



THE SENIOR SCHOOL

**Assessment Policies &
Procedures**

Year 11 ROSA 2020



LEARNING FOR A CHANGING FUTURE

- We are committed to the provision of effective learning in a caring, supportive, co-operative environment. We value the individuality and talents of each student. We seek to develop self-esteem and positive attitudes towards being female, and to ensure that each student is empowered to reach her potential.
- We encourage tolerance and harmony through an understanding of other cultures. This will be enhanced by the involvement of the school community as a whole and the preparation of our students for responsible citizenship.

OUR BELIEFS

The community at Bankstown Girls High School is committed to:

- a safe and secure environment
- the promotion of tolerance, care and respect
- the encouragement of all its members to realise their potential
- the preservation of its environment
- pride in its identity

EXIT OUTCOMES

A Bankstown Girls High School Graduate:

- will be an honest, respectful, responsible, courteous young woman who is generous of spirit, co-operative and an effective communicator;
- she will be literate, numerate and able to use information and communication technologies effectively;
- she will have an understanding of the knowledge and skills base of all Key Learning Areas and an awareness of local and global issues;
- a critical thinker and problem solver, she will be a motivated, inquisitive, independent learner.

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General Information

Purpose of the handbook

The handbook has been written to highlight the rules, responsibilities, expectations and procedures that senior students need to know and behaviour that senior students need to adopt so they have a clear understanding of their responsibilities.

Philosophy

The philosophy of Bankstown Girls High School is to aim always for the best. While the school community provides a suitable learning environment, students need to be aware of their commitments and responsibilities so that they may strive to gain the most from their studies.

Important dates

Students in Year 11 must complete the following paperwork at the required time. If absent the student must see the supervising Deputy Principal immediately upon returning to school.

Term 1 2020

- Change of course Week 4
- Check that personal details and course information held by NESA is correct. Confirmation of entry forms must be signed.
- All changes to address, subjects must be notified to NESA via your supervising Deputy Principal.
- A report will be given in Term 1 to Year 11 at a parent/teacher.

Term 2 2020

- Check that personal details and course information held by the Board of Studies is correct. Confirmation of entry forms must be signed.

A Head Teacher Checkpoint will be held to ensure that students are complying with course requirements.

Term 3 2020

- Clearance form handed out and completed Week 10

Term 4 2020

- Only students studying 13 or more units will be interviewed about changes to their pattern of study.

Excerpts – Education Act

The following information from the Education Act 1990 No 8 underpins NESA's rules and regulations. In the legislation, 'the Authority' refers to NESA. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Section 2 HSC checklist and reminders.

12 Curriculum for Higher School Certificate candidates

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

95 Higher School Certificate

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
- (b) who:
 - (i) have attended a government school, or
 - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
 - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
- (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
- (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
- (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
- (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide

basis.

(3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

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HSC checklist and reminders

Pattern of study checklist

Students who will complete the HSC in 2020 should meet the following pattern of study requirements:

- at least 12 units of Year 11 courses and
- at least 10 units of Year 12 courses.

Check that both patterns include:

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects
- a maximum of 6 Year 11 units and 7 Year 12 units from courses in science, where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- students meet eligibility requirements for English EAL/D and languages
- students have completed 'HSC: All My Own Work' (or its equivalent)
- there are no exclusions in the course combinations
- students seeking an ATAR meet eligibility requirements
- Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- school-based assessment and reporting requirements
- students with disability.

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online](#)

[Syllabuses A-Z \(Stage 6\)](#) for course descriptions of relevant syllabuses

ATAR eligibility

Students seeking an Australian Tertiary Admission Rank (ATAR) in 2020 must complete at least 10 units of BDCs for which there are formal examinations conducted by NESA, including:

- at least 2 units of English
- at least 8 units of Category A courses.

Only 2 units of Category B courses can contribute to an ATAR. Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. Note that both English Studies and Mathematics Standard 1 are Category B courses. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills Courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, do not satisfy requirements for the ATAR.

Refer to:

UAC in particular: HSC courses that can be used in the ATAR calculation

English Stage 6 and Mathematics Stage 6 for English Studies and Mathematics Standard 1 syllabus documents

HSC minimum standard

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC. Students get two chances a year to sit each of the online tests from Year 10 and up to five years after starting their first HSC course. For the 2020 HSC, students do not need to sit the reading, writing or numeracy test(s) if they achieved at Band 8 or above in the respective 2017 Year 9 NAPLAN test(s). Students taking Life Skills courses may be exempt under certain conditions.

Refer to:

ACE 4060: Demonstration of the HSC minimum standard

NESA: HSC minimum standard

Department: Literacy and Numeracy with quick link to HSC minimum standard

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BANKSTOWN GIRLS HIGH SCHOOL POLICY AND PROCEDURES FOR ASSESSMENT TASKS-PRELIMINARY AND HSC COURSES

Preliminary and HSC assessment tasks intend:

- To measure those aspects of a course not easily tested by one examination
 - To give credit for work done during the whole of the course
 - To rank all students in a course relative to one another
- Assessment tasks marks are allocated according to weightings of syllabus components. For the HSC assessment marks are submitted to NESA. Students are informed of their final assessment rank.

1. Attendance Requirements

While NESA does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course criteria have not been met. An attendance pattern in excess of 85% is needed to adequately address the requirements of the Preliminary and HSC courses.

The Department of Education also has provisions whereby a student of post compulsory school age can be expelled on the basis of non-participation in learning.

If a student is absent from school for part of the day when an assessment task is due, a medical certificate is required to explain the absence.

