

YEAR II
ASSESSMENT
SCHEDULE



Innovation
Excellence
Opportunity

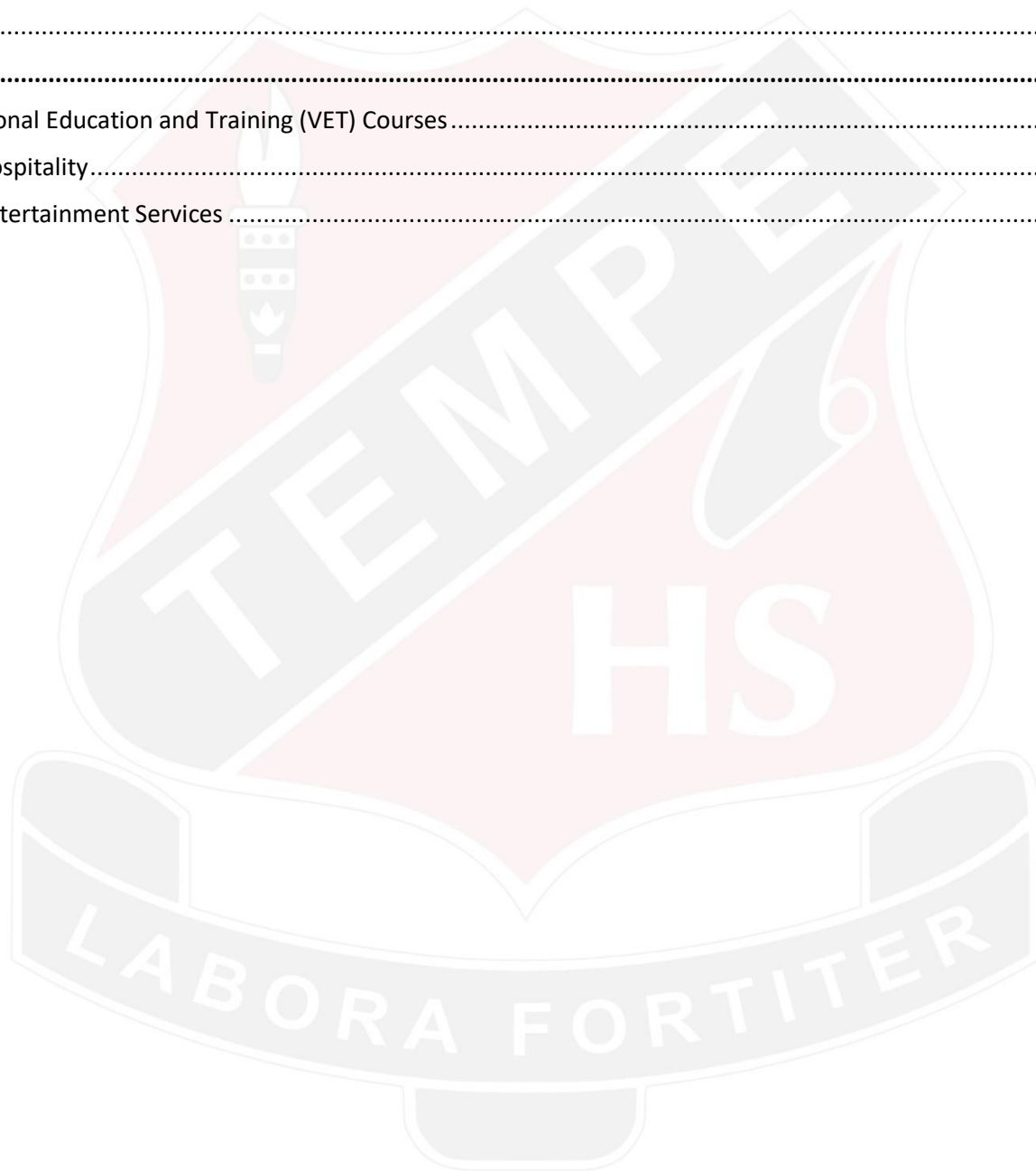


2025

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ENGLISH

English Advanced

Name of Course:
Type of Course:

Year 11 English Advanced
Board Developed

Units: 2

NATURE OF TASK	Weighting (%)	TASK 1 Creative and Critical Date: Term 1, Week 11	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%

OUTCOMES

Dates stated are approximate only

A student:

EA11-1: Responds to and composes increasingly complex texts for understanding, interpretation, 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

Name of Course:
Type of Course:

Year 11 English Standard
Board Developed

Units: 2

NATURE OF TASK	Weighting (%)	TASK 1 Creative and Critical Date: Term 1, Week 11	TASK 2 Multimodal Presentation Date: Term 2, Week 9	TASK 3 Yearly Examination Date: Term 3 Exam Period
Syllabus Outcomes		ES1, ES2, ES3, ES4, ES5, ES6, ES7, ES8, ES9	ES1, ES2, ES3, ES5, ES6, ES7, ES8, ES9	ES1, ES2, ES3, ES4, ES5, ES6, ES7, ES8, ES9
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 Studies

Name of Course:
Type of Course:

Year 11 English Studies
Board Developed

Units: 2

NATURE OF TASK	Weighting (%)	TASK 1 Achieving Through English <i>Personal Writing Response</i> Date: Term 1, Week 9	TASK 2 Who Do I Think I Am? <i>Podcast Submission</i> Date: Term 2, Week 9	TASK 3 The Big Screen <i>Portfolio of Work</i> Date: Term 3, Week 9
Syllabus Outcomes		ESS11-1, ESS11-2, ESS11-3, ESS11-4, ESS11-6, ESS11-7, ESS11-8	ESS11-2, ESS11-4, ESS11-5, ESS11-6, ESS11-7	ESS11-1, ESS11-2, ESS11-3, ESS11-7, ESS11-8, ESS11-9, ESS11-10
Knowledge and understanding of course content	50%	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	20%	15%	15%
	100%	40%	30%	30%

Dates stated are approximate only

OUTCOMES

A student:

ESS11-1: 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

ESS11-2: Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ESS11-3: Gains skills in accessing, comprehending and using information to communicate in a variety of ways

ESS11-4: Composes a range of texts with increasing accuracy and clarity in different forms

ESS11-5: Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ESS11-6: Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ESS11-7: Represents own ideas in critical, interpretive and imaginative texts

ESS11-8: Identifies and describes relationships between texts

ESS11-9: Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ESS11-10: Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

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 11	TASK 2 Multimodal Presentation on Independent Related Project Date: Term 2, Week 9	TASK 3 Yearly Examination Date: Term 3 Exam Period
Syllabus Outcomes		EXT 11-1 EXT 11-2 EXT 11-3 EXT 11-4 EXT 11-5 EXT 11-6	EXT 11-1 EXT 11-2 EXT 11-3 EXT 11-4 EXT 11-5 EXT 11-6	EXT 11-1 EXT 11-2 EXT 11-3 EXT 11-4 EXT 11-5 EXT 11-6
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

