



Gymea Technology
High School
INSPIRE. LEARN. SUCCEED.

Year 11 Assessment Guide

2021

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HSC Overview

In order to progress to your Year 12 Higher School Certificate year, you must have completed your Year 11 course in any individual subject satisfactorily. The Principal will be asked to confirm that you have satisfactorily completed the Year 11 course requirements before your entry for the HSC can be declared valid. Most school Year 11 courses will be completed by the start of Term 4, and you will then begin work on your HSC course work which will be included in your HSC examination.

The Purpose of Your School Assessment?

There are some aspects of your study which cannot be adequately assessed through examinations, such as practical work in Science and oral work in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course. In Year 12, your HSC subject assessment marks are submitted to the NSW Education Standards Authority (NESA). Your assessment marks are worth 50% of your HSC.

Satisfactory Completion of a Course

To get your HSC in a subject, the Principal must state that you have satisfied requirements. "Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by the NSW Education Standards Authority;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the Year 11 or Year 12 course by the school;
- achieved some or all of the course outcomes;
- have attended school sufficiently regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 85% would be expected.

Pattern of study to qualify for the HSC

To qualify for the HSC you must study a pattern of Year 11 and Year 12 courses. You must check that your Year 11 pattern of study included:

- at least 12 units of which six units must be from NESA-developed courses;
- at least two units of English

Your HSC pattern of study must include at least 10 units, including two units of English.

Credentials

The **Higher School Certificate** is awarded to students who have completed all eligibility requirements.

The **Higher School Certificate Record of Achievement** is awarded when you leave school. If you leave school before completing the HSC your Record of Achievement will list any Year 11 courses which you have completed satisfactorily, but no marks will appear.

Your Higher School Certificate Record of Achievement will list each subject that you have studied satisfactorily in Year 11, as well as your Year 12 HSC courses. It will show two marks for each NESA Determined Course. One mark is the scaled mark gained in the HSC examination. The other is the school assessment mark.

A certificate and a statement of attainment are issued for each VET course studied.

Half Yearly Examinations

The Half Yearly exams in the senior school are not allowed to be counted in the assessment schedule as a NESA rule, hence their weighting is zero. We do however report on the Half Yearly Examination in all senior courses in the half yearly exams. Half Yearly Examinations allow students to gain valuable examination practice as well as receive feedback on examination performance early in the course.

School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course.

Common Grade Scale

The Common Grade Scale below is used by schools across the state to report student achievement in the Year 11 Stage 6 courses. You are being assessed on your performances within the course group at Gymea Technology High School. The criteria on which you are being assessed are the same for all candidates in the State. Your achievement will be reported as a grade A-E.

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

University Entry

The Australian Tertiary Admission Rank (ATAR) is calculated from the best 10 units in NESA Developed Courses subject to the following restrictions.

- at least two units of English must be included.
- at least three Board Developed Courses of two units value or greater must be included.
- courses from at least four subjects must be included.
- at most, two units of Category B courses may be included.

Vocational Education and Training (VET) Courses

The List of Category B Courses

The following Category B Courses are offered at Gymea Technology High School.

1. Information Digital Technology
2. Hospitality (Kitchen Operations)

Work Placement

The courses in VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

Work Placement is a mandatory HSC requirement of each course within this framework. 2 Unit VET Courses comprise 70 hour work placement. (35 hours Year 11, 35 hours Year 12 Courses).

Learning in the workplace will enable students to:

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

Assessment of the units of competency will be undertaken by a qualified assessor in classroom delivery.

Part-time Work

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, see your class teacher.

The Purposes of VET Assessment

For VET courses, assessment is to judge competence on the basis of performance against the criteria set out in the learning incomes for each module, for the purpose of achieving Australian Qualifications Framework(AQF) Qualifications, Statements of Attainment and NESA requirements.

Competency Based Assessment

The courses within the VET Curriculum Frameworks are competency based courses. NESA and the Australian Skills Quality Authority (ASQA) require that a competency based approach to assessment be used of the competencies achieved.

The performance of students is based against a prescribed standard, not against the performance of other participants.

A student is judged either **competent** or **not yet competent for a unit of competency**. This judgement is made on the basis of evidence, which may be in a variety of forms.

Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem- solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

When students are assessed on tasks, a number of elements of competency or even several units of competency are assessed together. Competence is the integration of a wide range of skills, knowledge and attitudes.

Qualified Assessors

Students will be assessed by their teachers, who are qualified assessors, or in some cases by their work placements supervisors if they are qualified workplace assessors.

Competency Records

Achievement of elements of competency and units of competency will be progressively recorded by the teacher.

