



Tempe High School

Innovation | Excellence | Opportunity



# Year 11 Assessment Schedule



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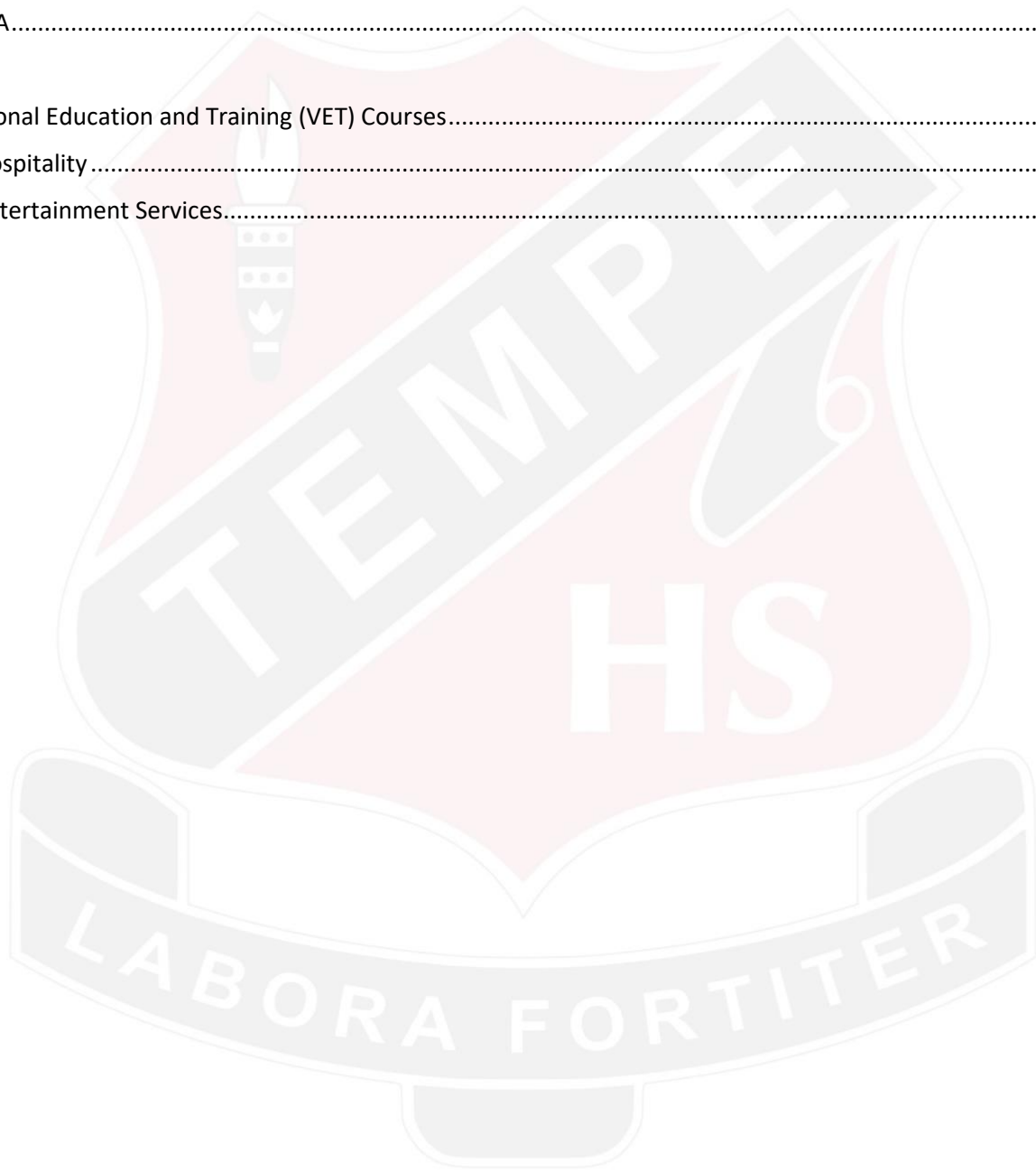
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# ENGLISH

**Name of Course:**  
**Type of Course:**

**Year I | English Advanced**  
**Board Developed**

**Units: 2**

NATURE OF TASK	Weighting (%)	TASK 1 Creative and Critical  Date: Term 1, Week 10	TASK 2 Multimodal Presentation  Date: Term 2, Week 9	TASK 3 Yearly Examination  Date: Term 3 Exam Period
Syllabus Outcomes		EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9	EA1, EA2, EA3, EA5, EA6, EA7, EA8, EA9	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	50%	20%	10%	20%
	100%	35%	25%	40%

*Dates stated are approximate only*

## OUTCOMES

### A student:

**ESI I-1:** Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression, and pleasure

**ESI I-2:** Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies

**ESI I-3:** Analyses and uses language forms, features, and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

**ESI I-4:** Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**ESI I-5:** Thinks imaginatively, creatively, interpretively, and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.