2. Faculty Assessment Program (Responsibilities of the School)

The faculty will develop an Assessment program for each course. This means the faculty will:

- set tasks which will be used to measure student performance in each component of a course
- Provide students with a schedule showing what tasks will be set when these tasks will be carried out and the relative weighting of these tasks.
- To provide assessment notifications no later than two weeks before the due date for each assessment task. The assessment notification provides details of the task, outcomes being assessed, marking criteria, due date and weighting.
- To provide meaningful feedback to each student indicating.
- Students' attainments in the task relative to the outcomes.
- Students' relative positions within the school group.
- To maintain records of marks awarded for each task identified as part of the assessment program for any Preliminary/HSC course. Records are to be kept in a secure place.
- To notify the student, using Faculty Letters of Concern, if the student is failing to meet requirements.
- To notify the student, using Board of Studies Warning Letters, if the student is in danger of an "N" Determination.

2. Commencement and Completion of Assessment

Assessment must not commence for Preliminary before Term 1 and for HSC not before Term 4. Assessment will finish for Preliminary with the final exams and for HSC a week after the Trial HSC exams. (Excepting practical tasks, LOTE speaking tasks and culmination of practical projects).

3. Notification of Assessment Results

Students are provided with information on their performance in each task (mark, feedback /and or ranks). HSC students are not told their final school assessment mark but will be given their progressive ranking. Students may collect the final Assessment Rank Order Notice on completion of their H.S.C exams through NESA Schools online www.boardofstudies.nsw.edu.au

5. 'N' Determinations and Awards of Zero Marks

5.1 'N' Determinations

Students and their parents /guardians will be notified when students are in danger of receiving an N determination through non- completion of course criteria in a subject. Official warnings will be issued when students have not:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes.
- d) Made a genuine attempt at assessment tasks, which contribute in excess of 50% of assessment marks for the course. Failure to do so can result in an "N" determination, which may make a student ineligible for the award of the Preliminary Record of School Achievement or the HSC.

5.2 A zero mark is awarded for:

- A task submitted after the due date
- Not submitting a task at all
- Non-serious attempt
- Malpractice

5.2.1 Malpractice

- a. Copying (plagiarising) someone else's work in part or in whole, and presenting it as their own
- b. Using material directly from books, journals, digital media or the internet without reference to the source
- c. Building on the ideas of another person without reference to the source
- d. Buying, stealing or borrowing another person's work and presenting it as their own
- e. Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- f. Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- g. Paying someone to write or prepare material
- h. Breaching school examination rules
- i. Using non-approved aides during an assessment task
- j. Contriving false explanations to explain work not handed in by the due date
- k. Assisting another student to engage in malpractice
- l. Speaking to or communicating with other students during an examination
- m. Taking into an examination room any books, notes, paper or equipment other than the equipment allowed
- n. Taking into an examination room a mobile phone or any other electrical or electronic device unless approved by NESAs.

5.2.2 Non- serious attempt includes:

- o. Writing frivolous or objectionable material
- p. Writing answers in a language other than English (unless specifically instructed to do so)
- q. Not attempting a substantial portion of the exam or task (this includes only attempting the multiple-choice section of exams that include multiple choice questions).

5.2.3 School policy on malpractice and non - serious attempts reflects NESAs policy and may be changed according to advice from NESAs. The school will convene the Assessment and Review panel consisting of the Head Teacher of the course, Principal or Deputies and one other Head Teacher, when required.

6. Procedures of completing and handing in a task

- 6.1 It is the student's responsibility to complete the task.
- 6.2.1 Students are to be at school for ELP and attend every timetabled lesson on the day a task is due. A student who is late or misses a timetabled lesson will receive a mark of zero for the task.
- 6.2.2 A zero mark will be awarded where a task has been; submitted late and an appeal not upheld, task performance considered to be a non-serious attempt, or where malpractice is proven. Outcomes achieved will be recorded.
- 6.2.3 All students are required to make a serious attempt at completing all class and assessment tasks in the allocated time. Students in Years 11 and 12 may jeopardise the award of the Higher School Certificate, or progression from Preliminary to Higher School Certificate courses by non-completion of assessment tasks.
- 6.3 If a student fails to complete an assessment task:
If a student is absent on a due date for an assessment task e.g exam, does not submit a task at the due time, the student must;
Inform the Head Teacher of that subject by phone (9709-6788) or fax (9796-3971) or email the school (bankstowng-hschools@det.nsw.edu.au) on the due date of the task. Failure to do so will result in a non-attempt being recorded for the task. The student when contacting the Head Teacher is to give an expected date for return to school.
- 6.3.1 On the first day of return to school the student is to;
- i) See the Head Teacher to negotiate an alternative time or task.
 - ii) Be prepared to do the exam or assessment task or hand in the task on the first day of return to school.
 - iii) Collect an appeal form to complete and return to the Head Teacher next day with appropriate documentation e.g Doctors Certificate and parent signature. Medical Certificate must be provided which has been issued on the same date as the task.
 - iv) Failure to do the above steps so will result in a non-attempt plus a mark of zero being recorded for that task.
- NB: If the due date is the last day of term, the student must contact the Head Teacher in person or by phone on Day 1 of the following term.
- v) If students absent from an assessment task due to work placement for a VET course, school representation will do their task or an alternate task at a more suitable time. Work placement is a mandatory requirement for VET course.
 - vi) If a student is ill during the examination period or during an in-class task she may lodge a misadventure form. A medical certificate may be required. These must be lodged at the time of the task or exam. Misadventure will not be accepted after one week.
- 6.4 Misadventures / Transferred student
- i) If a misadventure is upheld by the Head Teacher, the Head Teacher will determine whether the student will complete the task at an alternate time, complete an alternate but similar task, or be awarded an estimated mark
 - ii) When marks are unavailable for a student (due to acceptable absence, or transfer, etc) her rank is determined in class for those tasks which have been attempted, and this used to determine the assessment mark.
- Students transferring to a new school.
- iii) If a Student studying the HSC transfer to a new school the assessment marks recorded at BGHS will be passed to the new school. Head Teachers will pass the marks to the Deputy to send to the new school.

