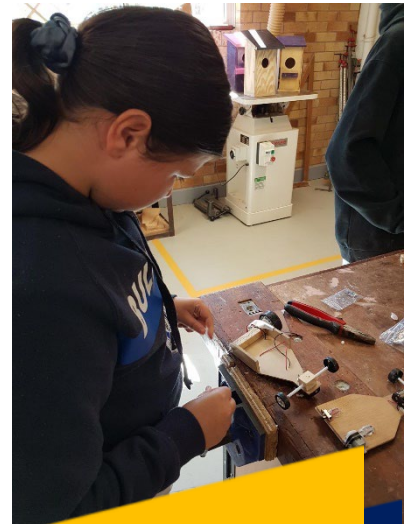


Tenterfield

High School



Year 11 Assessment 2023



RESPECT, RESPONSIBILITY, DO YOUR BEST

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Introduction

Students usually complete their studies for Year 11 in Terms 1,2 and 3 and then begin their HSC course in Term 4. To progress to the HSC course students must satisfactorily complete 12 units in Year 11. This booklet outlines the main rules and requirements for assessment in Year 11. More detailed assessment task descriptions will be provided with individual tasks as they are handed out throughout the course. Students can also obtain more detailed explanations of the rules and requirements of Year 11 and the HSC by referring to the NSW Education and Standards website, www.educationstandards.nsw.edu.au. This will provide links to:

- Stage 6 Syllabuses
- Assessment in Stage 6
- HSC exam advice and resources for students
- HSC: All My Own Work
- Vocational Education
- HSC Timetable (later in 2022)
- HSC Minimum standard

Year 11 Course Assessment Tasks

Year 11 Course assessment tasks will not be used in determining the final Higher School Certificate assessment mark provided to the NSW Education Standards Authority (NESA) by the school. Higher School Certificate assessment tasks will be used for this purpose. Year 11 Course assessment tasks will be used to ascertain whether the Year 11 courses have been satisfactorily completed. VET courses will have competencies completed in Year 11 that contribute to the final results.

Record of Achievement

NESA awards Records of Achievement to students in their secondary years for both Year 11 and Higher School Certificate Courses completed. The Higher School Certificate record of Achievement is awarded at the same time as the Higher School Certificate results and sets out the pattern of study for Years 11 & 12, along with a statement about satisfactory attendance and application.

Completing the Assessment Tasks

Students must complete assessment tasks worth more than half a course's total assessment marks (>50% weighting). If not, the student will not have satisfactorily completed the course. This means the course cannot be counted towards the 12 units required for the successful completion of Year 11.

'N' Determinations

These determinations apply to students who have not satisfactorily completed the mandatory curriculum requirements for particular courses. Reasons for 'N' determinations relate to the available evidence that a student has been applying themselves with due diligence and sustained effort to set tasks and experiences provided by the school. This evidence can include non-completion of more than 50% (>50% weighting) of formal assessments for a course. An 'N' determination in a course can impact on a student's eligibility to receive an Higher School Certificate if the required 10 units of Higher School Certificate subjects are not completed. Appropriate warning letters are sent to students as the 'N' determination process is initiated and, if an 'N' is recorded with NESAs, a student has access to a school review and an appeal through NESAs. A sample warning letter is provided in this booklet.

Honesty in HSC Assessments

Proven dishonesty/malpractice may result in a zero mark for an assessment task. Honest and ethical practice is clearly outlined in the modules of work completed in the Higher School Certificate: 'All My Own Work' program. These modules include aspects such as plagiarism, copying another student's work, sharing work with other students, acknowledging sources appropriately, cheating and copyright issues.

Students found to have made any change to the responses or allocated mark will be considered to have engaged in malpractice and will receive a zero mark for the examination paper.

A breach of examination rules includes students who conceal notes on their person taken into an examination room or any electronic devices as specified by NESAs such as mobile phones and smart watches of any description. Any student who is suspected of a breach of examination rules or malpractice will be thoroughly investigated by the appropriate invigilator. Serious and deliberate acts of malpractice amount to corrupt conduct, and where appropriate, the school will report matters to NESAs for recording on the official Malpractice Register.

