



Strathfield Girls High School



Year 11 Assessment Handbook 2025

dream,

believe,

inspire,

achieve...

Index

GENERAL INFORMATION

PAGE

Introduction	2
Requirements for the Award of the HSC	2
Requirements for an ATAR.....	4

SCHOOL ASSESSMENT POLICY

Introduction	5
Reporting Procedures	8
Section A: Student Responsibilities.....	9
Section B: The School's Responsibilities	20
Section C: Student Reviews/Appeals	24
Section D: Vocational Education and Training	25
NSW Education Standards Authority Warning Letter	29
Academic Integrity Report	31
Process for managing not meeting NESA requirements	32
Student Review/Appeals Proforma.....	35

COURSE INFORMATION

ENGLISH KEY LEARNING AREA

English Advanced	36
English Standard	38
English Studies	40
English EAL/D	42
English Extension I	44

MATHEMATICS KEY LEARNING AREA

Mathematics Standard.....	46
Mathematics Advanced	47
Mathematics Extension1.....	48

SCIENCE KEY LEARNING AREA

Biology	49
Chemistry	51
Physics.....	53

COURSE INFORMATION cont.**PAGE****HSIE KEY LEARNING AREA**

Ancient History	55
Modern History	57
Society and Culture	59
Studies of Religion 1 Unit	60
Studies of Religion 2 Unit	61
Business Studies	63
Economics	64
Geography	66
Legal Studies	67

LOTE KEY LEARNING AREA

Japanese Beginners	69
Japanese Continuers	70
Korean Beginners	71
Korean Continuers	72
Chinese Continuers	73
Chinese and Literature	74

CREATIVE AND PERFORMING ARTS KEY LEARNING AREA

Drama	75
Visual Arts	77
Photography, Video and Digital Imaging 1 Unit	78
Music 2	79
Music 1	80

TECHNOLOGICAL AND APPLIED STUDIES KEY LEARNING AREA

Community and Family Studies	81
Food Technology	83
Enterprise Computing	84
Textiles and Design	85

PHYSICAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION KEY LEARNING AREA

Dance	86
Health and Movement Science	88

VOCATIONAL EDUCATION AND TRAINING COURSES

Certificate II in Hospitality	91
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YEAR 11 COUNTDOWN- STUDY TIPS**YEAR 11 ASSESSMENT PLANNERS****NESA WEBSITE – ESSENTIAL INFORMATION****NOTES**

GENERAL INFORMATION

Introduction

This booklet aims to give students, parents, and caregivers information about assessment for the Year 11 course.

From Term 4 in Year 11, students will commence Year 12 assessment tasks in all subjects. The tasks will determine each student's assessment mark which is a measure of each student's achievement relative to the performance of other students in the same course at Strathfield Girls High School.

The HSC will show two marks: the Final Examination mark and the moderated assessment mark. The moderated assessment mark and the scaled Final Examination mark each comprise 50% of the total HSC result.

There is a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR). The ATAR is a rank that is used for gaining entry to Tertiary Institutions.

Students, parents, and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.

Requirements for the award of the HSC

The New South Wales Educational Standards Authority (NESA) is a Statutory Board which has the power to award the credential titled, "The Higher School Certificate". To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations established by NESA.

1. Eligibility requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate (HSC) students must have:

- gained the Record of School Achievement (RoSA) or such other qualifications as NESA considers satisfactory;
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC;
- sat for and made a serious attempt at the required HSC Examination(s); and
- met the HSC Minimum Standard.

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: All My Own Work program in ethical scholarship. This program will be delivered through the school and will assist students to understand their rights and responsibilities in HSC assessment.

HSC minimum standard

Students in NSW will need a minimum standard of literacy and numeracy to receive the HSC from 2020. The minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF) which will ensure students have the basic reading, writing and mathematics skills needed for everyday tasks and future learning.

To meet the HSC minimum standard and receive the HSC, students need to:

- achieve Level 3 or 4 of the Australian Core Skills Framework (ACSF) in the NESA online reading, writing and numeracy tests

There will be multiple opportunities for students to show they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills. These tests can be taken when students are ready in Years 10, 11 and 12 and after the HSC.

2. Pattern of Study

Students must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course. Students must have sat for and made a serious attempt at the HSC Exam(s).

Students must study a minimum of **12 units in the Year 11 course** and a minimum of **10 units in the Year 12 course**. Both the Year 11 course and the Year 12 course must include the following:

- at least 2 units of a Board developed English, or English Studies;
- at least 6 units from Board developed courses;
- at least 3 courses of two or more units;
- no more than 6 units of courses in Science, and
- at least four subjects.

3. Accumulation of the Higher School Certificate

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Year 11 courses may also be accumulated.

The five-year period will commence in the first year students satisfactorily complete an HSC course. It will apply regardless of whether students defer their studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend beyond a five-year period.

4. 25 Hour Personal Development and Health Course, Life Ready

Life Ready is a mandatory Personal Development and Health Education course for Years 11 and 12 students in NSW government schools. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education from Years 7 to 10.

Life Ready reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence, and their changing responsibilities.

Requirements for an Australian Tertiary Admission Rank (ATAR)

The ATAR is the rank calculated on behalf of Tertiary Institutions to allocate places in New South Wales and Australian Capital Territory universities. Further information about the ATAR can be obtained through the University Admission Centre website at www.uac.edu.au.

RULE 1

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board developed courses, including at least two units of English.

The Board developed courses must include:

- at least three courses of two units or greater, and
- at least four subjects

RULE 2

The ATAR will be based on an aggregate of scaled Marks in the ten units of Board developed courses comprising:

- the best two units of English;
- the best eight units from the remaining units, and

With the following provisions:

- students must satisfactorily complete English;
- students may accumulate courses over five years; and
- if a student repeats a unit, only the last satisfactory attempt will be used in the calculation of the ATAR.



SCHOOL ASSESSMENT POLICY

Introduction

The purpose of this document is to outline the Assessment Policy of Strathfield Girls High School for the HSC.

Please read this policy carefully and make sure you understand it. **All students must sign to acknowledge that they have received this booklet.**

What is HSC Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for several key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course; and
- report on the achievement by each student at the end of a course.

It is a requirement of the HSC school assessment policy that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Assessment data which is recorded on reports represents a measure of student achievement relative to other students in the course. Assessment data is derived from the results of several assessment tasks which are outlined in the schedules published in this handbook.

Purpose of HSC Assessment

The purpose of school assessment for HSC students is to provide an indication of student achievement based on:

- a wider range of syllabus outcomes than may be measured by a single HSC Examination; and
- multiple measures and observations made throughout the Yr12 course, giving students credit for what they have achieved throughout their courses, in addition to their final examination.

The Start and Finish

For the HSC course, assessment tasks may begin in Term 4 of the academic year. Assessment will cease at the end of Term 3 Year 12.

NSW Education Standards Authority Website

Syllabuses, past papers, sample responses and support materials for all courses may be accessed through the NSW Education Standards Authority (NESA) website at:

<http://educationstandards.nsw.edu.au>

Students Online

The Students Online service provides valuable information to students. Year 12 students, by using a student number and PIN provided by NESA, they will be able to check important details relating to their enrolment and view important information such as their personalised HSC timetable, Assessment Rank Order (after the final HSC Examinations) and information regarding HSC results. In addition, Students Online has links to other relevant sites.

Satisfactory Completion of Higher School Certificate Courses

Students are considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have met the following course completion criteria. They must have:

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

It is required that students:

- demonstrate satisfactory participation in learning. This will include attendance;
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- complete the requirements of each course including any necessary oral, practical and project work;
- perform the tasks required as part of the assessment program in each course; and
- sit for and make a serious attempt at any examination set as part of the course.

The Principal may determine that the above course completion criteria are not being met, as a result of poor attendance. Students will be given written warning in sufficient time to correct any problems regarding the satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. A student will be considered unsatisfactory in a course if she has failed to apply herself with "diligence and sustained effort" to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

Indicators of possible failure for students to apply themselves and fulfill course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement and the like caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student will not achieve course outcomes, a NESA warning letter will be sent home. The purpose of this letter is:

- to give students a warning in time to correct the area of concern, and/or
- to clarify their status regarding an unsatisfactory designation.

Where it is determined that a student has not satisfactorily completed a course, the student will not receive any results in that course.



REPORTING PROCEDURES

Student Reporting is the process of communicating information about the student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.


Reports draw on formal and informal assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice.

School reports are issued twice a year: Mid-Year Report (Term 2) and Final Report (Term 4). Assessment for these reports will be based upon the assessment schedules for each course as outlined in this handbook.

The Mid-Year report will be based on Semester 1 assessments and selected outcomes (areas of learning), while the Final report will be based on Semester 2 assessments.

It is expected that all parents attend the Parent teacher evening in Semester 1, to meet with teachers and collect their daughters' reports. Final reports for the academic year will be issued to students.

SAMPLE REPORT

<div><p>Strathfield Girls High School</p><p>Pass on the Torch of Life</p><p><i>Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best. Students are empowered to achieve self reliance and to become confident and responsible citizens with the capability to succeed. The school's approach to assessment and reporting is to convey comprehensive information about a student's achievement.</i></p><p>Student Power</p><p>Year 11</p><p>Ms M Pikoulas Principal</p><p>This report is issued without alteration Date of issue: November 2024</p></div>

SECTION A: STUDENT RESPONSIBILITIES

Expectations of students

1. Attendance

Students must attend all classes to satisfactorily complete the Year 12 course. A minimum of 95% attendance is generally expected for students to achieve the outcomes of the course being studied.

2. Unexplained absences, lateness and class attendance patterns

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question, will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (ACE Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

3. Academic Integrity

Students are required to certify that all work submitted for assessments must be their own. Any breach of this condition, including plagiarism, will result in a mark of zero. An "Academic Integrity Report" must be attached to all submitted assessment tasks.

4. Assessment Tasks

The NSW Education Standards Authority (NESA) expects all students to attempt all assessment tasks.

5. Submission of assessment tasks

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

6. Diligence

It is required that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

7. Syllabus requirements

It is required that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments, and formal assessment tasks.

8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete at least 50% of assessment tasks will result in an 'N' determination for that course. Students who are 'N' determined will not have a moderated mark or an examination mark awarded on their ROSA nor HSC.
(ACE Manual)

9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment **Task Notification is issued, must see the teacher to receive the notification.** It is important to note that notification of assessment tasks will be issued **two weeks prior to assessment tasks** as per assessment schedules published in this handbook.

