

# Year 11 Assessment Manual 2026



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## Purpose

The purpose of School Assessment in reporting for the Higher School Certificate (HSC) is to provide a measure of a student's achievement based on:

- a wider range of syllabus outcomes than is measured by the external examination
- measures and observations throughout the HSC course rather than at a single, final examination.

Such an Assessment allows due weight to be given to indicators of student achievement which, although evident to the classroom teacher, cannot be adequately assessed by a single external examination.

## What is Assessment?

1. The Assessments submitted by schools and colleges for a particular course will measure the achievements of students relative to each other by the end of the HSC course. They will be based on student achievements measured throughout the course.
2. The use of achievement measures throughout a course:
  - i. enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, eg. practical skills.
  - ii. caters for "self-contained" elements such as fieldwork which occur as an isolated part of some courses.
3. Assessment encompasses a wider range of syllabus outcomes, but does not assess the student's interest in and attitude to a subject.
4. Assessment will also include content and outcomes currently measured by the external examination.

## Assessment Task

Throughout the HSC course, students will be required to complete a variety of assessable tasks. These tasks will include such tasks as essays, research assignments, practical work, tests, examinations, field work, etc. Students will be given the due date of an assessable task at least two weeks in advance (see attached schedule). Tasks will be given weightings in accordance with the individual subject policies laid down by the NESAs.



## The Stage 6 Curriculum

NSW Education Standards Authority (NESA) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives.

The purpose of Stage 6 syllabuses is to:

- develop a solid foundation of literacy and numeracy
  - provide a curriculum structure which encourages students to complete secondary education at their highest possible level
  - foster the intellectual, creative, ethical and social development of students, in particular relating to:
    - application of knowledge, skills, understanding, values and attitudes in the fields of study they choose
    - capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers
    - capacity to work collaboratively with others
    - respect for the cultural diversity of Australian society
    - desire to continue learning in formal or informal settings after school
  - provide a flexible structure within which students can meet the challenges of and prepare for:
    - further academic study, vocational training and employment
    - changing workplaces, including an increasingly STEM focused (Science, Technology, Engineering and Mathematics) workforce
- full and active participation as global citizens
- provide formal assessment and certification of students' achievements
  - promote the development of students' values, identity and self-respect.

The Stage 6 syllabuses reflect the principles of the NESA K–10 Curriculum Framework and Statement of Equity Principles, the reforms of the NSW Government Stronger HSC Standards (2016), and nationally agreed educational goals. These syllabuses build on the continuum of learning developed in the K–10 syllabuses. The syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students to succeed in and beyond their schooling. In particular, the attainment of skills in literacy and numeracy needed for further study, employment and active participation in society are provided in the syllabuses in alignment with the Australian Core Skills Framework (ACSF). The Stage 6 syllabuses include the content of the Australian curriculum and additional descriptions that clarify the scope and depth of learning in each subject.

NESA syllabuses support a standards-referenced approach to assessment by detailing the important knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. The syllabuses take into account the diverse needs of all students and provide structures and processes by which teachers can provide continuity of study for all students.

## Principles of effective assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. At our school, we use different types of assessments to support and measure your child's learning: **Formative Assessment:** These are ongoing checks during lessons that help teachers understand how your child is progressing. The feedback from these assessments guides teaching and helps your child improve their skills and knowledge along the way.

**Summative Assessment:** These assessments happen at the end of a learning period, such as a term or unit. They provide a summary of what your child has learned and help us understand their overall achievement.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students' what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.



# Ryde Secondary College Assessment Procedures and Policies

## Rights and Responsibilities

### (1.1) Student rights

Students who attend Ryde Secondary College have the right to;

- Have access to the assessment policies of the college aligned to NESAs, ACE and DoE (this is made available on google classroom)
- Receive guidelines relating to the requirements of each assessment task
- Be notified 14 calendar days in advance of each assessment task (this may be done in person or electronically through the classes online learning platform)
- Receive feedback aligned to the achievement of outcomes
- Query a mark for an individual task at the time it is returned to you
- Request an appeal from the **Assessment Review Panel** against the RoSA grade you have been awarded

### (1.2) Student Responsibilities

It is the responsibility of students enrolled at Ryde Secondary College to;

- Become familiar with and follow the assessment requirements set by the college and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet
- Complete all set tasks on time, or follow RSC procedures if you are unable to meet a deadline
- Commit to your studies by fulfilling all course requirements and upholding academic integrity
- Ensure that all assessment work is your own or acknowledge the contribution of others
- Follow up any concerns you have with tasks using the college procedures within the required deadline.

### (1.3) College Responsibilities

It is the responsibility of Ryde Secondary College to;

- Set assessment tasks which will be used to measure student performance in each component of a course, specify a mark / weighting for each assessment task
- To inform students of the requirements of each assessment task
- To give reasonable advance notice in writing (14 calendar Days) of the exact date for completing or submitting the task
- Keep records of each student's performance on each assessment task
- Provide students with information on their progress.



## Submission of Tasks

### (2.1) submission of work

All Assessment Notifications are provided to students on purple paper. Additionally, a copy may be distributed on the class's e-learning platform.

No automatic extension will be granted to students who are absent on the day the Assessment Task Notification is issued. Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work.

### (2.2) Process for submitting tasks completed outside the classroom

All tasks must be submitted to their classroom teacher during your scheduled lesson time unless otherwise stated on the Assessment Notification. All tasks are to be submitted as a hard copy unless otherwise stated on the Assessment Notification.

## Using Technology

### (3.1) Using a computer

A student who uses a computer to produce an assessment task must:

- ✓ print out a draft at least one day prior to the due date
- ✓ keep all handwritten notes
- ✓ Keep all versions of the tasks (best practice to share this with your teacher as evidence of students own work)
- ✓ attach their work to the appropriate post on the selected 'online platform' (such as Google classroom).

Claims such as:

- viruses
- hardware or software failure (at school or home)
- incompatibility of software versions (eg. between home and school)

will not be accepted for failure to submit an assignment on time.

### (3.2) Technological Failure

In the advent of a computer problem a student must:

- bring all of the above on the day the assignment is due
- bring a completed Assessment Task college-based misadventure form on the day the task is due, and present the completed form and evidence to the Head Teacher faculty
- understand that the mark will be based on the material presented on the day (i.e. new material can not be introduced).

### (3.3) Use of AI in Assessment

Ryde Secondary College is committed to fostering a safe, inclusive, and respectful learning environment. The use of generative AI tools must reflect these values. Students are responsible for their own actions and are expected to use AI ethically, safely, and with integrity. The use of generative AI tools must reflect these values. All AI use must align with the school's expectations for academic honesty, wellbeing, and respectful conduct. Misuse of AI tools, including bullying, plagiarism, or misrepresentation, will be addressed in accordance with school policies.

Students are expected to:

1. **Be responsible** - You are accountable for how you use AI. Don't rely on it to make decisions for you.
2. **Keep it safe** - AI tools must not be used in ways that could cause harm to oneself or others, including emotional, psychological, or reputational harm.
3. **Value diverse perspectives** - Students are encouraged to use AI to explore a range of viewpoints, cultures, and ideas not only those that reinforce their own biases or assumptions.
4. **Respect human dignity** - AI must never be used to bully, stereotype, discriminate, or disrespect individuals or groups. All engagement with AI must uphold the dignity and rights of others.
5. **Use trusted tools**: Only use AI tools that your school has approved or recommended.

These expectations apply to all AI use in learning, assessment, and communication. Breaches will be addressed in accordance with the school's wellbeing, inclusion, and academic integrity procedures.

Ryde Secondary College uses a **five-tier model** to guide ethical AI use:

Tier	Description	Permitted AI Use	Student Requirements
<b>Tier 0</b>	AI-Prohibited Tasks	No AI use permitted	Declaration of authenticity; annotated drafts and process logs required
<b>Tier 1</b>	AI-Supported Learning	Grammar, spelling, brainstorming	No formal attribution; teacher may prompt reflection
<b>Tier 2</b>	AI-Guided Drafting	Rewording, outlining, idea expansion	Clear attribution; annotation of AI contributions, editing logs, version reports
<b>Tier 3</b>	AI-Integrated Assessment	AI as source, stimulus, or critique	Detailed attribution; reflection on reliability, bias, and limitations, editing logs and evidence of prior/engagement in learning
<b>Tier 4</b>	AI-Collaborative Creation	Co-development of artefacts (e.g. scripts, designs)	Full disclosure; iterative evidence of student decision-making, editing logs, evidence of prior/engagement in learning

Assessment tasks will explicitly state what level of AI is allowed. It is assumed any Assessment that does not mention a tier is automatically a Tier 0

Students must adhere to the school's AI permissions model when completing assessment tasks. This includes:

1. **Following task-specific AI permissions**: tasks may fall under different tiers of AI use, from prohibited to collaborative. Students must comply with the expectations outlined for each tier.
2. **Providing process evidence when required**: where AI use is restricted, students are required to submit annotated drafts, planning documents, and process logs to verify authorship.
3. **Acknowledging AI contributions transparently**: where AI use is permitted, students must clearly acknowledge all contributions, including the tool used, date of use, and purpose. They must also reflect on the ethical implications of their engagement.
4. **Engaging meaningfully in prior learning**: failure to engage in classwork, drafting, or formative activities may be considered as an indicator of potential AI misuse in an Assessment. Teachers may request additional evidence to confirm authenticity.

## Absences

### (4.1) Students absent from a Assessment task

It is the student's responsibility to fulfil all requirements specified in the course assessment policies including those tasks given during the student's absence.

Students must be aware that by missing an assessment task they cannot be guaranteed the mark they might have obtained by actually doing the task.

Absence from the College on the due date for the submission of an assessment task will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the Head Teacher faculty).