**ESI I-6:** Investigates and explains the relationships between texts

**ESI I-7:** Understands and explains the diverse ways texts can represent personal and public worlds

**ESI I-8:** Identifies and explains cultural assumptions in texts and their effects on meaning

**ESI I-9:** Reflects on, assesses, and monitors own learning and develops individual and collaborative processes to become an independent learner

# English Standard

**Name of Course:**  
**Type of Course:**

**Year I | English Standard**  
**Board Developed**

**Units: 2**

NATURE OF TASK	Weighting (%)	TASK 1 Creative and Critical  Date: Term 1, Week 10	TASK 2 Multimodal Presentation  Date: Term 2, Week 9	TASK 3 Yearly Examination  Date: Term 3 Exam Period
Syllabus Outcomes		EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9	EA1, EA2, EA3, EA5, EA6, EA7, EA8, EA9	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	20%	10%	20%
	100%	35%	25%	40%

*Dates stated are approximate only*

## OUTCOMES

### A student:

**ES11-1:** Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression, and pleasure

**ES11-2:** Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies

**ES11-3:** Analyses and uses language forms, features, and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

**ES11-4:** Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**ES11-5:** Thinks imaginatively, creatively, interpretively, and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.

**ES11-6:** Investigates and explains the relationships between texts

**ES11-7:** Understands and explains the diverse ways texts can represent personal and public worlds

**ES11-8:** Identifies and explains cultural assumptions in texts and their effects on meaning.

# English Extension I

**Name of Course:** Year 11 English Extension I    **Units:** 1  
**Type of Course:** Board Developed

NATURE OF TASK	Weighting (%)	TASK 1 Creative and Critical  Date: Term 1, Week 10	TASK 2 Multimodal Presentation on Independent Related Project  Date: Term 2, Week 8	TASK 3 Yearly Examination  Date: Term 3 Exam Period
Syllabus Outcomes		EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9	EA1, EA2, EA3, EA5, EA6, EA7, EA8, EA9	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	20%	10%	20%
	100%	35%	25%	40%

## OUTCOMES

*Dates stated are approximate only*

### A student:

**EXT11-1:** Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience, and context, across a range of modes, media, and technologies

**EXT11-2:** Analyses and experiments with language forms, features, and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

**EXT11-3:** Thinks deeply, broadly, and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

**EXT11-4:** Develops skills in research methodology to undertake effective independent investigation

**EXT11-5:** Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

**EXT11-6:** Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity



# MATHEMATICS



# Numeracy

Name of Course:  
Type of Course:

**Year 11 Numeracy**  
**CEC**

**Units: 2**

NATURE OF TASK	Weighting (%)	TASK 1 Open Book Test  Date: Term 1, Week 9	TASK 2 Assignment/Investigation  Date: Term 2, Week 8	TASK 3 Yearly Examination  Date: Term 3, Exam Period
Syllabus Outcomes		N6-1.1 N6-1.2 N6-1.3	N6-2.1 N6-2.2 N6-2.3	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1 N6-3.2
Understanding Fluency Communication	50%	17.5%	12.5%	20%
Problem solving Reasoning Justification	50%	17.5%	12.5%	20%
	100%	35%	25%	40%

*Dates stated are approximate only*

## OUTCOMES

### A student:

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

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

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

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

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

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

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

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

# Mathematics Standard I

**Name of Course:** Year I | Mathematics Standard    **Units:** 2  
**Type of Course:** Board Developed

NATURE OF TASK	Weighting (%)	TASK 1 Date: Term 1, Week 9	TASK 2 Assignment/Investigation Date: Term 2, Week 8	TASK 3 Yearly Examination Date: Term 3, Exam Period
Syllabus Outcomes		MS2, MS3, MS4, MS5, MS7	MS5, MS6, MS7	MS1, MS2, MS3, MS4, MS5, MS6, MS7, MS8, MS9, MS10
Understanding Fluency Communication	50%	17.5%	12.5%	20%
Problem solving Reasoning Justification	50%	17.5%	12.5%	20%
	100%	35%	25%	40%