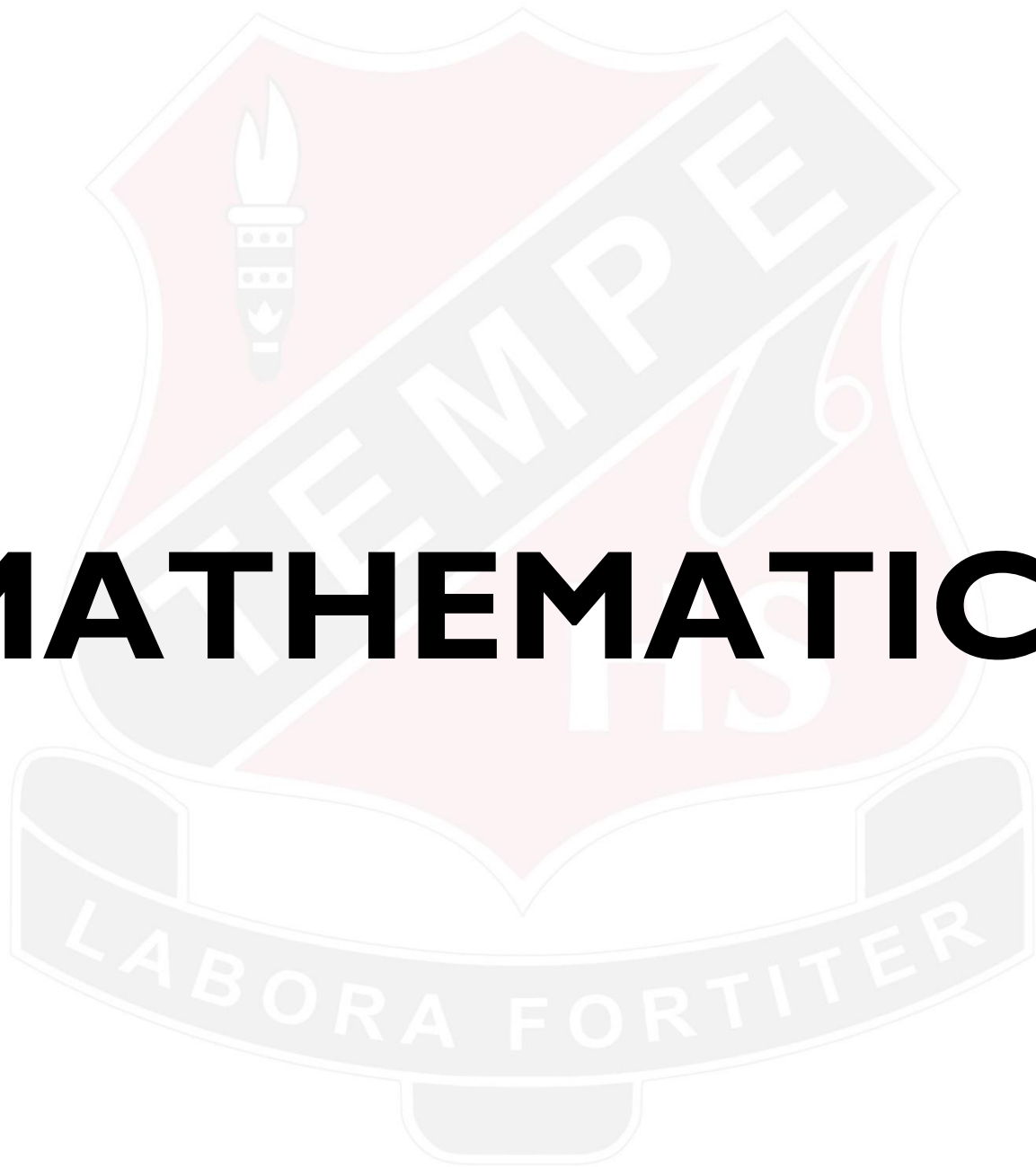
EXT11-3: Thinks deeply, broadly, and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

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: not chosen by students

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

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

NATURE OF TASK	Weighting (%)	TASK 1 Date: Term 1, Week 11	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%	15%	15%	20%
Problem solving Reasoning Justification	50%	20%	10%	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 11	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%	15%	15%	20%
Problem solving Reasoning Justification	50%	20%	10%	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:
Type of Course:

Year 11 Math Extension I
Board Developed

Units: 1

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		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