A student who is absent from the College on the day of a class/course assessment task must follow the procedure:

- I. notify the College by phone on the day of the assessment task
- II. Submit an Assessment Task Appeal using the appropriate form to the Head Teacher faculty within 5 calendar days of the missed task. Assessment Task Appeal forms may be found in this booklet
- III. attach to the Assessment Task Appeal form:
  - a. a letter of explanation which includes the reason for the absence and an indication that the student's parent or caregiver is aware that an assessment task has been missed; and
  - b. a medical certificate or other form of evidence which may include; - Statutory declarations, Religious observance letters.

### (4.2) Prior knowledge of absence for authorised school activity

Where a student has a clash between an assessment task and another authorised school activity (such as work placement, representative sport or performance, religious events or other endorsed commitments), the student must notify the Deputy Principal of their year group and complete an Application for Dispensation at least 5 calendar days in advance, where possible.

Dispensations will only be granted where there is clear evidence that the authorised activity directly impacts the student's ability to complete or submit the assessment task as scheduled. Supporting documentation must be provided to verify the nature and timing of the activity.

If the application is upheld, the Head Teacher of the relevant faculty, in consultation with the classroom teacher, will determine an appropriate adjustment. This may include:

- An alternative method of task submission (e.g. oral presentation, digital format)
- A reasonable extension of time, with a new due date clearly communicated to the student

It is the student's responsibility to maintain communication and complete the adjusted task within the agreed timeframe. Late or retrospective applications may not be considered unless exceptional circumstances apply.

#### **(4.3) Students absent the day before a task.**

Students should be aware that being absent the day before an assessment task may be viewed as an attempt to gain an undue advantage. To prevent this, any student who is absent from the College on the day before (or from lessons immediately preceding) a class or course assessment task, or when a piece of work is due, must provide a medical certificate or other acceptable evidence explaining the absence. If the leave has been approved by the school, no further documentation is required.

This must be confirmed by completing an Assessment Task Appeal form, as outlined in section (b) above (Students Absent from a Task).

#### **(4.4) Students who hand in work after the due date**

Assessment material not presented by the due time will be awarded a zero (0) mark.

If there are extenuating circumstances that might explain late submission, students can apply for an illness/misadventure form and lodging it as outlined (5.1) below.

### **Illness/ Misadventure/Extension**

#### **(5.1) Illness or Misadventure Regulation - Assessment**

As assessments are intended to measure a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance. Applications may be in respect of:

- Illness or injury – illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment(s) (e.g., influenza, an asthma attack, a cut hand);
- Misadventure – any other event beyond the student's control which allegedly affected their performance in the assessment(s) (e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

The application process does not cover:

- Attendance at a sporting or cultural event, family holiday, or family business (such as meeting relatives);
- Alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time, or facilities. (There may be cases involving interruption to the completion of HSC submitted work or loss of materials prepared by the student which NESA will consider, e.g., major works stolen or destroyed by vandals);
- Disabilities for which the college has already granted disability provisions, unless an unforeseen episode occurs during the task (e.g., a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the classroom teacher/examiner;
- Long-term illnesses such as glandular fever, asthma, epilepsy—unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s);
- Matters avoidable by the student (e.g., misreading of timetable; misinterpretation of examination paper).

## (5.2) Illness or Misadventure Regulation Examination Periods - Examination Guide

### To be Eligible for Illness/Misadventure, you must ensure you meet the Eligibility Requirements

- Illness/Misadventure Appeal forms must be **handed in** within 5 calendar days of the task due date
- All relevant documentation must be included.
- No Extensions Except for Severe Illness or Exceptional Circumstances with Substantial Documentation
- Students must notify the supervising teacher or invigilator before the assessment begins.
- Examinations - Invigilators will be required to provide a report on the impact during the examination. Failure to notify prior may result in rejection of the application.
- Claims related to avoidable matters such as misreading the assessment notification, examination timetable or misinterpreting assessment/examination instructions, are excluded.
- Only one appeal or request for Illness/Misadventure is permitted per assessment task.

For an Illness/Misadventure claim to be upheld in the context of assessments or exams, there must be a clear and identifiable impact on the day of the task or exam itself. Issues related to lack of preparation or poor time management are not accepted as valid grounds for Illness/Misadventure claims and will be dismissed.

In cases where alternative assessment arrangements are required due to illness or misadventure, students must complete a substitute task under comparable conditions. Where possible, examinations will be rescheduled to support both students and staff. If a student is unable to complete exams within the Examination period, Ryde Secondary College is committed to utilising all reasonable avenues to ensure every student is provided with the opportunity to demonstrate their learning outcomes through an appropriate substitute task.

If a student misses an entire exam and their illness/misadventure appeal is declined, they will receive a zero mark for that exam. This may result in the student no longer being eligible for the official educational credentials awarded to students in New South Wales, Australia (RoSA/HSC). All decisions regarding Illness/Misadventure for examinations will be made by the assessment panel after the examination period.

Note: The College reserves the right to make on-balanced judgements in extreme cases and when no alternative or comparable substitute task can be administered, to uphold fairness and maintain the integrity of the assessment process for all students. This involves reviewing the marks achieved in similar or comparable tasks such as the RoSA, and throughout Stage 6, considering the nature, difficulty, and content of each assessment.

### (5.3) Extensions to due dates

Where a student has a clash between an assessment task and another **authorised school activity please see (4.2)**

All other Extensions will only be granted in cases of severe illness or other exceptional circumstances. An Application for Dispensation should be applied for where possible a minimum of 5 calendar days in advance. Documentation must be provided to substantiate your request for Dispensation. Applications may be discussed

with the Assessment review panel. If the application is upheld, the Head Teacher of the Faculty in conjunction with the classroom teacher will either determine an alternative method for submission of the task or will grant an extension.

#### **(5.4) Marks awarded for alternative or variations to tasks**

In cases where alternative assessment arrangements are required due to illness or misadventure students are to complete a substitute task under comparable conditions. If a substitute or comparable task cannot be completed, the school may apply a balanced judgement based on the student's performance across all available Stage 6 assessment marks for that course. A comparable task is one that assesses the same or similar outcomes as the original task and uses the same or similar marking guidelines. This approach considers that decisions reflect the student's demonstrated ability and achievement as consistently and fairly as possible.

### **Task non- submission, Breaches and Malpractice or, Non Serious Attempt**

#### **(6.1) tasks missed or not submitted**

If a task is missed or not submitted, and there is no evidence supporting an Illness/Misadventure, it will be awarded a zero mark. The student will still be required to complete and submit the tasks. Failure to do so will result in a Warning of Non Completion of Course Requirement.

#### **(6.2) Malpractice**

The purpose of the assessment procedure is to reward students for their individual efforts over the duration of the assessment period. Thus, it is essential that the assessment be the student's own individual effort, not that of others. It is important to note that even unintentional violations are treated seriously because they can undermine the fairness and integrity of the exam or assignment system and impact other students. Students' work must align to the Tier indicated of the task as outlined in the AI Policy to ensure their work meets the threshold for the task.

Where concerns arise regarding potential malpractice, the classroom teacher, in consultation with the relevant Head Teacher of Faculty, will initiate a formal investigation.

The student will be informed in writing of the concern, and provided with an opportunity to respond. Students must be able to demonstrate that any unacknowledged work submitted is entirely their own.

The investigation will consider all relevant evidence, including documentation, student response, and contextual factors, to ensure a fair and consistent outcome. If malpractice is substantiated, a penalty will be applied proportionate to the severity and nature of the breach. This may include a reduction in marks, removal of malpractised content prior to re-marking, or a zero mark in cases involving a breach of examination conditions.

Throughout the assessment process, the highest level of honesty is required. The academic honesty of students completing assessment tasks, exams, and tests is critical to the integrity of the Awarded credential.

Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

NESA/ACE defines Malpractice as:

any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or knowingly assisting other students to engage in malpractice.

Malpractice includes but is not limited to;

- Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Note: Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

ACE 10.1.1 identifies three types of malpractice:

### **Misrepresentation**

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- a. making up journal entries for a project, and/or
- b. submitting falsified or altered documents, and/or
- c. impersonating another student, and/or
- d. referencing non-existent sources, and/or
- e. contriving false explanations to explain work not handed in by the due date.

### **Plagiarism**

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- a. copying someone else's work in part or in whole, and presenting it as their own, and/or
- b. using material directly from books, journals, the internet, **generative artificial intelligence** or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.

### **Collusion**

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- a. sharing answers to an assessment with other students through any medium, and/or
- b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- c. contract cheating by outsourcing work to a third party, and/or
- d. unauthorised use of artificial intelligence technologies.

### **Breaches of Assessment/Exam rules**

Assessment and Examinations at Ryde Secondary College have clear conditions and rules

These include:

During each exam/in class test you must:

- always follow the supervisor's instructions
- make a serious attempt at the exam by answering a range of question types.  
(For example: answering only multiple choice questions is not considered a serious attempt.)
- answer in English, unless the question paper directs otherwise
- respect and be courteous to your exam supervisors and other students.
- Have the correct equipment

During each exam/in class test you must not:

- Engage in malpractice
- include frivolous or objectionable material
- speak to anyone other than a supervisor
- behave in any way likely to disturb another student or students or the supervisors
- eat unless approved by the college (for example if you have diabetes)
- take any writing booklets either used or unused out of the room
- bring unauthorised equipment or material
- bring in electronic devices unless specifically approved.

### **(6.3) Malpractice Review Panel**

If a student wishes to appeal the outcome of a malpractice investigation, they may request a review by the Assessment Review Panel. This panel provides a structured opportunity for reconsideration, ensuring procedural fairness and transparency.

The student must demonstrate that any unacknowledged work is entirely their own and may submit additional evidence to support their appeal. The panel may include the Deputy Principal (Year Group), Head Teacher Secondary Studies, and the relevant Head Teacher of Faculty.

Each case is reviewed on its individual merits, with consideration given to the nature of the breach, the student's response, and the documentation provided. The panel's role is to determine whether the original decision should be upheld, varied, or overturned.