*Dates stated are approximate only*

## OUTCOMES

### A student:

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

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

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

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

**MS11-5:** models relevant financial situations using appropriate tools

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

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

**MS11-8:** solves probability problems involving 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

# Mathematics Advanced

**Name of Course:** Year 11 Mathematics Advanced **Units: 2**  
**Type of Course:** Board Developed

NATURE OF TASK	Weighting (%)	TASK 1 Class Test  Date: Term 1, Week 9	TASK 2 Assignment/Investigation  Date: Term 2, Week 8	TASK 3 Yearly Examination  Date: Term 3, Exam Period
Syllabus Outcomes		MA1, MA2, MA9	MA3, MA4, MA9	MA1, MA2, MA3, MA4, MA5, MA6, MA7, MA8, MA9
Understanding Fluency Communication	50%	17.5%	12.5%	20%
Problem solving Reasoning Justification	50%	17.5%	12.5%	20%
	100%	35%	25%	40%

*Dates stated are approximate only*

## OUTCOMES

### A student:

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

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

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

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

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

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

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

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

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

# Mathematics Extension I

**Name of Course:** Year 11 Math Extension I      **Units:** 1  
**Type of Course:** Board Developed

NATURE OF TASK	Weighting (%)	TASK 1 Class Test  Date: Term 1, Week 7	TASK 2 Assignment/Investigation  Date: Term 2, Week 7	TASK 3 Yearly Examination  Date: Term 3, Exam Period
Syllabus Outcomes		ME1, ME2, ME3, ME7	ME4, ME5, ME6	ME1, ME2, ME3, ME4, ME5, ME6, ME7
Understanding Fluency Communication	50%	17.5%	12.5%	20%
Problem solving Reasoning Justification	50%	17.5%	12.5%	20%
	100%	35%	25%	40%

*Dates stated are approximate only*

## 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



**Name of Course:**  
**Type of Course:**

**Year I I Biology**  
**Board Developed**

**Units: 2**

NATURE OF TASK	Weighting (%)	TASK 1 Depth Study  Date: Term 2, Week 1	TASK 2 Practical Examination  Date: Term 2, Week 8	TASK 3 Yearly Examination  Date: Term 3, Exam Period
Outcomes		BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO 11-10, BIO 11-11	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO-11
Skills in Working Scientifically	60%	10%	5%	25%
Knowledge and understanding of course content	40%	20%	25%	15%
	100%	30%	30%	40%

*Dates stated are approximate only*

## 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

# Chemistry

Name of Course: **Year 11 Chemistry**  
Type of Course: **Board Developed**

Units: 2

NATURE OF TASK	Weighting (%)	TASK 1 Depth Study  Date: Term 1, Week 10	TASK 2 Practical Test  Date: Term 2, Week 3	TASK 3 Yearly Examination  Date: Term 3, Exam Period
Outcomes		11-1, 11-2, 11-6, 11-7, 11-10	11-3, 11-4, 11-5	CH11-8, CH11-9, CH11-10, CH11-1
Skills in Working Scientifically	60%	30%	20%	10%
Knowledge and understanding of course content	40%	5%	5%	30%
	100%	35%	25%	40%

*Dates stated are approximate only*

## 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

**Name of Course:**  
**Type of Course:**

**Year 11 Physics**  
**Board Developed**

**Units: 2**

NATURE OF TASK	Weighting (%)	TASK 1 Depth Study  Date: Term 1, Week 9	TASK 2 Performing a first-hand investigation  Date: Term 2, Week 7	TASK 3 Yearly Examination  Date: Term 3, Exam Period
Outcomes		PH11-1, PH11-2, PH11-4, PH11-5, PH11-7, PH11-8	PH11-3, PH-6	PH11-8, PH11-9, PH11-10, PH11-11
Skills in Working Scientifically	60%	35%	20%	5%
Knowledge and understanding of course content	40%	5%		35%
	100%	40%	20%	40%

*Dates stated are approximate only*

## 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



# Earth and Environment

**Name of Course:**  
**Type of Course:**

**Year I | Earth and Environment**  
**Board Developed**

**Units: 2**

COMPONENTS	Weighting %	TASK 1 Data Evaluation and Analysis  DATE: Term 1 Week 8	TASK 2 Depth Study  DATE: Term 2 Week 8	TASK 3 Yearly Examination  DATE: Term 3, Exam Period
Syllabus Outcomes		EES11-1, EES11-4, EES11-5, 11-6, 11-7, 11-8	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7, EES11-11	EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11
Knowledge and understanding of course content	40	5	10	25
Skills in Working Scientifically	60	25	20	15
	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

*Dates stated are approximate only*

## OUTCOMES

### A student:

**EES11-1** develops and evaluates questions and hypotheses for scientific investigation (Questioning and predicting)

**EES11-2** designs and evaluates investigations to obtain primary and secondary data and information (Planning investigations)

**EES11-3** conducts investigations to collect valid and reliable primary and secondary data and information (Conducting Investigations)