There are separate rules for missing HSC Examinations and HSC externally marked project deadlines.

6.5 Reviews and Appeals

- i) Students may request a school review if:
They believe their final rank (as issued by the NESAs) is different from the position obtained in the course, or they believe that the school did not follow the procedures stated in the assessment program for that subject.
The request for review must be made within three days of the issues of assessment ranks.
The way marks were awarded by the teacher for assessment tasks will not be subject to review.

6.5.1 Appeals

- i) In the event that an assessment task proves not to be valid, reliable or fair, the task will be deleted, the assessment and review panel will convene to investigate the appeal.
If the appeal is upheld, a new assessment schedule is issued for the subject and a new task (the same type of task with the same outcomes) will be devised and administered.
- ii) The school assessment and review panel will consist of the Principal or Deputy Principal, the Head Teacher concerned, and one other Head Teacher.
The Year Advisor may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to NESAs.

7. Senior Student Review Panel

The aim and purpose of the Senior Studies Review Panel is to encourage and support all senior students to achieve their full potential and meet the requirements for the award of a Higher School Certificate.

The panel will monitor a student's application, effort and achievement, as all of these must be satisfactory if a student is to achieve her full potential. The panel will provide help and counselling and thus facilitate the achievement of successful outcomes.

The panel consists of

- ❖ Deputy Principals
- ❖ Student Advisor

Their role will be to interview students who receive NESAs warning letters and determine strategies for remediation. They will also recommend Principal interviews for "N" determinations. In cases where poor attendance is identified, expulsion on the basis of non-participation in learning can be the recommendation to the Principal.

8. Submission of Grades to the Board of Studies

Grades will be submitted to the Board of Studies at the completion of the Year 11 courses. These grades will be based on School Assessment.

Advice to Students

Plan your task carefully

You are provided with notification of your task and its requirements at least TWO weeks before the task is due. You should plan how you are going to use your time in completing the task. Do not leave it to the last minute before you begin work. It takes careful planning and hard work to produce a quality piece of work that shows your skills, knowledge and understanding of the requirements of the task.

Keep a backup of all tasks completed on computers

In all cases you need to ensure that you keep AT LEAST ONE backup copy of all work you complete on a computer. You can use a computer's hard drive, USB disks, external hard drives, websites that give you storage space, Google Apps for Education and you can email copies to your DET email address in order to make backup copies of your data. This will ensure that you do not lose your valuable work due to a computer crash or malfunction. It is YOUR RESPONSIBILITY to ensure that your tasks are completed and handed in on time. Your work is valuable and it takes a great amount of time to complete so make sure you always have multiple backup copies.

As you work you should also save your work regularly so that you don't lose it if something goes wrong.

Printing your work

If you are required to print a task for submission you need to ensure that you have enough ink and a working printer. If your ink is running low make sure well in advance of the task being due that you obtain a replacement cartridge.

The school also allows you to print work in the library. There is a charge for black or colour copies. You will need to ensure that you have enough credit in your printing account to pay for copies you print. You should not leave printing your task to the last minute. Make sure that you are well prepared and completely finish your work before the due date, this includes printing the task

Electronic submission of work

You will be told in the assessment task notification whether you are permitted to submit your task electronically. You need to ensure that you follow the instruction on the task notification carefully. If your task is not received at the correct email address by the due date and time provided on the assessment task notification then you will be deemed to have not submitted the task by the due date and procedures outlined above will be applied.

Illness

If you feel ill on the day of an exam or in class assessment task you need to report to the Head Teacher that you are unwell. The Head Teacher will give you an Illness / Misadventure form to complete. You should explain to the supervisor of the task that you are unwell when you arrive for the task. The supervisor will monitor you while you attempt the task and make a report. At the end of the day or if you go home sick early you should visit a doctor and obtain a medical certificate. On your first day of return to school you are to hand in your Illness / Misadventure form along with your medical certificate to the Head Teacher.

Appendix 1

THIS FORM MUST BE GIVEN TO THE RELEVANT HEAD TEACHER
ON THE FIRST DAY YOU RETURN TO SCHOOL

Bankstown Girls High School
Illness and Misadventure Form

Student Name:		Year:	
Subject:		Teacher:	
Task:		Task Due Date:	

I wish to make an appeal for consideration based on the following circumstances. (Tick one)

- Acute illness
 Critical Incident within immediate family
 Traffic Incident

Explanation of the nature of the incident and how it affected my ability to satisfy the assessment task requirements.

I am aware that failure to attempt a task and failure to follow the procedure outlined in the Bankstown Girls High School assessment policy may result in a non-attempt being recorded. I am aware that the Head Teacher will consider this appeal and decide if an estimated mark is to be awarded.

I have/have not substantiated this claim with a medical certificate or other relevant documentation.

Signed: _____

Date: _____

Parental acknowledgement

I certify that my daughter _____ has informed me that she has entered an appeal for the assessment task detailed above.

Signed: _____

Date: _____

Office Use

Notes	Process	Result
Date received	HT informed	Alternative task
Medical certificate	Decision reached	Estimate given
Task completed on	Student informed	Mark stands
		Zero awarded

[Type here]

Sample "N" Award Warning Letter



Bankstown Girls High School

Mona Street
Bankstown NSW 2200
Ph: 02 9709 6788
Fax: 02 9796 3971

Email: bankstowng-h.school@det.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Wednesday, 12th February 2020

N Award - Non Completion of a Year 11 Course - Official Warning

Dear Charles & Isabelle Scott

I am writing to advise that your daughter Bon Scott is in danger of not meeting the Course Completion Criteria for the Year 11 course Music.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by NESA; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- c) Achieved some or all of the outcomes.