Where malpractice is confirmed, a penalty will be imposed proportionate to the seriousness of the offence.

This may include:

- A reduction in marks based on the extent of the breach

- Removal of malpracticed material prior to re-marking
- A zero mark for breaches of examination conditions

In exceptional circumstances, the panel may authorise a substitute assessment task. Additional disciplinary actions may also be applied in accordance with the College's behaviour policy.

#### **(6.4) Non Serious Attempt**

To meet the eligibility requirements for the HSC Credential, students must attend and make a serious attempt in all their HSC Assessments.

For an attempt to be considered a serious attempt, students must:

- respond to and demonstrate academic engagement, and answer in English, unless specifically instructed otherwise.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or responses containing objectionable material:
- abuse directed at a member of school staff, Presiding Officer or NESA, and/or obscene symbols, drawings, or comments.
- Submission of an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material.

Where a teacher and Head Teacher have deemed a student to have made a non serious attempt, a mark of zero will be awarded and the students will receive a warning of N Determination. Students must redo the assessment to have the warning resolved and meet the criteria for completion of a course requirement.

#### **(6.5) invalid or non-discriminating tasks**

In the case of a task not discriminating between students, being invalid or having problems associated with its administration, the College reserves the right to disallow (and omit) that task from the assessment program. In these circumstances the College may add another task (with sufficient notice), and/or adjust the weightings accordingly.



## Dispute and Appeals

### (7.1) Disputes regarding assessment marks

Students may engage in discussion with their class teacher about their assessment. Disputes over an individual task must be raised in person within 3 school days of the task being returned. Students are to approach their Head Teacher to enquire about a mark awarded for an assessment task. The Head Teacher of the subject will resolve the matter.

### (7.2) Disputes regarding the administration of assessment tasks

Students have the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the management of the task or students(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. All appeals will be made to the Deputy Principal of the year group using the Assessment appeal form. Appeals must be lodged no later than 3 days after the dispute arises.

### (7.3) Appeals against assessment rank

As the final school assessment marks are not available to students, any assessment review they request will be based on their rank order placement and feedback on their performance during the course. That is, students who think that their placement in the rank order for a course is incorrect, given the feedback on their performance during the course, might seek a college review with the Assessment Review Panel.

An assessment review will focus on the procedures for determining the final school-based assessment mark. Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned.

The student will be informed of the outcome of the review of their assessment and advised of the provision for subsequent appeal to NESAs. The advice on this appeal to NESAs should include information about grounds for appeal.



## Changes/Adjustments/ Disability Provisions

### **(8.1) course changes, late enrolments, accelerants & accumulants**

For students changing courses, the Principal must be satisfied that they have satisfactorily completed the relevant Preliminary course (or equivalent), and that they will be able to complete all course requirements, including assessment.

When a student enrolls at the College after the assessment program has commenced, that student's rank order in each subject will be determined on the basis of work done in this college only.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. However, there may need to be flexible in the order and timing of assessment tasks.

Accumulants are to meet the same course requirements as other students. In the case of an accumulant who is repeating a course where a major work or project is required, the major work or project entered or marked in a previous year cannot be resubmitted without the special permission of the Board.

### **(8.2) Adjustments for students with disability**

Some students with disabilities will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the Disability Standards for Education 2005 to ensure that assessment tasks are accessible to students with disability. The college will offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments will be made in the context of collaborative curriculum planning. Providing an adjustment does not restrict a student's access to the full range of grades or marks.

Adjustments may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

### **(8.3) Disability Provisions for College Assessments**

Students with a permanent or temporary disability or imbedded learning difficulty that would impact their ability to complete an assessment task can receive disability provisions for school-based assessment tasks, including examinations. Students should see the Learning Support Team who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that may be provided. The granting of school-determined provisions will not guarantee that similar provisions will be provided by the NESA in the HSC examination. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be

approved for disadvantaged students solely because of lack of familiarity with the English language. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment. Provision will only be granted once they meet the criteria for approval and have provided the appropriate documentary evidence to support this.

#### **(8.4) Life Skills Curriculum**

Students who are following a Life skills Pattern of study in 2 or more subjects are still required to meet the Course completion criteria

ACE 4.1.1.1 and 4.1.2.1

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

1. followed the course developed or endorsed by NESAs;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

To ensure students meet this criteria the teacher will provide the student with opportunities to create evidence that demonstrates student learning. This can be done through;

- Observing students demonstrating a skill
- Following a procedure which is subject specific.
- Responding to and/or asking questions
- Annotations of personal observations
- Completion of informal tasks aligned to specific life skills outcomes with appropriate adjustments

## **Reporting**

#### **(9.1) After Assessment Task**

After Each Assessment Task teachers will provide information to students, which will show their performance relative to each other on a specific task.

The student will receive a rank specific to the task.

Each student should receive clear feedback on their performance. This advice should indicate:

- the student's attainment in the task relative to the outcomes
- the student's relative position within the school group.

#### **(9.2) Formal Reports**

Formal College reports will be issued by the College at a point midway through the course and at the completion of the course. These reports will provide a comment focused on individual learning progress and what can be done to support learning growth.

The report will also feature a cumulative rank and a course grade.

The course grade is determined by performance in tasks and teacher professional judgement aligned to the Common Grade Scale and subject specific course descriptors

The scale describes performance at each of the five grade levels.

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

### (9.3) Life Skills

Students who are completing a life skills pattern of study will receive a report that indicates their achievement of outcomes within a course.

Students' achievement of outcomes will be indicated as;

Achieved independently	The student was able to demonstrate the outcome without adjustments or The students required adjustments to demonstrate their achievement. These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers.
Achieved with support	The student demonstrates achievement if they are given additional support. Support is provided when a student needs help to demonstrate the achievement of an outcome. Examples of additional support include: <ul style="list-style-type: none"> <li>● verbal prompts</li> <li>● visual prompts</li> <li>● physical assistance</li> <li>● provision of partial responses.</li> </ul>

## Ryde Secondary College Warning of 'N' Determination Procedure

### (10.1) Course Completion Criteria

The following course completion criteria refer to both RoSA/Year 10, Preliminary/Year 11 and HSC courses.

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

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

### (10.2) Non-Completion of a Course Requirements

A student can receive a non-completion of course requirements of a preliminary Course due to the following;

- Not following the course developed or endorsed by NESA
- Not applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - This means if a student does not complete necessary classwork, does not engage in learning activities and opportunities to develop their understanding of content specific to the achievement of outcomes, does not bring necessary equipment to engage in learning activities they are a risk for non-completion of the course
- Not Achieving Course Outcomes
  - This means if a student does not make a genuine attempt at all assessment tasks to provide opportunity for the demonstration of the achievement of outcomes they are a risk for non-completion of the course

### (10.3) Warning of 'N' Determination

If at any point a student is at risk of receiving a N (non-Completion of a Course Requirement) Determination. The College will provide a warning as soon as possible to advise the parent or guardian (if the student is under the age of 18) in writing. This warning letter will advise the student and parent/guardian of the tasks or actions that must be undertaken and a time by which this must be achieved to resolve this. All classroom teachers will offer guidance to the student to resolve this. However, it is the responsibility of the student to discuss this with either their teacher or the Head Teacher of the subject if further support is required.

### (10.4) Warning of 'N' Determination VET Courses

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

#### VET mandatory work placement

The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion ('N') determination.

It is possible for the principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

### **(10.5) N Determination Process - Student Review Panel**

Students who fail to comply with or make an attempt to resolve multiple warnings of 'N' Determination may be placed on review. The Student Review Panel is run by the Deputy of the Year Group and includes the Head Teacher Secondary Studies and where feasible the Principal. This process provides an opportunity to parents and carers to speak with the Colleges Panel to determine pathways for success moving forward. It also serves to ensure that the student is aware of all their requirements and responsibilities to avoid receiving an N Determination.

### **(10.6) Final N Determination**

Students who fail to comply with or make an attempt to resolve multiple warnings of 'N' Determination following review or students who do not engage in the review process will be N Determined as a matter of process. While it is best practice that this Final Determination be done in person with the student and their parent or guardian, The College can complete the Determination by correspondence if necessary.

All N Determination can be appealed with NESAs following the procedure provided in the N Determination package. It is up to the student to complete this process and only if the student considers that they have met the NSW Education Standards Authority (NESA) course completion requirements, as detailed in the Principal's Determination Form, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements.

### **(10.7) Withdrawal from Schools Online**

Students who fail to engage in learning at Ryde Secondary College for prolonged periods will be at risk of being withdrawn from NESA schools online due to a lack of engagement in learning where a student is at risk of receiving an 'N' determination (non-completion of course requirements) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course.

While the students' place in the school will be maintained the student will be removed from the credential of HSC/Year 11/ RoSA. Should the student wish to be reinstated they need to make an appointment with the principal to determine what stage of learning would be the most appropriate for them to ensure they meet the completion of course requirements. (10.1)

### **(10.8) Notice of Expulsion for Unsatisfactory participation (17yr and over)**

The Principal may expel a student for unsatisfactory participation in learning where a student is at risk of receiving an 'N' determination (non-completion of course requirements) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course.

Following the Non completion of course requirements procedure the student will be advised of the tasks or actions to be undertaken in time for the issue to be corrected and alerted to the possible consequences of receiving 2 written 'N' warnings or a final 'N' determination.