10. Student transfers

Students who transfer into the school after commencement of Year 11, will have a formal interview with the Principal to discuss assessment requirements.

11. Procedures for students when absent from any tasks - (Illness/Misadventure/Special Consideration Procedures)

Where a student does not meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration.

If there is a valid reason, an **Assessment Task Illness/Misadventure Application/Special Consideration Application** needs to be collected from the Head Teacher/s of the subject/s missed **on the first day back after their absence and the application**, together with all supporting documentation, must be **submitted to the Faculty Head Teacher/s within 1 week or a zero mark may be awarded.**

Applications for special consideration

1. The student or her parent must telephone the school on the day of the task and inform the faculty Head Teacher/s of their absence;
2. The illness/misadventure/special consideration application must be lodged with the faculty Head Teacher/s immediately upon student's return to school;
3. A doctor's certificate is required if the application is on medical grounds;
4. Valid supporting documents are required to support misadventure appeals;
5. If the assessment task is a take-home task, the student must submit it ONLINE/ at the front office on the due day OR in cases with prior approval, the completed task must be submitted with a medical certificate/ supporting document to the subject Head Teacher/s, immediately upon the student's return to school;
6. Documentation submitted later (not on the first day that the student returns to school) will not be accepted and the student may be awarded a zero mark.

Medical Certificates should:

- be written on an official doctor's letterhead;
- include the date of the missed tasks;
- show the length of time the student will be unfit for school; and
- be produced immediately on return to school.

If the student does not make the application to the appropriate subject Head Teacher on their first school day of attendance after the due date of the missed assessment task, a zero mark may be recorded.

Process for the determination of the Illness/Misadventure /Special Consideration Application

The Faculty Head Teacher and Principal consider student appeals. At the discretion of the Principal, a determination is made. The Head Teacher will inform the student and classroom teacher of the decision. The School Administrative Officer will generate an outcome letter, which will be sent to the parent.

The Illness/Misadventure appeals process does NOT cover:

- difficulty in preparing or loss of preparation time;
- alleged deficiencies in teaching;
- lost time or facilities for study before the formal study vacation;
- misreading the examination timetable;
- misreading of examination instructions;
- entering or sitting for the wrong examination;
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period;
- conditions for which you have been granted disability provisions, unless you have further difficulties of an unforeseen episode during the examination;
- conditions for which you should have disability provisions;
- courses where you are a self-tuition student;
- technology and/or computer equipment failure;
- attendance at a sporting or cultural event, or family holiday; or
- overseas vacation time

ADVICE

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

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and
- bring a copy of the file to school on USB or save a copy on the cloud.

It is the student's responsibility to keep hard copies of submitted assessment tasks.

Students may lodge an **Illness/Misadventure/Special Consideration Application** if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

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

If the Assessment Task Illness/Misadventure/Special Consideration Application is not accepted, the student may be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of the initial determination.

The Principal may:

- i. reject the appeal and order the zero mark to stand;
- ii. grant a limited extension;
- iii. order that a substitute task be performed, or
- iv. award an estimate

Work Placement

- **If an assessment task is due during work placement**, the student **must see the Deputy Principal before work placement** to negotiate whether the task will be submitted on the due date or on return to school at the end of the work placement.
- Students are required to see the appropriate Head Teacher before work placement to organise alternate arrangements for tasks scheduled during work placement.

12. Procedures relating to Malpractice

Candidates for the HSC must comply with NESA's requirements for upholding the integrity of HSC school-based assessment and exams.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Strategies to prevent malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their Year 12 results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- Use of AI in any form to complete an assessment task;
- using material directly from books, journals, or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own may result in both parties receiving a zero;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice.

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including:

- a. All My Own Work (or its equivalent), and
- b. HSC Rules and Procedures Guide, and
- c. HSC minimum standard: Malpractice and breaches of test rules, and
- d. HSC practical exams.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

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 documents¹, and/or
- c. referencing incorrect or non-existent sources, and/or
- d. 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, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- c. building on the ideas or words of another person without appropriate acknowledgement, and/or
- d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

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, 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 (this will include the use of ChatGPT, Grammarly and any bots)***

(Rules and Procedures for HSC candidates)

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Strathfield Girls High School.

Turnitin:

The school also monitors malpractice through the **Turnitin** program, which includes the use of the AI via the AI-generated writing detection percentages. Any malpractice will incur a penalty and may result in a zero mark. Malpractice will be recorded on the NESA Malpractice Register.

ADVICE

To avoid malpractice, including plagiarism, students should check how to cite sources with their teacher.

Students must acknowledge whenever they:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and
- paraphrase another person's spoken or written words.



13. Student behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, exam or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles and smart watches, other than what is allowed by the supervising teacher;
- makes a non-serious attempt; or
- engages in malpractice.

14. Examination Procedures

- During any assessment task/examination students must follow the examination supervisors' instructions at all times. An **Examination Rules and Expectations Notice** is issued to students with their examination timetable;
 - Students must not take into the room any books, notes, papers or equipment other than what is outlined in the **Examination Rules and Expectations Notice**;
 - Students must make a serious attempt at all questions in the examination/assessment task and remain in the examination venue until the end of the examination;
 - Answers must not contain offensive language; and
 - Students must not take any electronic devices, including mobile phones, and smart electronic watches or Air Pods into any examination room.
- Failure to observe these rules may result in a mark of zero for the examination.**

15. Students Absent from Mid-Year Assessments and Final Examinations

- Students who are absent from examination(s) for any serious reason must notify the Deputy Principal and Faculty Head Teacher/s on the timetabled day of the examination(s).
- The student must present the illness/misadventure appeal to the appropriate subject Head Teacher immediately after the missed examination(s) for the appeal to be considered and course of action determined.

16. Equipment for the HSC Examination

The HSC timetable contains a list of:

- equipment that students are expected to provide; and
- optional items that students may bring if they wish.

It is a student's responsibility to obtain this list, which appears on the NESA website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Note that students **must** clear memory from calculators before examinations.

17. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. NESA requires the school to issue official warning letters to give the students the opportunity to redeem themselves.

A **minimum of two course specific warnings** must be issued prior to a final 'N' (non-completion) determination being made for a course.

18. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

19. Notifications

Students are expected to carefully read the notification of tasks that they will receive at least two weeks prior to the date of assessment tasks.

Students are required to sign for and check the following details on all notifications for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment marking criteria; and
- e. the date of the task.

20. Disability Examination Provisions for students with special needs

If students have a special need that would in a normal examination situation, prevent them from:

- reading the exam questions, and/or
- communicating responses,

NESA may approve disability examination provisions.

Students seeking disability examination provisions need to approach the Head Teacher Learning and Engagement to lodge an **application by April or earlier**.

Disability Examination Provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination; and
- for lack of familiarity with the English language.

21. Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.

Reporting Procedures

Year 11 school reports are issued in Semester One and in Semester Two when students complete their clearance. Assessment for these reports will be based upon the HSC Assessment schedules for each course as outlined in this assessment handbook

STRATHFIELD GIRLS HIGH SCHOOL



ACADEMIC INTEGRITY REPORT

Students need to complete and attach this cover sheet to every assessment task that is submitted

Student name		Year
Assessment Task Title		Date submitted
Course	Teacher	

Academic Integrity Statement

I _____ declare that this is my own work and
(Your name in block letters)

that any quotations, information or work have been properly acknowledged and cited in the bibliography or as footnotes.

I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.

I have read and understand the school assessment procedures.

Any dispute in marks must be taken to the classroom teacher who will then take the question in dispute to the marking teacher and Head Teacher.

Student signature: _____ Date: _____

Warning

Students are required to keep a hard copy of this assessment task in case of any unforeseen accident to original submissions.

✂-----✂-----✂-----✂-----✂

Please complete and retain the following receipt as evidence of submission of task.

Name: Task:

..... Teacher's

name: Date:

..... Teacher's

signature:



HT Signature:
Date of issue:

STRATHFIELD GIRLS HIGH SCHOOL
ILLNESS/MISADVENTURE/ SPECIAL CONSIDERATION

This form is to be completed by students who are unable to complete an assessment task on the due date.
The completed form must be submitted to the Faculty Head Teacher on the first day back at school immediately after the due date of the assessment.

NB: If the Head Teacher is absent, this form must be submitted to the Deputy Principal.

Name: Year:

Subject/Course: Class Teacher:.....

Head Teacher:

Assessment Title:

Select relevant option ☐ Task missed ☐ Task not submitted ☐ Task completed

Seeking special consideration because of: ☐ illness ☐ misadventure

Details of appeal: Task Due Date:.....

.....

.....

☐ (Attach all necessary medical certificates and refer to the SGHS Assessment Policy)

Student signature: Date:

Parent/Carer signature: Date:

OFFICE USE ONLY

Date appeal submitted

Response:

Head Teacher signature: Date:

Principal Signature: Date:

School Procedure

- ☐ Head Teacher issues Illness/Misadventure form
- ☐ Head Teacher receives Illness/Misadventure form within 1 week of date issued
- ☐ Faculty Head Teacher discusses with Principal and a determination is made
- ☐ School Admin Officer will enter details on SENTRAL and generate outcome letter for parent
- ☐ Principal will sign the letter and give to the front office to be mailed to parents
- ☐ A copy will be placed into the student's file

A student checklist is published on the back of the Illness Misadventure/Special Consideration Application Form

STUDENT CHECKLIST

Call the school on the day you are missing your task/examination	
On your first day of return to school, see the Head Teacher/s of the subject/s you have missed. Collect this form from the Head teacher/s. <i>The HT will date and sign the form. You may need to see more than one teacher if you missed tasks across subjects,</i>	
Have you shown the Head Teacher your medical certificate/supporting documents?	
<i>Have you asked when the alternate/catchup task will be?</i> Write the date of the alternate task in your diary	
Complete the form with a parent/carer and ask them to sign and date the form. <i>Have you signed the form?</i>	
Return the form to the same Head Teacher/s within a week. The next day will be good! <i>Check that the date of submission has been written in by the Head Teacher</i>	
Ensure that you attend the alternate task OR you will be awarded a zero	

Now you have completed the Illness/Misadventure/Special Consideration Application process, you will need to complete the missed task/s and wait for the outcome of your appeal.

SECTION B: THE SCHOOL'S RESPONSIBILITIES

1. A Standard Referenced Approach to Assessment

This document has been developed to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

“Schools are to undertake assessment to collect information about student learning. This will occur through both formal in informal activities.”

(Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12)

Assessment Schedules

Each course will have its own assessment schedule developed within the guidelines provided by NESA. NESA requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled.

This means that teachers are required to provide students with assessment schedules for courses studied which will:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the outcomes and the weightings for each syllabus component; and
- specify weightings for each of these tasks, and
- incorporate a range of tasks of varying types, length, and complexity, such as written examinations and practical, oral or aural tasks and may cover:

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time.

The exact timing of tasks will be confirmed in Task Notifications, issued at least two weeks prior to the task.

Head Teachers are required to put processes in place to:

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign when a task is submitted;
- c. ensure students sign when a task is returned;
- d. record marks on the SENTRAL before marks are returned; and
- e. ensure NESA Warning Letters are issued when appropriate or in accordance with Point 9 in this section.

More than one class following the same course

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

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

Assessment Notifications

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances, variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Deputy Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, be issued at least 14 calendar days in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Mid-Year Assessments and Trial HSC Examinations.

Marking Guidelines

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

Providing Meaningful Feedback

Teachers must provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale to reflect adequately the relative differences in student performance.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

Recording and Reporting Student Marks

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and should provide students after each task with information concerning their performance.

Students should be provided with a cumulative mark of their Semester One assessments on the student Mid-Year Report and a cumulative mark of their Semester Two assessments in their Final Report.

Students can obtain their NESA Assessment rank online, using the Students Online service available at the conclusion of the HSC Examination period.

2. Non-Discriminating Tasks

In the event that a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called 'supplementary task'. Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the final mark for the assessed task.

3. The Award of Zero Marks

A zero mark is noted as a non-attempt for a particular course in two instances:

- a. non-presentation of a task without approved reason, or
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism or proven use of AI).

4. Non presentation/Non Attempt

If a task is not attempted/submitted by the due date and the student is not exempt, the student may be awarded a zero mark. Teachers are required to generate a NESA warning letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments.

5. Malpractice

It is expected that work submitted in fulfillment of assessment requirements shall be the student's own work. To this end students are asked to undertake a pledge of **Academic Integrity**. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- offering false documentation in support of an appeal;
- cheating during an assessment task or formal examination; and
- misbehaving during examinations
- use of AI such as ChatGPT during a formal examination.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher who will discuss the issue with the Principal. Invigilators, during an examination, will report any malpractice to the Deputy Principal. The student may be awarded a zero mark for the task or section of the task where the malpractice occurred and given a full explanation of the decision. The student may then proceed through the established appeal procedures.

Should an assessment task be compromised through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness. This task may be used as a guide to assessment marks awarded.

6. If a student is involved in any of the following behaviours during any assessment task/exam, a zero assessment will be awarded:

- does anything that seriously disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobile phones and smart watches, other than what is allowed by the supervising teacher;
- makes a non-serious attempt;
- engages in malpractice; or
- gains an unfair advantage by any means.

7. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an exam/assessment task without a valid reason, she must undertake the task in the remaining time.

8. Extensions

Students who are unable to present for an out-of-class assessment task/assignment for valid reasons may apply to the Principal for an extension prior to the due date for submission for the task by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

9. NSW Education Standards Authority Warning Letters

NSW Education Standards Authority (NESA) warning letters are issued to students **who are not meeting course requirements**.

Course requirements are that the student:

- **follows** the course development or that endorsed by NESA;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and
- **achieves** some or all the outcomes.

These letters are a warning to students that they are in danger of not meeting the course requirements.

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter.

When a NESA warning letter is required, the school will:

- advise the student in writing with the NESA warning letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their daughter/ward has missed an assessment task and informing them if they have not met the course outcomes due to non-attendance and /or performance has been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and her parents/caregivers is requested and received;
- ensure a copy of the NESA warning letter is placed in the faculty file and in the student's central file.

When a first warning letter is sent, the teacher and Head Teacher will arrange a meeting with the student to discuss the student's progress in that subject and notify the parents.

When a second warning letter is sent, the Deputy Principal will normally arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

If a student has TWO active NESA warning letters in a course, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, the Deputy Principal will organise an interview with the Principal, the Faculty Head Teacher, the student and the parent/caregiver to discuss the possible award of an 'N' Determination in that subject.

SECTION C: STUDENT REVIEWS/APPEALS

1. A student may only appeal:
 - Against her mark in the course assessed on the grounds of a clerical error, and/or
 - If the school has varied from its stated Assessment Policy, and/or
 - For students in Year 12, appeals must be forwarded to NESA at the completion of the HSC.
2. No appeal may be entered against marks allocated for a particular task or piece of work, unless on grounds stated above.
3. A student who wishes to formally appeal must do so in writing. The appeal must be submitted through the Head teacher of the subject concerned and should be completed by mid-September of the HSC year. Details of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following personnel:
 - Principal;
 - Deputy Principal; and
 - The Head Teacher of that faculty

In the event the appeal cannot be resolved internally, then the students may choose to appeal to have the matter resolved by NESA.

In conducting a review, NESA requires the panel to ascertain whether:

- a. The weightings specified by the school in its assessment program conform to NESA's requirements as detailed in the subject guides;
 - b. the procedures used by the school for determining the Final Assessment Program conform to its stated assessment program; and
 - c. There are no computational or other clerical errors in the determination of the assessment mark.
- (ACE Manual)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Strathfield Girls High School complied with NESA policy and whether the conduct of the review was correct in all respects.



SECTION D: VOCATIONAL EDUCATION AND TRAINING

Introduction

Strathfield Girls High School (SGHS) Vocational Educational and Training (VET) assessment policy is based on NESA Guidelines and National Assessment Principles. All VET courses follow SGHS Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N' Award notification and appeals procedures.

Rationale

All Vet industry Curriculum Framework courses offered in Years 11 and 12, use competency-based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency is the performance of outcomes (knowledge/skills/attitudes) under conditions (preferably workplace conditions) to a required standard (specific to a particular industry).

The Purpose of Assessment

Assessment for the HSC VET framework courses has two distinct purposes:

- a. Assessment for the Australian Qualification Framework (AQF) – Competency based:
 - applies to all courses within frameworks, and
 - is a means for industry recognition.
- b. Assessment for Australian Tertiary Admissions Rank (ATAR):
 - written HSC Examination, and
 - optional for the 240-hour course only.

Assessment for the Australian Qualification Framework (AQF)

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework, and
- provide evidence that they have reached the competency standards for every unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at SGHS is on assessing what students can do and the standards at which they are able to perform. Assessment of competencies is criterion-referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'more evidence required' in each module.

VET courses contain both core and optional modules. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain AQF Certificate I or II students must provide evidence of competence in **all** modules chosen. To provide competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit, and it will not appear on their record. This will result in the student being ineligible for the AQF Certificate in the course.

Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of the course. The Statement of Attainment will state all modules in which the student has proven their competency.

Assessment for an Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by NESA for the satisfactory completion of a HSC course;
- successfully complete the mandatory work placement hours, and
- sit the HSC Examination.

HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC Examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC Examination:

- has no impact on student eligibility for AQF qualifications;
- is optional for VET students;
- is a two (2) hour written paper, and
- the results contribute to the calculation of the student's ATAR.

Students who sit the examination will receive a course report in the same form as other Board developed courses. **Reports will show marks ranging from 0 to 100 in each course.** Each student will be placed into one of six performance bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to exam performance only and will not seek to describe achievement of industry competencies assessed through competency-based assessment.

Students undertaking the 240-hour courses are automatically enrolled in the HSC Examination. Any student who does not wish to sit for the HSC external examination must contact the VET Coordinator at the school during their HSC year. Students and their parents/caregivers will need to complete the appropriate form and the VET coordinator will notify NESA.

The external exam only may contribute to the calculation of the student's ATAR. Withdrawal from the exam does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course, but has not undertaken the external exam, the student will have the VET subject listed on their HSC, but there will be no exam mark and the VET course will not contribute to the calculation of their ATAR.

NSW Education Standards Authority (NESA) Requirements

Students undertaking a VET course must meet the requirements of NESA for the HSC along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment.

NESA has mandated work placement as a requirement of the HSC. Students must achieve the hours of work-placement required for the course undertaken.

The rules and processes related to an 'N' award for a Board Developed Course are also applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Recognition of Prior Learning

Students who already have some knowledge or experience that is covered in detail in a VET course at SGHS, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in the line with Strathfield School Education Area policies and procedures. Students must contact the school VET Coordinator to obtain further information and application for RPL.

Assessment Principles and Procedures

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration, or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different modules.

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

Internal Examinations

SGHS will conduct internal assessment to enable teachers to provide NESA with estimates of student examination performance. This may be required where a student lodges an illness/misadventure/appeal relating to the HSC Examination. The Trial HSC Examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.

Work Placement

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by NESA. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a NESA warning letter.

The minimum required hours of work placement are 35 hours for each 120-hour course or 70 hours over a 2 year period, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the SGHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone;
- notifies the class teacher on the morning of the absence by telephone; and
- completes an Illness/Misadventure/Special Consideration application which will be issued by the Head Teacher TAS upon return to the school **with a doctor's certificate**. Documentation must be **given to the Head TAS on the first day the student returns to school** after completing work placement. The Head Teacher TAS will consult with the VET coordinator who will take further steps in ensuring that the work-placement requirements are met.

Student Reviews/Appeals

A student may appeal against the award of 'not yet competent' in a unit of work. The student may firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Deputy Principal who will consult with the VET coordinator. If the issue is still not resolved, the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 3 working days of the determination.





STRATHFIELD GIRLS HIGH SCHOOL

TEL:(02) 9746 6990 (02) 9746 9219
116/146 Albert Road, Strathfield 2135

DATE

Dear

NSW Education Standards Authority Warning Letter

OFFICIAL WARNING – Non-completion of a Year 11 Course

I am writing to advise you that your daughter, **(Student name)** is in danger of not meeting the Course Completion Criteria for the Preliminary Higher School Certificate in **(Course)**.

The NSW Education Standards Authority (NESA) requires schools to issue students who are not meeting course requirements with official warnings in order to give them the opportunity to redeem themselves.

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Please regard this letter as the 1st official warning we have issued concerning (Student name)'s performance in (Course).

Criteria for satisfactory completion of a course

To date, **(Student name)** is not currently meeting one or more of the Course Completion Criteria.

The student has not:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving an 'N' (non-completion of course) determination.

This will mean that the course will not be listed on the student's Record of School Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course.