Disability Provisions

Disability Provisions are available for students with a range of medical and learning conditions. The provisions granted in the HSC are practical measures designed to help students make a fair attempt at their exam. Disability Provisions are applied for by the school via an online application to NESAs. The application must include recent evidence which may include medical reports, reading results, spelling results, writing samples and teacher comments. It is important to apply for these provisions if you have a medical or learning requirement. Please see Miss Phillips our Head Teacher Wellbeing for more information. The school will be responsible for determining and implementing disability provisions for all school-based assessment tasks in Year 11 and Year 12.

Tenterfield High School Assessment Policy

ALL ASSESSMENT TASKS MUST BE ATTEMPTED

Except in exceptional circumstances (e.g. long-term illness), all assessment tasks must be attempted. More than fifty per cent (>50%) of subject assessment tasks must be completed to be eligible for the Higher School Certificate. The only exception to the rule is when a student has notified the school of a long-term illness or extreme personal circumstances via the Extension / Illness/Misadventure form as outlined below. Late attempts may result in that task not being included in a student's total assessment for that subject, but it will be marked and returned.

Extension/Illness and Misadventure Form

These forms can be found at the Deputy Principals office and then must be returned to the Deputy Principal. They need to be used in the following circumstances:

1. If there is a genuine reason as to why an assessment task is not going to be completed or handed in at the scheduled time. Students need to state the reason for an extension and provide supporting evidence.
2. A student who is absent due to illness or other unforeseen circumstances on the day an assessment task is due or exam / practical is being held. In the case of a medical reason, a student should use a Medical Certificate as documentation. On the first day of return to school, students should submit the task or arrive ready to complete the exam / practical.
3. If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the Deputy Principal and complete the form with any relevant documentation after they have sat the task.

The Deputy Principal in conjunction with the relevant Head Teacher will make the decision as to whether the student is granted an extension, given an alternative task or given an estimate for the task. As outlined below students have the right to appeal this decision.

If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a Zero mark.

Submission of Tasks

Unless otherwise stated by the teacher, tasks completed at home will be due at the beginning of the first period of the subject on the day determined. Late work will receive a zero mark unless there is a valid reason. Students will need to sign they have submitted their task.

If a student is away from school on the day of a hand-in task, it is their responsibility to email or arrange someone to deliver their work to the school. If the absence is due to a medical condition that prevented them from completing the task, they must fill in the Extension / Illness and Misadventure Form as stated above.

Appeals

Students have the right to appeal if they feel that the process used with assessments does not comply with the set rules (see Appeal form). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal. A decision will be made by a panel, which may consist of Principal, Deputy Principal and relevant Head Teacher.

Disability Provisions

If you require disability provisions for a school based assessment task (see page iii), please see our Head Teacher Wellbeing Miss Phillips to discuss.

Vocational Education and Training Assessment Policy

Vocational Education and Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with: Units towards Preliminary and Higher School Certificate qualification competencies which can lead to a Statement of Attainment, Certificate I, II or III which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

VET courses will be listed on the Higher School Certificate Record of Achievement and the AQF qualification will be assessed by NESAs separately.

The rules and structure of Higher School Certificate VET courses vary from the qualification packaging rules. In some cases additional units of competency are required to meet NESAs requirements.

1. Australian Qualifications Framework Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Assessment does not compare you against other students. It compares each individual against the 'competence' requirements of the training package. Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent. Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

At the commencement of the course, you will be given an Assessment Schedule indicating the timing, competencies and methods of assessment. You will have the opportunity to develop skills over time and your assessor (teacher) will usually organise a number of chances for students to demonstrate a competency. You may seek further opportunities to demonstrate competencies during the course.

If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be reassessed. There are a number of competencies that may only be offered once during the course due to their Work Health and Safety requirement, cost, time frame, supervision required or resource availability. Specific information about these competencies will be issued to students when the task is issued.

Some assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role plays and simulations.

2. Higher School Certificate

As with all Higher School Certificate courses, NESA procedures apply to all VET Courses. In most vocational courses, you can choose to undertake an optional Higher School Certificate examination in order to count the course towards your Australian Tertiary Admission Rank (ATAR). For students who have undertaken the Higher School Certificate examination, a scaled examination mark will be recorded on the Higher School Certificate. No school based assessment mark will be recorded. No Assessment mark for VET Courses is required by NESA. An estimated examination mark for students entered for the Higher School Certificate written examination must be submitted. This mark will be used only in the case of an illness/misadventure appeal.