If the student does not make diligent attempts to meet the criteria for course requirements (10.2) the school will provide the student with a formal written notice of potential expulsion for unsatisfactory participation from the school



## ANCIENT HISTORY

Task number	Task 1	Task 2	Task 3	
Nature of task	Investigation of Ancient Sites and Sources	Historical Investigation	Preliminary Examination	
Task Type				
Timing	Term 1, Week 10	Term 2, Week 5	Term 3, Weeks 8–9	
Outcomes assessed	AH11.1, AH11.2, AH11.4, 11AH5, AH11.7	AH 11.3, AH11.5, AH11.6, AH11.8, AH11.10	AH11.1, AH11.4, AH11.5, AH11.6, AH11.9	
Components				
Knowledge and understanding of course content	15	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

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

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

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

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

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

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

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

AH 11.8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

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

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

## BIOLOGY

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Practical Investigation</b> Conducting and analysing an experiment	<b>Depth Study</b> Field trip data collection and analysis	<b>Preliminary Examination</b>	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-8	BIO11-1, BIO11-2, BIO11-6, BIO11-10, BIO11-11	BIO11-1-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components				
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

BIO11-1 develops and evaluates questions and hypotheses for scientific investigation

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

## BUSINESS STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Topic Test</b> Nature of Business	<b>Business Research Report</b> Business planning	<b>Preliminary Examination</b> Skills analysis and content	
Task Type	In Class task (Topic Test)	Take home task (Business Research Report)	Examination	
Timing	Term 1, Week 8	Term 3, Week 1	Term 3, Weeks 8–9	
Outcomes assessed	P1, P2, P6, P8	P4,P7,P8,P9,P10	P1-P6, P8-P10	
Components				
Knowledge and understanding of course content	10	5	25	<b>40</b>
Stimulus-based skills	5	5	10	<b>20</b>
Inquiry and research		20		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

### Course Outcomes

P1 discusses the nature of business, its role in society and types of business structure

P2 explains the internal and external influences on businesses

P3 describes the factors contributing to the success or failure of small to medium enterprises

P4 assesses the processes and interdependence of key business functions

P5 examines the application of management theories and strategies

P6 analyses the responsibilities of business to internal and external stakeholders

P7 plans and conducts investigations into contemporary business issues

P8 evaluates information for actual and hypothetical business situations

P9 communicates business information and issues in appropriate formats

P10 applies mathematical concepts appropriately in business situations

## CHEMISTRY

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Depth Study</b> Module 1	<b>First Hand investigation &amp; Skills</b> Module 2	<b>Preliminary Examination</b>	
Task Type	Research & In class common task	Practical work in class common task	Examination	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 8–9	
Outcomes assessed	CH11-1, CH11-2, CH11-4, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-8	CH11-1-7, CH11-3, CH11-4, CH11-8-11	
Components				
Skills in Working Scientifically	25	25	10	<b>60</b>
Knowledge and Understanding	5	5	30	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter CH11-9

describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

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

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

## COMMUNITY AND FAMILY STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of task	Resource Management Extended Response	Individual & Group Research Task	Preliminary Examination	
Task Type				
Timing	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 8–9	
Outcomes assessed	P1.1, P4.2, P5.1, P6.1	P2.1, P2.3, P4.2	P1.1 – P6.2	
Components				
Knowledge and Understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>P1.1 describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals</p> <p>P1.2 proposes effective solutions to resource problems</p> <p>P2.2 describes the role of the family and other groups in the socialisation of individuals</p> <p>P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P3.1 explains the changing nature of families and communities in contemporary society</p> <p>P4.1 utilises research methodology appropriate to the study of social issues</p> <p>P4.2 presents information in written, oral and graphic form</p> <p>P5.1 applies management processes to maximise the efficient use of resources</p> <p>P6.1 distinguishes those actions that enhance wellbeing.</p>				

## DESIGN AND TECHNOLOGY

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Presentation	Nature of Task: "Mini-Major Project"	Preliminary Examination	
Task Type				
Timing	Term 1, Week 8	Part C - Term 3, Week 7	Term 3, Weeks 9	
Outcomes assessed	P1.1, P2.1, P2.2, P5.2, P6.1	P1.1, P3.1, P4.1, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.3	
Components				
Knowledge and understanding of course content	20	10	30	60
Skills and knowledge in the design, manufacture and management of textile projects	10	20	10	40
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Course Outcomes

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

## DRAMA

Task number	Task 1	Task 2	Task 3	
<b>Nature of task Task Type</b>	<b>Theatre Traditions and Performance Styles</b> A performance presentation based on practical workshops conducted throughout the term. PFM: 20% Reflection & Written Research: 10%	<b>Improvisation, Playbuilding, Acting</b> A self-devised and original group performance, 6-8 minutes in length and a logbook. PFM: 20% Logbook: 10%	<b>Elements of Production "Mini-Major Work"</b> A written essay using a chosen text Mini-IP: 20% Essay: 20%	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Yearly Exam Period	
<b>Outcomes assessed</b>	P1.3, P2.4, P3.2, P3.3	P1.1, P1.5, P2.3, P2.5	P2.2, P2.5, P3.1, P3.2	
<b>Components</b>				
Making	10	10	20	40
Performing	10	20		30
Critically Studying	10		20	30
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>Through making</p> <p>P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles</p> <p>P1.2 explores ideas and situations, expressing them imaginatively in dramatic form</p> <p>P1.3 demonstrates performance skills appropriate to a variety of styles and media</p> <p>P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively</p> <p>P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance</p> <p>P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p>P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration</p> <p>P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole</p> <p>Through performing</p> <p>P2.1 understands the dynamics of actor-audience relationship</p> <p>P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers</p> <p>P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p>P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces</p> <p>P2.5 understands and demonstrates the commitment, collaboration and energy required for a production</p> <p>P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance</p> <p>Through critically studying</p> <p>P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</p> <p>P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest</p>				

## EARTH AND ENVIRONMENTAL SCIENCE

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Depth Study:</b> Human Impact	<b>Practical Task:</b> Earth's Resources	<b>Final Examination</b>	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Preliminary Exam Period	
<b>Outcomes assessed</b>	EES11-1, EES11-4, EES11-5, EES11-7, EES11-11	EES11-2, EES11-3, EES11-5, EES11-8	EES-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11	
Components				
Skills in working Scientifically	20	20	20	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

EES11-1 Develops and evaluates questions and hypothesis for scientific investigation

EES11-2 Designs and evaluates investigation in order to obtain primary and secondary data and information

EES11-3 Conducts investigations to collect valid and reliable primary 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 of 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.

## ECONOMICS

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Research Task Planned/unplanned economic systems & scarcity  (Topics 1-2)	Multiple choice and short answer test  (Topic 2-4)	Yearly Exam Final examination – multiple choice, short answer and extended response (Topics 1 – 6)	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8 - 9	
<b>Outcomes assessed</b>	P1, P3, P8, P9, P10	P1, P2, P4, P5, P7, P11	P3, P4, P5, P6, P7, P11	
<b>Components</b>				
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills		10	10	<b>20</b>
Inquiry and research	10		10	<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>P1 demonstrates understanding of economic terms, concepts and relationships</p> <p>P2 explains the economic role of individuals, firms and government in an economy</p> <p>P3 describes, explains and evaluates the role and operation of markets</p> <p>P4 compares and contrasts aspects of different economies</p> <p>P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy</p> <p>P6 explains the role of government in the Australian economy</p> <p>P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments</p> <p>P8 applies appropriate terminology, concepts and theories in economic contexts</p> <p>P9 selects and organises information from a variety of sources for relevance and reliability</p> <p>P10 communicates economic information, ideas and issues in appropriate forms</p> <p>P11 applies mathematical concepts in economic contexts</p> <p>P12 works independently and in groups to achieve appropriate goals in set timelines</p>				

## ENGINEERING SCIENCES

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Engineered Product Analysis</b> Engineered Products	<b>Engineering Solution and Report</b> Braking Systems	<b>Preliminary Examination</b>	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 110	Term 2, Week 8	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	P1.2, P2.1, P4.1, P4.2, P6.2	P1.1, P2.2, P3.1, P3.2 P5.1, P5.2,	P3.1, P3.3, P4.3, P6.1	
<b>Components</b>				
Knowledge and understanding of content	20	20	20	<b>60</b>
Skills	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

P1.1 identifies the scope of engineering and recognises current innovations

P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering

P2.1 describes the types of materials, components and processes and explains their implications for engineering development

P2.2 describes the nature of engineering in specific fields and its importance to society

P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice

P3.2 develops written, oral and presentation skills and applies these to engineering reports

P3.3 applies graphics as a communication tool

P4.1 describes developments in technology and their impact on engineering products

P4.2 describes the influence of technological change on engineering and its effect on people

P4.3 identifies the social, environmental and cultural implications of technological change in engineering

P5.1 demonstrates the ability to work both individually and in teams

P5.2 applies management and planning skills related to engineering

P6.1 applies knowledge and skills in research and problem-solving related to engineering

P6.2 applies skills in analysis, synthesis and experimentation related to engineering

## ENGLISH ADVANCED

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Extended Composition and Reflection</b> Reading to Write	<b>Extended Response</b> Module A: Narratives that Shape our World	<b>Yearly Examination</b> (includes Module B: Critical Study of Literature)	
<b>Task Type</b>	In-class Task	In- class Task	Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	EAV-11-01, EAV-11-04, EAV-11-05, EAV-11-06	EAV-11-01, EAV-11-02, EAV-11-03, EAV-11-05	EAV-11-01, EAV-11-02, EAV-11-03, EAV-11-05	
<b>Components</b>				
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Course Outcomes</b>				
EAV-11-01 analyses the ways an author’s choice of language, form and structure shapes meaning in texts of different modes and mediums				
EAV-11-02 analyses the relationships between texts through context, form and language				
EAV-11-03 analyses the ways context and values influence composition and audience response				
EAV-11-04 composes texts using language forms and features in new and different contexts				
EAV-11-05 composes critical and creative texts for a range of audiences and purposes				
EAV-11-06 evaluates own compositional processes and the ways choice of language, form and structure can shape meaning				