- all performance criteria need to be met to demonstrate the achievement
- on an element of competency
- all elements of competency must be achieved in order to demonstrate
- the achievement of a unit of competency.

Higher School Certificate Examination – VET Courses

The Higher School Certificate examination in VET courses is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination.

The examination is independent of the competency based assessment undertaken during VET courses and has no impact on student eligibility for AQF qualifications.

Teachers will submit an ‘estimate mark’ to NESAs. The estimated mark does not appear on the student’s HSC. It is only used by NESAs in the case of a successful illness/misadventure.

Illness and Misadventure

Student attendance before an assessment task

Students will attend all timetabled lessons or scheduled school activities (excursions) on the day of an assessment task and the school day prior to an assessment task.

Where there is no valid reason in complying with this attendance requirement, the student may receive zero for the task.

Student is absent from an assessment task due to sickness

If a student is sick and cannot attend on the day of the task or date a task is due, an illness/misadventure request in writing should be made with an attached doctor’s certificate and presented to the Deputy Principal on the first day of return to school. The doctor’s certificate should state: “(Student name) was not fit to attend the assessment task on...” The Deputy Principal may award an extension of time a mark may be awarded based on a substitute task or on other available information.

Student is absent due to a misadventure

Misadventure refers to an event beyond the student’s control which allegedly prevented the student from attending the assessment task or school the date a task was due.

Following failure to complete an assessment task on time, the student must see the Head Teacher on the first day of return to school to negotiate alternative arrangements and provide the misadventure appeal in writing with appropriate supporting documentation to the Deputy Principal.

An extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as doctor’s certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Head Teacher or Deputy Principal as soon as possible after the assessment task.

Hand-In tasks

Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.

A student can seek from the Head Teacher an extension of time to submit the task. An illness / misadventure appeal must be submitted in writing to the Deputy Principal with appropriate supporting documentation before the extension can be considered.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email or USB.

Appeals Surrounding the Assessment Procedure

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to his/her work is not consistent with the school's assessment policy and procedures he/she may appeal.

A student may appeal to the Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the NESA's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

If not satisfied with the school's decision, a student may make a subsequent appeal to the NSW Education Standards Authority. The NSW Education Standards Authority will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

Malpractice in assessment tasks

Defining Malpractice

- Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to: copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, articles or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Students MUST make a genuine attempt at assessment tasks accumulating a worth of MORE THAN 50% of the available marks for that course. Further, students must demonstrate diligence and sustained effort in their course. Students and their parents (where appropriate) can expect notification, in writing from the head teacher responsible for a course, of the potential of an 'N determination' in the course.

Strategies to ensure the authenticity of student responses to tasks.

All students entering stage 6 studies will have completed The HSC: All My Own Work program designed to help students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

Strategies that teachers can use:

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- asking students to submit a task at critical points in its development
- having students submit their original drafts in addition to their final work
- incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and/or the deputy principal and may be awarded a zero for that task.

Managing Issues of Malpractice

Issues of malpractice need to be investigated by the head teacher and in more serious cases reported to the Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

If a student is determined to have engaged in malpractice, they will be reported to NESA and entered on the NESA malpractice register

Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

Disability Provisions

The NSW Education Standards Authority may provide special disability provisions for students in the Higher School Certificate examinations.

The NESA may approve disability provisions if a student has a special need which would, in a normal examination situation, prevent him or her from:

- reading and interpreting the examination questions and/or
- communicating his/her responses.

Principals have the authority to decide on and to implement disability provisions for school-based assessments including tests.

Regardless of the nature of the disability need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation.

Disability Provisions at Gymea Technology High School

Gymea Technology High School will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects his/her examination performance and

requires disability provisions eg a physical injury, the Principal may elect to grant disability provisions for an individual task without seeking NESA approval. These provisions will be issued using the NSW Education Standards Authority general guidelines.

GyMEA Technology High School will endeavour to provide students with access to disability provisions to ensure a fair process for all students. The implementation of disability provisions is however restricted by the resources available. The school will outline the manner and times these provisions may be used.

Student responsibilities

Students must make an appointment with the Deputy Principal to formalise an application for disability examination provisions.

Disability provisions are subject to the documented application of the disability and approval at the discretion of NESA and the school principal.

Accelerants & Accumulants

Accumulants

Students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course.

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without the special permission of the NESA.

Accelerant Students

Students may accelerate into Year 11 and/or Year 12 HSC board developed courses in advance of their usual cohort or in less than the NESA's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the NESA's Guidelines for Accelerated Progression (updated April 2018).

Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

Accelerants may be awarded study leave the day before an examination and the morning of the examination where the examination occurs in the afternoon. This only applies to formal examination periods where the examinations are conducted in the hall. In cases where students choose to take study leave, a note from their parent must be given to the front office prior to the study leave to ensure that attendance records reflect this leave as 'school business'.

Procedures for students in danger of not meeting course requirements.

Satisfactorily Completing the course

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the NESA;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
- achieved some or all of the course outcomes.

Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and his/her parents will be advised, in writing, of this.

Non-serious attempts

Students studying an HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should they not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC assessment mark should assist students in he/she preparation for tasks that are part of the HSC Assessment program.

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark.

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents.

The letter will:

- advise the student of the issue giving adequate time for the problem to be corrected;
- specify details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

The Higher School Certificate – Some Key Words

NESA has published a glossary of words that will make the demands of questions explicit.

Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

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

ANCIENT HISTORY

Year 11 Course Outcomes

A student:

- AH11-10 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 Selects, organises and considers information and sources for usefulness, validity and bias.
- AH11-9 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
- AH11-10 Discusses contemporary methods and issues involved in the investigation of ancient history.

Assessment Schedule:

Component	Task 1 Source Analysis	Task 2 Half Yearly Exam	Task 3 Historical Investigation	Task 4 Term 3 Remote Learning	Weighting
Outcomes	AH11-5, AH11-6, AH11-7, AH11-8, AH11-9	AH11-3, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-5, AH11-6, AH11-8, AH11-10	AH11-2, AH11-3, AH11-4, AH11-6, AH11-9	
Knowledge and understanding of course content	10%	10%	10%	10%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	5%	5%	20%
Historical inquiry and research	10%		10%		20%
Communication of historical understanding	5%	5%	5%	5%	20%
YEAR 11 ASSESSMENT MARKS	30%	20%	30%	20%	100%

BIOLOGY

Year 11 Course Outcomes

A student:

- BIO11/12-1 Develops and evaluates questions and hypotheses for scientific investigations.
- BIO1/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO1/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO/12-5 Analyses and evaluates primary and secondary data and information.
- BIO11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- BIO11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- BIO11-8 Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes..
- BIO11-9 Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms.
- BIO11-10 Describes biological diversity by explaining the relationship between a range of organisms in terms of specialisation for selected habitats and evolution of species.
- BIO11-11 Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 Depth Study	Task 3 Term 3 Remote Learning	Weighting
Outcomes	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Knowledge and Understanding	25%	25%	10%	60%
Skills in Working Scientifically	15%	15%	10%	40%
YEAR 11 ASSESSMENT MARKS	40%	40%	20%	100%

BUSINESS STUDIES

Year 11 Course Outcomes

A student:

- P1 Discusses the nature of business, its role in society and types of business structure.
- P2 Explains the internal and external influences on businesses.
- P3 Describes the factors contributing to the success or failure of small to medium enterprises.
- P4 Assess 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.

This course is based on a study of three compulsory topics listed below and the completion of a Business Research Task.

Topic Order (120 hours):

1. The Nature of Business (20% of course time)
2. Business Management (40% of course time)
3. Business Planning (40% of course time)

Assessment Schedule:

Component	Task 1 Nature of Business	Task 2 Half Yearly Exam	Task 3 Term 3 Remote Learning	Weighting
Outcomes	P1, P2, P6, P7, P8	P3, P4, P5, P8, P9, P10	P3, P4, P5, P8, P9, P10	
Knowledge & Understanding of Course Content	15%	20%	5%	40%
Stimulus Based Skills	15%	10%	5%	30%
Inquiry & Research			5%	5%
Communication of business information, ideas & issues in appropriate forms	10%	10%	5%	25%
YEAR 11 ASSESSMENT MARKS	40%	40%	20%	100%

CHEMISTRY

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Skills Task	Task 2 Half Yearly Exam	Task 4 Term 3 Remote Learning	Weighting
Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Skills in working Scientifically	25%	25%	10%	60%
Knowledge and Understanding of Course Content	15%	15%	10%	40%
YEAR 11 ASSESSMENT MARKS	40%	40%	20%	100%

COMMUNITY AND FAMILY STUDIES

Year 11 Course Outcomes

A student:

- P1.1 Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
- P1.2 Proposes effective solutions to resource problems.
- P2.1 Accounts for the roles and relationships that individuals adopt within groups.
- P2.2 Describes the role of the family and other groups in the socialisation of individuals.
- P2.3 Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4 Analyses the interrelationships between internal and external factors and their impact on family functioning.
- P2.5 Performs combinations, phrases and sequences with due consideration to safe dance practices.
- P3.1 Explains the changing nature of families and communities in contemporary society.
- P3.2 Analyses the significance of gender in defining roles and relationships.
- P4.1 Utilises research methodology appropriate to the study of social issues.
- P4.2 Presents information in written, oral and graphic form.
- P5.1 Applies management processes to maximise the efficient use of resources.
- P6.1 Distinguishes those actions that enhance wellbeing.
- P6.2 Uses critical thinking skills to enhance decision-making.
- P7.1 Appreciates differences among individuals, groups and families within communities and values their contributions to society.
- P7.2 Develops a sense of responsibility for the wellbeing of themselves and others.
- P7.3 Appreciates the value of resource management in response to change.
- P7.4 Values the place of management in coping with a variety of role expectations.

Assessment Schedule:

Component	Task 1 Resource Management Resource Task	Task 2 Half Yearly Exam	Task 3 Families and Communities Task	Task 4 Term 3 Remote Learning	Weighting
Outcomes	P1.1, P1.2, P3.2, P4.1, P5.1, P6.1	P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1.1, P1.2, P2.4, P3.1, P4.2, P6.1	P1.2, P2.2, P2.4, P3.1, P5.1, P6.2	
Knowledge and understanding of course content	10%	10%	10%	10%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	15%	15%	10%	60%
YEAR 11 ASSESSMENT MARKS	30%	25%	25%	20%	100%

CONSTRUCTION AND LANDSCAPING

Year 11 Course Outcomes

A student:

- 1 Investigates a range of work environments.
- 2 Examines different types of work and skills for employment.
- 3 Analyses employment options and strategies for career management.
- 4 Assesses pathways for further education, training and life planning.
- 5 Communicates and uses technology effectively.
- 6 Applies self-management and teamwork skills.
- 7 Utilises strategies for career management and teamwork skills.
- 8 Assesses influences on people's lives.
- 9 Evaluates personal and social influences on individuals and groups.

Assessment Schedule:

Component	Task 1 Research Task	Task 2 Half Yearly Examination	Task 3 Term 3 Remote Learning	Weighting
Outcomes	1,2,4,5	1,2,3,4,8,9	1,2,3,4,8,9	
Knowledge and Understanding of Course Content	10%	10%	10%	30%
Skills	40%	20%	10%	70%
YEAR 11 ASSESSMENT MARKS	50%	30%	20%	100%

DANCE

Year 11 Course Outcomes

A student:

- P1.1 Understands dance as the performance and communication of ideas through movement and in written and oral form.
- P1.2 Understands the use of dance terminology relevant to the study of dance as an artform.
- P1.3 Develops the skills of dance through performing, composing and appreciating dance.
- P1.4 Values the diversity of dance as an artform and its inherent expressive qualities.
- P2.1 Identifies the physiology of the human body as it is relevant to the dancer.
- P2.2 Identifies the body's capabilities and limitations.
- P2.3 Recognises the importance of the application of safe dance practice.
- P2.4 Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.
- P2.5 Performs combinations, phrases and sequences with due consideration to safe dance practices.
- P2.6 Values self-discipline, commitment and consistency in technical skills and performance.
- P3.1 Identifies the elements of dance composition.
- P3.2 Understands the compositional process.
- P3.3 Understands the function of structure as it relates to dance composition.
- P3.4 Explores the elements of dance relating to dance composition.
- P3.5 Devises movement material in a personal style in response to creative problem-solving tasks in dance composition.
- P3.6 Structures movement devised in response to specific concept/intent.
- P3.7 Values their own and others' dance activities as worthwhile.
- P4.1 Understands the socio-historic context in which dance exists.
- P4.2 Develops knowledge to critically appraise and evaluate dance.
- P4.3 Demonstrates the skills of gathering, classifying and recording information about dance.
- P4.4 Develops the skills in critical appraisal and evaluation.
- P4.5 Values the diversity of dance from national and international perspectives.

Assessment Schedule

Component	Task 1 Half Yearly Exam Presentation of solo dance, verbal discussion with set question & anatomy exam.	Task 2 Presentation of solo dance & discussion.	Task 3 Presentation of solo choreography, log book & discussion.	Task 4 Term 3 Remote Learning	Weighting
Outcomes	P2.1, P2.3, P2.4, P2.5	P2.1, P2.2, P2.3, P2.4, P2.5	P3.1, P3.2, P3.4, P3.5, P3.6, P3.7	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.6, P4.1, P4.2, P4.3, P4.4, P4.5	
Core Performance	30%	40%			70%
Core Composition			10%		10%
Core Appreciation				20%	20%
YEAR 11 ASSESSMENT MARKS	30%	40%	10%	20%	