3. Work Placement

Work placement is a mandatory Higher School Certificate requirement for all VET courses. This is a requirement of NESA and if not completed, you may be given an 'N' Award. If you have not completed the work place requirement you will not have the course recognised at NESA for the Units of Credit towards the Higher School Certificate. The minimum hours of work placement may vary, but usually you are required to undertake 35 hours of work placement for every 120 hours of the VET course. The school will provide students with the opportunity to complete two structured work placements in venues that will be determined in consultation with the student. Students must attend the work placement preparation meetings held prior to work placement. Students who fail to attend work placement without a valid reason or do not complete the work placement due to inappropriate or unacceptable behaviour, may receive an 'N' determination and/or disciplinary action according to the school Student Code of Conduct.

Under some circumstances, paid work in an industry related casual or part time job can contribute to your work placement requirements. See your teacher to find out if your current employment is suitable.

4. Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. Students may apply for Recognition of Prior Learning. You will need to produce evidence to enable your teacher to assess your skills to ensure they are at industry standard. Recognition of Prior Learning will only be granted for competencies where you are able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. You would then be exempted from undertaking the training and assessment for that unit of competency. Students are encouraged to discuss this with their class teacher.

5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

TAFE Delivered Vocation Education & Training Assessment Policy

TAFE Delivered Vocational Education and Training (TVET) Courses enable students to study subjects that enhance future employment opportunities. Students will complete NESA units that count towards their Higher School Certificate as well as completing a nationally recognised TAFE NSW qualification.

1. Expectations

Students are expected to:

- Arrive on time and remain until the completion of class
- Attend regularly
- Bring the necessary books, equipment and/or clothing to class
- Comply with Work Health and Safety practices
- Sit for assessments on the nominated date or seek approval to extend the due date
- Hand in assignments by the due date or seek approval to extend the due date
- Plan activities so that the TAFE study, school study and other activities can be achieved
- Follow written and spoken directions
- Stay on task
- Treat staff and other students with respect and courtesy
- Refrain from inappropriate behaviour such as swearing, littering, harassment, stealing, damaging or misusing property and/or being under the influence of drugs or alcohol
- Follow TAFE New England policies

2. Attendance

Students are expected to attend every TVET lesson. An official record of attendance is maintained throughout the course. If a student is sick or unable to attend, they must notify the school so that TAFE can be informed. Students are expected to attend on pupil free days and exam times.

3. Dress Code

Where special clothing and/or footwear or other personal protective equipment (PPE) is required for safety reasons, it must be worn without exception. No thongs are to be worn to TVET classes.

4. Assessments

An assessment scheme is given for each course and each unit. Assessment schedules are also given for each course indicating when and where the assessments will take place. It is essential that the TAFE teacher be notified if a student will be absent for an assessment task. TAFE procedures are to be followed. Warning letter/s and 'N' determinations support the process when guidelines are not followed by enrolled students. Work placement is a mandatory component of many courses.

Detailed information is available in the TAFE TVET Student Support Guide.

5. Appeals Procedure

The Appeals Committee consists of the Deputy Principal, the relevant subject Head Teacher, the classroom teacher, and in some instances, the Year Adviser. If an appeal is granted, the means by which the student is to be awarded a mark is determined. The impact on a student's overall performance in the course will be outlined.

6. Examinations, Topic Tests, Practicals

Where a student fails to attend an examination or test/practical assessment, that student will automatically be awarded a zero score for which an appeal may be lodged within 48 hours of the student returning to normal classes. If the absence was due to illness/misadventure, the appeal must be accompanied by full documentation of the nature of the illness/misadventure – including medical evidence.

Reasons such as license tests, interviews, and non-urgent appointments are not considered valid reasons for absence. An emergency situation, that can be sustained by evidence, may be deemed by the Appeals Committee as a valid reason for absence. If the student is representing Tenterfield High School at an approved event, e.g. sports competition, music/drama/public speaking, excursion etc., arrangements may be made with the relevant subject teacher to undertake the task prior to the class group or at the earliest convenient time upon the student's return to classes. Such instances do not require the lodging of an appeal.

If an appeal is upheld on the basis of illness or misadventure, the Appeals Committee make a rule authorising one of the following three options:

1. that the student sit the task at the earliest opportunity
2. that the student undertake a substitute task
3. in exceptional circumstances, e.g. where the completion of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Appeals Committee may authorise the use of an estimate such that the mark awarded is consistent with the student's current cumulative rank, prior to the completion of that assessment task.

If there is no valid reason for non-completion of an assessment task, the zero mark awarded will stand and be used to assess eligibility for the award.