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

**EES11-5** analyses and evaluates primary and secondary data and information (Analysing data and information)

**EES11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes (Problem Solving)

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

**Objective:** • develop knowledge and understanding of the Earth's systems

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

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

**Objective:** • develop knowledge and understanding of the Earth's processes and human impacts

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

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

# Investigating Science

**Name of Course:** Year 11 Investigating Science      **Units:** 2  
**Type of Course:** Board Developed

COMPONENTS	Weighting %	TASK 1 Practical Task Data Evaluation and Analysis  DATE: Term 2 Week 2	TASK 2 Depth Study  DATE: Term 2 Week 9	TASK 3 Yearly Examination  DATE: Term 3, Exam Period
Syllabus Outcomes		EES11-2, EES-3, EES11-4, EES11-5, 11-6, 11-7, 11-7	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7, EES11-11	EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11
Knowledge and understanding of course content	40	10	10	20
Skills in Working Scientifically	60	20	30	10
	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

*Dates stated are approximate only*

## OUTCOMES

### A student:

**INS11/12-1** develops and evaluates questions and hypotheses for scientific investigation.

**INS11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information.

**INS11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information.

**INS11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

**INS11/12-5** analyses and evaluates primary and secondary data and information.

**INS11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

**INS11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

**Objective:** • develop knowledge and understanding of cause and effect

**INS11-8** identifies that the collection of primary and secondary data initiates scientific investigations.

**INS11-9** examines the use of inferences and generalisations in scientific investigations.

**Objective:** • develop knowledge and understanding of models, theories and laws

**INS11-10** develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes,

**INS11-11** describes and assesses how scientific explanations, laws and theories have developed



# HSIE

# Ancient History

**Name of Course:**  
**Type of Course:**

**Year 11 Ancient History**  
**Board Developed**

**Units: 2**

COMPONENTS OR NATURE OF TASK	WEIGHTING (%)	TASK 1 Source Analysis  DATE: Term 2, Week 2	TASK 2 Research Oral Presentation  DATE: Term 3, Week 4	TASK 3 Yearly Examination  DATE: Term 3, Exam Period
Syllabus outcomes		AH11-1, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-6, AH11-7, AH11-9, AH11-10
Knowledge and understanding	40	20		20
Stimulus-based skills	20	10	5	5
Inquiry and research	20		20	
Communication in appropriate forms	20	5	5	10
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

*Dates stated are approximate only*

## 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

**Name of Course:**  
**Type of Course:**

**Year I | Business Studies**  
**Board Developed**

**Units: 2**

COMPONENTS OR NATURE OF TASK	WEIGHTING (%)	TASK 1 Topic test  DATE: Term 1, Week 10	TASK 2 Research Report  DATE: Term 3, Week 3	TASK 3 Yearly Examination  DATE: Term 3, Exam Period
Syllabus outcomes for each task		P1, P2, P6, P7, P8	P4, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge and understanding	40%	10%	10%	20%
Stimulus Based Skills	20%	10%		10%
Inquiry and research	20%		20%	
Communication in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

*Dates stated are approximate only*

## 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

**Name of Course:**  
**Type of Course:**

**Geography**  
**Board Developed**

**Units: 2**

COMPONENTS OR NATURE OF TASK	WEIGHTING %	TASK 1 Research In-class Response Earth's Natural Systems  DATE: Term 1, Week 8	TASK 2 Geographical Investigation  DATE: Term 2, Week 8	TASK 3 Yearly Examination All topics  DATE: Term 3, Exam Period
Syllabus outcomes for each task		GE-11-01, GE-11-02, GE-11-09	GE-11-03, GE-11-05, GE-11-06, GE-11-07, GE-11-09	GE-11-01, GE-11-02, GE-11-04, GE-11-07, GE-11-08
Knowledge and understanding of course content	40%	10	10	20
Geographical skills and tools	20%	5	10	5
Geographical inquiry and research, including fieldwork	20%	5	10	5
Communication of geographical information, ideas, and issues in appropriate forms	20%	5	5	10
	100%	25%	35%	40%

*Dates stated are approximate only*

## OUTCOMES

### A student:

**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.

**Name of Course:**  
**Type of Course:**

**Year I | Economics**  
**Board Developed**

**Units: 2**

COMPONENTS OR NATURE OF TASK	WEIGHTING (%)	TASK 1 Topic Test	TASK 2 Research Task	TASK 3 Yearly Examination
		DATE: Term 1, Week 10	DATE: Term 2, Week 5	DATE: Term 3, Exam Period
Syllabus outcomes		P1, P2, P4, P5, P7, P10, P11	P2, P3, P5, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P10, P11
Knowledge and understanding	40%	10%	10%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%		20%	
Communication in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