DESIGN & TECHNOLOGY

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Project Proposal; Management; Working Drawings & Scale Model	Task 2 Half Yearly Exam	Task 3 Design Project & Folio	Task 4 Term 3 Remote Learning	Weighting
Outcomes	P1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2	P1.1, 2.1, 2.2, 3.1, 4.3	P1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2	P1.1, 2.1, 2.2, 3.1, 4.2, 4.3, 5.1, 5.3	
Knowledge and understanding of course content.	5%	10%	15%	10%	40%
Knowledge and skills in designing, managing, producing, and evaluating design projects.	30%		25%	5%	60%
YEAR 11 ASSESSMENT MARKS	35%	10%	40%	15%	100%

ECONOMICS

Year 11 Course Outcomes

A student:

- P1 Demonstrates understanding of economic terms, concepts and relationships.
- P2 Explains the economic role of individuals, firms and government in an economy.
- P3 Describes, explains and evaluates the role and operation of markets.
- P4 Compares and contrasts aspects of different economies.
- P5 Analyses the relationship between individuals, firms, institutions and government in the Australian economy.
- P6 Explains the role of government in the Australian economy.
- P7 Identifies the nature and causes of economic problems and issues for individuals, firms and governments.
- P8 Applies appropriate terminology, concepts and theories in economic contexts.
- P9 Selects and 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:

Component	Task 1 Essay and Presentation	Task 2 Half Yearly Exam	Task 3 Term 3 Remote Learning	Weighting
Outcomes	P1, P2, P7, P10, P12	P3, P4 P5, P6, P7, P11	P3, P4 P5, P6, P7, P11	
Knowledge and understanding of course content	20%	20%	5%	45%
Stimulus-Based Skills		10%	5%	15%
Inquiry & Research	10%			10%
Communication of Economic Information, Ideas and Issues in appropriate forms	10%	10%	10%	30%
YEAR 11 ASSESSMENT MARKS	40%	40%	20%	100%

ENGLISH - ADVANCED

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Common Module: Engaging with Reading to Write	Task 2 Half Yearly Exam	Task 3 Module A: Multimodal Task	Task 4 Term 3 Remote Learning	Weighting
Outcomes	EA11-1, EA11-4, EA11-5, EA11-9	EA11-1, EA11-3, EA11-5, EA11-8	EA11-2, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-5, EA11-8	
Knowledge and Understanding of course content.	10%	10%	20%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	20%	10%	10%	10%	50%
YEAR 11 ASSESSMENT MARKS	30%	20%	30%	20%	100%

ENGLISH - STANDARD

Year 11 Course Outcomes

A student:

- EN11-1 Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.
- EN11-2 Uses and evaluates processes, skills, and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
- EN11-3 Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.
- EN11-4 Applies knowledge, skills, and understanding of language concepts and literary devices into new and different contexts.
- EN11-5 Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6 Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity.
- EN11-7 Understands and explains the diverse ways text can represent personal and public worlds.
- EN11-8 Identifies and explains cultural assumptions in texts and their effects on meaning.
- EN11-9 Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

Assessment Schedule:

Component	Task 1 Common Module: Engaging with Reading to Write	Task 2 Half Yearly Exam	Task 3 Module A: Multimodal Task	Task 4 Term 3 Remote Learning	Weighting
Outcomes	EN11-1, EN11-4, EN11-5, EN11-9	EN11-1, EN11-3, EN11-5, EN11-8	EN11-2, EN11-6, EN11-7, EN11-8	EN11-1, EN11-3, EN11-5, EN11-8	
Knowledge and Understanding of course content.	15%	10%	15%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15%	10%	15%	10%	50%
YEAR 11 ASSESSMENT MARKS	30%	20%	30%	20%	100%

ENGLISH – EXTENSION COURSE

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Imaginative Response	Task 2 Half Yearly Exam	Task 3 IRP - Multimodal Presentation	Task 4 Term 3 Remote Learning	Weighting
Outcomes	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Knowledge and understanding of texts and why they are valued	15%	15%	10%	10%	50%
Skills in complex analysis composition and investigation	15%		25%	10%	50%
YEAR 11 ASSESSMENT MARKS	30%	15%	35%	20%	100%

FOOD TECHNOLOGY

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Food Availability Task and Practical	Task 2 Half Yearly Exam	Task 3 Term 3 Remote Learning	Weighting
Outcomes	P1.1, P1.2, P4.1, P4.2	P1.1, P1.2, P2.2, P3.2, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1	
Knowledge and understanding of course content		20%	20%	40%
Knowledge and skills in designing, managing, producing and evaluating design products	10%	20%		30%
Skills in experimenting with and preparing food by applying theoretical concepts	30%			30%
YEAR 11 ASSESSMENT MARKS	40%	40%	20%	100%

