11-3	A student analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
11-4	A student strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
11-5	A student thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
11-6	A student investigates and evaluates the relationships between texts
11-7	A student evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
11-8	A student explains and evaluates cultural assumptions and values in texts and their effects on meaning

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Reading to Write	Module A: Narratives that Shape our World	Reading to Write and Module B: Critical Study of Literature
Nature of task	Reading and Writing	Multimodal Presentation	Formal Written Examination
Due date	Week 11, Term 1, 2023	Week 10, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	15%	15%	20%
Task weight	30%	30%	40%
Outcomes assessed	11-1, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8	11-2, 11-3, 11-5, 11-7, 11-8	11-1, 11-3, 11-4, 11-6, 11-7, 11-8

English Standard

Syllabus Outcomes

11-1	A student responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
11-2	A student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
11-3	A student analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
11-4	A student applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
11-5	A student thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
11-6	A student investigates and explains the relationships between texts
11-7	A student understands and explains the diverse ways texts can represent personal and public world
11-8	A student identifies and explains cultural assumptions in texts and their effects on meaning

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Reading to Write	Module A: Contemporary Possibilities	Reading to Write and Module B: Close Study of Literature
Nature of task	Reading and Writing	Multimodal Presentation	Formal Written Examination
Due date	Week 11, Term 1, 2023	Week 10, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	15%	15%	20%
Task weight	30%	30%	40%
Outcomes assessed	11-1, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8	1-2, 11-3, 11-5, 11-7, 11-8	11-1, 11-3, 11-4, 11-6, 11-7, 11-8

English as an Additional Language/Dialect (EAL/D)

Syllabus Outcomes

11-1A	A student responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
11-1B	A student communicates information, ideas and opinions in familiar personal, social and academic contexts
11-2	A student uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
11-3	A student identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
11-4	A student applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
11-5	A student thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
11-6	A student investigates and explains the relationships between texts
11-7	A student understands and assesses the diverse ways texts can represent personal and public worlds
11-8	A student identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
11-9	A student reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Module A: Language, Texts in Context	Module B: Close Study of Text	Module C: Texts and Society
Nature of task	Multimodal Presentation	Viewing, Reading and Writing	Formal Written Examination
Due date	Week 11, Term 1, 2023	Week 10, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 50%	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	20%	15%	15%
Task weight	40%	30%	30%
Outcomes assessed	11-1B, 11-2, 11-5, 11-8, 11-9	11-6, 11-7, 11-8	11-1A, 11-3, 11-4

English Extension 1

Syllabus Outcomes

EE11-1	A student 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	A student analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-3	A student 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	A student develops skills in research methodology to undertake effective independent investigation
EE11-5	A student articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-6	A student reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Creative Response	Essay	Investigative Study
Nature of task	Reading and Writing	Multimodal Presentation	Independent Research Task
Due date	Week 11, Term 1, 2023	Week 10, Term 2, 2023	Week 9, Term 3, 2023
Knowledge and understanding of course content, 50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	15%	15%	20%
Task weight	30%	30%	40%
Outcomes assessed	EE11-1, EE11-2, EE11-4, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6

Food Technology

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Nutrition	Food Quality	All Year 11 Syllabus Content
Nature of task	Practical & Research	Practical & Research	Yearly Examination
Due date	Week 10, Term 1 2023	Week 8, Term 2 2023	Week 8-9, Term 3, 2023
Knowledge and understanding of course content, 40%	10%	-	30%
Knowledge and skills in designing, researching, analysing and evaluating, 30%	15%	15%	-
Skills in experimenting with and preparing food by applying theoretical concepts, 30%	10%	20%	-
Task weight	35%	35%	30%
Outcomes assessed	P2.1, P3.1, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P4.4, P5.1

French Beginners

Syllabus Outcomes

1.1	Establishes and maintains communication in French
1.2	Manipulates linguistic structures to express ideas effectively in French
1.3	Sequences ideas and information
1.4	Applies knowledge of the culture of French-speaking communities to interact appropriately
2.1	Understands and interprets information in texts using a range of strategies
2.2	Conveys the gist of and identifies specific information in texts
2.3	Summarises the main points of a text
2.4	Draws conclusions from or justifies an opinion about a text
2.5	Identifies the purpose, context and audience of a text
2.6	Identifies and explains aspects of the culture of French-speaking communities in texts
3.1	Produces texts appropriate to audience, purpose and context
3.2	Structures and sequences ideas and information
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in French
3.4	Applies knowledge of the culture of French-speaking communities to the production of texts.