## ENGLISH EAL/D

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Writing Portfolio</b> Reading to Write	<b>Analytical Essay</b> Texts and Society	<b>Oral presentation</b> Close Study of Text	<b>Yearly Examination</b> Close Study of a Text	
<b>Task Type</b>	Writing Portfolio	Extended Response	Oral Presentation	Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Week 7	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	EEA-11-01, EEA-11-02, EEA-11-03, EEA-11-04, EEA-11-05, EEA-11-06	EEA-11-01, EEA-11-02, EEA-11-03, EEA-11-04	EEA-11-01, EEA-11-02, EEA-11-03, EEA-11-04, EEA-11-06	EEA-11-01, EEA-11-02, EEA-11-03, EEA-11-04, EEA-11-06	
<b>Components</b>					
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>EEA-11-01 analyses the ways an author’s choice of textual forms and features shapes meaning in texts from different modes and mediums</p> <p>EEA-11-02 explains the ways context, cultural references and perspectives influence composition and audience response</p> <p>EEA-11-03 explains the connections between texts</p> <p>EEA-11-04 communicates information, ideas and opinions in a range of modes for a variety of purposes, audiences and contexts</p> <p>EEA-11-05 composes critical and creative texts that use textual form and language features to shape meaning for a range of purposes and audiences</p> <p>EEA-11-06 identifies how choices of language, form and structure can shape meaning in own compositions</p>					

## ENGLISH EXTENSION

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Related Research Project</b> Texts, Culture and Value	<b>Related Research Project</b> Texts, Culture and Value	<b>Examination</b> Texts, Culture and Value	
<b>Task Type</b>	Related Research Project	Related Research Project	Examination	
<b>Timing</b>	Term 2, Week 6	Term 3, Week 4	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	EE1-11-02, EE1-11-05, EE1-11-06	EE1-11-01, EE1-11-03, EE1-11-04, EE1-11-05	EE1-11-03, EE1-11-04, EE1-11-05, EE1-11-06	
<b>Components</b>				
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>EE1-11-01 analyses the relationship between author, purpose, form, language, audience and context</p> <p>EE1-11-02 analyses the ways meaning is made through an author’s choice of textual form and language features</p> <p>EE1-11-03 analyses how texts are valued in a range of contexts and cultures for different purposes and audiences</p> <p>EE1-11-04 uses independent inquiry skills to analyse key texts and compose texts</p> <p>EE1-11-05 crafts extended texts that experiment with textual form and language features for a range of purposes and audiences</p> <p>EE1-11-06 analyses choices in textual form and language, and their influence on the crafting of texts</p>				

## ENGLISH STANDARD

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Creative Response and Reflection</b> Reading to Write	<b>Personal Essay</b> Module A: Contemporary Possibilities	<b>Yearly Examination</b> (includes Module B: Close Study of Literature)	
<b>Task Type</b>	In-class Task	In-class Task	Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	EST-11-01, EST-11-04, EST-11-05, EST-11-06	EST-11-01, EST-11-02, EST-11-03, EST-11-04, EST-11-06	EST-11-01, EST-11-02, EST-11-03, EST-11-04 ,EST-11-05, EST-11-06	
<b>Components</b>				
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>EST-11-01 analyses the ways an author’s choice of language, form and structure shape meaning in texts of different modes and mediums</p> <p>EST-11-02 explains the relationships between texts through context, form and language</p> <p>EST-11-03 explains the ways context and values influence composition and audience response</p> <p>EST-11-04 composes texts, using language forms and features in new and different contexts</p> <p>EST-11-05 composes critical and creative texts for a range of audiences and purposes</p> <p>EST-11-06 explains own compositional processes and the ways choices of language, form and structure can shape meaning</p>				

## ENGLISH STUDIES

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Portfolio of Writing and Reflection</b> Reading to Write: Transition to English Studies	<b>Multimodal Presentation</b>  Playing the Game	<b>Yearly Examination</b>  Achieving through English - English in Education, work and community	
<b>Task Type</b>	Portfolio	Multimodal Presentation	Examination	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	ESD-11-01, ESD-11-04, ESD-11-05	ESD-11-02, ESD-11-03, ESD-11-04	ESD-11-01, ESD-11-04, ESD-11-05	
<b>Components</b>				
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

ESD-11-01 uses strategies to explain information and ideas in a variety of texts

ESD-11-02 explains how authors shape meaning and influence audiences through context, textual form and features in a range of modes and mediums

ESD-11-03 identifies connections between texts

ESD-11-04 composes critical and creative texts that structure information and ideas for particular purposes

ESD-11-05 communicates ideas and perspectives using accurate terminology, grammar and textual evidence

## FOOD TECHNOLOGY

Task number	Task 1	Task 2	Task 3
<b>Nature of task</b>	<b>Food Quality Experiment and Preparation</b>	<b>Nutrition Investigation, experimentation and preparation</b>	<b>Preliminary Examination</b>
<b>Task Type</b>	Theoretical and practical	Theoretical and practical	Examination
<b>Timing</b>	Term 2, Week 3	Term 3 Week 4	Term 3, Weeks 8–9
<b>Outcomes assessed</b>	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1

### Components

Knowledge and understanding of course content		10	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### **Course Outcomes** A student:

- P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 explains the role of food nutrients in human nutrition
- P 2.2 identifies and explains the sensory characteristics and functional properties of food
- P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1 generates ideas and develops solutions to a range of food situations

## GEOGRAPHY

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Fieldwork Report</b> In class Biophysical Interactions fieldwork report	<b>Senior Geography Project</b> Individual research report	<b>Preliminary Examination</b> Geographical skills analysis and content	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 8–10	
<b>Outcomes assessed</b>	P1- P3, P6-P10, P12	P7-P12	P1-P6, P8, P10	
Components				
Knowledge and understanding of course content	10	10	20	<b>40</b>
Geographical tools and skills	5	10	5	<b>20</b>
Geographical inquiry and research, including fieldwork	10	10		<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>P1 differentiates between spatial and ecological dimensions in the study of geography</p> <p>P2 describes the interactions between the four components which define the biophysical environment</p> <p>P3 explains how a specific environment functions in terms of biophysical factors</p> <p>P4 analyses changing demographic patterns and processes</p> <p>P5 examines the geographical nature of global challenges confronting humanity</p> <p>P6 identifies the vocational relevance of a geographical perspective</p> <p>P7 formulates a plan for active geographical inquiry</p> <p>P8 selects, organises and analyses relevant geographical information from a variety of sources</p> <p>P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries</p> <p>P10 applies mathematical ideas and techniques to analyse geographical data</p> <p>P11 applies geographical understanding and methods ethically and effectively to a research project</p> <p>P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.</p>				

## HUMAN MOVEMENT SCIENCE

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study	Examination	Collaborative Investigation	
Task Type				
Timing	Term 1, Week 10	Term 2, Week 5	Term 3, Week 7	
Outcomes assessed	HM-11-01 HM-11-02 HM-11-08 HM-11-09 HM-11-10	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-07	HM-11-03 HM-11-04 HM-11-05 HM-11-07 HM-11-10	
Components				
Knowledge and Understanding of Course Content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>HM-11-01 - Interprets meanings, measures and patterns of health experienced by Australians</p> <p>HM-11-02 - Analyses methods and resources to improve and advocate for the health of young Australians</p> <p>HM-11-03 - Analyses the systems of the body in relation to movement</p> <p>HM-11-04 - Investigates movement skills and psychology to improve participation and performance</p> <p>HM-11-05 - Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts</p> <p>HM-11-06 - Analysis: analyses the relationships and implications of health and movement concepts</p> <p>HM-11-07 - Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes</p> <p>HM-11-08 - Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts</p> <p>HM-11-09 - Problem-solving: proposes and evaluates solutions to health and movement issues</p> <p>HM-11-10 - Research: analyses a range of sources to make conclusions about health and movement concepts</p>				

## INDUSTRIAL TECHNOLOGY - TIMBER

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Study	Project and Folio	Examination	
Task Type				
Timing	Week 9, Term 1	Week 6, Term 3	Exam Period	
Outcomes assessed	P1.1 P1.2 P5.1, P6.2 P7.1 P7.2	P1.2 P2.1 P2.2 P3.1P3.2 P3.3 P4.1 P4.2 P4.3P5.1 P5.2	P1.1 P1.2 P2.1 P6.1 P7.1	
Components				
Study of the organisation and management of an individual business	20		10	<b>30</b>
Manage work through the completion of management folio linked to each project produced		30		<b>30</b>
develop knowledge and understanding of a range of materials, processes, tools, equipment and machinery		10	30	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

### Course Outcomes

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

## JAPANESE BEGINNERS

Task number	Task 1	Task 2	Task 3	
Nature of task	Reading, Listening and Conversation	Listening, Reading and Writing	Preliminary Examination	
Task Type				
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 8–9	
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	
Components				
Listening	10	10	10	<b>30</b>
Reading	10	10	10	<b>30</b>
Speaking	10		10	<b>20</b>
Writing		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

## LEGAL STUDIES

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Topic Test</b> The Legal System	<b>Research Essay</b> Written Assessment The Individual and the Law	<b>Preliminary Examination</b>	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10 during Year 11	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P5, P9	P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Components				
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Course Outcomes

