



2025 YEAR 11 ASSESSMENT BOOKLET



Current version available
on school website

[w: engadine-h.schools.nsw.gov.au](http://w:engadine-h.schools.nsw.gov.au)

Information correct as of 28th February 2025.
Please note that assessment task dates/weeks detailed herein may be subject to change.
Formal assessment task notices with specific dates of tasks will stand as the actual date of the task.

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Important Dates 2025

School Terms 2025

Important dates for 2025	
Term 1 2025	31 st January 2025 (Students return 6 th February 2025)
Autumn Break	14 th April 2025
Term 2 2025	28 th April 2025 (Students return 30 th April 2025)
Winter Break	7 th July 2025
Term 3 2025	21 st July 2025 (Students return 22 nd July 2025)
Spring Break	29 th September 2025
Term 4 2025	13 th October 2025 (Students return 14 th October 2025)
Summer Break	22 nd December 2025 (Last day for Students & Staff is 19 th December 2025)

Public Holidays 2025

Public Holidays 2025	
New Year's Day	1 st January 2025
Australia Day	27 th January 2025
Good Friday	18 th April 2025
Easter Monday	21 st April 2025
ANZAC DAY	25 th April 2025
King's Birthday	9 th June 2025
Labour Day	6 th October 2025

Preface

This booklet has been created to provide a comprehensive overview of the assessment policies and practices followed at Engadine High School. The aim of this booklet is to ensure that all students, parents, and teachers have a clear understanding of the school's assessment process and its role in student learning.

The assessment policy and practices outlined in this booklet are designed to support our students' academic and personal growth. They provide a balanced and comprehensive approach to assessment that reflects our commitment to student learning and development. The information contained within this booklet will help students to understand their responsibilities, provide guidance on how to prepare for assessments, and outline the support available to them.

We hope that this booklet will be a useful resource for all members of the Engadine High School community and that it will foster open communication and understanding about assessment practices. We encourage all students, parents, and teachers to read the booklet carefully and to ask questions if they need further clarification.

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 eg 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.

Year 11 Course Assessment Information

General information

All students will be required to complete a program of assessment tasks for each of their courses. These tasks will be used to determine a student's level of achievement in all of their subjects and whether they have met the minimum academic standard in their courses. Students' results will continue to be based on their performance in school assessment tasks.

There are three types of courses approved for study for the Preliminary Course.

1. BOARD DEVELOPED COURSES have their syllabus and examination set by NESA.
2. BOARD ENDORSED COURSES are developed by NESA, but are not examinable at the Higher School Certificate.
3. VOCATIONAL EDUCATION AND TRAINING COURSES are developed by VETAB and approved by NESA. There are no HSC examinations for TAFE-delivered VET courses, with the exception of Accounts – clerical, Electronics Technology and Travel. Students have the option of completing HSC examination for VET courses done at school.

The purpose of school assessment is to provide an indication of the student's attainment of course outcomes:

- With reference to specified standards of performance;
- Measured over the entire course rather than at a single point in time.

All assessment marks will be derived from the performance of various set tasks during the Preliminary Course using prescribed syllabus weightings. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork, and oral tasks. The advantage to the student of this system is that it provides both an extended period of time and a variety of activities in which to demonstrate their ability.

Students should note that the successful completion of their courses depends not only on the completion of assessment tasks, but also on meeting the other requirements of each course. Students must apply themselves with diligence and sustained effort in all aspects of the course. Students need to participate actively in their courses, and to complete the work set both in class and for homework. Non-assessable tasks must also be completed.

Eligibility for the Higher School Certificate

A student will be considered to have satisfactorily completed a Year 11 preliminary HSC course, if in the Principal's view, there is sufficient evidence that the student has:

- a) Followed the course developed or endorsed by NESA; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes (ACE manual 1999)

Engadine High School Assessment Policy

This document sets out the Assessment Policy of Engadine High School (EHS). It provides a concise and consistent framework from which all students from Years 7-12, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty, but we will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at EHS is conducted in a formal and informal way. This policy applies to formal assessment tasks only. Informal assessment takes place on a daily basis in every lesson across the school. For the purposes of reporting both formal, and informal assessment is taken into consideration.

Disability Provisions

Engadine High School offers disability provisions for Year 11 students facing specific learning and/or disabilities that may impact their academic performance. Students should engage with the in-school Learning Support Team (LST), which includes Learning Support teachers, the Deputy Principal, or a School Counsellor. Unlike the HSC course, there is no need to apply through NESA. Instead, students/parents/carers are encouraged to initiate the process within the school setting. The school's LST team will provide guidance and support to ensure appropriate accommodations are in place.

Assessment Tasks Policy

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

A more specific assessment schedule for each course will be provided for students in Term 4 (the commencement of the HSC) as well as a general outline of the Assessment Program for each subject at the commencement of that Program provided in this booklet.