GEOGRAPHY

Year 11 Course Outcomes

A student:

- P1 Differentiates between spatial and ecological dimensions in the study of Geography.
- P2 Describes the interactions between the four components which define the biophysical environment.
- P3 Explains how a specific environment functions in terms of biophysical factors.
- P4 Analyses changing demographic patterns and processes.
- P5 Examines the geographical nature of global challenges confronting humanity.
- P6 Identifies the vocational relevance of a geographical perspective.
- P7 Formulates a plan for active geographical inquiry.
- P8 Selects, organises and analyses relevant geographical inquiry.
- P9 Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries.
- P10 Applies mathematical ideas and techniques to analyse geographical data.
- P11 Applies geographical understanding and methods ethically and effectively to a research project.
- P12 Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

Assessment Schedule:

Component	Task 1 Fieldwork + Research Task	Task 2 Half Yearly Exam	Task 3 Term 3 Remote Learning	Weighting
Outcomes	P1, P2, P3, P7, P8	P1, P2, P3, P7, P8	P1, P2, P3, P7, P8	
Knowledge and understanding of course content	15%	20%	10%	45%
Geographical tools & skills	10%	10%	5%	25%
Geographical inquiry & research, including fieldwork	5%			5%
Communication of Geographical information, ideas and issues in appropriate forms	10%	10%	5%	25%
YEAR 11 ASSESSMENT MARKS	40%	40%	20%	100%

HOSPITALITY



Education

ULTIMO 90072

HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Year 11, 2020 – Year 12, 2021

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA course code

2 U X 2 YR - 26511

HSC Exam: 26587

LMBR code (11 OR 12)

SIT20416126511B

TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 YEAR 11 UOCs					Evidence will be collected during Year 11 AND Year 12 HSC Course for the unit of competency SITHCCC011 Use cookery skills effectively	240 Indicative Hours over 2 years Yr 11 Half Yearly Exam Year 11 Formative Assessment
	SITXFSA001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work	
	SITXWHS001	Participate in safe work practices	C	M	15	Written task/scenario, case study & observation of practical work	
	SITHCCC003	Prepare and present sandwiches	E	E	20		
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	35 hrs Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	10		
	SITHCCC002	Prepare and present simple dishes	E	E	15		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	Yr 12 Half Yearly and Trial Exam
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	5 HSC UOCs					Cluster D: Quality Cafe Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	35 hrs Work placement The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure.
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40		
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	Cluster E: Working in the Hospitality Industry Written task and reflection	This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Year 11 and Year 12 HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

PLEASE NOTE:

- **VET courses are competency based. NO marks contribute to the achievement of the qualification being undertaken.** Students will not be awarded marks for assessments undertaken throughout the course.
- **Students may choose to undertake an optional HSC examination.**
- **School Reports:** Students must sit for the following examinations: Year 11 Half Yearly, Year 11 Yearly, Year 12 Half Yearly and Year Trial HSC. The mark that appears on all school reports will reflect 100% of the examination result achieved for the most recent, formal school examination undertaken.
- **Student Work Placement:** All students must complete 70 hours of work placement over the 2 unit course. (35hrs Year 11, 35hrs Year 12)

INVESTIGATING SCIENCE

Year 11 Course Outcomes

A student:

- INS11/12-1 Develops and evaluates questions and hypotheses for scientific investigations.
- INS11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.
- INS11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.
- INS11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- INS11/12-5 Analyses and evaluates primary and secondary data and information.
- INS11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- INS11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- INS11-8 Identifies that the collection of primary and secondary data initiates scientific investigations.
- INS11-9 Examines the use of inferences and generalisations in scientific investigations.
- INS11-10 Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes.
- INS11-11 Describes and assesses how scientific explanations, laws and theories have developed.

Assessment Schedule:

Component	Task 1 Skills Task	Task 2 Half Yearly Examination	Task 3 Term 3 Remote Learning	Weighting
Outcomes	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8	INS11/12-1, INS11/12-2, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11	
Introduction to information skills and systems	25%	25%	10%	60%
Developing information systems	15%	15%	10%	40%
YEAR 11 ASSESSMENT MARKS	40%	40%	20%	100%

LEGAL STUDIES

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Research Task – The Legal System	Task 2 Half Yearly Exam	Task 3 Term 3 Remote Learning	Weighting
Outcomes	P1, P2, P3, P4	P1, P2, P9, P10	P1, P2, P9, P10	
Knowledge and understanding of course content	20%	20%	10%	50%
Analysis and evaluation		10%	5%	15%
Inquiry and research	10%			10%
Communication of legal information, ideas and issues in appropriate forms	10%	10%	5%	25%
YEAR 11 ASSESSMENT MARKS	40%	40%	20%	100%