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

## MATHEMATICS ADVANCED

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>In-Class Task</b> Content Introduction to Functions Working with Linear and Quadratic Functions	<b>Investigation + Validation Task</b> Content Trigonometry and Measure of Angles Trigonometric Identities and Equations	<b>Preliminary Examination</b> Content All Preliminary content covered	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	MAO-WM-01, MAV-11-01, MAV-11-02	MAO-WM-01, MAV-11-04, MAV-11-05	MAO-WM-01, MAV-11-01, MAV-11-02, MAV-11-03, MAV-11-04, MAV-11-05, MAV-11-06, MAV-11-07, MAV-11-08, MAV-11-09, MAV-11-10	
<b>Components</b>				
Knowledge and Understanding of Course Content	10	15	25	50
Skills in Working Mathematically	10	15	25	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p><b>MAO-WM-01:</b> develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly</p> <p><b>MAV-11-01:</b> applies algebraic techniques and the laws of indices and surds to manipulate expressions and solve problems</p> <p><b>MAV-11-02:</b> uses functions and relations to model, analyse and solve problems</p> <p><b>MAV-11-03:</b> analyses and solves algebraic and graphical problems involving transformations of functions and relations</p> <p><b>MAV-11-04:</b> applies trigonometry to solve problems involving geometric shapes</p> <p><b>MAV-11-05:</b> uses periodic functions to solve trigonometric equations and prove trigonometric identities</p> <p><b>MAV-11-06:</b> interprets the meaning of the derivative and determines the derivative of functions to solve problems</p> <p><b>MAV-11-07:</b> applies exponential and logarithmic laws to simplify expressions, solve equations and prove results</p> <p><b>MAV-11-08:</b> analyses graphs of exponential and logarithmic functions</p> <p><b>MAV-11-09:</b> solves problems involving probability in a variety of contexts</p> <p><b>MAV-11-10:</b> displays and analyses datasets using summary statistics and graphical representations</p>				

## MATHEMATICS EXTENSION 1

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Investigation + validation task</b> <b>Topics:</b> Further work with Functions	<b>In-Class Task</b> <b>Topics:</b> Polynomials & Further Trigonometry	<b>Year 11 Final Examination</b> Content: All Year 11 Content	
<b>Task Type</b>				
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Weeks 8–9</b>	
<b>Outcomes assessed</b>	MAO-WM-01, ME1-11-01	MAO-WM-01, ME1-11-02, ME1-11-03	MAO-WM-01, ME1-11-01, ME1-11-02, ME1-11-03, ME1-11-04, ME1-11-05	
<b>Components</b>				
Knowledge and understanding of course content	<b>15</b>	<b>10</b>	<b>25</b>	<b>50</b>
Skills in Working mathematically	<b>15</b>	<b>10</b>	<b>25</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>50</b>	<b>100</b>
<b>Course Outcomes</b>				
<p><b>MAO-WM-01</b> develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly</p> <p><b>ME1-11-01</b> solves problems involving inequalities, functions and their inverses, graphical relationships between functions, and parametric equations</p> <p><b>ME1-11-02</b> applies the remainder and factor theorem and sums and products of zeroes to solve problems involving polynomials</p> <p><b>ME1-11-03</b> solves problems in three dimensions using trigonometry and simplifies expressions, proves results and solves problems involving compound angles using trigonometric identities</p> <p><b>ME1-11-04</b> uses permutations and combinations to solve problems involving counting, ordering and probability</p> <p><b>ME1-11-05</b> uses the binomial theorem to solve problems and prove identities</p>				

## MATHEMATICS STANDARD

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>In-Class Task</b> Content: Formulae and Equations, Data Analysis 1	<b>Investigation + in-class validation task</b> Content: Perimeter, Area, and Volume, Linear Relationships, Finance	<b>Year 11 Final Examination</b> Content: All Year 11 Content	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 8–10	
<b>Outcomes assessed</b>	MST-11-01, MST-11-08	MST-11-02, MST-11-03, MST-11-05	MST-11-01 to MST-11-08	
<b>Components</b>				
Understanding, Fluency & Communicating	18	12	20	50
Problem Solving, Reasoning & Justification	18	12	20	50
<b>Total %</b>	<b>36</b>	<b>24</b>	<b>40</b>	<b>100</b>
<b>Course Outcomes</b>				
<p><b>MST-11-01</b> selects and applies algebraic techniques to solve problems involving equations and formulas</p> <p><b>MST-11-02</b> models and interprets linear relationships to solve problems and make predictions in practical contexts</p> <p><b>MST-11-03</b> solves financial problems involving earning money and taxation</p> <p><b>MST-11-04</b> solves financial problems involving budgeting and purchasing</p> <p><b>MST-11-05</b> solves problems involving measurement in practical contexts</p> <p><b>MST-11-06</b> solves problems involving time and location in practical contexts</p> <p><b>MST-11-07</b> applies network techniques to solve network problems</p> <p><b>MST-11-08</b> displays and analyses datasets using summary statistics and graphical representations</p>				

## MODERN HISTORY

Task number	Task 1	Task 2	Task 3	
Nature of task	Decline and Fall of the Romanov Dynasty	Historical Investigation Essay and Oral Task	Preliminary Examination	
Task Type				
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 8–9	
Outcomes assessed	MH11-2 MH11-3 MH11-5 MH11-6 MH11-9	MH11-2 MH11-4 MH11-5 MH11-6 MH11-7 MH11- 8 MH11-9 MH11-10	MH11-1 MH11-3 MH11-5 MH11-9	
Components				
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

- MH11.1 describes the nature of continuity and change in the modern world
- MH11.2 proposes ideas about the varying causes and effects of events and developments
- MH11.3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11.4 accounts for the different perspectives of individuals and groups
- MH11.5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11.6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11.7 discusses and evaluates differing interpretations and representations of the past
- MH 11.8 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.

## MUSIC 1

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Performance and Viva Voce</b> Topic 1	<b>Composition Portfolio and Aural Analysis</b> Topic 2	<b>Preliminary Examination Musicology and Aural Analysis</b> Topic 3	
<b>Task Type</b>	Performance and Spoken Task	Hand-in Task	Written Exam	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8	
<b>Outcomes assessed</b>	P1, P2, P5, P6, P8	P3, P6, P7, P8, P11, P10	P2, P4, P5, P6, P8	
<b>Components</b>				
Performance	25			<b>25</b>
Composition		25		<b>25</b>
Musicology	10		15	<b>25</b>
Aural		15	10	<b>25</b>
<b>Total %</b>	<b>35</b>	<b>40</b>	<b>25</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Performs music that is characteristic of the topics studied</li> <li>2. Observes, reads, interprets and discusses simple musical scores characteristic of topics studied</li> <li>3. Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied</li> <li>4. Recognises and identifies the concepts of music and discusses their use in a variety of musical styles</li> <li>5. Comments on and constructively discusses performances and compositions</li> <li>6. Observes and discusses concepts of music in works representative of the topics studied</li> <li>7. Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied</li> <li>8. Identifies, recognises, experiments with and discusses the use of technology in music</li> <li>9. Performs as a means of self-expression and communication</li> <li>10. Demonstrates a willingness to participate in performance, composition, musicology and aural activities</li> <li>11. Demonstrates a willingness to accept and use constructive criticism</li> </ol>				

## MUSIC 2

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Presentation of Performance and Aural Analysis</b> Mandatory topic Music 1600–1900	<b>Composition Portfolio with Score Analysis</b> Mandatory topic Music 1600–1900	<b>Preliminary Examination Musicology and Aural Analysis</b> Mandatory topic Music 1600–1900 and Additional Topic	
<b>Task Type</b>	Performance and Written Task	Composition and Written Task	Written and Listening Exam	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8	
<b>Outcomes assessed</b>	P1, P2, P6, P7	P3, P4, P5, P6,P8, P9	P2, P5, P6, P7	
<b>Components</b>				
Performance	25			<b>25</b>
Composition		25		<b>25</b>
Musicology		10	15	<b>25</b>
Aural	10		15	<b>25</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Confidently performs repertoire that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble</li> <li>2. Demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics</li> <li>3. Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles</li> <li>4. Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts</li> <li>5. Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations</li> <li>6. Discusses and evaluates music making constructive suggestions about performances and compositions</li> <li>7. Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics</li> <li>8. Understands the capabilities of performing media, explores and uses current technology studied</li> <li>9. Identifies, recognises, experiments with, and discusses the use of technology in music</li> <li>10. Performs as a means of self-expression and communication</li> <li>11. Demonstrates a willingness to participate in performance, composition, musicology and aural activities</li> <li>12. Demonstrates a willingness to accept and use constructive criticism</li> </ol>				

## NUMERACY STAGE 6

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Assignment</b> Renovate, redecorate	<b>Assignment</b> You are what you eat!	<b>Assignment</b> Maths in Sport	
Task Type				
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 7	
Outcomes assessed	N6-1.1, N6-1.2 N6-2.1, N6-2.2, N6-3.1	N6-1.1, N6-2.2, N6-2.3, N6-3.2	N6-1.2, N6-1.3, N6-2.2, N6-3.1	
Components				
Knowledge and understanding	15	15	20	<b>50</b>
Skills	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

N6-1 develop numerical reasoning and mathematical thinking skills needed in everyday contexts to resolve situations, evaluate results and communicate solutions using appropriate language

N6-2 develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts

N6-3 develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations

## PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING - 1 UNIT

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Introduction to Practice in Digital Imaging and Wet Photography Artmaking</b> Portfolio and Journal	<b>Developing a point of View Darkroom and Digital Imaging 'In Your Face'</b>  <b>Part A - Artmaking</b> <b>Part B - Critical and Historical Studies</b> Portfolio and Journal	<b>Critical and Historical Studies</b> Preliminary Examination	
<b>Task Type</b>				
<b>Timing</b>	Term 2, Week 2	Term 3, Week 6	Term 3, Week 9-10	
<b>Outcomes assessed</b>	M1, M2, M3, M5, M6	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	
<b>Components</b>				
Artmaking	35	35		<b>70</b>
Critical and Historical Studies		10	20	<b>30</b>
<b>Total %</b>	<b>35</b>	<b>45</b>	<b>20</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>M1 generates a characteristic style that is increasingly self-reflective in their photographic practice</p> <p>M2 explores concepts of artist/photographer in still works in terms of interpretation of the world around them and audience response</p> <p>M3 displays investigative points of view in the making of photographs</p> <p>M4 generates images and ideas as representations/simulations in the making of photographs</p> <p>M5 develops different techniques suited to artistic intentions in the making of photographs</p> <p>M6 knowledge of issues regarding occupational health and safety in making photographs and darkroom process</p> <p>CH1 generates, in their critical and historical practice, ways to interpret and explain photography</p> <p>CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in their critical and historical investigations</p> <p>CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p>CH4 explores ways in which histories, narratives and recounts can be built to explain practices and interests in the fields of photography</p> <p>CH5 recognizes how photography is used in various fields of cultural production</p>				