1. Handing out and submission of assessment tasks

- Students in Years 10, 11 and 12 must sign their name on a class roll when they receive notification for a submitted assessment task.
- Students in Years 10, 11 and 12 must sign their name on a class roll when they submit an assessment task.
- If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.
- When submitting an assessment task, students must also complete an assessment cover sheet. These can be found in the school library, school Library Google classroom and available on the school website.
- If a student is absent on the day an assessment task is handed out it is their responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task or, they download a copy of the task from the Google Classroom. Staff are to follow up with absent students in subsequent lessons. Student absence on the day a task is handed out is NOT necessarily grounds for an extension.
- Electronic submission of assessment tasks is acceptable only when negotiated with the classroom teacher prior to the due date.

NB. Staff will provide students with a minimum of two weeks' notice of formal assessment tasks in Years 10, 11 and 12 (including for the Trial HSC and other formal examination periods outlining what is in the examination). Where the day for an assessment has to change from its published date, students will be given written notification outlining these changes.

2. Rule for attendance on the due date of an assessment task

- Students must attend all timetabled lessons (including period 0 for senior extension classes) on the day an assessment is due, even if electronic submission of the task has been negotiated with the teacher.
- Students must arrive at all timetabled lessons on time on the day an assessment task is due.
- Failure to fulfil these requirements will result in the application of the penalties for late submission as set out in *Point 7* of this document.

NB. Students will NOT be permitted to work on or prepare assessments during other classes.

3. Rule for extensions, Illness/Misadventure for assessment tasks and examinations

- All applications for an extension MUST be submitted in writing, with appropriate documentation supporting the application, to the Deputy Principal Curriculum where possible at least two days prior to the due date.
- Appropriate documentation for illness/misadventure will be required, this may include a doctors or death certificate.
- If a student is absent on the day a task is due, it is the student's responsibility to submit the assessment task and appropriate documentation (the school's Illness/Misadventure form) to the Head Teacher, or Head Teacher nominee on the first day they return to school even if they don't have a timetabled lesson for that class on that day.
- Technology breakdowns may NOT be considered a legitimate reason for late submission and therefore any such application may be declined.

NB. Examination periods and formal assessments are published on Sentral and the school's website, as well as in the assessment booklets handed out to Years 11 and 12. As a result of this advanced notification, family holidays are certainly discouraged during these periods, and they will not be endorsed as a justified absence.

4. Nature or form of the extension

For senior students, the Faculty head teacher will determine which of the following is the appropriate course of action for an extension:

- An extension of time for submission;
- Completion of an alternate task submitted at a later date;
- An estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks;
- Zero mark awarded.

NB. Once notified of the decision, students have the option to appeal the decision as per Point 8 in this document.

5. Acceptable reasons for an extension

- Any school related business.
- Illness or injury where the nature of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement

NB. Examination periods and formal assessments are published on Sentral and the school's website, as well as in the assessment booklets handed out to Years 11 and 12. As a result of this advanced notification, family holidays are certainly discouraged during these periods and they will not be endorsed as a justified absence.

6. Family holidays

- For students working towards the RoSA (Years 9, 10, 11) or the HSC, extensions generally WILL NOT be granted for family holidays nor alternative tasks offered.

7. Penalties for late submission

Years 10-12

- Students will be awarded a mark of zero for any task not submitted by the specified time on due date or, for non-submitted tasks, not completed during the timetabled lesson, unless a valid extension or misadventure have been approved (see Point 3).
- Failure to submit an assessment task, or non-serious attempts made on assessment tasks, may result in a warning of an N Award Warning or a N Determination being issued.

8. Assessment Appeals

- Students who have concerns regarding an assessment task are encouraged to first discuss the matter with their class teacher to seek clarification or resolution. If the concern remains unresolved after this initial contact, the student should then approach the Head Teacher responsible for the course in question.
- In cases where the issue persists, or if the student believes there has been a breach in the validity or fairness of the assessment process, they have the right to lodge a formal appeal.
- Appeals must be submitted in writing and can be initiated by the student, their parent or guardian, or a teacher.

Grounds for an Appeal:

- **Validity of Assessment:** If the student believes that the task was not appropriately aligned with the syllabus outcomes or that the content assessed was not covered during the course.
- **Marking Criteria:** If the student feels that the published marking criteria were not applied consistently or were not adhered to during the marking process.
- **Process of Assessment:** If there is a concern that the assessment process was compromised, such as through administrative errors, bias, or failure to provide reasonable adjustments for students with documented needs.

Assessment Appeals Panel: The written appeal will be reviewed by an Assessment Appeals Panel, which will consist of:

- A Deputy Principal, who will serve as the chairperson of the panel.
- Two Head Teachers from faculties not involved in the subject of the appeal.

The panel will undertake a thorough investigation, which may include:

- Reviewing the assessment task and its alignment with syllabus outcomes.
- Examining the marking criteria and how they were applied.
- Interviewing relevant parties, including the student, teacher, and Head Teacher.
- Reviewing any additional evidence provided by the student or their representatives.