Should a student attempt an examination, test, practical task etc., and be awarded a zero mark, it is a matter for the teacher's professional judgment whether the attempt is a genuine one, and it will be used to assess eligibility for the award.

7. Assignments, Research Topics, Projects

These tasks are designated long-term tasks and must be submitted on or before the due date or be registered as a non-attempt. Non-attempts attract a zero mark.

Where a student has been unable to complete a long-term assignment by the due date because of a long-term illness/disability, they may lodge an appeal to the Appeals Committee. There is no guarantee that the appeal will be upheld, unless the Committee is certain that the illness/disability has prevented the student from having sufficient time to make a reasonable attempt at the assessment.

It is expected that students given long-term tasks would undertake such tasks over the full term of the assessment and not solely in the days immediately preceding submission. Students are encouraged to seek regular guidance and assistance with the planning of long-term tasks if necessary to ensure an even workload. It is most important to submit work by the due date and time even if incomplete.

Extensions are not given for long-term tasks unless the Appeals Committee upholds an appeal.

Students who are absent on the day of a submission of a long-term task should contact the school concerning their absence and obtain a Doctor's Certificate or other evidence to verify that the absence is a genuine one and not for the purpose of completing the task. Students need to indicate how the work is to be submitted, e.g. through a third party or by email. Whenever a student fails to submit an assessment task and/or receives a zero for an assessment task, an official NESAs 'N' award warning letter will be sent to the parents/carers.

8. Procedures for lodging an Appeal

Students should:

- Obtain a copy of the Appeal Form from the Deputy Principal within 48 hours of the due date for a task or returning to normal classes
- Complete the Appeal Form within 48 hours
- Attach medical and/or other documentation to the Appeal form
- Return the completed form to the Deputy Principal

The Appeals Committee will meet and consider the authenticity of the appeal, supporting information, and the recommendation of the subject teacher. If the appeal is granted, then the means by which the student is to be awarded a mark is determined. The decision of the Appeals Committee will be communicated to students. In the case of an appeal not being granted, the impact on a student's overall performance in a course will be outlined.

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Extension, Illness or Misadventure Form

This form should be filled in by any student who requires an extension for an assessment task or who has suffered an illness or misadventure just prior or during a task.

This needs to be handed into the Deputy Principal.

In dealing with Extension, illness/misadventure there can be no consideration for:

- Alleged deficiencies in teaching
- Poor time management
- Technology issues
- Misreading of the timetable or examination instructions
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Matters that could have been avoided by the student.

Please see the Deputy Principal for further information.

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name: _____

Assessment task affected: _____

Date of assessment task: _____

Attach a copy of the assessment notification for an in-class assessment task

Describe how the illness or misadventure you have suffered has affected your performance in the assessment task. You must attach independent evidence of the illness or misadventure (Medical Certificate, School Counsellor report etc. (If the space below is not adequate please use the reverse)

Was the task completed? Yes No If 'Yes' when did you sit it? _____

Did you notify a teacher that you were submitting an Illness /Misadventure Form immediately prior to, or during the task? Yes No If 'Yes' then who? _____

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

For Office Use Only

Date submitted: _____ Received by: _____

Assessment Committee Decision: _____

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Application for Assessment Mark/Grade Appeal Form

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Student name: _____ **Year:** _____ **Date:** _____

Subject: _____

Task Description: _____

Please outline the reasons for your appeal:

Independent supporting documentation (please list documents attached to appeal):

Student signature: _____ Date: _____

.....
Office Use Only - Grade Appeal Application

Student Name: _____

Deputy Principal decision & comment:

Approved/Declined

Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a "N-Warning" letter being sent home and a Zero mark being awarded.

Alternative task will be set. A new notification form will be issued.

An estimate will be given based on other evidence.

The reason does not warrant a renegotiation.

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent Carer: _____ Date: _____

SAMPLE WARNING LETTER
Non-Completion of a Higher School Certificate Course

Dear [Parent/Carer]

Re: Official Warning – Non-completion of a Higher School Certificate Course

I am writing to advise that _____ (student name) is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course _____ (course name).

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (e.g. 1st, 2nd) official warning we have issued concerning _____ (course name).

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

Course Completion Criteria

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at Assessment Tasks that contribute in excess of 50% weighting of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ (student name) has not satisfactorily met _____% of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ (student name) to satisfy Course Completion Criteria, _____ (student name) the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ (student name) and contact the school if further information or clarification is needed.