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Responses in English to spoken texts (Listening) & written French texts (Reading)	Responses in French (Writing) + French conversation (Speaking)	Formal Written Examination
Due date	Week 10, Term 1, 2023	Week 10, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Listening 30%	15	-	15
Reading 30%	15	-	15
Speaking 20%	-	15	5
Writing 20%	-	15	5
Task weight	30%	30%	40%
Outcomes assessed	2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

Geography

Syllabus Outcomes

P1	Differentiates between spatial and ecological dimensions in the study of geography
P2	Describes the interaction between the four components which define the biophysical environment
P3	Explains how a specific environment functions in terms of biophysical factors
P4	Analyses changing demographic patterns and processes
P5	Examines the geographical nature of global challenges confronting humanity
P7	Formulates a plan for active geographical inquiry
P8	Selects, organizes and analyses relevant geographical information from a variety of sources
P9	Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
P10	Applies mathematical ideas and techniques to analyse geographical data
P11	Applies geographical understanding and methods ethically and effectively to a research project
P12	Communicates geographical information, ideas and issues using appropriate written and/or oral cartographic and graphic forms

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Biophysical Interactions	Senior Geography Project	Yearly Examination
Nature of task	Research and Stimulus Based Task	Research Report	Formal Written Examination
Due date	Week 9, Term 1, 2023	Week 9, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 40%	10%	-	30%
Geographical tools and skills, 20%	20%	-	-
Geographical inquiry and research, including fieldwork, 20%	10%	10%	-
Communication of geographical information, ideas and issues in appropriate forms, 20%	-	20%	-
Task weight	40%	30%	30%
Outcomes assessed	P9, P10, P12	P7, P8, P9, P11, P12	P1, P2, P3, P4, P5, P12

Japanese Beginners

Syllabus Outcomes

P1.1	Establishes and maintains communications in Japanese
P1.2	Manipulates linguistic structures to express ideas effectively in Japanese
P1.3	Sequences ideas and information
P1.4	Applies knowledge of the culture of Japanese-speaking communities to interact appropriately
P2.1	Understands and interprets information in texts using a range of strategies
P2.2	Conveys the gist of and identifies specific information in texts
P2.3	Summarises the main points of a text
P2.4	Draws conclusions from or justifies an opinion about a text
P2.5	Identifies the tone, purpose, context or audience of a text
P2.6	Identifies and explains aspects of the culture of Japanese-speaking communities in texts
P3.1	Produces texts appropriate to audience, purpose and context
P3.2	Structures and sequences ideas and information
P3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
P3.4	Applies knowledge of the culture of Japanese-speaking communities to the production of texts

2023 Year 11 Assessment Schedule

	Task 1	Task	Task
Topic	Responses in English (Listening) and Japanese	Responses in Japanese	Yearly Examination
Due date	Week 10, Term 1, 2023	Week 10, Term 2, 2023	Week 8/9, Term 3, 2023
Listening 30%	15		15
Reading 30%	15		15
Speaking 20%		15	5
Writing 20%		15	5
Task weight	30%	30%	40%
Outcomes assessed	2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4

Legal Studies

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	The Legal System	Individual and the Law	Yearly Examination
Nature of task	Research Task	Research Task	Formal Written Examination
Due date	Week 2, Term 2, 2023	Week 2, Term 3, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 40%	10%	10%	20%
Inquiry and research, 20%	10%	10%	-
Communication of legal information, issues and ideas in appropriate forms, 20%	5%	5%	10%
Analysis and evaluation, 20%	5%	5%	10%
Task weight	30%	30%	40%
Outcomes assessed	P5, P6, P7, P8	P3, P4, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

Mathematics Advanced

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	F1.1 Algebraic Techniques F1.2 Introduction to functions F1.3 Linear, quadratic & cubic functions F1.4 Further functions & relations	F1.4 Further functions & relations C1.1 Gradients of tangents C1.2 Difference of quotients C1.3 Derivative function and its graph C1.4 Calculating with derivatives E1.1 Introducing logarithms E1.2 Logarithmic laws & applications	Yearly Examination
Nature of task	In class test	Investigative style task on one or more of the above	Formal Written Examination
Due date	Week 8, Term 1, 2023	Week 7, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Understanding, fluency and communication, 50%	18%	12%	20%
Problem-solving, reasoning and justification, 50%	12%	18%	20%
Task weight	30%	30%	40%
Outcomes assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-5, MA11-6, MA11-8, MA11-9	All course outcomes except MA11-8