The NSW Education Standards Authority (NESA) requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please note that we have sent 3 official warning/s concerning your child's participation in Music.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. It may also mean that the student is unable to proceed to the HSC course as they have not satisfactorily completed the Year 11 Course.

To date Bon has not satisfactorily met

of the Course Completion Criteria.

Please discuss the matter with Bon and contact the School if further information or clarification is needed.

Yours faithfully,

Mr Black Adder
Teacher

Mr John Smith
Head Teacher

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2020	Complete this essay and hand in	23/08/2020

Requirements for the satisfactory completion of a Preliminary Course

I have received the letter dated Wednesday, 12th February 2020 indicating that Bon is in danger of not satisfactorily completing Music.

I am aware that the 'N' determination may make my child ineligible to proceed to the Higher School Certificate course.

I am also aware that this course may not appear on their Preliminary Course Record of Achievement.

Parent/Guardian's Signature _____

Date _____

Student's Signature _____

Date _____

BANKSTOWN GIRLS HIGH SCHOOL

**Application for Extension of Time for an Assessment Task official school
business**

Name: _____ Subject: _____

Details of Task: _____

Original Due Date: _____

Reason for Extension:

Signature: _____ Date: _____

THIS FORM MUST BE GIVEN TO THE RELEVANT HEAD TEACHER WITHIN ONE WEEK OF THE TASK.

Assessment and Review Appeal Form

If you are a student you fill in section A

Section A			
Student:		Year:	
Subject:		Teacher:	
Task:		Date of Task:	
<i>Please provide a copy of the task and assessment schedule with this appeal.</i>			

If you are a teacher you fill in section B

Section B			
Teacher:		Faculty:	
Subject:			
Task:		Date of Task:	

I wish to make an appeal for consideration in the above assessment task(s) on the grounds that:

- The task was Unfair due to assessment procedures not being followed
- The task's Reliability/ validity

In the space provided explanation of the nature of the appeal and how the assessment task affected:

- my opportunity to participate in a fair, valid and reliable assessment task.
- the job of an assessment tool in providing the students a fair, reliable or valid assessment task.

Student Signature: _____

Date: _____

Office Use only

Decision:

[Type here]

Preliminary

Assessment

Task Schedules

2020



YEAR 11 ROSA 2020 ASSESSMENT SCHEDULES

There may be some need to adjust specific outcomes addressed for each task and /or adjust task dates.

Students will be informed of any changes via the Notice of Assessment which will be issued a minimum of 2 weeks prior to any task.

Students are asked to carefully examine the Notice of Assessment for each task.



Assessment Schedule - 2020

Task number	Task 1	Task 2	Task 3
ADVANCED ENGLISH	Multi-modal Task Digital Essay	Radio Interview Transcript Task: You are interviewing Tim Blake Nelson about his production of O. In your interview focus on how O is an appropriation of Shakespeare's Othello, suitable for a contemporary audience. Comment on the connections between the two texts as well as how context shapes meaning.	Yearly Examination
YEAR 11	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8/9
ADVANCED ENGLISH	Nature of task	Timing	Outcomes assessed
YEAR 11	EN11-1, EN11-2, EN11-3, EN11-4, EN11-8, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8
Syllabus Components	Syllabus Weighting %		
Knowledge and understanding of course content	50	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	20	15
Total %	100	40	30

FACULTY: English

English Advanced Course Outcomes:

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing

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

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

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context

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

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

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical

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

EA11-6 investigates and evaluates the relationships between texts

Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world

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

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

Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English

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



Assessment Schedule - 2020

STANDARD ENGLISH	Task number	Task 1	Task 2	Task 3
	Nature of task	Multi-modal Task Digital Essay	Multi-modal Task Alternate truths	Yearly Examination
	Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8/9
YEAR 11	Outcomes assessed	EN11-1, EN11-2, EN11-3, EN11-4, EN11-8, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8
Syllabus Components	Syllabus Weighting %			
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
Total %	100	40	30	30

FACULTY: English

English Standard Course Outcomes:

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing *

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

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

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context

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

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

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical

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

EN11-6 investigates and explains the relationships between texts

Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world

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

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

Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English

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



Assessment Schedule - 2020

ENGLISH EAL/D	Task number	Task 1	Task 2	Task 3
	Nature of task	Digital Writing Task Migrant Voices	Speech (including listening) Close Study of a Text: Peter Skrzynecki	Yearly Examination
	Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8/9
YEAR 11	Outcomes assessed	EAL11-1A EAL11-2 EAL11-3 EAL11-6 EAL11-8	EAL11-3 EAL11-4 EAL11-5 EAL11-6 EAL11-7 EAL11-8	EAL11-1A EAL11-1B EAL11-2 EAL11-3 EAL11-4 EAL11-5 EAL11-6 EAL11-7 EAL11-8
Components	Syllabus Weighting %			
Knowledge and understanding of course content	50	20	15	15
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	50	20	15	15
Total %	100	40	30	30

FACULTY: English

English EAL/D Course Outcomes:

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing

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

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context

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

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

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical

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

EAL11-6 investigates and explains the relationships between texts

Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world

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

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

Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English

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



Assessment Schedule - 2020

STUDIES OF ENGLISH	Task number	Task 1	Task 2	Task 3
	Nature of task	Workplace Texts Achieving through English	Writing Portfolio Who Do You Think I Am – <i>English and the self</i>	Yearly Examination Local Heroes – <i>English and Community Life</i>
	Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8/9
YEAR 11	Outcomes assessed	ES11-1, ES11-2, ES11-3, ES11-4. ES11-5, ES11-6, ES11-10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7	ES11-3, ES11-4, ES11-6, ES11-7, ES11-9
Syllabus Components	Syllabus Weighting %			
Engage personally with texts	20	10	10	-
Understand the connections between language, context and meaning	30	10	10	10
Respond to and compose texts	30	10	10	10
Students develop knowledge, understanding and skills in planning, drafting, writing and editing accurately and appropriately	20	10	10	-
Total %	100	40	40	20