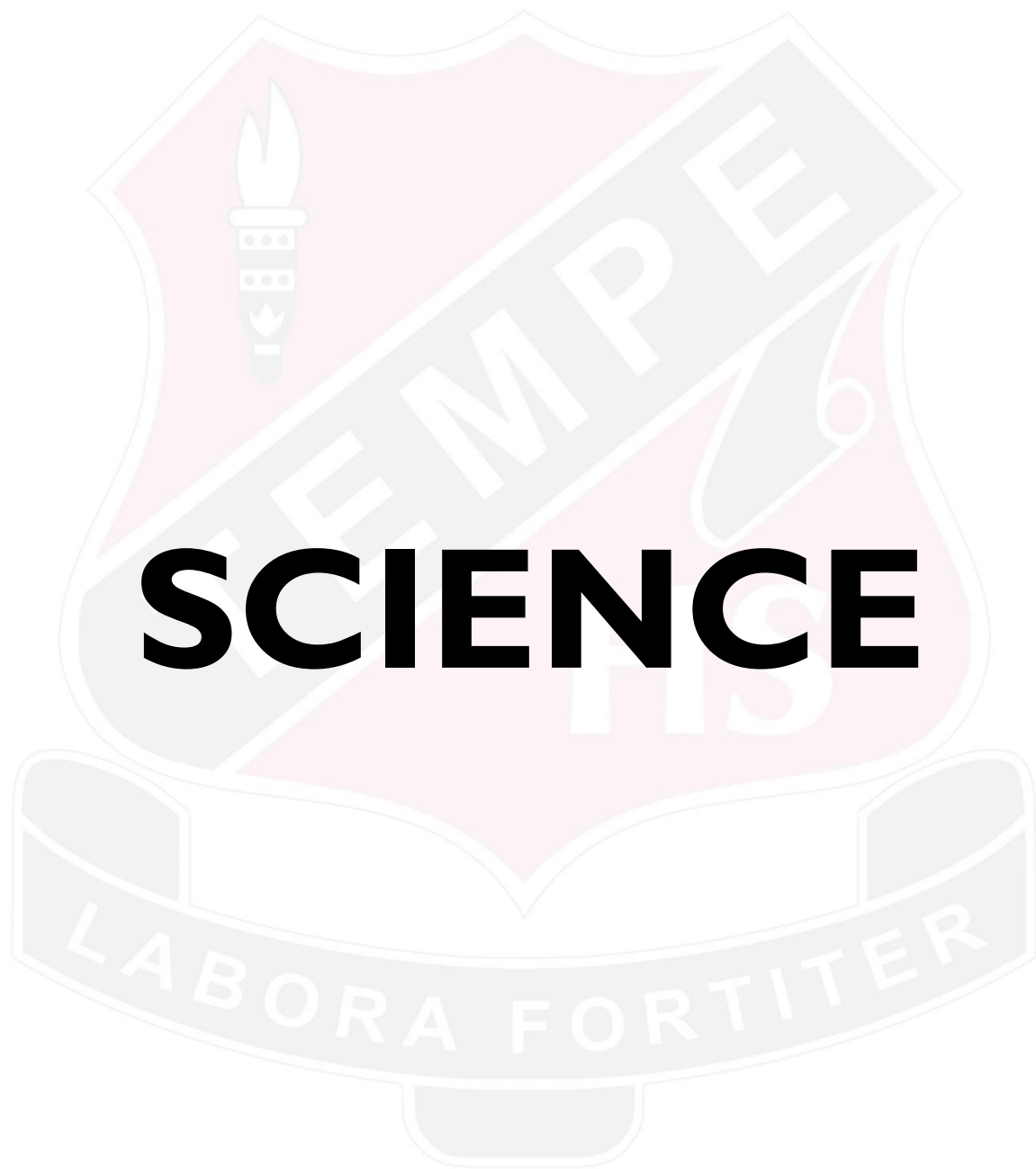
ME11-3: applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

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



SCIENCE

Biology

Name of Course:
Type of Course:

Year 11 Biology
Board Developed

Units: 2

NATURE OF TASK	Weighting (%)	TASK 1 Practical Examination Date: Term 1, Week 8	TASK 2 Depth Study Date: Term 3, Week 1	TASK 3 Yearly Examination Date: Term 3, Exam Period
Outcomes		BIO11-2, BIO11-3, BIO11-4, BIO11-6, BIO11-7 BIO11-8	BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Skills in Working Scientifically	60%	25%	20%	15%
Knowledge and understanding of course content	40%	5%	10%	25%
	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	CH11-5, CH11-8, CH11-9, CH11-10, CH11-11
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

Physics

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 Data Analysis Task 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%	NA	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: Year 11 Earth and Environment Science **Units: 2**
Type of Course: Board Developed

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
	100%	30%	30%	40%

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)

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

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

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

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

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
	100%	30%	40%	30%

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.

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

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

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

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

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 1, Week 10	TASK 2 Research Oral Presentation DATE: Term 3, Week 3	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
TOTAL	100%	35%	30%	35%

OUTCOMES

Dates stated are approximate only

A student:

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

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

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

AH11-4: Accounts for the different perspectives of individuals and groups

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

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

AH11-7: Discusses and evaluates differing interpretations and representations of the past

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

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

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

Business Studies

Name of Course:
Type of Course:

Year I I Business Studies
Board Developed

Units: 2

COMPONENTS OR NATURE OF TASK	WEIGHTING (%)	TASK 1 Topic test DATE: Term 1, Week 10	TASK 2 Business Plan DATE: Term 3, Week 3	TASK 3 Yearly Examination DATE: Term 3, Exam Period
Syllabus outcomes for each task		P1, P2, P3, P8	P4, P6, P7, P8, P9	P2, P4, P5, P6, P8, P10
Knowledge and understanding	40%	15%	5%	20%
Stimulus Based Skills	20%	10%		10%
Inquiry and research	20%		20%	
Communication in appropriate forms	20%	5%	5%	10%
TOTAL	100%	30%	30%	40%

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

Geography: not chosen by students

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.