Mathematics Extension 1

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	F1.2 Inequalities F1.3 Inverse functions F1.4 Parametric form F2.1 Remainder & factor theorems	F2.2 Sums & products of roots C1.1 Rates of change C1.2 Exponential Growth & decay C1.3 Related rates of change	Yearly Examination
Nature of task	In class test	Investigative style task on one or more of the above	Formal Written Examination
Due date	Week 9, Term 1, 2023	Week 8, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Understanding, fluency and communication, 50%	18%	12%	20%
Problem-solving, reasoning and justification, 50%	12%	18%	20%
Task weight	30%	30%	40%
Outcomes assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-4, ME11-6, ME11-7	All course outcomes except ME11-6

Mathematics Standard

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	S1.1 Classifying and Representing Data S1.2 Exploring and Describing Data arising from a single continuous variable	F1.2 Earning and Managing Money M1.2 Perimeter, Area and Volume A1 Formulae and Equations	Yearly Examination
Nature of task	In class test	Investigative style task on one or more of the above	Formal Written Examination
Due date	Week 8, Term 1, 2023	Week 7, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Understanding, fluency and communication, 50%	18%	12%	20%
Problem-solving, reasoning and justification, 50%	12%	18%	20%
Task weight	30%	30%	40%
Outcomes assessed	MS11-2, MS11-7, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	All course outcomes except MS11-9

Modern History

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	The Age of Imperialism	The Boxer Rebellion The Cuban Revolution	Yearly Examination
Nature of task	Research Task	Historical Investigation Project	Formal Written Examination
Due date	Week 10, Term 1, 2023	Week 10, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 40%	5%	10%	25%
Historical skills in the analysis and evaluation of sources and interpretations, 20%	10%	5%	5%
Historical inquiry and research, 20%	10%	10%	-
Communication of historical understanding in appropriate forms, 20%	5%	5%	10%
Task weight	30%	30%	40%
Outcomes assessed	MH11-3, MH 11-6, MH 11-7, MH 11-9	MH 11-2, MH 11-5, MH 11-6, MH 11-8, MH 11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10

Music 1

Syllabus Outcomes

P1	Performs music that is characteristic of the topics studied
P2	Observes, reads, interprets, and discusses simple musical scores that are characteristic of the topics studied
P3	Improvises and composes melodies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	Recognises and identifies the concepts of music and discuss 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, and uses current technologies as appropriate to the topics studied
P8	Identifies, recognises, experiments with, and discusses the use and effects of technology in music
P9	Performs as a means of self-expression and communication
P10	Demonstrates willingness to participate in performance, composition, musicology and aural activities
P11	Demonstrates a willingness to accept and use constructive criticism

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Small Ensembles	Baroque Music	Australian Music (focus on Art Music)
Nature of task	Performance and Musicology Task	Viva Voce' and Written Aural Task	Composition, Portfolio and Performance
Due date	Week 10, Term 1, 2023	Week 8, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Performance, 25%	10%	-	15%
Musicology, 15%	15%	-	-
Aural, 25%	-	25%	-
Viva Voce', 10%	-	10%	-
Composition, 25%	-	-	25%
Task weight	25%	35%	40%
Outcomes assessed	P1, P2, P6	P2, P4, P6	P1, P3, P5, P7, P8

Music 2

Syllabus Outcomes

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 reflecting those characteristically used in the mandatory and additional topics
P3	Composes, improvises and analyses melodies and accompaniments for familiar 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, discusses compositional processes with stylistic, historical, cultural, social and musical considerations
P6	Discusses and evaluates music making constructive suggestions about performances and compositions
P7	Observes and discusses in detail the concept of music in works representative of the mandatory and additional topics
P8	Understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
P9	Identifies, recognises, experiments with, and discusses the use of technology in music.