The panel's role is to determine whether the assessment task was valid, whether the marking criteria were properly followed, and whether the process was conducted fairly and without bias. It is important to note that the panel will not re-mark the assessment or adjust the marks assigned. The appeal focuses solely on the integrity of the assessment process.

Possible Outcomes of an Appeal: Depending on the findings of the Assessment Appeals Panel, one of the following outcomes may be recommended:

- **Re-sitting of the Assessment Task:** The entire cohort or single student may be required to re-sit the assessment if it is found that the original task was invalid or compromised.
- **Substitute Assessment:** A new assessment task may be provided to the entire cohort or single student if the original task is deemed inappropriate or unfair.
- **Adjustment to the Assessment Process:** Changes may be implemented for future assessments if procedural issues are identified (e.g., clearer instructions, adjustments in marking criteria).
- **No Change:** If the panel finds that the assessment was valid, marking criteria were followed, and the process was fair, no further action will be taken.

Outcome:

- The ruling of the Assessment Appeals Panel is binding and final. The panel will communicate its decision to all parties involved.

NB: Students may not dispute the type of assessment tasks set by teachers nor the professional judgement of teachers concerning the allocation of marks. The appeals process is strictly limited to the validity and procedural fairness of the assessment.

9. Plagiarism

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Students are not permitted to use Artificial intelligence (AI) to write or contribute to assessment tasks unless it is specifically outlined in the course instructions.
- Detected malpractice will see the following apply: zero marks for part or all of the assessment and the student being added to the HSC malpractice register.
- If a teacher suspects a student has engaged in plagiarism, the responsibility lies with the student to demonstrate that their work is original and has not been plagiarised. Students must provide evidence of the development of their work, including drafts, time stamped drafts, research notes, additional writing samples, and sources used. Failure to provide such evidence may result in a determination that plagiarism has occurred.
- The teacher will review the evidence provided by the student. If the evidence is insufficient or if the work clearly reflects unacknowledged sources or AI-generated content, plagiarism penalties will be applied.
- In cases where plagiarism is suspected, consequences may include receiving a zero mark for the task, being required to re-submit the work under supervision, or other penalties as outlined in the school's academic integrity policy.
- If a student wishes to dispute a teacher's professional judgement regarding plagiarism, they may follow the appeals process as outlined above. However,

the student must provide substantial evidence to support their appeal for it to be considered by the Assessment Appeals Panel.

- Please see the section on 'All my Own Work' and 'Malpractice' for more specific examples and information.

10. Non-Serious attempt

- Non-serious attempts may include not writing in an assessment task, writing something inappropriate, failing to attempt to complete an examination paper, or failing to submit work that could legitimately be called a serious effort based on your prior ability. These behaviours can lead to disappointing results and may have consequences such as receiving a mark of zero or an N award warning or an N determination for a course.

11. In Class tasks on the same line

- When a subject has two classes that are on different lines and the assessment task is completed in class, the task will be completed on a Wednesday afternoon during periods 5 and 6. Details regarding this task will be on the assessment notification, provided at least two weeks prior to the task.
- **Students must make themselves available to sit this task at the appropriate time.**

12. Use of Electronic Devices

- Only NESA-approved calculators may be used in examinations. NESA provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.
- If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.
- The student may be placed on the HSC Malpractice register.

Malpractice Policy

At Engadine High School, any form of malpractice in school-based assessment is unacceptable and will be dealt with in accordance with NESA guidelines (ACE 10.1).

Malpractice is defined as any activity that gives a student an unfair advantage over others.

All students are responsible for understanding and adhering to the school's malpractice policy.

NESA

‘N’ Determination [Non Award]

If a student fails to comply with NESA’s requirements for the HSC course they will receive an ‘N’ Determination. This means that the relevant course will not appear on the student’s Record of Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the award of the HSC in that year.

- Students are required to meet course completion criteria as well as assessment criteria. 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:
 - o followed the course developed or endorsed by NESA; and
 - o applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - o achieved some or all of the course outcomes.

Official Warning Letters

Where a student fails to comply with NESA or school requirements for the satisfactory completion of the Higher School Certificate course, the student will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter’s requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an N Determination in that course, indicating non-completion of course requirements. An N Determination will mean that the student may not be eligible for the award of the Year 11 ROSA.

All My Own Work

What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material is associated with a task, such as drafts, processes, diaries, logs and journals.

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your RoSA, Preliminary or HSC results.

The following are common questions about plagiarism.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Definitely yes!

Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A. Yes. This is plagiarism.

Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?

A. It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your work.

Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

Q. Can I use Artificial intelligence to write all or parts of my assessment task?

A. Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This policy is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work.

Course Assessment Schedules

This section details the assessment schedules for each course.

See this [guide](#) to help understand how to read an assessment schedule for your course.

The terms/weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide the exact timing and details of the task.