Yours sincerely,

Ms Stephanie Scott
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by the Half-yearly examination period.

Please detach this section and return to the School

Requirements for the satisfactory completion of a Higher School Certificate Course

- I have received the letter dated _____ indicating that _____ (student name) is in danger of not having satisfactorily completed course requirements for _____ (course name).
- I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Carer's signature: _____

Date: _____

Student's signature: _____

Date: _____

ASSESSMENT CALENDAR

WK	1	2	3	4	5	6	7	8	9	10	11
TERM 1							Mathematics – Standard Music	Modern History Photography, Video & Digital Imaging	Biology English - Advanced English - Standard English Studies	Business Studies CAFS Industrial Technology- Metals Mathematics – Advanced PDHPE Visual Arts SLR	
TERM 2		Agriculture	Work Studies			Biology Business Studies		English - Advanced English - Standard English Studies Music	CAFS Modern History Photography, Video & Digital Imaging	Mathematics – Standard PDHPE SLR	
TERM 3		Work Studies	Agriculture Mathematics - Advanced		SLR	Industrial Technology- Metals	Music Visual Arts		END OF COURSE EXAMINATION	END OF COURSE EXAMINATION	

Agriculture

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 2 WEEK 2	TERM 3 WEEK 3	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Research Task	Research and Practical Task	End of Course Examination
Outcomes to be assessed		P1.1, P2.1, P2.2, P3.1, P5.1	P2.1, P2.2, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
Overview	15%	5		10
The Farm Case Study	25%	15		10
Plant Production	30%	5	15	10
Animal Production	30%	5	15	10
Total	100%	30%	30%	40%

OUTCOMES

A student:

- P1.1. describes the complex, dynamic and interactive nature of agricultural production systems.
- P1.2. describes the factors that influence agricultural systems.
- P2.1. describes the biological and physical resources and applies the processes that cause changes in plant production systems.
- P2.2. describes the biological and physical resources and applies the processes that cause changes in animal production systems.
- P2.3. describes the farm as a basic unit of production.
- P3.1. explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.
- P4.1. applies the principles and procedures of experimental design and agricultural research.
- P5.1. investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

Biology

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 9	TERM 2 WEEK 6	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Depth Study	Practical/ Research Task	End of Course Examination
Outcomes to be assessed		BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-9, BIO11-10	BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Module 1: Cells as the Basis of Life	40%	30		10
Module 2: Organisation of Living Things	25%		15	10
Module 3: Biological Diversity	25%		15	10
Module 4: Ecosystems Dynamics	10%			10
Total	100%	30%	30%	40%

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 all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9. explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10. describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11. analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 2 WEEK 6	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Case Study	Business Plan: Hypothetical Business	End of Course Examination
			P1, P2, P6, P7, P8	P3, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Nature of Business		30%	25		5
Business Planning		40%		35	5
Business Management		30%			30
Total		100%	25%	35%	40%
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	5	15	20
	Stimulus-based skills	20%	10		10
	Inquiry and Research	20%	10	10	
	Communication of business information, ideas and issues in appropriate forms	20%		10	10
Total		100%	25%	35%	40%

OUTCOMES

A student:

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

Community & Family Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 2 WEEK 9	TERM 3 WEEK 9
Outcomes to be assessed			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Interview/Decision Making	Leadership Report & Speech	End of Course Examination
			P1.1, P1.2, P2.4, P4.2, P5.1, P6.1, P6.2	P2.1, P2.3, P4.1, P4.2	P1.2, P2.2, P2.4, P3.1, P3.2, P6.1
Resource Management		35%	30		5
Individual Groups		35%		30	5
Families and Communities		30%			30
Total		100%	30%	30%	40%
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	10	15	15
	Skills in critical thinking, research methodology and analysing	30%	10	5	15
	Skills in communication	30%	10	10	10
Total		100%	30%	30%	40%

OUTCOMES

A student:

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

English – Advanced

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Comparative Extended Response, Creative Writing & Reflection	Performance/Speech & Comparative Essay	End of Course Examination
Outcomes to be assessed			EA11-1, EA11-5, EA11-9	EA11-2, EA11-4, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-7
Common Module - Reading to Write - Prose Fiction: The Great Gatsby		40%	35		5
Module A – Narratives that Shape our World – Drama and Film: Norm and Ahmed and 12 Years a Slave		30%		25	5
Module B – Critical Study of Literature – Shakespearean Drama: Antony and Cleopatra		30%			30
Total		100%	35%	25%	40%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	20	10	20
	Skills in responding to texts	20%	10		10
	Communication of ideas appropriate to audience, purpose and context across all modes	30%	5	15	10
Total		100%	35%	25%	40%

OUTCOMES A student:

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

English - Standard

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Comparative Extended Response, Creative Writing & Reflection	Performance/Speech & Comparative Essay	End of Course Examination
			EN11-1, EN11-2, EN11-3, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5	EN11-4, EN11-6, EN11-7, EN11-8
Common Module: Reading to Write – Drama: The Shoe Horn Sonata		40%	40		
Module A: Contemporary Possibilities – Documentaries: Black Fish		30%		30	
Module B: Close study of Literature – Prose Fiction: Tom Brennan		30%			30
Total		100%	40%	30%	30%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	20	10	20
	Skills in responding to texts	20%	10		10
	Communication of ideas to audience, purpose and context across all modes	30%	5	15	10
Total		100%	35%	25%	40%

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

English Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9
TYPE OF TASK	TYPE OF TASK		TYPE OF TASK		
Writing, Listening & Portfolio	Writing & Multi-Media		End of Course Examination		
Outcomes to be assessed	ES11-1, ES11-3, ES11-5, ES11-6		ES11-2, ES11-3, ES11-4, ES11-6, ES11-7, ES11-9	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9	
Achieving Through English		40%	15		25
Module J: In the Market Place		30%	25	5	
Module C: On the Road – Prose Fiction: Tom Brennan		30%		25	5
Total		100%	40%	30%	30%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	25	15	10
	Comprehending Texts	10%	5		5
	Communicating Ideas	20%	5	10	5
	Uses language appropriately, accurately and effectively	20%	5	5	10
Total		100%	40%	30%	30%

OUTCOMES

A student:

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

Industrial Technology - Metals

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 3 WEEK 6	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Industry Case Study	Year 11 Project	End of Course Examination
Outcomes to be assessed			P1.1, P1.2, P5.1, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Industry Study		15%	15		
Design		10%		10	
Design, management and communication		20%		10	10
Production		40%		20	20
Industry related manufacturing technology		15%	5		10
Total		100%	20%	40%	40%
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	10	10	20
	Knowledge and skills in the management and communication of projects	50%	10	30	20
Total		100%	20%	40%	40%

OUTCOMES

A student:

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

Mathematics - Advanced

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 10	TERM 3 WEEK 3	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Open Book Class Test	Assignment/Investigation	End of Course Examination
Outcomes to be assessed	MA11-1, MA11-2, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	
Knowledge and understanding of:	Functions	Further Functions and Calculus	Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions, Statistical Analysis	
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
Total	100%	30%	30%	40%

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 functions and applies these to solve simple practical problems
- MA11-6. manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7. uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8. uses appropriate technology to investigate, organise model and interpret information in a range of contexts
- MA11-9. provides reasoning to support conclusions, which are appropriate to the context

Mathematics – Standard

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 7	TERM 2 WEEK 10	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Open Book Class Test	Assignment	End of Course Examination
Outcomes to be assessed		MS11-1, MS11-2, MS11-6, MS11-7	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10
Knowledge and understanding of:		Algebra and Statistical Analysis	Financial Mathematics and Measurement	Algebra, Measurement, Financial Mathematics & Statistical Analysis
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
Total	100%	30%	30%	40%

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

Modern History

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPES OF TASK
Outcomes to be assessed			Research and Essay	Research and Essay	End of Course Examination
			MH11-6, MH11-7 MH11-9, MH11-10	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-9
Investigating Modern History		30%	30		5
Historical Investigation		40%		30	5
The Shaping of the Modern World		30%			30
Total		100%	30%	30%	40%
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	20		20
	Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	10
	Historical inquiry and research	20%		15	5
	Communication of historical understanding in appropriate forms	20%	5	10	5
Total		100%	30%	30%	40%

OUTCOMES

A student:

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

Music

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 7	TERM 2 WEEK 8	TERM 3 WEEK 7
TYPE OF TASK			TYPE OF TASK		TYPE OF TASK
Outcomes to be assessed			Composition portfolio	Viva Voce	Performance and final Aural Examination
			P2, P3, P4, P5, P6, P7	P4, P6, P8	P1, P2, P3, P4, P5, P6, P8
Rock Music		35%	35		
Music for small ensembles		45%		25	
Jazz Music		20%		20	
Total		100%	35%	25%	40%
COMPONENT WEIGHTING	Performance	25%			25
	Composition	25%	25		
	Musicology	25%		25	
	Aural	25%	10		15
Total		100%	35%	25%	40%

OUTCOMES

A student:

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

Personal Development, Health & Physical Education

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 9
Outcomes to be assessed			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Presentation Influences on the Health of Individuals	Research Task Physical fitness, training and movement efficiency	End of Course Examination
			P1, P2, P3, P4, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14
Core One: Better Health for Individuals		40%	30		10
Core Two: The Body in Motion		40%		35	5
Option 1: First Aid		10%			10
Option 3: Fitness Choices		10%			10
Total		100%	30%	35%	35%
COMPONENT WEIGHTING	Knowledge and understanding	40%	10	15	15
	Skills in critical thinking, research, analysing and communicating	60%	20	20	20
Total		100%	30%	35%	35%

OUTCOMES

A student:

- P1. identifies and examines why individuals give different meanings to Health.
- P2. explains how a range of health behaviours affect an individual's health.
- P3. describes how an individual's health is determined by a range of factors.
- P4. evaluates aspects of health over which individuals can exert some control.
- P5. describes factors that contribute to effective health promotion.
- P6. proposes actions that can improve and maintain an individual's health.
- P7. explains how body systems influence the way the body moves.
- P8. describes the components of physical fitness and explains how they are monitored.
- P9. describes biomechanical factors that influence the efficiency of the body in motion.
- P10. plans for participation in physical activity to satisfy a range of individual needs.
- P11. assesses and monitors physical fitness levels and physical activity patterns.
- P12. demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1).
- P13. develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2).
- P14. demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4).
- P15. forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16. uses a range of sources to draw conclusions about health and physical activity concepts.
- P17. analyses factors influencing movement and patterns of participation.

Photography, Video & Digital Imaging

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Introduction to Practice in Digital Imaging In Class Test	Introduction to Video	Individual/Collaborative Project
Outcomes to be assessed	M1, M2, M3, M5, M6, CH1, CH2, CH3	M1, M2, M4, M5, CH4, CH5	M1, M2, M3, M4, M5	
Making	70%	20	30	20
Critical and Historical	30%	20	10	
Total	100%	40%	40%	20%

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/photographer, 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 Work 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 built 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.

Sports, Lifestyle & Recreation

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 5
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Research Report	Practical Assessment	End of Course Examination
			1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.4	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.5, 3.2, 3.3, 3.6, 4.1,
Module 9: Healthy Lifestyle		25%	20		5
Module 6: Games & Sports Applications I		25%		20	5
Module 2: Athletics		15%		10	5
Module 12: Resistance Training		20%		10	10
Module 15: Sports Coaching & Training		15%		10	5
Total		100%	20%	50%	30%
COMPONENT WEIGHTING	Knowledge and understanding	50%	20		30
	Skills	50%		50	
Total		100%	20%	50%	30%

OUTCOMES

A student:

- | | |
|---|---|
| 1.1 applies the rules and conventions that relate to participation in a range of physical activities | 3.3 measures and evaluates physical performance capacity |
| 1.2 explains the relationship between physical activity, fitness and healthy lifestyle | 3.4 composes, performs and appraises movement |
| 1.3 demonstrates ways to enhance safety in physical activity | 3.5 analyses personal health practices |
| 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia | 3.6 assesses and responds appropriately to emergency care situations |
| 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status | 3.7 analyses the impact of professionalism in sport |
| 1.6 describes administrative procedures that | 4.1 plans strategies to achieve performance goal |
| 2.1 explains the principles of skill development and training | 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context |
| 2.2 analyses the fitness requirements of specific activities | 4.3 makes strategic plans to overcome the barriers to personal and community health |
| 2.3 selects and participates in physical activities that meet individual needs, interests and abilities | 4.4 demonstrates competence and confidence in movement contexts |
| 2.4 describes how societal influences impact on the nature of sport in Australia | 4.5 recognises the skills and abilities required to adopt that support health, safety and physical activity |
| 2.5 describes the relationship between anatomy, physiology and performance | |
| 3.1 selects appropriate strategies and tactics for success in a range of movement contexts | |
| 3.2 designs programs that respond to performance needs | |