FACULTY: English

Studies of English Course Outcomes:

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts and social contexts for a variety of purposes

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

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

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context

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

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

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical

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

ES11-8 identifies and describes relationships between texts

Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world

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

Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English

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

Assessment Schedule - 2020

Extension 1 English	Task number	Task 1	Task 2	Task 3
	Nature of task	Critical Response Homer's Odyssey	Creative Response Hero's and Homecomings	Independent Research Project Digital Essay
	Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10
YEAR 11	Outcomes assessed	EE11-1, EE11-2, EE11-3	EE11-1, EE11-2, EE11-3, EE11-5,	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6
Syllabus Components	Syllabus Weighting %			
Student articulates understanding through speaking, listening, reading, writing, viewing and representing	40	5	10	10
Student crafts language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts	20	5	10	10
Student expresses imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values	20	10	10	10
Student expresses understanding of how cultural, historical and social contexts are represented in critical and creative texts	20	10		10
Total %	100	30	30	40

FACULTY: English

English Extension Course Outcomes:

Objective A

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: articulate understanding through speaking, listening, reading, writing, viewing and representing

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

Objective B

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

Objective C

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

Objective D

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: express understanding of how cultural, historical and social contexts are represented in critical and creative texts

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

Objective E

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to: reflect on and evaluate their own processes of learning and creativity

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Assessment Schedule - 2020

Mathematics Standard	Task number	Task 1	Task 2	Task 3
	Nature of task	Class Task Financial Mathematics F1.2	Investigation/Assignment Task Statistical Analysis S2, S1.1	Yearly Examination Measurement - M1.1, M1.3 Algebra - A1, A2 Financial Mathematics - F1.1
	Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 8/9
YEAR 11	Outcomes assessed	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-8 MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10
Syllabus Components	Syllabus Weighting %			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	20	15	15
Total %	100	35	30	35

FACULTY: Mathematics

Mathematics Standard Course Outcomes:

Objectives

- 1) Students develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts.

The Student:

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

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

- 2) Students develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.

The Student:

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

MS11-4 performs calculations in relation to two-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

- 3) Students develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations.

The Student:

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

- 4) Students develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

The Student:

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations



Assessment Schedule - 2020

Mathematics Advanced	Task number	Task 1	Task 2	Task 3
	Nature of task	Class Task	Investigation/Assignment Task	Yearly Examination
	Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 8/9
YEAR 11	Outcomes assessed			
Syllabus Components	Syllabus Weighting %			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	20	15	15
Total %	100	35	30	35

FACULTY: Mathematics

Year 11

Mathematics Advanced Course Outcomes:

- 1) Students will develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques.

The student:

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

- 2) Students will develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability.

The student:

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

- 3) Students will develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations.

The student:

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

- 4) Students will develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms.

The student:

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

Assessment Schedule - 2020

Mathematics Extension 1	Task number	Task 1	Task 2	Task 3
	Nature of task	Class Task	Investigation/Assignment Task	Yearly Examination
	Timing	Term 1, Week 7	Term 2, Week 10	Term 3, Week 8/9
YEAR 11	Outcomes assessed			
Syllabus Components	Syllabus Weighting %			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	20	15	15
Total %	100	35	30	35

FACULTY: Mathematics

Year 11

Mathematics Extension 1 Course Outcomes:

- 1) Students will develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques.

The student:

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

- 2) Students will develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis.

The student:

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

- 3) Students will use technology effectively and apply critical thinking to recognise appropriate times for such use.

The student:

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

- 4) Students will develop the ability to interpret, justify and communicate mathematics in a variety of forms.

The student:

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



Assessment Schedule - 2020

BIOLOGY	Task number	Task 1	Task 2	Task 3
	Nature of task	Working scientifically – Depth Study Ecosystem Presentation (Modules 3 & 4)	Practical Examination Working Scientifically Modules 1 & 2	Yearly Examination Modules 1-4
	Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 8/9
YEAR 11	Outcomes assessed	Working Scientifically: 1,4, 5,6, 7 K&U:10,11	Working Scientifically:1,2,3 5,6 K&U: 8, 9	Working Scientifically: 4, 5, 7 K&U:8-11
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content (Outcomes 8-11)	40	10	10	20
Working Scientifically (Outcomes 1-7)	60	20	25	15
<i>Questioning & predicting (11-1)</i>		5	5	
<i>Planning investigations (11-2)</i>			5	
<i>Conducting investigations (11-3)</i>			5	
<i>Processing data & information (11-4)</i>		5		5
<i>Analysing data & information (11-5)</i>		5	5	5
<i>Problem solving (11-6)</i>			5	
<i>Communicating (11-7)</i>		5		5
Total %	100	30	35	35

FACULTY: SCIENCE Year 11 Biology Outcomes

Skills		Knowledge & Understanding	
A student:		A student:	
BIO11-1	Develops and evaluates questions and hypotheses for scientific investigation.	BIO11-8	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes (Module 1)
BIO11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	BIO11-9	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms (Module 2)
BIO11-3	Conducts investigations to collect valid and reliable primary and secondary data and information.	BIO11-10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species (Module 3)
BIO11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	BIO11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem (Module 4)
BIO11-5	Analyses and evaluates primary and secondary data and information.		
BIO11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		
BIO11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.		