Economics

Name of Course:
Type of Course:

Year 11 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 8	DATE: Term 2, Week 10	DATE: Term 3, Exam Period
Syllabus outcomes		P1, P2, P4, P5, P7, P11	P2, P6, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, 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%
TOTAL	100%	25%	35%	40%

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

Legal Studies



Name of Course:
Type of Course:

Year 11 Legal Studies
Board Developed

Units: 2

COMPONENTS OR NATURE OF TASK	WEIGHTING (%)	TASK 1 Topic Test DATE: Term 1, Week 11	TASK 2 Research Task DATE: Term 2, Week 9	TASK 3 Yearly Examination DATE: Term 3, Exam Period
Syllabus outcomes		P1, P2, P3, P4, P6, P9	P1, P3, P4, P5, P7, P8, P9	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%		10%
Analysis and evaluation	20%		10%	10%
TOTAL	100%	30%	30%	40%

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 11 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
TOTAL	100%	30%	30%	40%

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:
Type of Course:

Year 11 Society & Culture
Board Developed

Units: 2

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, P6, P7, P9, P10	P1, P2, 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
TOTAL	100%	35%	35%	30%

Dates stated are approximate only

OUTCOMES

A student:

- P1:** Identifies and applies social and cultural concepts
- P2:** Describes personal, social, and cultural identity
- P3:** Identifies and describes relationships and interactions within and between social and cultural groups
- P4:** Identifies the features of social and cultural literacy and how it develops
- P5:** Explains continuity and change and their implications for societies and cultures
- P6:** Differentiates between social and cultural research methods
- P7:** Selects, organises, and considers information from a variety of sources for usefulness, validity and bias
- P8:** Plans and conducts ethical social and cultural research
- P9:** Uses appropriate course language and concepts suitable for different audiences and contexts
- P10:** Communicates information, ideas and issues using appropriate written, oral, and graphic form



PDHPE

Community & Family Studies

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

Component	Weighting Outcomes	Task 1	Task 2	Task 3
		Resource Management & Wellbeing Topic Test Term 1 Week 11	Leadership & Groups Media Task Term 2 Week 9	Yr11 Examination Term 3 Examination Block
		Outcomes Assessed		
		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 – P7.4
Knowledge and understanding of course content	40	5	5	30
Skills in critical thinking, research analysis and communicating	60	25	25	10
Task weighting	100	30	30	40

Dates stated are approximate only

OUTCOMES

A student:

- P1.1:** Describes the contribution an individual experiences, values, attitudes and 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 socialisation 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:** 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
- 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 expectation

Sport, Lifestyle and Recreation

Name of Course: Year 11 Sport, Lifestyle and Recreation **Units: 2**
Type of Course: Content Endorsed Course

Component	Weighting Outcomes	Task 1 Coaching & Refereeing Term 1, Week 10	Task 2 Games & Sport Application 1 Booklet and practical skills Term 2, Week 8	Task 3 Individual Games & Sport Application Booklet and practical skills Term 3, Week 6
		Outcomes Assessed		
		P1.1, P1.3, P2.1, P2.2, P3.1, P3.2	P1.1, P1.3, P2.1, P3.1, P3.2, P4.1, P4.4	P1.1, P1.3, P2.1, P3.1, P3.2, P4.1, P4.4
Knowledge and understanding	40	20	10	10
Skills	60	10	20	30
Task weighting	100	30	30	40

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

Health and Movement Science

Name of Course: Year 11 Health and Movement Science **Units: 2**
Type of Course: Board Developed

Component	Weighting Outcomes	Task 1 Body Systems & Movement Depth Study Term 1 Week 10	Task 2 Collaborative Investigation Term 3 Week 5	Task 3 Yr11 Examination Term 3 Examination Block
		Outcomes Assessed		
		HMS11-03, HMS11-06, HMS11-07	HM-11-05, HM-11-09, HM-11-10	HM-11-01 – HM-11-10
Knowledge and understanding of course content	40	5	5	30
Skills in critical thinking, research analysis and communicating	60	25	25	10
Task weighting	100	30	30	40

OUTCOMES

Dates stated are approximate only

HM-11-01 interprets meanings, measures and patterns of health experienced by Australians

HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians

HM-11-03 analyses the systems of the body in relation to movement

HM-11-04 investigates movement skills and psychology to improve participation and performance

HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts

HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts

HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes

HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts

HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues

HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts



TAS

Design & Technology

Name of Course:
Type of Course:

Year 11 Design & Technology
Board Developed

Units: 2

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Designer Case Study Date: Term 1, Week 8	TASK 2 Preliminary Design Project Date: Term 3, Week 5	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%	10%	30%	20%
TOTAL %	100%	20%	40%	40%