Visual Arts

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 10	TERM 3 WEEK 7	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Developing a Contemporary Practice	Exploring Representation	End of Course Examination
		P1, P4, P5, P6	P1, P2, P3, P4, P7, P10	P8, P9, P10
Outcomes to be assessed				
Artmaking	50%	20	30	
Art Criticism and Art History	50%		10	40
Total	100%	20%	40%	40%

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 historic investigations of art
- P9. identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10. explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Work Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 2 WEEK 3	TERM 3 WEEK 2	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Workplace Portfolio	Workplace Study	Design Project
Outcomes to be assessed			1, 3, 4, 7	2, 3, 7, 8, 9	2, 5, 6, 7
My Working Life		35%	15	15	5
Preparing Job Applications		20%	20		
Managing Work and Life Commitments		20%		15	5
Design Project		25%			25
Total		100%	35%	30%	35%
COMPONENT WEIGHTING	Knowledge and understanding of course content	30%	10	10	10
	Skills	70%	25	20	25
Total		100%	35%	30%	35%

OUTCOMES

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Construction - Certificate II in Construction Pathways

Tasks	Unit Code and Title	NESA Hrs	Term 1, 2023						Term 2, 2023						Term 3, 2023					
			1-5			6-10			1-5			6-10			1-5			6-10		
Task 1	CPCCWHS1001 Prepare to work safely in the construction industry		[Green blocks]																	
Task 2	CPCCWHS2001 Apply WHS requirements, policies, and procedures in the construction industry	20	[Red blocks]																	
	Project 1 - Workshop Project		[Blue blocks]																	
Task 3	CPCCCM1011 Undertake basic estimation and costing CPCCCOM1015 Carry out measurements and calculations	45							[Dark Red blocks]											
	Project 2 - Workshop Project								[Blue blocks]											
Task 4	CPPCCOM2001 Read and interpret plans and specifications CPCCOM1013 Plan and organise work	35													[Orange blocks]					
	Project 3 - Outdoor Project														[Blue blocks]					

Hospitality – Certificate II in Hospitality

Unit Code	Unit Title	NESA Hrs	Term 1						Term 2						Term 3								
			1 - 5			6 - 10			1 - 5			6 - 10			1 - 5			6 - 10					
Cluster 1 SITXFSA001	Use hygienic practices for food safety	10	Induction																				
SITXWHS001	Participate in safe work practices	15																					
Cluster 2 SITXCOM002	Show social and cultural sensitivity	10																					
BSBCMM201	Communicate in the workplace	15																					
Cluster 3 SITHFAB004	Prepare and serve non-alcoholic beverages	15																					
SITHFAB007	Serve food and beverages	40																					
Cluster 8 (A) SITHIND003	Use hospitality skills effectively	20																					
BSBSUS201	Participate in environmentally sustainable work practices	15																					

Primary Industries – Certificate II in Agriculture

			HSC HRS	2023			2024			
				Year 11			HSC - Year 12			
Unit Code	Unit Title	Prerequisite/s		TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3
AHCWHS201	Participate in work health and safety processes	nil	15							
AHCBIO201	Inspect and clean machinery for plant, animal and soil	nil	10							
AHCMOM202	Operate tractors	nil	20							
AHCMOM304	Operate machinery and equipment	nil	15							
AHCWRK204	Work effectively in the industry	nil	20							
AHCWRK205	Participate in workplace communication	nil	10							
AHCWRK209	Participate in environmentally sustainable work practices	nil	15							
AHCINF201	Carry out basic electric fencing operations	nil	10							
AHCINF202	Install, maintain and repair farm fencing	nil	10							
AHCLSK316	Prepare livestock for competition	nil	15							
AHCWRK201	Observe and report on weather	nil	15							
AHCCHM201	Apply chemicals under supervision	nil	20							
AHCPMG201	Treat weeds	nil	10							
AHCLSK209	Monitor water supplies	nil	10							
AHCLSK211	Provide feed for livestock	nil	10							
AHCLSK202	Care for health and welfare of livestock	nil	20							
ACHLSK204	Carry out regular livestock observation	nil	10							
AHCLSK205	Handle livestock using basic techniques	nil	15							
AHCLSK206	Identify and mark livestock	nil	10							
Total Hours			255							
Workplacement			70				35	35		