*Dates stated are approximate only*

## OUTCOMES

### A student:

- P1:** Demonstrates understanding of economic terms, concepts, and relationships
- P2:** Explains the economic role of individuals, firms, and government in an economy
- P3:** Describes, explains, and evaluates the role and operation of markets
- P4:** Compares and contrasts aspects of different economies
- P5:** Analyses the relationship between individuals, firms, institutions, and government in the Australian economy
- P6:** Explains the role of government in the Australian economy
- P7:** Identifies the nature and causes of economic problems and issues for individuals, firms, and governments
- P8:** Applies appropriate terminology, concepts, and theories in economic contexts
- P9:** Selects and organises information from a variety of sources for relevance and reliability
- P10:** Communicates economic information, ideals, 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



**Name of Course:** Year 11 Legal Studies  
**Type of Course:** Board Developed

**Units:** 2

COMPONENTS OR NATURE OF TASK	WEIGHTING (%)	TASK 1 Research Task  DATE: Term 1, Week 10	TASK 2 Research Written Response  DATE: Term 2, Week 10	TASK 3 Yearly Examination  DATE: Term 3, Exam Period
Syllabus outcomes		P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9
Knowledge and understanding	40%	10%	10%	20%
Inquiry and research	20%	10%	10%	
Communication in appropriate forms	20%	10%	5%	5%
Analysis and evaluation	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## OUTCOMES

*Dates stated are approximate only*

### A student:

**P1:** Identifies and applies legal concepts and terminology

**P2:** Describes the key features of Australian and international law

**P3:** Describes the operation of domestic and international legal systems

**P4:** Discusses the effectiveness of the legal system in addressing issues

**P5:** Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

**P6:** Explains the nature of the interrelationship between the legal system and society

**P7:** Evaluates the effectiveness of the law in achieving justice

**P8:** Locates, selects, and organises legal information from a variety of sources including legislation, cases, media, international instruments, and documents

**P9:** Communicates legal information using well-structured responses

**P10:** Accounts for differing perspectives and interpretations of legal information and issues



# Modern History

**Name of Course:**  
**Type of Course:**

**Year I | Modern History**  
**Board Developed**

**Units: 2**

COMPONENTS OR NATURE OF TASK	WEIGHTING (%)	TASK 1 Historical Investigation  DATE: Term 1, Week 8	TASK 2 In-class Writing Task  DATE: Term 2, Week 8	TASK 3 Yearly Examination  DATE: Term 3, Exam Period
Syllabus outcomes		MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	MH11-6, MH11-7, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9
Knowledge and understanding of course content	40		15	25
Historical skills in the analysis and evaluation of sources and interpretations	20	5	10	5
Historical inquiry and research	20	20		
Communication of historical understanding in appropriate forms	20	5	5	10
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

*Dates stated are approximate only*

## 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 in the investigation of modern history

# Society & Culture

**Name of Course:** Year 11 Society & Culture **Units: 2**  
**Type of Course:** Board Developed

COMPONENTS OR NATURE OF TASK	WEIGHTING (%)	TASK Research Plan  DATE: Term 1, Week 10	TASK Research Oral Presentation  DATE: Term 2, Week 9	TASK 3 Yearly Examination  DATE: Term 3, Exam Period
Syllabus Outcomes		P1, P3, P6, P7, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P4, P5, P6, P9
Knowledge and understanding	50	25	5	20
Application and evaluation of research methodologies	30	5	20	5
Communication in appropriate forms	20	5	10	5
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

*Dates stated are approximate only*

## 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 in the investigation of modern history



# PDHPE

# Community & Family Studies

**Name of Course:** Year 11 Community & Family Studies **Units: 2**  
**Type of Course:** Board Developed

COMPONENTS OR NATURE OF TASK	WEIGHTING (%)	TASK 1 Topic Examination  Date: Term 1, Week 10	TASK 2 Research Task  Date: Term 2, Week 9	TASK 3 Yearly Examination  Date: Term 3, Exam Period
Syllabus Outcomes		P1.1, P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, P7.1, P7.2	P2.2, P2.4, P3.1, P3.2, P4.2, P6.1, P7.2, P7.4	P1.1, P1.2, P2.1, P2.3, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, P7.1, P7.2, P7.4
Resource Management	30%	25%		5%
Individual and Groups	40%		35%	5%
Families and Communities	30%			30%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

*Dates stated are approximate only*

## OUTCOMES

### A student:

- P1.1:** Describes the contribution an individual experiences, values, attitudes, beliefs develop 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 roles of the family and other groups in the socialization of individuals.
- P2.3:** Examines the role of leadership and group dynamics in contributing to positive relationships and achievement.
- P2.4:** Analyses the inter-relationships 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:** Utilizes 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 maximize the efficient use of resources.
- P6.1:** Distinguishes those actions that enhance wellbeing.
- P6.2:** Uses critical thinking skills to enhance decision making.
- P7.1:** Appreciates differences among individuals, groups and families within communities and values their contributions to society.
- P7.2:** Develops a sense of responsibility for the wellbeing of themselves and others.
- P7.3:** Appreciates the value of resource management in response to change.
- P7.4:** Values the place of management in coping with a variety of role expectations.