Opportunity to correct the problem

The table below lists the tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. **(Student name)** needs to complete the listed tasks, requirements or outcomes:

Task name(s) Course Requirement(s) Course Outcome(s)	Percentage weighting (if applicable)	Initial Due Date	Action required by student	Date to be completed by

Action by Parent/ Guardian

To support (Student name) in meeting the course requirements, please encourage her to complete the required actions listed above.

If you have any questions or need further information or clarification about this matter, please contact the school.

Please complete the acknowledgement below and return it to the Faculty Head Teacher.

Yours sincerely

Class Teacher

Head Teacher

Deputy Principal

Principal

INTERVIEW

☐ Student interviewed by: _____ Date: _____

☐ Unable to interview student due to ongoing absence.

☐ Student and parent(s) interviewed by: _____ Date: _____

(For second warning)

✂ _____ ✂ _____ ✂ _____ ✂ _____ ✂ _____ ✂ _____ ✂ _____ ✂ _____ ✂ _____ ✂ _____

Please detach this section and return to the school

ACKNOWLEDGEMENT OF OFFICIAL WARNING

- ❖ I have received the letter dated **(Date)** indicating that **(Student name)** is in danger of not meeting the course completion requirements for **(Course)**.
- ❖ I have spoken to **(Student name)** and encouraged her to complete the actions required to correct this problem.
- ❖ I am aware that this course may not appear on her Record of School Achievement and may also affect her eligibility for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

STRATHFIELD GIRLS HIGH SCHOOL



ACADEMIC INTEGRITY REPORT

Students need to complete and attach this cover sheet to every assessment task that is submitted

Student name		Year
Assessment Task Title		Date submitted
Course	Teacher	

Academic Integrity Statement

I _____ declare that this is work is my own and
(Your name in block letters)

that any quotations, information or works have been properly acknowledged and cited in the bibliography or as footnotes.

I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.

I have read and understand the school assessment procedures.

Any dispute in marks must be taken to classroom teacher who will then take the question in dispute to the marking teacher and Head Teacher.

Student signature: _____ Date: _____

Warning

Students are required to keep a hard copy of this assessment task in case of any unforeseen accident to original submissions.

✂ _ □ ✂ _ □ ✂ _ □ ✂

Please complete and retain the following receipt as evidence of submission of task.

Name:

Task:

Teacher's name:

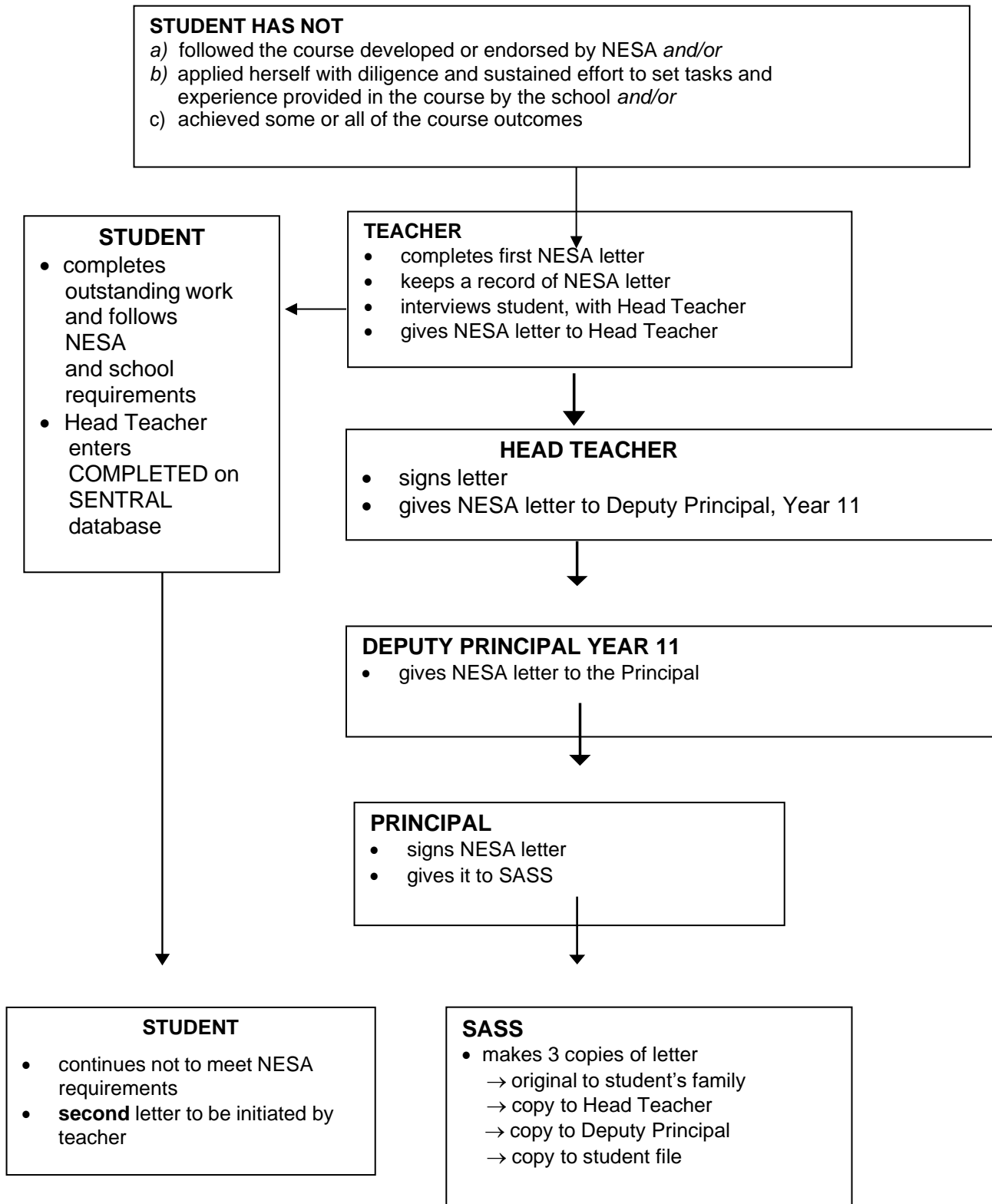
Date:

Teacher's signature:

STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

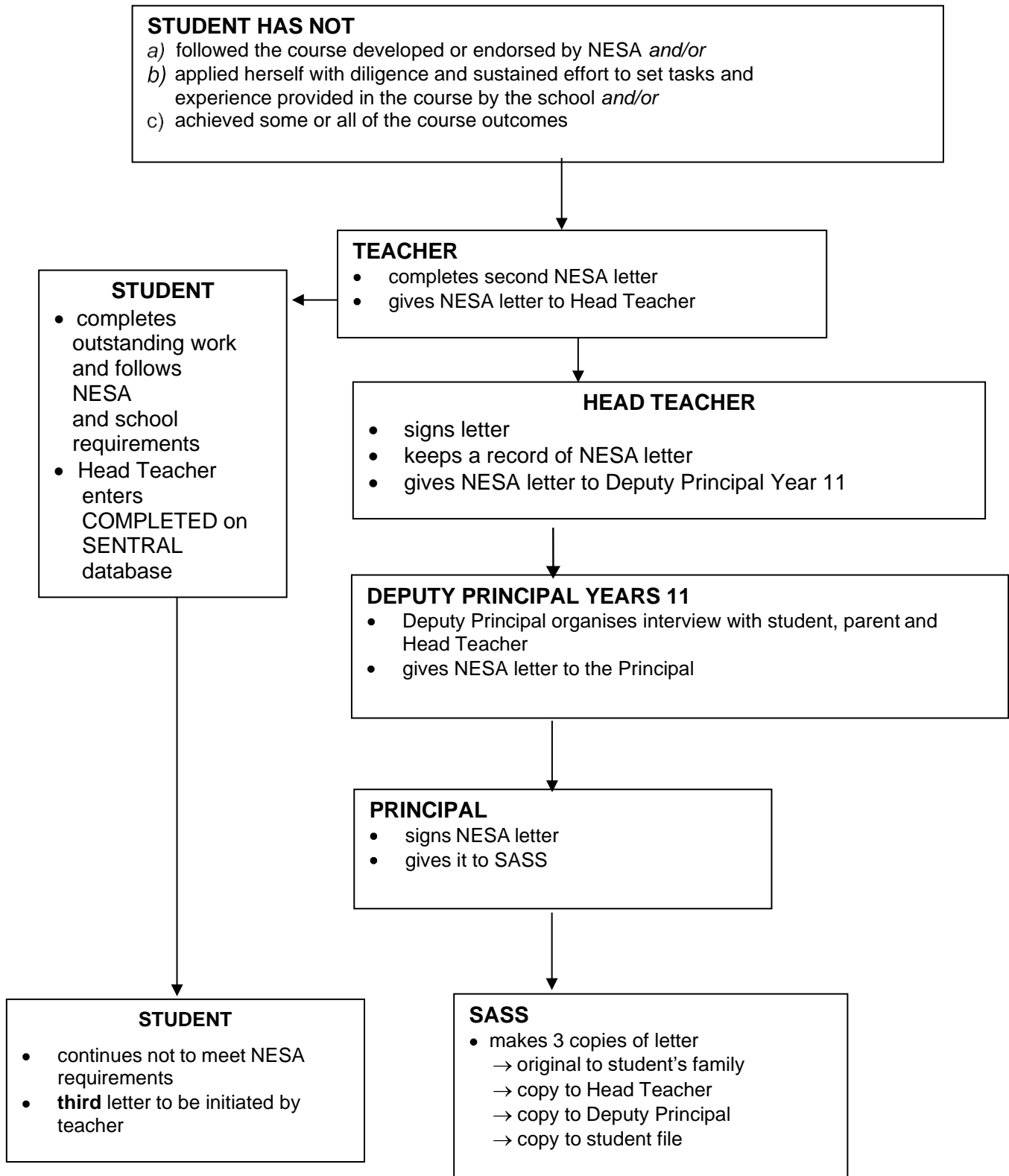
FIRST LETTER (OFFICIAL NESA WARNING)



STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

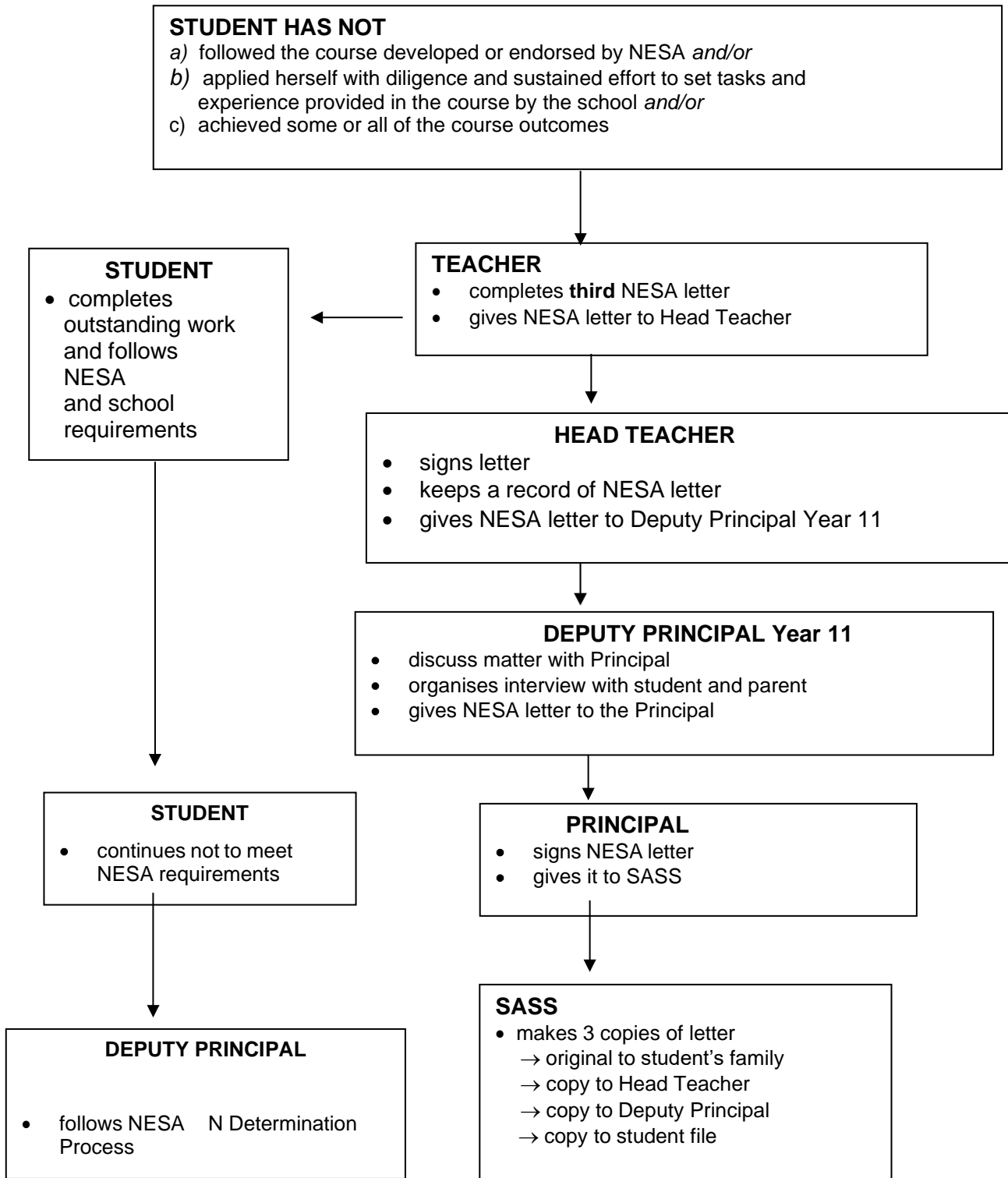
SECOND LETTER (OFFICIAL NESA WARNING)



STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

THIRD LETTER (OFFICIAL NESA WARNING)





SGHS High School Stage 6 Assessment

Student Review/Appeals

To be completed by a student who wishes to lodge an appeal about marks in a course, or if the school has varied from its Assessment Policy.

This form must be submitted to the Principal by:

Name:	
Student Signature:	Date:
Parent signature:	Date:
Subject/Course:	
Head Teacher:	
Assessment Title:	Due Date:
Details of student appeal:	

(Attach all necessary medical and other certificates and refer to the SGHS Assessment Policy)

Appeal Panel Response:

Principal signature:.....

DP consults P; DP gives copy of Student Appeal with completed School Response to HT; HT informs teacher and student of School Response; DP gives original to SASS to enter data in SENTRAL and generate an Appeal Outcome letter; Principal to sign; SASS sends original letter to parent, gives copies to the DP and HT and places one in student file.

COURSE INFORMATION

ENGLISH – KEY LEARNING AREA

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: **ENGLISH ADVANCED**

COMPONENTS

Common Module: Reading to Write – Transition to Senior English	30%
Module A: Narratives that Shape our World	40%
Module B: Critical Study of Literature	30%

The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.

Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine, and analyses the ways in which texts and contexts shape and are shaped by different attitudes and values.

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE ADVANCED ENGLISH

Task number	Task 1	Task 2	Task 3	
Task	Common Module: Reading to Write Extended Response with Reflection	Module B: Critical Study of Literature Critical Response	Module A: Narratives that shape our world Multimodal presentation	
Outcomes assessed	Term 2 Week 1-2	Term 2 Week 8	Term 3 Week 8-9	
	EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-6 EA11-7, EA11-9	EA11-1, EA11-3 EA11-4, EA11-5 EA11-7, EA11-8	EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-6 EA11-7, EA11-8	
Components	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH STANDARD

COMPONENTS

Common Module: Reading to Write – Transition to Senior English	30%
Module A: Contemporary Possibilities	30%
Module B: Close Study of Literature	40%

The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study. Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

OUTCOMES

A student:

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6 investigates and explains the relationships between texts
EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ASSESSMENT SCHEDULE ENGLISH STANDARD

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Common Module: Reading to Write Extended Response with Reflection	Module B: Close Study of Literature Analytical response	Module A: Contemporary Possibilities Multimodal presentation with related material	
	Term 2 Week 1-2	Term 2 Week 8	Term 3 Week 8-9	
Outcomes assessed	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-7	EN11-1, EN11-2, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8	
Components		Weighting %		
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH STUDIES

COMPONENTS

Multimodal Task	30%
Imaginative Response	30%
Portfolio of Writing	40%

COURSE DESCRIPTION:

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesize the knowledge gained from a range of sources for a variety of purposes. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

CONTENT:

Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.

OUTCOMES

A student:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
ES11-7 represents own ideas in critical, interpretive and imaginative texts
ES11-8 identifies and describes relationships between texts
ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

ASSESSMENT SCHEDULE ENGLISH STUDIES

Task Number	Task 1	Task 2	Task 3	
Outcomes assessed	Multimodal Presentation Mandatory Module	Imaginative Response Elective Module 1	Portfolio of Writings All modules	
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8	
	ES11-2, ES11-3, ES11-6, ES11-9, ES11-10	ES11-2, ES11-4, ES11-7	ES11-1, ES11-4, ES11-5, ES11-7, ES11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

COURSE: ENGLISH EALD

COMPONENTS

Module A: Language, Texts and in Context	30%
Module B: Close Study of Text	40%
Module C: Texts and Society	30%

The course has two sections:

Module A: Language and texts in Context – This module focuses on comprehension, language analysis and developing students’ personal, critical and creative responses through interpreting and responding to short texts.

Module B: Close Study of Text - In this module, students develop understanding, knowledge and appreciate on a substantial literary text.

Module C: Texts and Society – In this module, students analyse, respond to and compose a selection of texts that are commonly encountered in community, vocational and academic settings.

OUTCOMES

A student:

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts
EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
EAL11-6 investigates and explains the relationships between texts
EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds
EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ASSESSMENT SCHEDULE ENGLISH EALD

Year 11 English EAL/D 2025				
Task number	Task 1	Task 2	Task 3	
Nature of task	Extended Response Module A Language, Texts and Context Place & Displacement	Multimodal Presentation Module C Texts and Society	Final Examination (Including Listening) Module B Close Study of Text (20) and other modules	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9	
Outcomes assessed	EAL11-1A, EAL11-3, EAL11-4, EAL11-6, EAL11-7	EAL11-1B, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	
Components	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	15	20	50
Total %	30	30	40	100

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: ENGLISH EXTENSION 1

Course Description:

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE ENGLISH EXTENSION 1

Task number	Task 1	Task 2	Task 3	
Task	Imaginative Response	Comparative Essay	Multimodal Presentation	
	Term 1 Week 9-10	Term 2 Week 10	Term 3 Week 8-9	
Outcomes assessed	EE11-2 EE11-3 EE11-6	EE11-1 EE11-2 EE11-3 EE11-5	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

MATHEMATICS – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MATHEMATICS STANDARD COMPONENTS

Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MATHEMATICS STANDARD

Component	Task 1	Task 2	Task 3	Weighting %
Task Type	Class Test	Class Test	Final Examination	
Task Due	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-9	
Outcomes Assessed	MS11-3, MS11-9 MS11-10	MS11-5, MS11-6, MS11-8	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
Total %	35	25	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MATHEMATICS ADVANCED

COMPONENTS

Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MATHEMATICS ADVANCED

Component	Task 1	Task 2	Task 3	Weighting %
Task Type	Class Test	Class Test	Final Examination	
Week Due	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8-9	
Outcomes Assessed	MA11-1, MA11-2 MA11-3	MA11-4, MA11-5, MA11-6	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MS11-7, MS11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
Total %	35	25	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MATHEMATICS EXTENSION 1

COMPONENTS

Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE MATHEMATICS EXTENSION 1

Component	Task 1	Task 2	Task 3	Weighting %
Task Type	Class Test	Class Test	Final Examination	
Week Due	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-9	
OutcomesAssessed	ME11-1, ME11-2 ME11-3	ME11-4, ME11-5	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
Total %	35	25	40	100

SCIENCE – KEY LEARNING AREA

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: BIOLOGY

COMPONENTS	Weighting
<ul style="list-style-type: none">Students develop knowledge and understanding of:<ul style="list-style-type: none">- the structure and function of organisms- the Earth's biodiversity and the effect of evolution	40%
<ul style="list-style-type: none">Students develop skills in:<ul style="list-style-type: none">- applying the processes of Working Scientifically	60%

OUTCOMES

A student:

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 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 interrelationships of organisms within the ecosystem

ASSESSMENT SCHEDULE – BIOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Assessment (Depth Study)	Module Test	Processing and Analysing Secondary Information	Final Examination	
	Term 1 Week 8/9	Term 2 Weeks 1-2	Term 2 Week 8/9	Term 3 Weeks 8-9	
	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-9	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Knowledge and understanding of: <ul style="list-style-type: none"> • The structure and function of organisms • The Earth's biodiversity and the effect of evolution 	5	10	5	20	40
Skills in: <ul style="list-style-type: none"> • Applying the processes of Working Scientifically 	20	10	20	10	60
Total %	25	20	25	30	100