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Baroque Music	Classical and Romantic Music	Australian Art Music
Nature of task	Performance and Musicology/Aural Task	Composition and Portfolio	Musicology/Aural Task and Performance
Due date	Week 10, Term 1, 2023	Week 10, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Performance, 25%	10%	-	15%
Musicology/Aural, 50%	25%	-	25%
Composition and portfolio, 25%	-	25%	-
Task weight	35%	25%	40%
Outcomes assessed	P1, P2, P7	P3, P4, P5, P6, P8, P9	P1, P2, P7

Personal Development, Health and Physical Education

Syllabus Outcomes

P1	Identifies and examines why individuals give different meanings to health
P2	Explains how a range of health behaviours affect an individual's health
P3	Describes how an individual's health is determined by a range of factors
P4	Evaluates aspects of health over which individuals can exert some control
P5	Describes factors that contribute to effective health promotion
P6	Proposes actions that can improve and maintain an individual's health
P7	Explains how body systems influence the way the body moves
P8	Describes the components of physical fitness and explains how they are monitored
P9	Describes biomechanical factors that influence the efficiency of the body in motion
P10	Plans for participation in physical activity to satisfy a range of individual needs
P11	Assesses and monitors physical fitness levels and physical activity patterns
P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
P13	Develops, refines and performs movement compositions in order to achieve a specific purpose
P14	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
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 concept
P17	Analyses factors influencing movement and patterns of participation

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Better Health for Individuals	The Body in Motion	All Modules
Nature of task	Research Task	Stimulus Writing Task	Formal Written Examination
Due date	Week 9, Term 1, 2023	Week 7, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating, 60%	20%	20%	20%
Task weight	30%	30%	40%
Outcomes assessed	P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1 – P17

Physics

Syllabus Outcomes

PH11/12-1	A student develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	A student designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	A student conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	A student analyses and evaluates primary and secondary data and information
PH11/12-6	A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	A student describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	A student describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	A student explains and analyses waves and the transfer of energy by sound and light
PH11-11	A student explains and quantitatively analyses electric fields, circuitry and thermodynamic principles

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Modules 1 & 2 (Kinematics and Dynamics)	Module 3 (Waves and Thermodynamics)	All modules
Nature of task	Skills	Depth Study	Formal Written Examination
Due date	Week 10, Term 1, 2022	Week 9, Term 2, 2022	Weeks 8 - 9, Term 3, 2022 during the Examination Period
Skills in working scientifically, 60%	20%	25%	15%
Knowledge and understanding, 40%	10%	10%	20%
Task weight	30%	35%	35%
Outcomes assessed	PH11/12-4, P11, 12-5, PH11/12-6, PH11-8, PH11-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-7, PH11-10	PH11/12-1, PH11/12-5, PH11/12-6, PH11-8, PH11-9, PH11-10, PH11-11

Society and Culture

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Social and Cultural World	Personal and Social Identity	Yearly Examination
Nature of task	Research Task	Oral Presentation	Formal Written Examination
Due date	Week 1, Term 2, 2023	Week 9, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Knowledge and understanding of course content, 50%	20%	10%	20%
Application and evaluation of social and cultural research methodologies, 30%	10%	15%	5%
Communication of information, ideas and issues in appropriate forms, 20%	5%	5%	10%
Task weight	35%	30%	35%
Outcomes assessed	P1, P3, P6, P7, P8, P10	P1, P2, P7, P9, P10	P1, P2, P3, P4, P5, P9, P10

Textiles & Design

Syllabus Outcomes

P1.1	Describes the elements and principles of design and uses them in a variety of applications
P1.2	Identifies the functional and aesthetic requirements and features of a range of textile items
P2.1	Demonstrates the use of a variety of communication skills, including computer-based technology
P2.2	Develops competence in the selection and use of appropriate manufacturing techniques and equipment
P2.3	Manages the design and manufacture of textile projects
P3.1	Identifies properties of a variety of fabrics, yarns and fibres
P3.2	Justifies the selection of fabrics, yarns and fibres for end-uses
P4.1	Identifies and selects textiles for specific end-uses based on analysis of experimentation
P5.1	Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
P5.2	Investigates the range of career options in design consumerism, manufacturing and retail sectors of the Australian Textiles, Clothing, Footwear and Allied Industries
P6.1	Identifies and appreciates the factors that contribute to the quality and value of textiles in society

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Design	Preliminary Textiles Project	Preliminary Examination
Nature of task	Practical Project & Portfolio	Practical Project & Portfolio	Formal Written Examination
Due date	Week 10, Term 1, 2023	Week 6, Term 3, 2023	Week 8-9, Term 3, 2023 during the examination period
Knowledge and understanding of course content, 50%	10%	10%	30%
Skills and knowledge in the design, manufacture and management of textiles projects, 50%	10%	30%	10%
Task weight	20%	40%	40%
Outcomes assessed	P1.1, P1.2, P2.1, P2.3	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1