# Sport, Lifestyle and Recreation

**Name of Course:**  
**Type of Course:**

**Year I | Sport, Lifestyle and Recreation**  
**Content Endorsed Course**

**Units: 2**

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Coaching  Date: Ongoing over term 1	TASK 2 Topic Examination and Practical Skills  Date: Term 2, Week 8	TASK 3 Assessment of Practical Skills  Date: Term 3, Week 7
Syllabus Outcomes for Tasks		P1.2, P1.3, P2.2, P3.2, P3.3, P4.1	P1.5, P2.3, P3.5, P4.3	P1.1, P1.3, P2.1, P3.1, P3.2, P4.1, P4.4
Coaching	40%	40%		
Games and Sport Application II	30%		30%	
Individual Games and Sport Application	30%			30%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

*Dates stated are approximate only*

## OUTCOMES

### A student:

- P1.1:** Applies the rules and conventions that relate to participation in a range of physical activities
- P1.2:** Explains the relationship between physical activity, fitness, and healthy lifestyle
- P1.3:** Demonstrates ways to enhance safety in physical activity
- P2.1:** Explains the principles of skill development and training
- P2.2:** Analyses the fitness requirements of specific activities
- P3.1:** Selects appropriate strategies and tactics for success in a range of movement contexts
- P3.2:** Design programs that respond to performance needs
- P3.3:** Measures and evaluates physical performance capacity
- P4.1:** Plans strategies to achieve performance goals
- P4.2:** Demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- P4.4:** Demonstrates competence and confidence in movement context
- P4.5:** Recognises the skills and abilities required to adopt roles that support health, safety, and physical activity

# Personal Development, Health and Physical Education

**Name of Course:** **Year 11 Personal Development, Health and Physical Education** **Units: 2**  
**Type of Course:** **Board Developed**

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Media Analysis in class task  Date: Term 1, Week 10-11	TASK 2 Research task  Date: Term 2, Week 7	TASK 3 Yearly Examination  Date: Term 3, Exam Period
Syllabus Outcomes		P1, P2, P3, P4, P5, P6, P15, P16	P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17
Module 1 Better Health for Individuals	35%	30%		5%
Module 2 The Body in Motion	35%		30%	5%
Option 1 First Aid	15%			15%
Option 2 Fitness Choices	15%			15%

*Dates stated are approximate only*

## OUTCOMES

### A student:

- P1:** Identifies and examines why people 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
- 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



**TAS**

**Name of Course:**  
**Type of Course:**

**Year I I Design & Technology**  
**Board Developed**

**Units: 2**

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Designer Case Study  Date: Term 2, Week 1 2024	TASK 2 Preliminary Design Project  Date: Term 3, Week 5 2024	TASK 3 Preliminary Examination  Date Term 3, Exam Period
Syllabus Outcomes		P1.1, P2.1, P2.2, P6.1	P1.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.2, P3.1, P4.2, P4.3, P5.1, P6.1
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills designing, managing, producing, and evaluating design projects	60%	20%	30%	10%
<b>TOTAL %</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

## OUTCOMES

*Dates stated are approximate only*

### A student:

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



# Engineering Studies

**Name of Course:**  
**Type of Course:**

**Year I I Engineering Studies**  
**Board Developed**

**Units: 2**

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Product Analysis/Report Date: Term 1, Week 10	TASK 2 Brake System Report Date: Term 3, Week 14	TASK 3 Yearly Examination Date: Term 3, Exam Period
Syllabus outcomes		P1.2, P2.1, P3.1, P3.3, P4.1, P4.2	P1.1, P2.2, P3.1, P3.2, P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1
Knowledge and understanding of course content	60%	15%	5%	40%
Knowledge and skills in research, problem solving, and communication related to engineering practice	40%	15%	25%	
<b>TOTAL %</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

*Dates stated are approximate only*

## OUTCOMES

**A student:**

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

**Name of Course:**  
**Type of Course:**

**Year II Food Technology**  
**Board Developed**

**Units: 2**

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Food Nutrients Investigation and Preparation  Date: Term 1, Week 10	TASK 2 Nutrition Investigation  Date: Term 2, Week 9	TASK 3 Yearly Examination  Date: <sup>1</sup> Term 3, Exam Period
Syllabus Outcomes		P1.1, P1.2, P3.2, P4.1, P4.2	P2.2, P4.1, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P4.4, P5.1
Knowledge and understanding of course content	40%		10%	10%
Knowledge and skills in designing, researching, analysing, and evaluating	30%	10%	10%	
Skills in experimenting with and preparing food by applying theoretical concepts	30%	20%	10%	