MATHEMATICS ADVANCED

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Open-Book in Class Test	Task 2 Half Yearly Exam	Task 3 Investigation Task - Breaking Down Questions	Task 4 Term 3 Remote Learning	Weighting
Outcomes	MA11.1, MA11.2, MA11.8	MA11.1, MA11.2, MA11.8	MA11.2, MA11.3, MA11.4, MA11.8, MA11.9	MA11.1 to MA11.9	
Understanding, Fluency and Communication.	20%	10%	10%	10%	50%
Problem Solving, Reasoning and Justification.	10%	15%	15%	10%	50%
YEAR 11 ASSESSMENT MARKS	30%	25%	25%	20%	100%

MATHEMATICS EXTENSION 1

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Open-Book in Class Test	Task 2 Half Yearly Exam	Task 3 Investigation Task - Breaking Down Questions	Task 4 Term 3 Remote Learning	Weighting
Outcomes	ME11.5, ME11.7	ME11.5, ME11.7	ME11.1, ME11.2, ME11.5, ME11.7	ME11.1, ME11.2, ME11.3, ME11.5, ME11.7	
Understanding, fluency and communication	20%	10%	10%	10%	50%
Problem solving, reasoning and justification	10%	15%	15%	10%	50%
YEAR 11 ASSESSMENT MARKS	30%	25%	25%	20%	100%

MATHEMATICS STANDARD

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Open-Book in Class Test	Task 2 Half Yearly Exam	Task 3 Investigation Task Breaking Down Questions	Task 4 Term 3 Remote Learning	Weighting
Outcomes	MS11-1, MS11-2, MS11-6, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-6, MS11-8, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, fluency and communication	20%	10%	10%	10%	50%
Problem solving, reasoning and justification	10%	15%	15%	10%	50%
YEAR 11 ASSESSMENT MARKS	30%	25%	25%	20%	100%

MODERN HISTORY

Year 11 Course Outcomes

A student:

- MH11-1 Describes the nature of continuity and change in the modern world.
- MH11-2 Proposes ideas about the varying causes and effects of events and developments
- MH11-3 Analyses the role of historical features, individuals, groups and ideas in shaping the past.
- MH11-4 Account 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:

Component	Task 1 Source Analysis Portfolio	Task 2 Half Yearly Exam	Task 3 Historical Investigation	Task 4 Term 3 Remote Learning	Weighting
Outcomes	MH11-6, MH11-7, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	
Knowledge & understanding of course content	15%	10%	5%	10%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	5%	5%	20%
Historical inquiry and research	5%		15%		20%
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20%
YEAR 11 ASSESSMENT MARKS	30%	20%	30%	20%	100%

MUSIC 1

Year 11 Course Outcomes

A student:

- P1 Performs music that is characteristic of topics studied.
- P2 Observes, reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- P3 Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the contexts studied.
- P4 Recognises and identifies musical concepts and discusses their use in 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 and through wide listening.
- P7 Understands the capabilities of performing media, explores and uses current techniques as appropriate to the topics studied.
- P8 Identifies, recognises, experiments with, and discusses the use of technology in music.
- P9 Performs as a means of self expression and communication.
- P10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- P11 Demonstrates a willingness to accept and use constructive criticism.

Assessment Schedule:

Component	Task 1 Performance and Musicology/Viva Voce	Task 2 Half Yearly Exam	Task 3 Composition and Aural Analysis	Task 4 Term 3 Remote Learning	Weighting
Outcomes	P1, P2, P4, P6, P9, P10	P1, P4, P5, P6, P9, P10, P11	P3, P4, P7, P8, P10, P11	P1, P4, P5, P6, P9, P10, P11	
Aural		10%	10%	5%	25%
Performance	5%	5%		5%	15%
Composition			25%		25%
Musicology	25%			10%	35%
YEAR 11 ASSESSMENT MARKS	30%	15%	35%	20%	100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Year 11 Course Outcomes

A student:

- P1 Identifies and examines why people give different meanings to health and to physical activity
- P2 Explains how nutrition, physical activity, drug use and relationships affect personal wealth.
- P3 Recognises that health is determined by sociocultural, economic and environmental factors.
- P4 Identifies aspects of health over which individuals can exert some control.
- P5 Plans for and can implement actions that can support the health of others.
- P6 Imposes actions that can improve and maintain personal health.
- P7 Explains how body structures 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 composition in order to achieve a specific purpose (Option 2).
- P14 Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4).
- P15 Forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16 Utilises a range of sources to draw conclusions about health and physical activity concepts.
- P17 Analyses factors influencing movement and patterns of participation.