Course Assessment Overview Schedule

Term 1 2025: Assessment schedule

Week:	Subject
1	
2	
3	
4	
5	
6	
7	
8	• English Studies • Economics • Food Technology • Geography • Industrial Technology Timber and Multimedia • Physics
9	• Legal Studies • Earth and Environmental • Community and Family Studies • Visual Arts • Biology
10	• Chemistry • Modern History • Music 1 and 2 • English Standard • English Advanced
11	• English Extension 1 • Sport, Lifestyle and Recreation • Dance

Term 2 2025: Assessment schedule

Week:	Subject
1	• Ancient History • Mathematics Advanced • Mathematics Standard • Numeracy • Health and Movement Science Depth Study
2	• Aboriginal Studies • Business Studies • Engineering Studies • Mathematics Extension 1 • Software Engineering
3	• Textiles and Design
4	• Earth and Environmental Depth Study
5	• Visual Arts • Society and Culture • Dance • Geography
6	• Physics Depth Study • English Studies
7	• Food Technology • Modern History
8	• Biology • Economics • Legal Studies • Health and Movement Science
9	• Community and Family Studies • Advanced English, English Extension 1 and Standard English • Music 1 and 2
10	• Textiles and Design • Mathematics Advanced and Standard • Numeracy

Term 3 2025: Assessment schedule

Week:	Subject
1	• Mathematics Extension 1 • Chemistry Depth Study
2	• Ancient History • Business Studies • Sport, Lifestyle and Recreation • Aboriginal Studies
3	• Software Engineering • Society & Culture • Engineering Studies • Industrial Technology Timber and Multimedia
4	
5	
6 Prelims	• Ancient History • Business Studies • Economics • Geography • Legal Studies • Modern History • Society and Culture • Biology • Earth and Environmental • Physics • Community and Family Studies • Visual Arts • Advanced English, English Studies, English Extension 1 and Standard English • Health and Movement Science • Mathematics Advanced, Standard and Extension 1 • Numeracy
7 Prelims	• Aboriginal Studies • Chemistry • Dance • Engineering Studies • Sport, Lifestyle and Recreation • Software Engineering • Music 1 and 2 • Textiles and Design • Industrial Technology Timber and Multimedia • Food Technology
8	
9	
10	

English Faculty

English Advanced

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Term 1 Week 10	Writing Portfolio	Reading to Write	EA11-1, EA11-3, EA11-6, EA11-7, EA11-9	30%	15%	15%
2	Term 2 Week 9	Multimodal Presentation	Narrative that Shape Our World	EA11-2, EA11-3, EA11-6, EA11-8, EA11-9	40%	20%	20%
3	Term 3 Week 6-7	Yearly Examination	Critical Study of Literature	EA11-1, EA11- 3, EA11- 4, EA11-5	30%	15%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

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

English Extension 1

Board Developed, 1 Unit, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation
1	Term 1 Week 11	Imaginative Response & Reflection	Texts, Culture & values - Disruptions Across Time & Space	EE11-1, EE11-3, EE11-5, EE11-6	30%	15%	15%
2	Term 2 Week 10	Research Task- Multimodal Presentation (IRP)	Literary & Critical Perspectives - Disruptions of Identity	EE11-1, EE11-2, EE11-3, EE11-4 EE11-5 EE11-6	40%	20%	20%
3	Term 3 Week 6-7	Yearly Examination	All Topics & Texts	EE11-1, EE11-2, EE11-3, EE11-4 EE11-5 EE11-6	30%	15%	15%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

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

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

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

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

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

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

English Standard

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Term 1 Week 10	Writing Portfolio	Reading to Write	EN 11-1, EN 11-3, EN 11-6, EN 11-7, EN 11-9	30%	15%	15%
2	Term 2 Week 9	Multimodal Presentation	Contemporary Possibilities	EN 11-2, EN 11-6, EN 11-8	40%	20%	20%
3	Term 3 Week 6-7	Yearly Examination	Close Study of Literature	EN 11-1, EN 11-3, EN 11-4, EN 11-5	30%	15%	15%
					100%	50%	50%

**Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task*

Outcomes - A student:

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

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

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

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

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

EN11-6 investigates and explains the relationships between texts

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

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

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

English Studies

Board Developed, 2 Units, ATAR Eligible, Category B

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively
1	Term 1 Week 8	Writing - Job Application	Achieving Through English	ES11-1, ES11- 2, ES11-10	30%	15%	15%
2	Term 2 Week 6	Multimodal Presentation	On The Road - English & Travel	ES11-3, ES11-4, ES11-5	30%	15%	15%
3	Term 3 Week 6,	Portfolio of Classwork	All modules	ES11-6, ES11-7, ES11-9	40%	20%	20%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