## PHYSICS

Task number	Task 1	Task 2	Task 3	
Nature of task	Data Analysis	Depth Study	Final Examination	
Task Type	In class common test	Research & in class common test	Examination	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8-9	
Outcomes assessed	PH11-4,PH11-5,PH11-6,PH11-7, PH11-8	PH11-1-7-7, PH11-10	PH11-1-7 PH11-8, PH11-9, PH11-10, PH11-11	
Components				
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

PH11-1 develops and evaluates questions and hypotheses for scientific investigation

PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11-5 analyses and evaluates primary and secondary data and information

PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

## SLR 1 UNIT

Task number	Task 1	Task 2	Task 3	
Nature of task	Games and Sports Application	Sports Coaching	Practical Component	
Task Type				
Timing	Term 1, Week 9	Term 2, Week 6	Ongoing Term 1-3	
Outcomes assessed	P1.1, P4.4, P5.3	P4.5	P3.2, P4.2, P3.1	
Components				
Knowledge and Understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Course Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 demonstrates ways to enhance safety in physical activity
- 1.3 demonstrates ways to enhance safety in physical activity
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts

## SLR 2 UNIT

Task number	Task 1	Task 2	Task 3	
Nature of task	Healthy Lifestyle	Sports Coaching and Training	Preliminary Examination	
Task Type				
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 8–9	
Outcomes assessed	P1.5, P2.3,P3.5, P4.3	P1.1,P1.3, P3.2, P4.2	P1.1 – P4.5	
Components				
Knowledge and Understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>1.1 applies the rules and conventions that relate to participation in a range of physical activities</p> <p>1.3 demonstrates ways to enhance safety in physical activity</p> <p>1.5 critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>2.1 explains the principles of skill development and training</p> <p>2.2 analyses the fitness requirements of specific activities</p> <p>2.3 selects and participates in physical activities that meet individual needs, interests and abilities</p> <p>3.1 selects appropriate strategies and tactics for success in a range of movement contexts</p> <p>3.2 designs programs that respond to performance needs</p> <p>3.5 analyses personal health practices</p> <p>4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts</p> <p>4.3 makes strategic plans to overcome the barriers to personal and community health</p> <p>4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.</p>				

## SOCIETY AND CULTURE

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Social and Cultural World</b> Research task	<b>Personal Interest Project</b> Mini PIP	<b>Preliminary Examination</b>	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	P1, P3, P6, P9, P10	P1, P2, P5, P7, P8, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Components				
Knowledge and understanding of course content	10	10	30	<b>50</b>
Application and evaluation of social and cultural research methods	5	20	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p><b>Course Outcomes</b></p> <p>P1 identifies and applies social and cultural concepts</p> <p>P2 describes personal, social and cultural identity</p> <p>P3 identifies and describes relationships and interactions within and between social groups</p> <p>P4 identifies the features of social and cultural literacy and how it develops</p> <p>P5 explains continuity and change and their implications for societies and cultures</p> <p>P6 differentiates between social and cultural research methods</p> <p>P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias</p> <p>P8 plans and conducts ethical social and cultural research</p> <p>P9 uses appropriate course language and concepts suitable for different audiences and contexts</p> <p>P10 communicates information, ideas and issues using appropriate written, oral and graphic forms</p>				

## SOFTWARE ENGINEERING

Task number	Task 1	Task 2	Task 3	
Nature of task	Programming methodology and planning	Programming portfolio and research task	Programming project	
Task Type				
Timing	Term 2, Week 1	Term 2, Week 9	Term 3, Week 9	
Outcomes assessed	SE-11-01, SE-11-02, SE-11-06, SE-11-07, SE-11-08	SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-08	SE-11-01, SE-11-06, SE-11-07, SE-11-08, SE-11-09	
Components				
Knowledge and understanding of course content	15	15	20	<b>50</b>
Knowledge and skills in the design and development of information systems	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>SE-11-01 describes methods used to plan, develop and engineer software solutions</p> <p>SE-11-02 explains how structural elements are used to develop programming code</p> <p>SE-11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions</p> <p>SE-11-04 applies safe and secure practices to collect, use and store data</p> <p>SE-11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment</p> <p>SE-11-06 applies tools and resources to design, develop, manage and evaluate software</p> <p>SE-11-07 implements safe and secure programming solutions</p> <p>SE-11-08 applies language structures to refine code</p> <p>SE-11-09 manages and documents the development of a software project</p>				

## TEXTILES AND DESIGN

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Communication Techniques Portfolio</b> Design skills for Textiles	<b>Preliminary Textiles Project</b> Textile item (Item & Folio)	<b>Preliminary Examination</b>	
<b>Task Type</b>				
<b>Timing</b>	Term 1, Week 11	Term 3, Week 1	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.1, P6.1	P1.1, P1.2, P2.1, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
Components				
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in the design, manufacture and management of textile projects	10	30	10	50
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>
<p><b>Course Outcomes</b></p> <p>P1.1 describes the elements &amp; principles of design and uses them in a variety of applications</p> <p>P1.2 identifies the functional &amp; aesthetic requirements and features of a range of textile items</p> <p>P2.1 demonstrates the use of a variety of communication skills, including computer-based technology</p> <p>P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment</p> <p>P2.3 manages the design &amp; manufacture of textile projects</p> <p>P3.1 identifies properties of a variety of fabrics, yarns and fibres</p> <p>P3.2 justifies the selection of fabrics, yarns and fibres for end uses</p> <p>P4.1 identifies &amp; selects textiles for specific end-uses based on analysis of experimentation</p> <p>P5.1 examines the status of the Australian Textile, clothing, footwear and allied industries within the global context</p> <p>P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the ATCF</p> <p>P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society</p>				

## VISUAL ARTS

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>The Body in Art</b> Art Criticism & History Critical essay	<b>The Body in Art</b>  Artmaking Artist's Book Task	<b>Art and Culture:</b> Body of Work with an in-class exhibition a. A series of artworks exploring one theme/ concept b. Documentation of development, research and experimentation in VAPD	<b>Preliminary Examination</b> Art Criticism and Art History written examination	
<b>Task Type</b>	Written	Practical	Practical	Written	
<b>Timing</b>	Term 2, Week 2	Term 2, Week 4	Term 3, Week 5	Term 3, Week 8 - 9	
<b>Outcomes assessed</b>	P7, P8, P9,	P1, P3, P4, P5,	P1, P2, P3, P4, P6,	P7, P8, P9, P10	
<b>Components</b>					
Artmaking		20	30		<b>50</b>
Art Criticism and Art History	25			25	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>
<b>Course Outcomes</b>					
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					

## WORK STUDIES

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>My Working Life</b> Occupation Survey and Job Research	<b>In the Workplace/ Job Applications</b> Industry Research & Presentation	<b>Workplace Communication</b> Case study Micro-credentials	
<b>Task Type</b>	In Class project	In class project	In Class project	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
<b>Outcomes assessed</b>	1 3 8	4 5 9	2 6 7	
<b>Components</b>				
Knowledge and Understanding	10	10	10	30
Skills	25	25	20	70
<b>Total</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

### Course Outcomes

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

# VET SUBJECTS

## CONSTRUCTION

RTO - NSW Department of Education - 90333

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency	HSC Examinable				
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

## ENTERTAINMENT CERTIFICATE

RTO - NSW Department of Education - 90333

Qualification: CUA30420 Certificate III in Live Production and Technical Services Cohort 2025 - 2026

Training Package CUA Creative Arts and Culture

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light	YEAR 11 EXAMINATION
			Week 10 Term 1	ONGOING	WEEK4 TERM2	WEEK 8 TERM 2	DURING EXAMINATION PERIOD
Code	Unit of Competency	HSC Examinable					
CPCWHS1001	Prepare to work safely in the construction industry		Prior to WPL				
CUAIND314	Plan a career in the creative arts industry			Post WPL			
CUAWHS312	Apply work health and safety practice	X			X		
CUASOU331	Undertake live audio operations	X			X		
CUALGT311	Operate basic lighting	X				X	
CUASTA212	Assist with bump in and bump out of shows					X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

## FITNESS

RTO - NSW Department of Education - 90333

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2026 - 2027

Training Package SIT Tourism, Travel and Hospitality

Assessment Tasks for SIS30321 Certificate III in Fitness		Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			
SISXIND011	Maintain sport, fitness and recreation industry knowledge	X	
BSBPEF301	Organise personal work priorities	X	
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise		X
SISXFAC002	Maintain sport, fitness and recreation facilities		X
HLTWHS001	Participate in workplace health and safety		X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIS30321 Certificate III in Fitness.

## HOSPITALITY

RTO - NSW Department of Education - 90333

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2026 - 2027

Training Package SIT Tourism, Travel and Hospitality

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week	Week
			Term	Term
Code	Unit of Competency	HSC Examinable	Date	Date
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

# Ryde Secondary College Examination

## Procedures and Responsibilities

### Follow Ryde Secondary College Rules

#### Behave politely and take exams seriously

During each exam you must:

- always follow the supervisor's instructions
- make a serious attempt at the exam by answering a range of question types.  
(For example: answering only multiple choice questions is not considered a serious attempt.)
- answer in English, unless the question paper directs otherwise
- respect and be courteous to your exam supervisors and other students.