Assessment Schedule – 2020

CHEMISTRY		Task 1	Task 2	Task 3
	Nature of task	Practical Assessment Task Module 1: Properties and Structure of Matter	Depth Study Modules 2 & 3: Quantitative and Reactive Chemistry	Yearly Examination
	Date	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8/9
YEAR 11	Outcomes assessed	Working Scientifically: 2-7, K&U: 8	Working Scientifically: 1-7 K&U: 9	Working Scientifically: 1- 7 K&U: 8-11
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content (Outcomes 8-11)	40	5	15	20
Working Scientifically (Outcomes 1-7)	60	15	25	20
<i>Questioning & predicting (11-1)</i>			2	
<i>Planning investigations (11-2)</i>		2	3	
<i>Conducting investigations (11-3)</i>		2	3	
<i>Processing data & information (11-4)</i>		3	2	
<i>Analysing data & information (11-5)</i>		3	5	5
<i>Problem solving (11-6)</i>		3	5	10
<i>Communicating (11-7)</i>		2	5	5
Total %	100	20	40	40

Faculty: Science Course: Chemistry - Stage 6 outcomes

Year 11

Skills		Knowledge & Understanding	
	A student:		A student:
CH11-1	Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation.	CH11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter (Module 1)
CH11-2	Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information	CH11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships (Module 2)
CH11-3	Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information	CH11-10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions (Module 3)
CH11-4	Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	CH11-11	Analyses the energy considerations in the driving force for chemical reactions (Module 4)
CH11-5	Analysing data and information: analyses and evaluates primary and secondary data and information		
CH11-6	Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		
CH11-7	Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose		

Assessment Schedule – 2020

Faculty: Science Course: Investigating Science - Stage 6 outcomes				
Nature of task		Year 11 Practical Investigations		Depth study for Assessment (DSA):
Skills		Knowledge & Understanding		
A student:		A student:		
INS11-1	Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation.	INS11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter (Module 1)	
INS11-2	Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information	INS11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships (Module 2)	
INS11-3	Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information	INS11-10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions (Module 3)	
INS11-4	Understanding data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	INS11-11	Analyses the energy considerations in the driving force for chemical reactions (Module 4)	
INS11-5	Analysing data and information: analyses and evaluates primary and secondary data and information	2	5	
INS11-6	Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	2	5	
INS11-7	Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose	3		
		3	5	5
	<i>Problem solving (11-6)</i>		5	10
	<i>Communicating (11-7)</i>	3	5	5
	Total %	100	25	35

Faculty: Science Course: Investigating Science - Stage 6 outcomes

Year 11

Skills		Knowledge & Understanding	
	A student:		A student:
INS11-1	Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation.	INS11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter (Module 1)
INS11-2	Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information	INS11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships (Module 2)
INS11-3	Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information	INS11-10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions (Module 3)
INS11-4	Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	INS11-11	Analyses the energy considerations in the driving force for chemical reactions (Module 4)
INS11-5	Analysing data and information: analyses and evaluates primary and secondary data and information		
INS11-6	Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		
INS11-7	Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose		



Assessment Schedule - 2020

ANCIENT HISTORY	Task number	Task 1	Task 2	Task 3
	Nature of task	Take Home Research Essay	Historical Investigation	Yearly Examination
	Timing	Term 2, Week 1	Term 2, Weeks 9 & 10	Term 3, Week 8/9
YEAR 11	Outcomes assessed	AH 11-6, AH11-7, AH11-10	AH11-2, Ah11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-6, AH11-7, AH11-9
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	40	20		20
Historical skills in the analysis and evaluation of sources and interpretations	20		5	15
Historical inquiry and research	20	10	10	
Communication of historical understanding in appropriate forms	20		15	5
Total %	100	30	30	40

FACULTY: HSIE

Ancient History Course Outcomes:

The Student:

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

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

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history



Assessment Schedule - 2020

BUSINESS STUDIES	Task number	Task 1	Task 2	Task 3
	Nature of task	Report Nature of Business	Small Business Investigation Business Management and Planning	Yearly Examination (all topics)
	Timing	Term 1, Week 9	Term 3, Week 6	Term 3, Week 9 &10
YEAR 11	Outcomes assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	40	5	15	20
Stimulus-based skills	20	10	10	10
Inquiry and research	20	10		
Communication of business information, ideas and issues in appropriate forms	20		10	10
Total %	100	25	35	40

FACULTY: HSIE

Business Studies Course Outcomes:

The Student:

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

Assessment Schedule - 2020

ECONOMICS	Task number	Task 1	Task 2	Task 3
	Nature of task	Essay Consumers and Business	Research Task and Presentation Government and the economy	Yearly Examination All topics
	Timing	Term 1, Week 9	Term 2, Week 4	Term 3, Week 8/9
YEAR 11	Outcomes assessed	P1, P2, P7, P10, P12	P8, P9, P10, P11	P3, P4, P5, P6, P7, P11
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	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
Total %	100	20	40	40

FACULTY: HSIE

Economics Course Outcomes:

The Student:

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



Assessment Schedule - 2020

LEGAL STUDIES	Task number	Task 1	Task 2	Task 3
	Nature of task	Research Task The Legal System	Case Study The Individual and the Law	Yearly Examination
	Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8/9
YEAR 11	Outcomes assessed	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20		10	10
Inquiry and research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	10	10	
Total %	100	30	40	30

FACULTY: HSIE

Legal Studies Course Outcomes:

The Student:

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



Assessment Schedule - 2020

MODERN HISTORY	Task number	Task 1	Task 2	Task 3
	Nature of task	Research Essay Investigating History	Historical Investigation	Yearly Examination
	Timing	Term 2, Week 4	Term 2, Week 10	Term 3, Week 9 &10
YEAR 11	Outcomes assessed	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-7, MH11-9	MH11-4, MH11-5, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9
Syllabus Components	Syllabus Weighting %	Syllabus Weighting %		
Knowledge and understanding of course content	40	5	5	30
Historical skills in the analysis and evaluation of sources and interpretations	20		10	10
Historical inquiry and research	20	10	10	
Communication of historical understanding in appropriate forms	20	10	10	
Total %	100	25	35	40

FACULTY: HSIE

Modern History Course Outcomes:

The Student:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

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

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history



Assessment Schedule - 2020

SOCIETY & CULTURE	Task number	Task 1	Task 2	Task 3
	Nature of task	Research, PowerPoint/Oral Presentation	Mini PIP	Yearly Examination
	Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 8/9
YEAR 11	Outcomes assessed	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	50	20	10	20
Application and evaluation of social and cultural research methods	30	5	20	5
Communication of information, ideas and issues in appropriate forms	20	5	10	5
Total %	100	30	40	30

FACULTY: HSIE

Society and Culture Course Outcomes:

The Student:

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

Assessment Schedule - 2020

STUDIES OF RELIGION	Task number	Task 1	Task 2	Task 3
	Nature of task	Research/Source based Task Nature of Religion and Beliefs & Religion of Ancient Origin	Multimedia Presentation Religious Tradition Study	Yearly Examination
	Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8/9
YEAR 11	Outcomes assessed	P1, P2, P6, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P4, P5, P6, P8, P9
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	40	10	10	20
Source-based skills	20	10		10
Investigation and research	20	10	10	
Communication of information, ideas and issues in appropriate forms	20		10	10
Total %	100	30%	30%	40%

FACULTY: HSIE

Studies of Religion Course Outcomes:

The Student:

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

Assessment Schedule – 2020

Exploring Early Childhood		Task 1	Task 2	Task 3
	Nature of task	Pregnancy and Childbirth Report Task	Children’s Literature Narrative Task	Child Growth, Development & Positive Behaviour Task
	Date	Term 2, Week 2	Term 2, Week 10	Term 3, Week 7
YEAR 11	Outcomes assessed	1.1, 6.1, 6.2	1.2, 1.3, 4.1, 4.2, 6.1	3.1, 5.1, 6.2
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of: <ul style="list-style-type: none"> • Physical, social, emotional, behavioural, cognitive and language development of young children • Environmental factors that have an impact upon young children’s growth and development • Development and maintenance of positive behaviours and relationships with young children 	45	15	15	15
Skills in: <ul style="list-style-type: none"> • Communication and interaction • Research and analysis 	35	10	10	15
Decision making, evaluation and reflective thinking	20	5	10	5
Total %	100	30	35	35

FACULTY: PE

Exploring Early Childhood Course Outcomes:

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

Assessment Schedule – 2020

Personal Development, Health and Physical Education	Task number	Task 1	Task 2	Task 3
	Nature of task	Better Health Essay Better Health For Individuals	First Aid Situational Analysis First Aid	Yearly Examination
	Timing	Term 1, Week 9	Term 2, Week 6	Term 3, Week 8/9
YEAR 11	Outcomes assessed	P1, P2, P3, P4, P5	P6, P12, P15, P16	Variety P7, P8, P9
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of: <ul style="list-style-type: none"> • Factors that affect health • The way the body moves • 	35	15	10	10
Skills in: <ul style="list-style-type: none"> • Influencing personal and community health • Taking action to improve participation and performance in physical activity 	40	10	20	10
Skills in critical thinking, research and analysis	25	10	5	10
Total %	100	35	35	30

FACULTY: PE

Personal Development, Health and Physical Education Course 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 (Option 1)

P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)

P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

Assessment Schedule - 2020

Community & Family Studies	Task number	Task 1	Task 2	Task 3
	Nature of task	Video Analysis	Families and Communities Survey Task	Yearly Examination
	Date	Term 1, Week 6	Term 3, Week 2	Term 3, Week 8/9
YEAR 11	Outcomes assessed	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P6.1	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> • Resource management • Positive relationships • Societal factors • Nature of groups, families and communities 	30	10	10	10
Skills in: management processes to meet the needs of s, groups, families and communities to take responsible action to promote wellbeing	35	10	15	10
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.	35	10	15	10
	100	30	40	30

FACULTY: PE

Community and Family Studies Course Outcomes:

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

Assessment Schedule - 2020

Sport, Lifestyle and Recreation	Task number	Task 1	Task 2	Task 3
	Nature of task	Healthy Lifestyle Examination	Organisation of X Country, Jump Rope and Sports Competition	First Aid Practical Scenarios
	Date	Term 1, Week 8	Ongoing Term 2, Week 8	Term 3, Week 6
YEAR 11	Outcomes assessed	1.5, 3.5, 4.3	1.1, 1.3, 3.2, 4.2, 4.5	2.5, 3.6, 4.5
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of: <ul style="list-style-type: none"> • Factors that influence health and participation in physical activity • Principles and processes impacting on the realisation of movement potential 	25	10	10	5
Skills in: <ul style="list-style-type: none"> • The ability to analyse and implement strategies that promote health, physical activity and enhanced performance • Capacity to influence the participation and performance of self and others 	30	10	10	10
Demonstrates practical ability to meet competencies	45	10	20	15
Total %	100	30	40	30

FACULTY: PE

Sport, Lifestyle and Recreation Course 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
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity

Assessment Schedule - 2020

DESIGN AND TECHNOLOGY	Task number	Task 1	Task 2	Task 3
	Nature of task	Australian designer report	Sustainability project	Yearly Examination
	Timing	Term 1, Week 7 March 13 2020	Term 3, Week 7 September 4 2020	Term 3, Week 8/9
YEAR 11	Outcomes assessed	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P4.3, P6.1
Syllabus Components	Syllabus Weighting %			
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
Total %	100	30	40	30

Year 11

Design and Technology Course Outcomes:

The Student:

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

Assessment Schedule - 2020

Music	Task number	Task 1	Task 2	Task 3
	Nature of task	Performance and Viva Voce Topic: Blues Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic	Aural Skills Topic: Jazz Responses to four aural excerpts using a range of concepts.	Yearly Examination Composition Portfolio and Performance Composition portfolio and solo or ensemble performance
	Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 8/9
YEAR 11	Outcomes assessed	P1, P5, P7,P9,P10	P4, P6, P11	P2,P3,P8, P9, P10
Syllabus Components	Syllabus Weighting %			
Performance	25	10		15
Composition	25		25	
Musicology	25	25		
Aural	25		10	15
Total %	100	35	35	30

Music Outcomes

The Student:

- P1** performs music that is characteristic of the topics studied
- P2** observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3** improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4** recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5** comments on and constructively discusses performances and compositions
- P6** observes and discusses concepts of music in works representative of the topics studied
- P7** understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8** Identifies, recognises, experiments with and discusses the use of technology in music
- P9** performs as a means of self-expression and communication
- H9** performs as a means of self-expression and communication
- P10** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11** demonstrates a willingness to accept and use constructive criticism



Assessment Schedule - 2020

Visual Arts	Task number	Task 1	Task 2	Task 3
	Nature of task	Self-Identity	Modernism	Yearly Examination
	Timing	Term 1, Week 11	Term 2, Week 7	Term 3, Week 8/9
YEAR 11	Outcomes assessed	P1,P3, P5, P6, P8, P9	P7, P8, P9, P10	P2, P3, P5, P6, P7,P8,P9
Syllabus Components	Syllabus Weighting %			
Knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	50%	20	30	
Knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	50%	15	25	10
Total %	100%	35	55	10

Year 11

Visual Arts Course Outcomes:

The Student:

P1: explores the conventions of practice in artmaking

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

P3: identifies the frames as the basis of understanding expressive representation through the making of art

P4: investigates subject matter and forms as representations in artmaking

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

P7: explores the conventions of practice in art criticism and art history

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Assessment Schedule - 2020

French Beginners	Task number	Task 1	Task 2	Task 3
	Nature of task	Listening & Speaking Task Introducing Self	Reading & Writing Introducing Family & Work	Yearly Examination School Life, Recreation
	Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8/9
YEAR 11	Outcomes assessed	Module 1 & 2 1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.1, 3.2	Module 2 & 3 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	Module 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
Syllabus Components	Syllabus Weighting %			
Interacting/Listening	30	20		10
Interacting/Speaking	20	10		10
Understanding Texts	30		20	10
Producing Texts	20		10	10
Total %	100	30	30	40

Year 11

French Beginners Course 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.

Preliminary

VET

Assessment

Task Schedules

2020

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements

Term	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 40% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Introduction to Food Preparation Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Non-alcoholic beverages Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement 60% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESAs requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
7 PRELIMINARY UOCs							240 Indicative Hours over 2 years
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work placement
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	40% Preliminary Exam
7 HSC UOCs							35 hrs Work placement
Term 4-5	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

Training and Assessment Strategy

[Bankstown Girls HS]

AQF Qualification Code and Title: SIS20513 Certificate II in Sport Coaching		NSW Education Standards Authority (NESA) Course Title: SPORT COACHING Type of course: Board Endorsed Course 2 units x 2 year NESA Code: 50402				Date of Commencement: 2019 Date of Conclusion: 2020	
School: Bankstown Girls HS		Trainer: Shadi Ghazal				Approved by: RTO Manager Date of Approval: December 2018	
Training Package: SIS10 R3.1 Sport, Fitness and Recreation		Qualification Packaging Rules: SIS20513 Certificate II in Sport Coaching Total Units 8 Core units and 5 Elective units					
AQF Core	No	Code	Unit of Competency	Pre/Co-requisites	HSC Indicative Hours	Status for HSC	
	1	SISXWHS101	Follow work health and safety policies	Nil	15	Core	
	2	BSBWOR202A	Organise and complete daily work activities	Nil	15	Core	
	3	SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	Nil	15	Core	
	4	SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills	Nil	20	Core	
	5	SISSSCO101	Develop and update knowledge of coaching practices	Nil	20	Core	
	6	SISSSDE201	Communicate effectively with others in a sport environment	Nil	15	Core	
	7	SISXIND211	Develop and update sport, fitness and recreation industry knowledge	Nil	20	Core	
AQF Elective Choices	8	HLTAID003	Provide first aid (to be delivered by an external RTO)	Nil	20	Core	
	9	SISSSPT201A	Implement sports injury prevention	Nil	15	Elective- General	
	10	SISSNTB204A	Teach foundation netball skills OR	Nil	25	Elective – Group F	
	10	SISSRGL204A	Teach the skills of rugby league for modified games OR	Nil		Elective – Group G	
	10	SISSSUR201A	Teach the basic skills of surf life saving	Nil		Elective - Group I	
	11	SISSATH201A	Teach the fundamental skills of athletics	Nil	25	Elective - Group A	
	12	SISSBSB201A	Teach fundamental basketball skills	Nil	25	Elective – Group B	
13	SISSSOF202	Officiate games or competitions	SISSSOF101	20	Elective – General		
Additional for HSC SISSSOF101			Develop and update officiating knowledge	Nil	10	Elective - General	
Total HSC Indicative Hours					260		