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

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

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

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

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

ES11-8 identifies and describes relationships between texts

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

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

Mathematics Faculty

Mathematics Standard

Board Developed, 2 Units, ATAR Eligible, Category B

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 2 Week 1	Exam	Formulae and equations, Measurement	MS11-1, MS11-2	35%	17.5%	17.5%
2	Term 2 Week 10	Investigation Style Assignment	Financial Mathematics	MS11-5	25%	12.5%	12.5%
3	Term 3 Week 6-7	Exam	All content	11MS11-1, 11MS11-2, 11MS11-3, 11MS11-4, 11MS11-5, 11MS11-6, 11MS11-7, 11MS11-8, 11MS11-10	40%	20%	20%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

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

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

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

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

MS11-5 models relevant financial situations using appropriate tools

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

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

MS11-8 solves probability problems involving multi stage 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

Mathematics Advanced

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 2 Week 1	Exam	Algebra, Functions, Transformations	MA11-1 MA11-2	35%	17.5%	17.5%
2	Term 2 Week 10	Investigation Style Assignment	Functions, Trigonometry	MA11-2 MA11-3	25%	12.5%	12.5%
3	Term 3 Week 6-7	Exam	All content	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	40%	20%	20%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

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

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

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

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

Mathematics Extension 1

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 2 Week 2	Exam	Polynomials, Further functions	ME11-1, ME11-2	35%	17.5%	17.5%
2	Term 3 Week 1	Investigation Style Assignment	Binomial theorem	ME11-5	25%	12.5%	12.5%
3	Term 3 Week 6-7	Exam	All content	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	40%	20%	20%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

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

Numeracy

Board Developed / Board Endorsed, Units, ATAR Eligible, Category A or B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 2 Week 1	Exam	Whole numbers, Data, graphs and tables, Distance, area and volume	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3	35%	17.5%	17.5%
2	Term 2 Week 10	Investigation Style Assignment	Fractions and decimals, Whole numbers, Data, graphs and tables, Distance, area and volume, Operations with fractions and decimals	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	25%	12.5%	12.5%
3	Term 3 Week 6-7	Exam	All content	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3	40%	20%	20%
					100%	50%	50%

Outcomes - A student:

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Science Faculty

Biology

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in working scientifically
1	Term 1 Week 9	Prac Test	Working scientifically / Cells as the basis of life	BIO11-2, BIO11-3 BIO11-4, BIO11-5 BIO11-7, BIO11-8	30%	5%	25%
2	Term 2 Week 8	Depth Study	Organisation of living things	BIO11-3, BIO11-6 BIO11-7, BIO11-11	40%	15%	25%
3	Term 3 Week 6-7	Trial Exam	Preliminary Examination	BIO11-4, BIO11-5 BIO11-7, BIO11-8 BIO11-9, BIO11-10 BIO11-11	30%	20%	10%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11-5 analyses and evaluates primary and secondary data and information

BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Chemistry

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in working scientifically
1	Term 1 Week 10-11	Skills Test	Module 2	CH 11-4, CH 11-5 CH 11- 8, CH 11- 9	30%	5%	25%
2	Term 3 Week 1-2	Depth Study	Rates of reaction	CH 11-1, CH 11-2 CH 11-3, CH 11-4 CH 11-7, CH 11- 10	35%	5%	30%
3	Term 3 Week 7-8	Yearly Exam	Preliminary Examination	CH 11-1 to 7 CH 11- 8 to 10	35%	30%	5%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

CH11-1 develops and evaluates questions and hypotheses for scientific investigation

CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5 analyses and evaluates primary and secondary data and information

CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

Earth and Environmental Science

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in working scientifically
1	Term 1 Week 9	Research task	Human Impacts	EES 11-2 EES 11-3 EES 11-4 EES 11- 11	30%	15%	15%
2	Term 2 Week 4	Depth Study	Plate Tectonics	EES 11-1 EES 11-3 EES 11-6 EES 11-7 EES 11-9	35%	5%	30%
3	Term 3 Week 6-7	Yearly Exam	Preliminary Examination	all	35%	20%	15%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

EES11-1 develops and evaluates questions and hypotheses for scientific investigation

EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11-5 analyses and evaluates primary and secondary data and information

EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Investigating Science

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in working scientifically
1	Term 1 Week 8	Prac Test	Module 1 and 2	INS 11-2, INS 11-3 INS 11-4, INS 11-5 INS 11-8	30%	10%	20%
2	Term 2 Week 9	Depth Study	Module 2	INS 11-1, INS 11-6 INS 11-7, INS 11-9	40%	10%	30%
3	Term 3 Week 6-7	Yearly Exam	Preliminary Examination	all	30%	20%	10%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

INS11-1 develops and evaluates questions and hypotheses for scientific investigation

INS11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11-5 analyses and evaluates primary and secondary data and information

INS11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11-7 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

Physics

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in working scientifically
1	Term 1 Week 8	Prac Test	Module 1	PHY 11-2, PHY11-3 PHY11-5, PHY11-6 PHY11- 8	30%	5%	25%
2	Term 2 Week 6	Depth Study	Module 1 and 2	PHY 11-1, PHY 11-6 PHY 11-7, PHY11-9	35%	10%	25%
3	Term 3 Week 6-7	Yearly Exam	Preliminary Examination	All	35%	25%	10%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