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: CHEMISTRY

COMPONENTS	Weighting
<ul style="list-style-type: none">Students develop knowledge and understanding of:<ul style="list-style-type: none">- the fundamentals of chemistry- the trends and driving forces in chemical reactions	40%
<ul style="list-style-type: none">Students develop skills in:<ul style="list-style-type: none">- applying the processes of Working Scientifically	60%

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE – CHEMISTRY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Processing and Analysing Secondary Information	Module Test	Practical Assessment (Depth Study)	Final Examination	
	Term 1 Week 9/10	Term 2 Weeks 1-2	Term 2 Week 9/10	Term 3 Weeks 8-9	
	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-10	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Knowledge and understanding of: <ul style="list-style-type: none"> • The fundamentals of chemistry • The trends and driving forces in chemical reactions 	5	10	5	20	40
Skills in: <ul style="list-style-type: none"> • Applying the processes of Working Scientifically 	20	10	20	10	60
Total %	25	20	25	30	100

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: PHYSICS

COMPONENTS	Weighting
<ul style="list-style-type: none">Students develop knowledge and understanding of:<ul style="list-style-type: none">- fundamental mechanics- energy	40%
<ul style="list-style-type: none">Students develop skills in:<ul style="list-style-type: none">- applying the processes of Working Scientifically	60%

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE – PHYSICS

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Assessment (Depth Study)	Module Test	Processing and Analysing Secondary Information	Final Examination	
	Term 1 Week 8/9	Term 2 Weeks 1-2	Term 2 Week 7/8	Term 3 Weeks 8-9	
	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8	PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
Knowledge and understanding of: <ul style="list-style-type: none"> • Fundamental mechanics • Energy 	5	10	5	20	40
Skills in: <ul style="list-style-type: none"> • Applying the processes of Working Scientifically 	20	10	20	10	60
Total %	25	20	25	30	100

HSIE – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: ANCIENT HISTORY

COMPONENTS

Year 11 Course (120 hours)	Ancient History	Indicative Hours
	Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Features of Ancient Societies	40
	Historical Investigation	20

OUTCOMES: A student:

AH11-1 describes the nature of continuity and change in the ancient world
AH11-2 proposes ideas about the varying causes and effects of events and developments
AH11-3 analyses the role of historical features, individuals and groups in shaping the past
AH11-4 accounts for the different perspectives of individuals and groups
AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7 discusses and evaluates differing interpretations and representations of the past
AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

ASSESSMENT TASKS - ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Ancient History: Case Study Task	(HIP) Historical Investigation Project	Final Examination	
	Term 1 Week 8	Term 2 Week 10	Term 3 Week 8-9	
	AH11-4, AH11-6, AH11-9 AH11-10	AH11-5, AH11-6 AH11-7, AH11-8 AH11-9	AH11-1, AH11-2 AH11-3, AH11-4 AH11-5, AH11-6 AH11-7, AH11-9	
Knowledge & 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
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MODERN HISTORY

COMPONENTS

Year 11 Course (120 hours)	Modern History	Indicative Hours
	Investigating Modern History <ul style="list-style-type: none">• The Nature of Modern History• Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40

OUTCOMES

A student develops the skills to:

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

ASSESSMENT TASKS – MODERN HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Modern History: Case Study	Historical Investigation Project (HIP)	Final Examination	
	Term 1 Week 8-9	Term 2 Week 7-8	Term 3 Week 8-9	
	MH11-1, MH11-4 MH11-5, MH11-7,	MH11-3, MH11-6 MH11-8, MH11-9, MH11-10	MH11-2 MH11-3, MH11-4, MH11-6 MH11-9	
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
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: SOCIETY AND CULTURE

COMPONENTS

- | | | |
|----|-------------------------------|-----|
| 1. | The Social and Cultural World | 30% |
| 2. | Personal and Social Identity | 40% |
| 3. | Intercultural Communication | 30% |

OUTCOMES

A student:

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

ASSESSMENT TASKS - SOCIETY AND CULTURE

Component	Task 1	Task 2	Task 3	Weighting %
	Multimodal Presentation The Social & Cultural World	Mini Personal Interest Project	Final Examination	
	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8-9	
	P1, P2, P3, P10	P4, P6, P7, P8	P4, P5, P6, P9	
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods		20	10	30
Communication of information, ideas and issues in appropriate forms	10	10		20
Total %	20	40	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: STUDIES OF RELIGION 1 UNIT

COMPONENTS

- | | | |
|----|-----------------------------------|-----|
| 1. | Nature of Religion and Beliefs | 30% |
| 2. | Religious Tradition Studies 1 & 2 | 70% |

OUTCOMES

A student:

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

ASSESSMENT TASKS - STUDIES OF RELIGION 1 UNIT

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Religion & Beliefs	Depth Study	Final Examination All topics	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-9	
	P1, P2, P5, P8, P9	P3, P4, P6, P7	P1, P2, P5, P8	
Knowledge and understanding of course content	10	10	20	40
Source-based skills	10		10	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms		10	10	20
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: STUDIES OF RELIGION 2 UNIT

COMPONENTS

1.	Nature of Religion and Beliefs	15%
2.	Religions of Ancient Origins	20%
3.	Religions Depth Study 1	
4.	Religious Depth Study 2	50%
5.	Religious Depth Study 3	
6.	Religion in Australia Pre 1945	15%

OUTCOMES

A student:

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

ASSESSMENT TASKS - STUDIES OF RELIGION 2 UNIT

Component	Task 1	Task 2	Task 3	Weighting %
	Religions of Ancient Origin	Depth Study 1 & 2	Final Examination All topics	
	Term 2 Week 2	Term 2 Week 9	Term 3 Week 8-9	
	P1, P2, P7, P9	P3, P4, P6, P7	P1, P2, P5, P8	
Knowledge and understanding of course content	15	5	20	40
Source-based skills	5		15	20
Investigation and research	5	15		20
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: BUSINESS STUDIES

COMPONENTS

Knowledge and Understanding of Course Content	40%
Stimulus-Based Skills	20%
Inquiry and Research	20%
Communication of Business Information, Ideas and Issues in Appropriate Forms	20%

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE- BUSINESS STUDIES

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Business	Business Planning	Final Examination	
	Research Task and Viva Voce	Stimulus Business Report	All Topics	
	Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 8-9	
	P2, P7, P8, P9	P4, P8, P9, P10	P1- P6, P9, P10	
Knowledge and understanding of Course Content	10	10	20	40
Stimulus-Based Skills		10	10	20
Inquiry and Research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10		10	20
Total%	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: ECONOMICS

COMPONENTS

Knowledge and Understanding of Course Content	40%
Inquiry and Research	20%
Stimulus Based Skills	20%
Communication of Economic Information, Ideas and Issues in Appropriate Forms	20%

OUTCOMES

A student:

P1	demonstrates understanding of economic terms, concepts and relationships
P2	explains the economic role of individuals, firm and government in an economy
P3	describes, explains and evaluates the role and operation of markets
P4	compares and contrasts aspects of different economies
P5	analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6	explains the role of government in Australian economy
P7	identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8	applies appropriate terminology, concepts and theories in economic contexts
P9	selects and organises information from a variety of sources for relevance and reliability
P10	communicates economic information, ideas and issues in appropriate forms
P11	applies mathematical concepts in economic contexts
P12	works independently and in groups to achieve appropriate goals in set timelines

ASSESSMENT SCHEDULE - ECONOMICS

Component	Task 1	Task 2	Task 3	Weighting %
	Group Research Task & Viva Voce	Research Task Extended Response	Final Examination	
	Term 1 Week 6	Term 2 Weeks 10	Term 3 Week 8-9	
	P1, P4, P9, P10, P12	P2, P6, P9, P10, P12	P3, P4, P5, P6, P8, P11	
Knowledge and Understanding of Course Content	10	10	20	40
Inquiry and research	10	10		20
Stimulus based skills		10	10	20
Communication of economic information, ideas	10		10	20
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: GEOGRAPHY

OUTCOMES

GE-11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments
GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses
GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability
GE-11-05 analyses and synthesises relevant geographical information from a variety of sources
GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-11-08 applies mathematical ideas and techniques to analyse geographical data
GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

ASSESSMENT SCHEDULE - GEOGRAPHY

Component	Task 1	Task 2	Task 3	Weighting %
	Scenario based response (in class)	Geographical Investigation	Final Examination All Components	
	Term 1 Week 9	Term 3 Weeks 1	Term 3 Weeks 8-9	
	GE11-01 GE11-02 GE11-09	GE11-05, GE11-06 GE11-07, GE11-08	GE11-01, GE11-02, GE11-04, GE11-07 GE11-08	
Knowledge and understanding of course content	10	10	20	40
Geographical skills and tools	5	10	5	20
Geographical inquiry and research, including fieldwork	5	10	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: LEGAL STUDIES

COMPONENTS

Knowledge and Understanding of Course Content	40%
Analysis and Evaluation	20%
Inquiry and Research	20%
Communication	20%

OUTCOMES

A student:

P 1	identifies and applies legal concepts and terminology to appropriate legal contexts
P 2	describes the key features of Australian and international law
P 3	describes the operation of domestic and international legal systems
P 4	discusses the effectiveness of the legal system in addressing issues
P 5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P 6	explains the nature of the interrelationship between the legal system and society
P 7	evaluates the effectiveness of the law in achieving justice
P 8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P 9	communicates legal information using well-structured responses
P 10	accounts for differing perspectives and interpretations of legal information and issues

ASSESSMENT SCHEDULE- LEGAL STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of task	Research & Viva Voce Law Reform	Research and in-class essay The Individual & Technology	Final Examination All topics	
	Term 1 Week 9	Term 2 Week 9	Term 3 Exam Period	
Outcomes assessed	P4, P6, P8, P9, P10	P4, P7, P8, P9	P1- P7 P9-P10	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

LOTE – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: JAPANESE BEGINNERS

COMPONENTS

Speaking	20%	Reading	30%
Listening	30%	Writing	20%

OUTCOMES: A student:

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

ASSESSMENT SCHEDULE - JAPANESE BEGINNERS

Component	Task 1	Task 2	Task 3	Weighting %
	Listening Reading	Speaking Writing	Final Examination All Components	
	Term 2 Week 1-2	Term 2 Week 9	Term 3 Week 8-9	
Speaking Outcomes: 1.1, 1.2, 1.3, 1.4		15	5	20
Listening Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	15		15	30
Reading Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	15		15	30
Writing Outcomes: 3.1, 3.2, 3.3, 3.4		15	5	20
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: JAPANESE CONTINUERS

COMPONENTS

Speaking	20%	Writing	20%
Listening	30%	Reading	30%

OUTCOMES: A student:

1.1 uses a range of strategies to maintain communication
1.2 conveys information appropriate to context, purpose and audience
1.3 exchanges and justifies opinions and ideas
1.4 reflects on aspects of past present and future experience
2.1 applies knowledge of language structures to create original text
2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3 structures and sequences ideas and information
3.1 conveys the gist of texts and identifies specific information
3.2 summarises the main ideas
3.3 identifies the tone, purpose, context and audience
3.4 draws conclusions from or justifies an opinion
3.5 interprets, analyses and evaluates information
3.6 infers points of view, attitude or emotions from language and context
4.1 recognises and employs language appropriate to different social contexts
4.2 identifies values, attitudes and beliefs of cultural significance
4.3 reflects upon significant aspects of language and culture

ASSESSMENT SCHEDULE - JAPANESE CONTINUERS

Component	Task 1	Task 2	Task 3	Weighting %
	Listening Writing	Speaking Reading	Final Examination All Components	
	Term 1 Week 8–9	Term 2 Weeks 1–2	Term 3 Weeks 8–9	
Speaking Outcomes: 1.1- 1.4		10	10	20
Listening Outcomes: 3.1-3.6	20		10	30
Reading Outcomes: 2.1-2.3, 3.1, 3.6		20	10	30
Writing Outcomes: 2.1-2.3	10		10	20
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: KOREAN BEGINNERS

COMPONENTS

Speaking	20%	Listening	30%
Reading	30%	Writing	20%

OUTCOMES: A student:

1.1	establishes and maintains communication in Korean
1.2	manipulates linguistic structures to express ideas effectively in Korean
1.3	sequences ideas and information
1.4	applies knowledge of the culture of Korean -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 Korean - 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 Korean
3.4	applies knowledge of the culture of Korean - speaking communities to the production of texts

ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
	Reading Writing	Listening Speaking	Final Examination All Components	
	Term 2 Weeks 1-2	Term 2 Week 9	Term 3 Weeks 8-9	
Speaking Outcomes: 1.1, 1.2, 1.3, 1.4		10	10	20
Listening Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6		20	10	30
Reading Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	20		10	30
Writing Outcomes: 3.1, 3.2, 3.3, 3.4	10		10	20
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: KOREAN CONTINUERS

COMPONENTS

Speaking	20%	Writing	20%
Listening	30%	Reading	30%

OUTCOMES: A student:

1.1 uses a range of strategies to maintain communication
1.2 conveys information appropriate to context, purpose and audience
1.3 exchanges and justifies opinions and ideas
1.4 reflects on aspects of past, present and future experience
2.1 applies knowledge of language structures to create original text
2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context purpose and/or audience
2.3 structures and sequences ideas and information
3.1 conveys the gist of texts and identifies specific information
3.2 summarises the main ideas
3.3 identifies the tone, purpose, context and audience
3.4 draws conclusions from or justifies an opinion
3.5 interprets, analyses and evaluates information
3.6 infers points of view, attitude or emotions from language and context
4.1 recognises and employs language appropriate to different social contexts
4.2 identifies values, attitudes and beliefs of cultural significance
4.3 reflects upon significant aspects of language and culture

ASSESSMENT SCHEDULE – KOREAN CONTINUERS

Component	Task 1	Task 2	Task 3	Weighting %
	Listening Writing	Speaking Reading	Final Examination All Components	
	Term 1 Week 8-9	Term 2 Week 1-2	Term 3 Weeks 8-9	
Speaking Outcomes: 1.1 – 1.4		10	10	20
Listening Outcomes: 3.1 – 3.6	20		10	30
Reading Outcomes: 2.1 – 2.3, 3.1, 3.6		20	10	30
Writing Outcomes: 2.1 – 2.3	10		10	20
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: CHINESE CONTINUERS

COMPONENTS

Listening	30%
Reading	30%
Speaking	20%
Writing	20%

OUTCOMES: A student

1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
2.1	applies knowledge of language structures to create original text
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context purpose and/or audience
2.3	structures and sequences ideas and information
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.3	identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and context
4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

ASSESSMENT SCHEDULE - CHINESE CONTINUERS

Component	Task 1	Task 2	Task 3	Weighting %
	Listening Writing	Speaking Reading	Final Examination All Components	
	Term 1 Weeks 8-9	Term 2 Weeks 1-2	Term 3 Weeks 8-9	
Speaking Outcomes: 1.1 - 1.4		10	10	20
Listening Outcomes: 3.1 - 3.6	20		10	30
Reading Outcomes: 2.1-2.3, 3.1-3.6		20	10	30
Writing in Chinese Outcomes: 2.1-2.3	10		10	20
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: CHINESE AND LITERATURE

COMPONENTS

Speaking	10%	Listening	20%
Reading	40%	Writing	30%

OUTCOMES: A student

1.1	conveys information appropriate to context, purpose and audience
1.2	exchanges and justifies opinions and ideas
1.3	uses appropriate features of language in a variety of contexts
2.1	sequences and structures information and ideas
2.2	uses a variety of features to convey meaning
2.3	produces texts appropriate to context, purpose and audience
2.4	produces texts appropriate which are persuasive, creative and discursive
3.1	identifies main points and detailed items of specific information
3.2	summarises and interprets information and ideas
3.3	infers points of view, values, attitudes and emotions from features of language in texts
3.4	compare and contrasts aspects of texts
3.5	presents information in a different form and/or for a different audience
3.6	explains the influence of context in conveying meaning
3.7	recognises, analyses and evaluates the effectiveness of a variety of features in texts
3.8	responds to texts personally and critically
4.1	examines and discusses sociocultural elements in texts
4.2	recognises and employs language appropriate to different sociocultural contexts
4.3	compares and contrasts Australian and Chinese communities

ASSESSMENT SCHEDULE – CHINESE AND LITERATURE

Component	Task 1	Task 2	Task 3	Weighting %
	Speaking Writing	Responding to Texts	Final Examination	
	Term 1 Week 8-9	Term 2 Weeks 1-2	Term 3 Weeks 8-9	
Speaking Outcomes: 1.1, 1.2, 1.3, 4.1, 4.2, 4.3	10			10
Listening Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3		20		20
Reading Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3		15	25	40
Writing Outcomes: 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3	15		15	30
Total %	25	35	40	100

CREATIVE AND PERFORMING ARTS – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE:

DRAMA

COMPONENTS:

Improvisation, Play building, Acting	40%
Elements of Production in Performance	30%
Theatrical Traditions and Performance Styles	30%

OUTCOMES:

Improvisation, Play building and Acting

A student:

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts to perform
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturge, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1 of	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

Elements of Production in Performance

A student:

P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts to perform
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, drama, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action

P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

Theatrical Traditions and Performance Styles

A student:

P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experience 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

ASSESSMENT SCHEDULE – DRAMA

Components	Task 1	Task 2	Task 3	Weighting %
	Playbuilt Group Performance and Logbook	Scripted Performance and Production Portfolio	Final Examination and Logbook	
	Term 1 Weeks 9-10	Term 2 Week 9-10	Term 3 Week 8-9	
	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2	P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2	P1.3, P1.4, P1.6, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4	
Improvisation, Playbuilding and Acting	20	10	10	40
Elements of Production		15	15	30
Theatrical Traditions and Performance Styles	5	10	15	30
Total %	25	35	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: VISUAL ARTS

COMPONENTS

Artmaking	50%
Critical and Historical Studies	50%

OUTCOMES: A student:

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

ASSESSMENT SCHEDULE- VISUAL ARTS

Task number	Task 1	Task 2	Task 3	
Nature of task	Part A Mixed media series of artworks based on a set theme.	Part A Body of Work based on Landscape	Final Examination Art Criticism and Art History Written examination	
	Part B Case Study Essay	Part B Section 1 Writing Task		
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8-9	
Outcomes	P1- P10	P1-P10	P7-P10	
Components	Weighting %			
Artmaking	20	30		50
Critical and Historical Study	10	10	30	50
Total %	30	40	30	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: PHOTOGRAPHY, VIDEO & DIGITAL IMAGING 1 UNIT

COMPONENTS

Making Photographs	70%
Critical / Historical Study	30%

OUTCOMES: A student:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Theory Task	Practical Task	Practical Task	
	Term 1 Week 9	Term 2 Week 3	Term 3 Week 8	
	CH1,2,3,4,5	M1,2,3,4,5	M1,2,3,4,5	
Making Photos		15	20	35
Critical & Historical Studies	15			15
Total %	15	15	20	50

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: MUSIC 2

COMPONENTS

Performance	25%	Musicology	25%
Composition	25%	Aural	25%

OUTCOMES:

A student:

P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
P6 discusses and evaluates music making constructive suggestions about performances and compositions
P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P8 understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
P9 identifies, recognises, experiments with and discusses the use of technology in music
P10 performs as a means of self-expression and communication
P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
P12 demonstrates a willingness to accept and use constructive criticism

ASSESSMENT SCHEDULE - MUSIC 2

Component	Task 1	Task 2	Task 3	Weighting %
	Performance and Aural Analysis – Mandatory Topic	Composition Activity	Final Examination Musicology and Aural Analysis	
	Term 1 Weeks 9	Term 2 Week 9	Term 3 Week 8-9	
	P1, P6, P9, P10	P2- P8	P2, P7, P8	
Performance	25			25
Composition		25		25
Musicology	10		15	25
Aural			25	25
Total %	35	25	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE:

MUSIC 1

COMPONENTS

Performance	25%	Musicology	25%
Composition	25%	Aural	25%

OUTCOMES:

A student:

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

ASSESSMENT SCHEDULE - MUSIC 1

Component	Task 1	Task 2	Task 3	Weighting %
	Performance and Musicology	Composition	Final Examination Aural Analysis	
	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8-9	
	P1, P4, P5, P6, P9	P2, P3, P4, P5, P7	P4, P6	
Performance	25			25
Composition		25		25
Musicology	10		15	25
Aural			25	25
Total %	35	25	40	100

TECHNOLOGICAL AND APPLIED STUDIES – KEY LEARNING AREA

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: COMMUNITY AND FAMILY STUDIES