Visual Arts

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Cutting Edge	Inhabitation	Yearly Examination
Nature of task	Practical Artmaking Task Written Task	Practical Artmaking Task Written Task	Formal Written Examination
Due date	Week 11, Term 1, 2023	Week 10, Term 2, 2023	Weeks 8 - 9, Term 3, 2023 during the Examination Period
Artmaking, 50%	25%	25%	-
Art Criticism and Art History, 50%	10%	10%	30%
Task weight	35%	35%	30%
Outcomes assessed	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P7, P8, P9, P10

CONTENT ENDORSED COURSES

Exploring Early Childhood

Syllabus Outcomes

1.1	Analyses prenatal issues that have an impact on development
1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children
1.3	Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
1.4	Analyses the ways in which family, community and culture influence the growth and development of young children
1.5	Examines the implications for growth and development when a child has special needs
2.1	Analyses issues relating to the appropriateness of a range of services for different families
2.2	Critically examines factors that influence the social world of young children
2.3	Explains the importance of diversity as a positive issue for children and their families
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	Examines strategies that promote safe environments
3.1	Evaluates strategies that encourage positive behaviour in young children
4.1	Demonstrates appropriate communication skills with children and/or adults
4.2	Interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	Demonstrates appropriate strategies to resolve group conflict
5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1	Demonstrates an understanding of decision making processes
6.2	Critically examines all issues including beliefs and values that may influence interactions with others
V1.1	Displays a willingness to respond to the individual needs of young children and families
V1.2	Interacts with children and adults in a positive non-judgemental and accepting manner
V2.1	Appreciates the importance of facilitating responsible and supportive interactions with young children

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Pregnancy and Childbirth	Promoting Protective Behaviours	Child Growth and Development
Nature of task	Research Task	Case Study	Written Report
Due date	Week 7, Term 1 2023	Week 6, Term 2 2023	Week 6, Term 3, 2023
Knowledge and Understanding of course content, 40%	10%	10%	20%
Skills in critical thinking, analysing, communicating and interacting, 60%	20%	20%	20%
Task weight	20%	20%	40%
Outcomes assessed	1.4, 2.4, 2.5, 4.2, 6.1	1.5, 2.3, 4.1, 4.2, 5.1	1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 4.1, 4.2, 5.1

Photography, Video and Digital Imaging

Syllabus Outcomes

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

2023 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Module 1: The Arranged Image - Wordplay	Module 2: Manipulated Forms - Fluid Vision	Module 3: Traditions, Conventions, Genres - Chameleon
Nature of task	Making Task Critical and Historical Interpretations Task	Making Task	Making Task Critical and Historical Interpretations Task
Due date	Week 8, Term 1, 2023	Week 6, Term 2, 2023	Weeks 6, Term 3, 2023
Making, 70%	20%	30%	20%
Critical and historical interpretations, 30%	10%	-	20%
Task weight	30%	30%	40%
Outcomes assessed	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5

Sport, Lifestyle and Recreation

Syllabus Outcomes

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
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
3.6	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
4.4	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

2023 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Outdoor Recreation	Healthy Lifestyle	Sports Coaching and Training
Nature of task	Practical / Theory	Practical / Theory	Practical / Theory
Due date	Week 8, Term 1 2023	Week 6, Term 2 2023	Week 3, Term 3 2023
Knowledge and Understanding of course content, 50%	15%	20%	15%
Skills outcomes and content, 50%	15%	15%	20%
Task weight	30%	35%	35%
Outcomes assessed	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5

STUDENT ASSESSMENT PLANNER 2023

SEMESTER ONE

TERM ONE	TASKS TO COMPLETE	TERM TWO	TASKS TO COMPLETE
WEEK 2		WEEK 1	
WEEK 3		WEEK 2	
WEEK 4		WEEK 3	
WEEK 5		WEEK 4	
WEEK 6		WEEK 5	
WEEK 7		WEEK 6	
WEEK 8		WEEK 7	
WEEK 9		WEEK 8	
WEEK 10		WEEK 9	
WEEK 11		WEEK 10	

STUDENT ASSESSMENT PLANNER 2023

SEMESTER TWO

TERM THREE	TASKS TO COMPLETE	TERM FOUR	TASKS TO COMPLETE
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
		WEEK 11	