PHY11-1 develops and evaluates questions and hypotheses for scientific investigation

PHY11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PHY11-3 conducts investigations to collect valid and reliable primary and secondary data and information

PHY11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PHY11-5 analyses and evaluates primary and secondary data and information

PHY11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PHY11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PHY11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

PHY11-9 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

PHY11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PHY11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

HSIE Faculty

Aboriginal Studies

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weigh ting	Assessment components and weightings			
						Knowledge and understanding of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Local Community Case Study	Communication of information, ideas and issues in appropriate forms
1	Term 2 Week 2	Essay	Connection to Land	P1.2, P2.1, P2.2, P3.2	20%	10%			10%
2	Term 3 Week 2	Research	Research & Inquiry	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2	40%		15%	20%	5%
3	Term 3 Week 6-7	Exam	All Content	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3	40%	30%			10%
					100%	40%	15%	20%	25%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

- P1.1** identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2** explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3** explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1** explains the meaning of the Dreaming to Aboriginal peoples
- P2.2** explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1** describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2** explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3** explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1** plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2** undertakes community consultation and fieldwork and applies ethical research practices
- P4.3** investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Ancient History

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
1	Term 2 Week 1	Source Analysis	Nature of Ancient History & Ancient Egypt	AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	30%	10%	15%		5%
2	Term 3 Week 2	Research Essay	Historical Investigation	AH11-2, AH11-3, AH11-5, AH11-7AH11-8, AH11-9	30%			20%	10%
3	Term 3 Week 6-7	Exam	All topics	AH11-1, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	40%	30%	5%		5%
					100%	40%	20%	20%	20%

**Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task*

Outcomes - A student:

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

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

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

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

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

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

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

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

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

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

Business Studies

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms
1	Term 2 Week 2	Business Report	Nature of Business & Management	P1, P2, P4, P5, P8, P9	30%	10%		15%	5%
2	Term 3 Week 2	Business Plan	Business Planning & Management	P1, P3, P4, P6, P7, P8, P9, P10	30%	10%	10%	5%	5%
3	Term 3 Weeks 6-7	Exam	All topics	P1, P2, P3, P4, P5, P6, P8, P9, P10	40%	20%	10%		10%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

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

Economics

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms
1	Term 1 Week 8	Report	Intro to economics	P1, P2, P4, P5, P8, P9, P10	30%	5%	10%	10%	5%
2	Term 2 Week 8	Essay	Markets	P2, P3, P8, P10	30%	10%		10%	10%
3	Term 3 Week 6-7	Exam	All topics	P1, P2, P3, P5, P6, P8, P10, P11	40%	25%	10%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

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

Geography

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms
1	Term 1 Week 8	Test	Earth's Natural Systems & Skills	P1, P2, P3 P9, P10, P12	20%	5%	10%		5%
2	Term 2 Week 5	Geographical Investigation	Geographical Issue	P6, P7, P8, P9, P10, P11, P12	40%	5%	5%	20%	10%
3	Term 3 Weeks 6-7	Exam	All Topics	P1, P2, P3, P4, P5, P7, P10, P12	40%	30%	5%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

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

Legal Studies

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms
1	Term 1 Week 9	Short response	Part 1: The Legal System	P1, P4, P7, P8, P9, P10	30%	5%	10%	10%	5%
2	Term 2 Week 8	Research and in class Essay	The Individual and the law	P4, P5, P6, P7, P9	30%	10%	5%	5%	10%
3	Term 3 Weeks 6-7	Exam	All content	P2, P3, P4, P5, P6, P7, P10	40%	25%	5%	5%	5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

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

Modern History

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Knowledge and understanding of course content	Historic skills in the analysis and evaluation of sources and interpretations	Historical Inquiry and research	Communication of historical understanding in appropriate forms
1	Term 1 Week 10	Source Based. Short Answer	The Shaping of the modern World: World War 1	MH 11-6, MH 11- 7 MH 11-9, MH 11-10	30%	10%	15%		5%
2	Term 2 Week 7	Essay	Historical Investigation	MH 11-1, MH11 -2 MH 11-3, MH 11-4 MH 11-5, MH 11-8	30%			20%	10%
3	Term 3 Weeks 6-7	Yearly exam	Case studies: Romanov Dynasty, The First Indochina War, The Shaping of the modern World: World War 1	MH 11-1, MH11 -2 MH 11-3, MH 11-6 MH 11- 7, MH 11-9 MH 11-10	40%	30%	5%		5%
					100%	40%	20%	20%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