COMPONENTS

Component	Weighting
Knowledge and understanding of course content	40%
Skills in critical thinking, research methodology, analysing and communicating	60%

OUTCOMES

A student:

P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision-making

ASSESSMENT SCHEDULE - COMMUNITY AND FAMILY STUDIES

Components	Task 1	Task 2	Task 3	Weighting %
	Resource Management Case Study	Individuals and Groups Research Task	Final Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9	
	P1.1, P1.2 P3.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1, P1.2, P2.1, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
Knowledge and understanding of Course content	5	5	30	40
Skills in critical thinking, research methodology, analysing and communicating	25	25	10	60
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: FOOD TECHNOLOGY

COMPONENTS

1.	Food Availability and Selection	30%
2.	Food Quality	40%
3.	Nutrition	30%

Outcomes:

P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1 explains the role of food nutrients in human nutrition
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
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
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

ASSESSMENT SCHEDULE – FOOD TECHNOLOGY

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task	Food Quality – Experiments and Research	Final Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8-9	
	P1.1, P1.2, P3.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1	
Knowledge and understanding of course content	10		30	40
Knowledge and skills in designing, researching, analysing, and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Total %	30	30	40	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: ENTERPRISE COMPUTING

COMPONENTS

- Knowledge and Understanding of Course Content 50%
- Knowledge and Skills in practical application of the content 50%

OUTCOMES

A student:

EC-11-01	describes how systems are used in a range of enterprises
EC-11-02	describes the function of data and information within enterprise computing systems
EC-11-03	describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
EC-11-04	describes how data is used in enterprise computing systems
EC-11-05	applies tools and resources to analyse datasets
EC-11-06	explains how innovative technologies have influenced enterprise computing systems
EC-11-07	explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
EC-11-08	selects and uses tools and resources to design and develop an enterprise computing system
EC-11-09	documents the management and evaluates the development of an enterprise solution
EC-11-10	investigates the effectiveness of an enterprise computing system
EC-11-11	communicates an enterprise computing solution to an intended audience

ASSESSMENT SCHEDULE – ENTERPRISE COMPUTING

Components	Task 1		Task 2	Task 3	Weighting %
Outcomes assessed	Interactive media and UX project	Module Test	Project	Final Examination	
	Term 1 Week 9	Term 2 Weeks 1-2	Term 2 Week 9	Term 3 Weeks 8-9	
	EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-04, EC-11-08, EC-11-09, EC-11-10, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	
Knowledge and understanding of course content	5	10	5	30	50
Knowledge and skills in the practical application of the content	15	5	25	5	50
Total %	20	15	30	35	100

YEAR 11 ASSESSMENT – COURSE SUMMARY

COURSE: TEXTILES AND DESIGN

COMPONENTS

Knowledge and understanding of course content	50 %
Skills and knowledge in the design, manufacture and management of textiles projects	50 %

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE – TEXTILES AND DESIGN

Components	Task 1	Task 2	Task 3	Weighting %
	Preliminary Textiles Project 1 Practical & Portfolio	Preliminary Textiles Project 2 Practical & Portfolio	Final Examination	
	Term 2 Week 1	Term 3 Week 5	Term 3 Weeks 8-9	
	P1.1, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2 P2.1, P2.2 P2.3, P4.1	P1.1, P1.2, P2.1 P2.2, P2.3, P3.1 P3.2, P4.1, P5.1	
Knowledge and understanding of course content	5	5	40	50
Skills and knowledge in the design, manufacture and management of textiles projects	25	25		50
Total %	30	30	40	100

PHYSICAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION – KEY LEARNING AREA

COURSE: **DANCE**

COMPONENTS

Component	Weighting
Knowledge and understanding of core performance	40%
Knowledge and understanding of core composition	30%
Knowledge and understanding of core appreciation	30%

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE – DANCE

Component	Task 1	Task 2	Task 3	Weighting %
	Performance of a dance-safe dance practices and interview	Composition, rationale, and journal	Final Exam – Dance Analysis	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9	
	P1.1, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P1.3, P2.3, P2.6, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	P1.2, P4.1, P4.2, P4.3, P4.4, P4.5	
Performance	30	10		40
Composition		30		30
Appreciation			30	30
Total %	30	40	30	100

YEAR 11 ASSESSMENT - COURSE SUMMARY

COURSE: HEALTH AND MOVEMENT SCIENCE

COMPONENTS

Knowledge and understanding of course content	40 %
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60 %

OUTCOMES

A student:

HM-11-01	Interprets meanings, measures and patterns of health experienced by Australians
HM-11-02	Analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	Analyses the systems of the body in relation to movement
HM-11-04	Investigates movement skills and psychology to improve participation and performance
HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	Analysis: analyses the relationships and implications of health and movement concepts
HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement concepts
HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts

ASSESSMENT SCHEDULE – HMS

Component	Task 1	Task 2	Task 3	Weighting %
	Focus Area 2 Depth Study	Collaborative Investigation	Focus Area 1 Final Examination	
	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 8-9	
	HM-11-04, HM-11-06, HM-11-07, HM-11-09, HM-11-10	HM-11-03, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-06, HM-11-09	
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research, analysing and communicating	15	15	30	60
Total %	30	30	40	100

VOCATIONAL EDUCATION AND TRAINING COURSES



ULTIMO RTO 90072

VET COURSE ASSESSMENT SCHEDULES

Year 11 2024 – Year 12 2025

Vocational Education and Training (VET) Courses

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

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

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

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

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

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

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

Board Developed VET courses (also known as Industry Curriculum Frameworks) have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Year 11 and/or Year 12 units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



School Name: Strathfield Girls High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Safety in the kitchen	Mid Year Examination 10%	Task 2 Service please	Final Examination 20%
			Week 10	Week 2 Term 2	Week 10	Week 8/9 Term 3
			Term 1		Term 2	
Code	Unit of Competency	HSC Examinable				
SITXWHS005	Participate in safe work practices	X	X	X		X
SITXFSA005	Use hygienic practices for food safety	X	X	X		X
SITXFSA006	Participate in safe food handling practices	X	X			X
SITHCCC025	Prepare and present sandwiches		X			
SITXCCS011	Interact with customers	X			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. This mark will be calculated using Mid-Year Preliminary weighting 10%, Final Preliminary weighting 20%, HSC Mid-Year weighting 30%, HSC Trial Exam weighting 40%.

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".



YEAR 11 COUNTDOWN: QUICK TIPS

how to study well and stay sane

Study techniques

- Learn and use techniques to maximise your recall ability: Mind-mapping – brings out the connections between different ideas.

Memory cards – write key words or ideas and stick them up on your walls.

- The Q-S-R technique; QUICKLY read the chapter, then SCAN each page noting key words, then READ carefully, making notes as you go.
- Never study beyond your concentration span (the time your mind starts wondering). Take a short break to refresh your brain

Plan of action

- Make a timetable of things you do: school, homework, study, part-time work, watching TV, meals, sport, leisure, music and household responsibilities.
- Give yourself an allocated time for these activities each week – and stick to the schedule.
- Prioritise – what must be done now; what can wait till later.
- Cramming can be counterproductive. Don't stay up all night; get a good night's sleep.
- Ask a trusted teacher, school counsellor, librarian, older sibling or relative for advice.
- Deal with anxiety by learning relaxation techniques such as deep breathing or yoga.
- Avoid caffeine and prescription drugs to keep you awake as they can make you feel more nervous.
- Cut down hours spent at a part-time job and don't be afraid to say no to friends or family commitments.

Essential tips

- Get organised now: jot down important dates in a diary or planner.
- Become familiar with the language or terminology used in each subject.
- Create a study area that is quiet, comfortable, well lit and ventilated and free of distractions.
- Download past exam papers and copies of the syllabus from the NSW Education Standards Authority (NESA) website.
- Be realistic about what you can achieve. Act on comments and suggestions your teacher makes about your work.
- If doing a major work, ensure you're regularly adding to your journal.
- Study in short, frequent sessions and take breaks every hour.
- Revise regularly; go over new material on a daily basis to ensure it stores in your long-term memory.

**DON'T PANIC! Balance
is the key to D-day
success**

Assessment Planner 2025

Term 1	
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	
WEEK 11	





Assessment Planner 2025

Term 2	
WEEK 1	Mid – Year Examinations 30 April – 6 May
WEEK 2	Mid – Year Examinations 30 April – 6 May
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	

Assessment Planner 2025

Term 3	
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	

NESA WEBSITE: ESSENTIAL INFORMATION

 <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>   



Education
Standards
Authority



KINDERGARTEN – YEAR 10

YEAR 11 – YEAR 12

TEACHER ACCREDITATION

REGULATION

ABOUT

LOG IN

HSC minimum standard

This guide covers everything students need to know who will sit the HSC in or after 2020. The minimum standard won't affect students sitting the HSC in 2018 and 2019.

- What is the HSC minimum standard?
- How to meet it
- What to expect
- Online minimum standard tests
- Support and resources

[View HSC minimum standard guide](#)

Teacher accreditation

From 2018 all NSW teachers must be accredited. This guide covers everything teachers need to know during their accreditation journey.

- Pre-2004 teachers
- Stages of accreditation
- Maintenance 2018 and beyond
- Early childhood teachers
- Teacher resources

[View teacher accreditation guide](#)

Your Feedback

YEAR 11 – YEAR 12

KINDERGARTEN – YEAR 10

YEAR 11 – YEAR 12

TEACHER ACCREDITATION

REGULATION

ABOUT

LOG IN

Learning areas

English

Mathematics

Science

Technologies

HSIE

Creative Arts

PDHPE

Languages

VET

HSC

About

Subject selection

Key dates and exam timetables

Exam advice and resources

Rules and processes

HSC: All My Own Work

Disability provisions

Results, merit lists and certificates

HSC minimum standard

Leaving school

Literacy and numeracy tests

Record of School Achievement

Extra-curricular activities

Understanding the curriculum

NSW curriculum and syllabuses

Syllabuses A–Z

Curriculum development

Assessment

Awarding Grades

Resources

Diversity in learning

Special education

Gifted and talented

English as an additional language or dialect

Advanced search

Resource finder

News Archive

NOTES

NOTES

NOTES



Strathfield Girls High School

116 Albert Road
Strathfield NSW 2135

www.strathfieg-h.schools.nsw.edu.au

Telephone 02 9746 6990
Fax 02 9746 3517
Email strathfieg-h.school@det.nsw.edu.au