Assessment Schedule:

Component	Task 1 Case Study: Better Health for Individuals	Task 2 Half Yearly Exam	Task 3 Body in Motion Research Task	Task 4 Term 3 Remote Learning	Weighting
Outcomes	P2, P3, P4, P6, P16	P1, P2, P3, P4, P5, P6, P7, P8, P11	P7, P8, P10, P11, P16	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Knowledge and understanding of course content	15%	5%	10%	10%	40%
Skills in critical thinking, research analysis and communicating	20%	5%	25%	10%	60%
YEAR 11 ASSESSMENT MARKS	35%	10%	35%	20%	100%

PHYSICS

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Skills Task	Task 2 Half Yearly Exam	Task 3 Depth Study	Task 4 Term 3 Remote Learning	Weighting
Outcomes	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8, PH11-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8, PH11-9, PH11-10, PH11-11	
Skills in working scientifically.	20%	10%	20%	10%	60%
Knowledge and understanding of course content.	10%	10%	10%	10%	40%
YEAR 11 ASSESSMENT MARKS	30%	20%	30%	20%	100%

SOCIETY AND CULTURE

Year 11 Course Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Media Analysis and Conceptual Writing Task	Task 2 Half Yearly Exam	Task 3 Mini Personal Interest Project	Task 4 Term 3 Remote Learning	Weighting
Outcomes	P1, P3, P7, P9	P1, P2, P3, P4, P5, P6, P10	P1, P2, P3, P4, P9, P10	P1, P2, P3, P4, P5, P6, P10	
Knowledge and understanding of course content	25%	5%	10%	10%	50%
Application and evaluation of social and cultural research methodology			20%	5%	25%
Communication of information, ideas and issues in appropriate forms	5%	5%	10%	5%	25%
YEAR 11 ASSESSMENT MARKS	30%	10%	40%	20%	100%

SPORT, LIFESTYLE AND RECREATION

Year 11 Course Outcomes

A student:

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 Demonstrates ways to enhance safety in physical activity.
- 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia.
- 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status.
- 1.6 Describes administrative procedures that support successful performance outcomes.
- 2.1 Explains the principles of skill development and training.
- 2.2 Analyses the fitness requirements for specific activities.
- 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities.
- 2.4 Describes how societal influences impact on the nature of sport in Australia.
- 2.5 Describes the relationship between anatomy, physiology and performance.
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 Designs programs that respond to performance needs.
- 3.3 Measures and evaluates physical performance capacity.
- 3.4 Composes, performs and appraises movement.
- 3.5 Analyses personal health practices.
- 3.6 Assesses and responds appropriately to emergency care situations.
- 3.7 Analyses the impact of professionalism in sport.
- 4.1 Plans strategies to improve performance goal.
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.3 Makes strategic plans to overcome the barriers to personal and community health.
- 4.4 Demonstrates competence and confidence in movement contexts.
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Assessment Schedule:

Component	Task 1 Planning an Expedition	Task 2 Half Yearly Exam	Task 3 Create a Fitness Session	Task 4 Term 3 Remote Learning	Weighting
Outcomes	1.3, 1.4, 3.6, 4.1	1.2, 1.3, 1.4, 3.6, 4.1	1.2, 3.2, 3.3, 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.5	
Knowledge and understanding of course content	15%	5%	10%	10%	40%
Skills in critical thinking, research analysis and communicating	20%	5%	25%	10%	60%
YEAR 11 ASSESSMENT MARKS	35%	10%	35%	20%	100%

VISUAL ARTS

Year 11 Course Outcomes

A student:

- P1 Explores the conventions of practice in art making.
- 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 art making.
- 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 methods 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:

Component	Task 1 Developing a Contemporary Practice - Submitted documented forms	Task 2 Half Yearly Exam	Task 3 Term 3 Remote Learning)	Weighting
Outcomes	P1, P2, P3, P4,P8	P7, P8, P10	P4, P5, P6, P8	
Artmaking	25%		10%	35%
Art Criticism and Art History	15%	40%	10%	50%
YEAR 11 ASSESSMENT MARKS	40%	40%	20%	100%

Submitted documented forms: Installation/Performance/Interactive/Multimedia VAPD record of the development of a research based practice

Submitted artwork(s): explore historical and contemporary representations of the body VAPD including the selection of 5-10 seminal artworks annotated to account for historical changes in the representation of the body over time.