*Dates stated are approximate only*

## OUTCOMES

### A student:

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

# Industrial Technology

**Name of Course:** **Year II Industrial Technology**  
**Multimedia Technologies & Timber and Furnishing Technologies**

**Type of Course:** **Board Developed**

**Units: 2**

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Industry Case Study Date: Term 2, Week 1	TASK 2 Preliminary Major Project Date: Term 3, Week 5	TASK 3 Yearly Examination Date: Term 3, Exam Period
Syllabus outcomes		P1.1, P1.2, P5.1, P6.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	All Outcomes Potentially Assessed
Knowledge and understanding of course content	40%	20%	10%	20%
Knowledge and skills in the management, communication, and production of projects	60%	10%	20%	10%
<b>TOTAL %</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

*Dates stated are approximate only*

## 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
- P5.1:** uses communication and information processing skills
- P5.2:** uses appropriate documentation techniques related to the management of projects

# Software Engineering

**Name of Course:**  
**Type of Course:**

**Year I | Software Engineering**  
**Board Developed**

**Units: 2**

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Practical Programming Task  Date: Term 1, Week 11	TASK 2 OOP Mechatronics Preliminary Project  Date: Term 3, Week 6	TASK 3 Preliminary Examination  Date: Term 3, Exam Period
Syllabus outcomes		SE-11-01, SE-11-02, SE-11-04, SE-11-06, SE-11-08, SE-11-09	SE-11-01, SE-11-03, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09	All Outcomes Potentially Assessed
Knowledge and understanding of course content	50%	15%	15%	20%
Knowledge and skills in the practical application of the content	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

*Dates stated are approximate only*

## OUTCOMES

### A student:

**SE-11-01** describes methods used to plan, develop and engineer software solutions

**SE-11-02** explains how structural elements are used to develop programming code

**SE-11-03** describes how current hardware, software and emerging technologies influence the development of software engineering solutions

**SE-11-04** applies safe and secure practices to collect, use and store data

**SE-11-05** describes the social, ethical and legal implications of software engineering on the individual, society and the environment

**SE-11-06** applies tools and resources to design, develop, manage and evaluate software

**SE-11-07** implements safe and secure programming solutions

**SE-11-08** applies language structures to refine code

**SE-11-09** manages and documents the development of a software project

# Textiles and Design

**Name of Course:**  
**Type of Course:**

**Year I | Textiles and Design**  
**Board Developed**

**Units: 2**

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Bum Bag Practical Project 1  Date: Term 2, Week 1	TASK 2 Preliminary Textiles Project 2  Date: Term 3, Week 6	TASK 3 Preliminary Examination  Date: Term 3, Exam Period
Syllabus outcomes		P2.1, P2.2, P2.3, P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
Knowledge and understanding of course content	50%	10%	10%	30%
Knowledge and skills in the design and development of textiles projects	50%	10%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

*Dates stated are approximate only*

## 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 fibers
- P3.2:** justifies the selection of fabrics, yarns and fibers for end-uses
- P4.1:** identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.2:** investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- 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



# CAPA

**Name of Course:**  
**Type of Course:**

**Year 11 Visual Arts**  
**Board Developed**

**Units: 2**

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Part A: AM: Art in Time & Part B CH: In class presentation  DATE: Term 1 Week 10	TASK 2 AM: A Dialogue of Self  DATE: Term 2 Week 9	TASK 3 AM: Mini Body of Work & Part B CH: Yearly Examination  DATE: Term 3, Exam Period
Syllabus outcomes		P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6,	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Artmaking (AM)	50%	15%	25%	10%
Critical and Historical (CH)	50%	20%		30%
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

*Dates stated are approximate only*

## 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
- P1:** Explores the conventions of practice in artmaking

# Music I

**Name of Course:**  
**Type of Course:**

**Year I | Music I**  
**Board Developed**

**Units: 2**

Component	Weighting (%)	TASK 1	TASK 2	TASK 3
		Performance and Analysis Topic 1; Australian Music Date: Term 1, Week 10	Composition Portfolio and Recording Topic 2; Music of the 20th and 21st Century Date: Term 2, Week 7	Performance at end of Wk. 6/7 Examination Topic 3; Jazz Date: Term 3, Week 6
Syllabus outcomes		P1, P3, P5, P6, P4, P6, P10, P11	P2, P3, P5, P6, P7, P2, P4, P6	P1, P3, P5, P6, P2, P4, P6
Performance	25%	10%		15%
Composition	25%		25%	
Musicology	25%	15%	10%	
Aural	25%			25%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