During each exam, you must not:

- Engage in malpractice
- include frivolous or objectionable material
- speak to anyone other than a supervisor
- behave in any way likely to disturb another student or students or the supervisors
- eat unless approved by the college (for example if you have diabetes)
- take any writing booklets either used or unused out of the room
- **leave the exam in the first hour or the last fifteen minutes**

### Attending your exams

#### Arrive early and be prepared for each exam

On the day of the first exam, please arrive at the College **at least 30 minutes before the exam starts**. For all other exams arrive **at least 15 minutes early**.

If you arrive more than one hour after the exam has started you will need to complete an illness/ misadventure appeal to explain why the college should accept your responses for marking. No extra time will be granted for students arriving late.

### Applying for illness / misadventure

#### Apply if an illness or mishap affects your exam performance

If illness or misadventure stops you from attending an exam or affects your performance in the exam, it is your right and responsibility to make an illness/ misadventure appeal.

To do this you will need to complete the appropriate illness/ misadventure appeal form found on *Sentral*, in your assessment booklet and found with your Year Advisor and Deputy Principal.

Illness/ misadventure applications are for cases where an illness or mishap affects your performance and therefore impacts the examination's ability to measure your achievement of outcomes.

These applications don't cover:

- difficulty preparing or lost preparation time
- alleged deficiencies in teaching
- misreading exam timetables and instructions
- not reading the full exam

- sitting the wrong exam
- long-term illness unless you can show a recent recurrence
- conditions for which you have been granted disability provisions
- conditions for which you should have applied for disability provisions
- attending sporting or cultural events.

### Tell someone immediately if you are ill or have a misadventure

If you have an illness or misadventure:

- and can't attend an exam, tell must inform the college prior to start of examination
- before the exam but can still attend, tell the exam supervisor when you arrive
- during an exam and it may have affected your performance, tell the exam supervisor immediately.

### To be Eligible for Illness/Misadventure, you must ensure you meet the Eligibility Requirements

- Illness/Misadventure Appeal forms must be **handed in** within 5 calendar days of the examination or within 2 days at the end of the examination period
- All relevant documentation must be included.
- Medical Documentation must be dated within **24 hours of the examination** (post dates beyond this will not be considered as evidence of impact on the day)
- Medical documentation must state explicitly '**Unable to complete an examination**'
- No Extensions Except for Severe Illness or Exceptional Circumstances with Substantial Documentation that states impact to the candidate
- Students must notify the supervising teacher or invigilator before the assessment begins, Invigilators will be required to provide a report on the impact during the examination. Failure to notify prior may result in rejection of the application.
- Claims related to avoidable matters such as misreading the timetable or misinterpreting examination instructions, are excluded.
- Only one appeal or request for Illness/Misadventure is permitted per assessment task.

In cases where alternative assessment arrangements are required due to illness or misadventure, students must complete a substitute task under comparable conditions. Where possible, examinations will be rescheduled to support students and staff. If a student is unable to complete exams within the Examination period, it is the Policy of Ryde Secondary College that all students be given every opportunity to demonstrate their learning outcomes through a substitute task.

If you miss an entire exam and your illness/ misadventure appeal is declined, or you fail to hand in your documentation and evidence by the due date you will receive a zero mark for that exam. This could mean you are no longer eligible for your Year 11 RoSA and therefore ineligible for the Higher School Certificate. All decisions regarding Illness/Misadventure for examinations will be made by the assessment panel after the examination period.

The College reserves the right to make on-balanced judgements in *extreme* cases and when no alternative or comparable substitute task can be administered, to uphold fairness and maintain the integrity of the assessment process for all students. This involves reviewing the marks achieved in similar or comparable tasks such as the RoSA, and throughout Stage 6, considering the nature, difficulty, and content of each assessment.

## Bringing the right equipment

### Know what to bring with you

All students are to complete their examinations **in full college uniform**.

You should bring the equipment you need and know what equipment is allowed for each exam. Make sure that your equipment is in good working order. Illness/ misadventure appeals will not be upheld for equipment failure.

You can bring the following items to your exams:

- black pens
- pencils, erasers and a sharpener (use pencils only when instructed to)
- a ruler marked in millimetres and centimetres
- highlighter pens
- a clear bottle of water
- a non-programmable watch, which you must take off, place on your desk in clear view and not touch during the exam.

You need to bring certain equipment (like a calculator) for some exams. Check the list of equipment for specific exams with your teacher. If you are allowed a scientific calculator, make sure you have an approved model.

When equipment is listed for an exam, it means that you might need it, to answer some questions in your examination. If equipment is listed as optional, it is not essential for answering questions, but you can bring and use it if you wish.

### Leave other items outside the exam room

You cannot bring any of the following into the exam room:

- mobile phones
- programmable watches, like smart watches
- any electronic device (except an approved calculator) including communication devices, organisers, tablets, music players or electronic dictionaries
- Pencil cases other than a clear (see through) pencil case
- paper or any printed material (including your exam timetable)
- dictionaries (except in language exams if allowed)
- correction fluid or correction tape.

You cannot borrow equipment during exams. Exam supervisors may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

## Follow exam room procedures

### Check your desk and papers carefully

Before sitting each exam you must sit at the desk that shows your name. Desks may be set up differently at each exam.

Make sure that you have the correct exam paper for the course you have entered. When the supervisor asks you to, you must also check that no pages are missing from your exam papers.

You will have set reading time for each paper. During this time, you must not write, use any equipment, including highlighters, or mark your paper in any way. If you are allowed a dictionary, you can read it, but you can't write or mark it during reading time.

## Follow all written and verbal instructions

During each exam you must:

- our student number on all writing booklets and answer sheets
- write clearly with black pen
- write your answers in the correct answer booklets
- stop writing immediately when instructed to do so
- follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them

During each exam you must not:

- start writing unless directed to do so
- leave the room, except in an emergency. If you have to leave and come back to the exam you must be supervised whilst you are out of the room.
- leave the exam
- take an exam paper out of the room.

## Consequence of Examination Malpractice/ Non-Serious Attempts

Students found not following the RSC examination procedures and responsibilities will be awarded a zero mark as a consequence.

To meet the eligibility requirements for the Stage 6 Examinations, students must attend and make a serious attempt in all their Stage 6 exams.

For an attempt to be considered a serious attempt, students must:

- respond to and demonstrate academic engagement, by participating in the examination
- answer in English, unless specifically instructed otherwise.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- Responses containing objectionable material: obscene symbols, drawings, or comments.
- Abuse directed at a member of school staff, Presiding Officer or NESAs, and/or Comments that are insulting, threatening, aggressive, or harassing toward the invigilator would be considered abuse. For example: "You don't know what you're doing."

Further disciplinary actions may take place in accordance with the Department of Education and Ryde Secondary Colleges' Discipline Policies.

*This policy is consistent with the requirements of the NSW Education Standards Authority (NESA) Assessment Certification Examination (ACE) Rules and complies with the NSW Department of Education policies to ensure fair, transparent, and accountable examination practices.*



# Need Help?

## Academic Advice

- NESAs provides numerous resources and advice for Year 12 students and their families.  
<http://educationstandards.nsw.edu.au> Navigate: YEAR 11 – YEAR 12 / Exam advice and resources • NSW Department of Education  
<https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers>
- Reachout  
<https://Reachout.com> has an entire section on the HSC. Just type the letters 'HSC' in the search section of Reachout's webpage and there are many, many resources for dealing with exams and the HSC • Dr Prue Salter -  
<https://enhanced-learning.net/>
- Elevate Education - <https://austudent.elevateeducation.com/>

## Emergency Services

- Dial 000

## General Adolescent and Mental Health Resources

- Ryde Family Services 9334 0111 [www.rydefamilyservices.org.au](http://www.rydefamilyservices.org.au)
- South Eastern and Northern Sydney Family Referral Service – 1800 066 757
- Clifton Adolescent & Family Solutions – Hornsby – 9482 1366
- Kids Helpline – 1800 551 800 / [www.kidshelpline.com.au](http://www.kidshelpline.com.au)
- Lifeline – 131 114
- Reachout – [www.reachout.com.au](http://www.reachout.com.au)
- Our Space Youth Hub 9874 7458 – 167 Shaftsbury Road, Eastwood
- The Shack – Youth Outreach Centre – 9876 3543 (3 Pembroke Street, Epping (on the grounds of St Albans Church))
- Youth Beyond Blue 1300 224 636 [www.youthbeyondblue.com](http://www.youthbeyondblue.com)
- 24 hour Mental Health Access Line 1800 011 511
- Top Ryde Medical Health Centre (02) 9807 4447 (46-48 Blaxland Road)
- Ryde Health Care (02) 8878 3988 (Top Ryde City Shopping Centre)

## Mental Health / Counselling / GP services

- North Shore Ryde CYMHS (Child and Youth Mental Health Service) on (02) 9462 9222 between 9am and 5:00pm. Email: [NSLHD-CYMHSintake@health.nsw.gov.au](mailto:NSLHD-CYMHSintake@health.nsw.gov.au)  
Outside these hours, contact Royal North Shore Hospital on (02) 9926 7111 or go to your nearest Emergency Department.
- Headspace 1800 650 890 [www.headspace.org.au](http://www.headspace.org.au)
- Macquarie Centre Medical Centre – 'The Loft' – 9878 6666
- Northern Sydney Local Health District 1800 011 511

## Crisis Accommodation

- Youth Accommodation Association – 9698 5833 / [www.yaa.com.au](http://www.yaa.com.au)

## Domestic Violence

- Domestic Family Violence Counselling Service – 1800 737 732

## Drugs and Alcohol

- Alcohol and Drug Information Service (North Sydney) 1300 889 788

## Sexual Health

- ACON Gay Lesbian Transgender Sexual and Mental Health 1800 063 060 / [www.acon.org.au](http://www.acon.org.au) • Gay & Lesbian Counselling Service 1800 184 527 (3pm – Midnight)
- Rape Crisis Centre NSW 1800 424 017 / [www.nswrapecrisis.com.au](http://www.nswrapecrisis.com.au)