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

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

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

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

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

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

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

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

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

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

Society & Culture

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings		
						Knowledge and Understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms
1	Term 2 Week 5	In-class Response	Personal and Social Identity	P1, P3, P4, P6, P9, P10	30%	20%		10%
2	Term 3 Week 3	Mini Personal Interest project	Mini Personal Interest project	P1, P2, P3, P5, P8, P9, P10	30%		20%	10%
3	Term 3 Weeks 6 - 7	Yearly Exam	The Social and Cultural World, Personal and social identity, Intercultural communication	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	40%	30%	10%	
					100%	50%	30%	20%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A 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

TAS Faculty

Engineering Studies

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Knowledge and skills in research problem solving communication related to engineering practice
1	Term 2 Week 2	Engineering Report	Engineered Products	P1.2, P2.1, P4.1, P4.2	20%	10%	10%
2	Term 3 Week 3	Engineering Report	Biomedical Engineering	P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2	40%	20%	20%
3	Term 3 Weeks 7-8	Exam	All course content to date	P4.3 P6.1 P6.2	40%	30%	10%
					100%	60%	40%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

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

Software Engineering

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Knowledge and skills in research problem solving communication related to engineering practice
1	Term 2 Week 2	Programming methodology and Planning	Python	SE-11-01, SE-11-02, SE-11-06, SE-11-07, SE-11-08	20%	10%	10%
2	Term 3 Week 3	Programming portfolio and research task	Topic 2	SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-08	40%	20%	20%
3	Term 3 Weeks 7-8	Final Exam	All	SE-11-01, SE-11-01, SE-11-06, SE-11-07, SE-11-08, SE-11-09	40%	20%	20%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

SE11-01 describes methods used to plan, develop and engineer software solutions

SE11-02 explains how structural elements are used to develop programming code

SE11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions

SE11-04 applies safe and secure practices to collect, use and store data

SE11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment

SE11-06 applies tools and resources to design, develop, manage and evaluate software

SE11-07 implements safe and secure programming solutions

SE11-08 applies language structures to refine code

SE11-09 manages and documents the development of a software project

Food Technology

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings		
						Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts
1	Term 1 Week 8	Research	Food Availability and Selection	P1.1 P1.2 P4.4	30%	5%	15%	10%
2	Term 2 Week 7	Practical/ report	Food Quality	P2.2 P3.2 P4.1 P4.4	40%	15%	5%	20%
3	Term 3 Week 7-8	Exam	Yearly Exam	P2.1 P3.1 P2.2 P1.2, P4.3	30%	20%	10%	
					100%	40%	30%	30%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

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
- P4.3** 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.

Industrial Technology Timber and Multimedia

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects
1	Term 1 Week 8	Industry Study	Industry Study	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2	20%	10%	10%
2	Term 3 Week 3	Preliminary Project and Folio	Design, Management and Communication Production, Industry Related Manufacturing Technology.	P2.1 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2	40%	10%	30%
3	Term 3 Week 7-8	Exam	Industry Study, Design, Management and Communication Production, Industry Related Manufacturing Technology.	P1.1, P1.2, P2.1 P2.2 P3.1 P3.2 P3.3, P4.1,P4.2 P4.3 P5.1 P5.2 P6.1, P6.2, P7.1, P7.2	40%	20%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

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

Textiles & Design

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of textiles projects
1	Term 2 Week 3	Practical Portfolio	Communication Techniques Portfolio	P2.1, P2.3, P3.2	20%	10%	10%
2	Term 2 Week 10	Practical	Preliminary Textiles Project	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	40%	10%	30%
3	Term 3 Week 7	Exam	Yearly Examination	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	40%	30%	10%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

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

Performing Arts Faculty

Music 1

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Performance	Composition	Musicology	Aural
1	Term 1 Week 10	Performance and Musicology Written	Performance and Musicology	P1, P4, P5, P6	25%	10%		15%	
2	Term 2 Week 9	Composition portfolio and Musicology Viva	Composition and Musicology	P3, P5, P7	35%		25%	10%	
3	Prelim exam Term 3 Weeks 7&8	Performance Aural Skills Exam	Performance and Aural	P1, P4, P6	40%	15%			25%
					100%	25%	25%	25%	25%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

P1 performs music that is characteristic of the topics studied

P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 comments on and constructively discusses performances and compositions

P6 observes and discusses concepts of music in works representative of the topics studied

P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 identifies, recognises, experiments with and discusses the use of technology in music

P9 performs as a means of self-expression and communication

P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11 demonstrates a willingness to accept and use constructive criticism

Music 2

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Performance	Composition	Musicology	Aural
1	Term 1 Week 10	Performance and Musicology Viva	Performance Mandatory topic Musicology	P1, P6, P7, P10	25%	10%		15%	
2	Term 2 Week 9	Composition portfolio and Musicology Score analysis	Composition and Musicology	P3, P4, P5, P6	35%		25%	10%	
3	Term 3 Weeks 7&8	Performance Aural Skills Exam	Performance Mandatory or additional topic Aural	P1, P4, P6	40%	15%			25%
					100%	25%	25%	25%	25%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes: Through activities in performance, composition, musicology and aural, a student:

P1 performs music that is characteristic of the topics studied

P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 comments on and constructively discusses performances and compositions

P6 observes and discusses concepts of music in works representative of the topics studied

P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 identifies, recognises, experiments with and discusses the use of technology in music

P9 performs as a means of self-expression and communication

P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11 demonstrates a willingness to accept and use constructive criticism

Dance

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings		
						Core Performance	Core Composition	Core Appreciation
1	Term 1 Week 11	Performance Research Task	Core Performance and Core Appreciation	P1.2, P2.1, P2.2, P4.2, P4.3	30%	20%		10%
2	Term 2 Week 5	Composition	Core Composition	P1.1, P1.3, P3.1, P3.2, P3.3, P3.6	30%		30%	
3	Prelim Exam Term 3 Weeks 7-8	Performance Exam and Extended Responses	Core Performance and Core Appreciation	P2.1, P2.3, P2.4, P2.5, P4.1, P4.4	40%	20%		20%
					100%	40%	30%	30%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

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 of 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 skills in critical appraisal and evaluation
- P4.5** values the diversity of dance from national and international perspectives

Visual Arts & Languages

Visual Arts

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Art Making	Art Criticism and Art History
1	Term 1 Week 9	Art making and critical analysis	Practical artwork and HSC type question Analysis of an image	P1, P2, P3, P4, P5, P6, P9	40%	20%	20%
2	Term 2 Week 5	Art making	Practical art work	P1, P2, P3, P4, P5, P6	30%	30%	
3	Term 3 Weeks 6-7	Yearly Examination	Art Criticism and Art History	P7, P8, P9, P10	30%		30%
					100%	50%	50%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A 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

PDHPE Faculty

Community & Family Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating
1	Term 1 Week 9	Take Home Task: Recall and application of course concepts.	Resource Management	P1.1, P4.2, P6.1	30%	15%	15%
2	Term 2 Week 9	Exploration of a Case Study	Individuals and Groups	P2.1, P2.3, P4.2, P6.2	35%	5%	30%
3	Term 3 Week 6	Examination	Preliminary Examination	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	35%	20%	15%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

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
- 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

Health and Movement Science

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
1	Term 2 Week 1	Depth Study - Critical Research analysis	Core 2- Body and Mind in Motion	HM11-10, HM11-03, HM11-05	25%	10%	15%
2	Term 2 Week 8	Collaborative Investigation	Core 1- Health for Individuals and Communities	HM11-01, HM11-02, HM11-05, HM11-08, HM11-10	35%	10%	25%
3	Term 3 Weeks 7-8	Examination	Preliminary Examination	HM11-01, HM11-03, HM11-04, HM11-06, HM11-07, HM11-09	35%	20%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

Outcomes - A student:

HM11-01 interprets meanings, measures and patterns of health experienced by Australians

HM11-02 analyses methods and resources to improve and advocate for the health of young Australians

HM11-03 analyses the systems of the body in relation to movement

HM11-04 investigates movement skills and psychology to improve participation and performance

HM11-05 collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts

HM11-06 analysis: analyses the relationships and implications of health and movement concepts

HM11-07 communication: communicates health and movement concepts to audiences and contexts, using a variety of modes

HM11-08 creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts

HM11-09 problem-solving: proposes and evaluates solutions to health and movement issues

HM11-10 research: analyses a range of sources to make conclusions about health and movement concepts

Sport, Lifestyle & Recreation

Content Endorsed, 2 Units, Not ATAR Eligible, Category B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge of content and understanding of course concepts	Developed skills and processes in a wide variety of contexts
1	Term 1 Week 11	Portfolio- Critical analysis of Cross Country	Sports Administration	1.1, 1.3, 4.5	30%	10%	20%
2	Term 3 Week 2	Journal	Fitness Application	1.2, 1.3, 1.6, 2.2, 3.2, 3.3, 4.1	30%	10%	20%
3	Term 3 Week 7	Examination	All course content	1.1, 1.2, 1.4, 1.5, 1.6, 2.2, 2.5, 3.5, 4.3	40%	20%	20%
					100%	40%	60%

Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task

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 how administrative procedures that support successful performance outcomes
- 2.2** analyses the fitness requirements of specific activities
- 2.4** describes how societal influences impact on the nature of sport in Australia
- 2.5** describes the relationship between anatomy, physiology and performance
- 3.2** designs programs that respond to performance needs
- 3.3** measures and evaluates physical performance capacity
- 3.5** analyses personal health practices
- 4.1** plans strategies to achieve performance goals
- 4.2** demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.3** makes strategic plans to overcome the barriers to personal and community health
- 4.5** recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Vet Subjects

Please be advised that the VET assessment matrix for Hospitality, Sport Coaching, Construction, and Entertainment for 2025 are not yet available. Once these become available, they will be provided to students in their respective courses and added to the year 11 assessment booklet, which can be accessed on the Engadine High School website.