*Dates stated are approximate only*

## OUTCOMES

### A student:

**P1:** performs music that is characteristic of the topics studied

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

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

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

**P5:** comments on and constructively discusses performances and compositions

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

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

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

**P9:** performs as a means of self-expression and communication

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

**P11:** demonstrates a willingness to accept and use constructive criticism



# Music 2

**Name of Course:**  
**Type of Course:**

**Year 11 Music 2**  
**Board Developed**

**Units: 2**

Component	Weighting (%)	TASK 1 Performance with Background Research and Score Analysis  Mandatory topic Music 1600–1900  Date: Term 1, Week 10	TASK 2 Submission of Composition Portfolio and Aural Analysis  Mandatory topic Music 1600–1900 and Additional Topic  Date: Term 2, Week 7	TASK 3 Performance and Aural Skills Exam  Mandatory topic Music 1600–1900 and Additional Topic  Date: Term 3, Exam Period
<b>Syllabus Outcomes</b>		P1, P2, P5, P7, P10, P11, P12	P2, P3, P4, P5, P6, P8, P9, P11, P12	P1, P2, P5, P7, P10, P11, P12
Performance	25%	15%		10%
Composition	25%		25%	
Musicology	25%	5%	10%	10%
Aural	25%	10%		15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

## OUTCOMES

*Dates stated are approximate only*

### 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 uses current technologies as 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

**Name of Course:** Year 11 PVDI  
**Type of Course:** Content Endorsed

**Units: 2**

Component OR NATURE OF TASK	Weighting (%)	TASK 1 NATURE OF TASK: Half Yearly Exam  DATE: Term 1, Week 9	TASK 2 NATURE OF TASK: "Darkroom Experimentations"  DATE: Term 2, Week 1	TASK 3 NATURE OF TASK: Creating, Inferring and Understanding  DATE: Term 2, Week 9
Syllabus Outcomes assessed		CH1, CH2, CH5, CH4	M1, M2, M3, M6	M1, CH1, CH4, M3
AM	70%		40%	30%
AC/AH	30%	15%		15%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>40%</b>	<b>45%</b>

*Dates stated are approximate only*

## 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
- CH 1** 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

# DRAMA

**Name of Course:**  
**Type of Course:**

**Year I I DRAMA**  
**Board Developed**

**Units: 2**

Component OR NATURE OF TASK	Weighting (%)	Task 1 Australian Contemporary Theatre Task  DATE: Term 4, Week 10	Task 2 IP Presentation Performance & Logbook  DATE: Term 1, Week 10	Task 3 Group Performance, Progress mark & Logbook  DATE: Term 2, Week 10	Task 4 Yearly Examination  DATE: Term 3, Exam Period
Syllabus Outcomes assessed		H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3	(H.1.1, H.1 for performances) H.1.3, H.1.5, H1.6, H.1.7	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H.2.3	H1.3, H1.5, H3.1, H3.2, H.3.3
Making	40%	10%	20%	10%	
Performing	30%	10%		20%	
Critically studying	30%				30%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

*Dates stated are approximate only*

## 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
- CH 1** 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



# Vocational Education and Training (VET) Courses

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). 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 qualifications and a national qualification or a statement of attainment recognized throughout Australia as part of the Australian Qualification Framework (AQF).
- 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 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 have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.**
- 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.



NESA Outcome	NCVER Outcome	Explanation <i>(Source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted <b>all requirements for the assessment</b> and has been <b>assessed</b> as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI



# VET Hospitality

**Name of Course:** Year 11 VET Hospitality  
**Type of Course:** SIT20322 Certificate II in Hospitality

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

## OUTCOMES

*Dates stated are approximate only*

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

\*Examinable units to be confirmed by teacher.

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”.

# VET Entertainment Services

**Name of Course:** **Year 11 VET Entertainment Services**  
**Type of Course:** **CUA30420 Certificate III in Live Production and Technical Services**

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services. <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 White Card	Task 2 Plan a Career	Task 3 Safe and Sound	Task 4 Bump in the Light	Optional Exam
Code	Unit of Competency	Week 3 Term 1 2024 Date 16/2/24	Week 10 Term 3 2024 Date	Week 4 Term 2 2024 Date	Week 8 Term 3 2024 Date	Week 9 Term 3 2024 Date
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				<b>HSC Examinable units of competency</b>
CUAIND314	Plan a career in the creative arts industry		Post WPL			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out shows				X	

*Dates stated are approximate only*

## OUTCOMES

\*Task 2 – Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

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

\*Examinable units to be confirmed by teacher.

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”.