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 II 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 4	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%	
TOTAL %	100%	30%	30%	40%

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

Food Technology: not chosen by students

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: ¹ 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 11 Industrial Technology
Multimedia Technologies & Timber and Furnishing
Technologies

Units: 2

Type of Course:

Board Developed

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Industry Study: Report Date: Term 2, Week 2	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%	0%	20%
Knowledge and skills in the management, communication, and production of projects	60%		40%	20%
TOTAL %	100%	20%	40%	40%

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 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%
TOTAL	100%	30%	30%	40%

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 11 Textiles and Design
Board Developed

Units: 2

Components OR NATURE OF TASK	Weighting (%)	TASK 1 Bum Bag Practical Project 1 Date: Term 1, Week 10	TASK 2 Preliminary Textiles Project 2 Date: Term 3, Week 5	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	All Outcomes Potentially Assessed
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%
TOTAL	100%	20%	40%	40%

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 fibres
- P3.2:** justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1:** identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.2:** 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

DRAMA

Name of Course:
Type of Course:

Year 11 DRAMA
Board Developed

Units: 2

Component OR NATURE OF TASK	Weighting (%)	Task 1 Playbuilding Performance and Logbook DATE: Term 1, Week 11	Task 2 Production Portfolio & Performance (Theatrical Traditions) DATE: Term 3, Week 2	Task 3 Yearly Examination DATE: Term 3, Week 9
Syllabus Outcomes assessed		P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P2.4	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P2.4	P3.1, P3.2, P3.3
Making	40%	10%	30%	
Performing	30%	20%	10%	
Critically studying	30%			30%
Total	100%	30%	40%	30%

Dates stated are approximate only

OUTCOMES

A student:

P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles.

P1.2 explores ideas and situations, expressing them imaginatively in dramatic form

P1.3 demonstrates performance skills appropriate to a variety of styles and media

P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively.

P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance.

P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action

P2.1 understands the dynamics of actor-audience relationship

P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers.

P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action

P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces.

P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others

P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques.

P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements.

Visual Arts

Name of Course:
Type of Course:

Year 11 Visual Arts
Board Developed

Units: 2

Syllabus Outcomes	Components OR NATURE OF TASK	Weighting (%)	TASK 1	TASK 2	TASK 3
			Artmaking 1 + VAPD + C&H1 DATE: Term 1 Week 10	C&H2 DATE: Term 2 Week 8	Artmaking 3 + Criticism & History 3 (Exam) DATE: Term 3, Exam Period
P1-6	Artmaking (AM)	50%	15%	15%	20%
P7-10	Critical and Historical (CH)	50%	25%	5%	20%
	Total	100%	40%	20%	40%

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

Music I

Name of Course:
Type of Course:

Year 11 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%
Total	100%	25%	35%	40%

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
Syllabus Outcomes		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%
Total	100%	30%	35%	35%

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:
Type of Course:

Year 11 PVDI
Content Endorsed

Units: 2

Component OR NATURE OF TASK	Weighting (%)	TASK 1 Deterioration, Regeneration and Decay Film making DATE: Term 1, Week 6	TASK 2 Appropriation and Artist Study DATE: Term 2, Week 7	TASK 3 Mini Body of Work DATE: Term 3, Week 10
Syllabus Outcomes assessed		CH1, CH2, CH5, CH4	M1, M2, M3, M6	M1, CH1, CH4, M3
AM	70%	30%	20%	20%
AC/AH	30%		15%	15%
Total	100%	30%	35%	35%

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



VET

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 all requirements for the assessment and has been assessed 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
Code	Unit of Competency	Week 11 Term 1 11/4/25	Week 5 Term 3 21/8/25	EXAM PERIOD Term 3
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 2025	Week 10 Term 3 2025	Week 4 Term 2 2025	Week 8 Term 3 2025	Week 9 Term 3 2025 Date
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				HSC Examinable units of competency
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	

OUTCOMES

Dates stated are approximate only

*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”.

TAFE and external providers including languages and distance education

Students who are completing courses outside of school must ensure they have a copy of the course schedule from their institution. It is the student's responsibility to follow up with their course teacher when the course undertaken is outside Tempe High School. Any issues accessing an assessment schedule should be directed to the Head Teacher of Languages/Open High School – Ms White.

Formal Examination Timetable: Week 8 and 9 of Term 3

Students will be issued with an exam timetable at least 2 weeks before. See Senior Assessment Policy and Procedures for further information.