



LISAROW HIGH SCHOOL

Respect

Responsibility

Integrity

Commitment

2 The Ridgeway, Lisarow, NSW, 2250
P: (02) 4328 4599 F: (02) 4329 1416
E: lisarow-h.school@det.nsw.edu.au
www.lisarowhigh.nsw.edu.au

Year 11

Assessment Policy and Schedules

2019

TABLE OF CONTENTS

Introduction.....	3
HSC Eligibility	3
Procedures for Assessment.....	4
Illness, Accident or Misadventure Application.....	8
Disability Provisions / Adjustment to Assessment Task Application	10
Assessment Task Appeal Application.....	12
Agriculture	14
Ancient History	15
Biology	16
Business Studies.....	17
Chemistry	18
Community and Family Studies.....	19
Dance.....	20
Drama	21
Engineering Studies	22
English Advanced.....	23
English Extension 1	24
English Standard.....	25
English Studies.....	26
Exploring Early Childhood	27
Food Technology.....	28
Industrial Technology	29
Investigating Science	30
Marine Studies	31
Mathematics Advanced	32
Mathematics Standard	33
Mathematics Extension 1	34
Modern History	35
Music 1	36
Personal Development, Health and Physical Education.....	37
Physics.....	38
Society and Culture	39
Sport, Lifestyle & Recreation	40
Visual Arts	41
VET Construction	42
VET Hospitality- Food and Beverage	43
VET Information and Digital Technology	44
Reference Grid	45
Nesa Glossary of Key Words.....	46

INTRODUCTION

Congratulations to all senior students for making the decision to further their studies into the HSC. Assessment in Years 11 and 12, gives credit for consistent performance.

Every student's HSC Marks are determined by their individual level of achievement of the outcomes in each HSC Course. The HSC Mark is based on performance in the:

- Lisarow High School internal assessment program
- Higher School Certificate Examinations

It is very important that all students understand the information contained in this booklet and all rules and procedures are followed.

If you are unsure of any aspect of the assessment program ask your teacher or the Head Teacher of the course you are studying.

Please keep this booklet in a safe place where you can refer to it throughout Year 11. You are also able to access this booklet on the Lisarow High School website and the student portal.

HSC ELIGIBILITY

All students must:

- Have satisfactorily completed courses which comprise the pattern of study required by the NSW Education Standards Authority (NESA).
- Sit for and make a genuine attempt at all assessment tasks and HSC Examinations.
- Students who do not make a genuine attempt may be ineligible for the award of a HSC in that particular course.
- Achieve some or all of the course outcomes.
- Make a genuine attempt at all assessment tasks which contribute in excess of 50% of available marks in each course undertaken.
- Complete all of the set work given by teachers, including, revision, homework and compulsory excursions e.g. fieldwork.
- Apply himself or herself with diligence and sustained effort to all of the set tasks and experiences provided by the course.
- Regularly attend school – a student who is absent for more than 15% of the course may have great difficulty in demonstrating sustained effort and diligence.

Students who do not make a genuine attempt may be ineligible for the award of a HSC in that particular course

It is essential that you ensure your application to your studies is to the very best of your ability. If you are in doubt about your progress in any course, then you must discuss your concerns immediately with your class teacher, Head Teacher, Year Advisor or Deputy Principal.

PROCEDURES FOR ASSESSMENT

1. Assessment Notification

Teachers will give students at least two (2) weeks written notice of the details of an assessment task. This notice will refer to the outcomes to be assessed, the type of task to be completed, the due date, and what the students need to do to demonstrate their achievement of the outcomes.

Students will be required to sign to acknowledge they have received each assessment task notification. This will be completed on the record of assessment notification sheet kept by each teacher. Students will also be given two (2) weeks notice of any changes to the dates, type of task or outcomes being assessed in the assessment schedule.

If a student is absent from school, it is their responsibility to approach their class teacher immediately on return to school to determine if any tasks were notified during their absence – this includes absence due to Work Placement.

2. Scheduling of Assessment Tasks / Assessment Periods

Students will need to refer to the Assessment Schedules in this booklet for the scheduling of individual tasks.

Most subjects have three (3) formal assessment tasks over the Year 11 course. The majority of assessment tasks will take place in a specified assessment period each term.

Students **do not** attend their normal timetabled lessons during the Assessment Periods and need only attend school to sit for or submit tasks. School uniform must still be worn during these weeks.

As most assessment tasks will take place in these weeks, there will be considerable assessment-free blocks of time available during Year 11.

No excursions/work placement will be scheduled for the two weeks prior to each of the assessment periods. This includes any mandated field study, short and long term excursions and university visits.

3. Assessment Periods

- Assessment Period 1:
Term 1 2019 Week 9
Monday 25 March to Friday 29 March 2019
- Assessment Period 2:
Term 2 2019 Week 9
Monday 24 June to Friday 28 June 2019
- Assessment Period 3: Yearly Examinations
Term 3 2019 Weeks 9 and 10
Monday 16 September to Friday 27 September 2019

4. Submission of Assessment Tasks

All assessment tasks must be submitted to the Class Teacher. If the Class Teacher is absent the Faculty Head Teacher can receive assessment tasks on behalf of an absent staff member. You must sign to acknowledge you have submitted the task.

The task notification will specify the form of task submission and whether hard copy, digital submission, including online submission, or a combination of both is required.

All assessment tasks must be submitted to the class teacher by the published time on the specified due date, except specified otherwise on the assessment task notification. No marks will be awarded for late assessments without approved illness / misadventure applications.

If a student has been granted leave (e.g. work placement, sport representation) and will be absent from school on the day an assessment task is due for submission, **they must complete an Illness/Accident/Misadventure Form PRIOR to the leave**. An alternative arrangement will be negotiated, which will usually involve submitting the task on the day prior to the leave.

Where an assessment item will be conducted over more than one day (e.g. oral presentations) students must be prepared to complete the assessment item from the first lesson of the due date.

Students must ensure that they have appropriate backup copies and hard copies are kept. Failure of technology e.g. corrupt files, computer crashes, printer failure, is not acceptable as a reason for late or non-submission of tasks.

5. Suspension

If a student is on suspension at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted by the specified due date. Submission of the task is to be organised through the front office. A receipt of submission will be completed by the Deputy Principal.

6. Illness, Accident or Misadventure

If a student believes that they have a valid reason for not submitting an assessment task or sitting an examination on the due date as a result of illness, accident or misadventure, they must do the following:

- Notify the school on or before the due date.
- On the first day the student returns to school report **immediately to** the class teacher of the subject to either submit the task or arrange a suitable time to sit the exam/task.
- Complete an Illness/Accident/ Misadventure Form (see attached documentation) and submit within one week after the task or submission date.
- **Attach a Doctor's Certificate, Statutory Declaration or other evidence** eg, police report, to confirm the reasons for absence from a task.
- If student is feeling ill/unwell during a task/exam, notification must be made to the class teacher/exam supervisor before departure of the task/exam.
- Zero marks are awarded for the task unless an Illness/Accident/Misadventure form is submitted and approved.
- The Review Committee will determine the outcome of the Illness/Accident/Misadventure submission.

The student may also request special consideration if he/she feels genuinely disadvantaged by particular personal circumstances. This requires evidence and is subject to the approval of the HSC Review Committee. This request must also be submitted within one week after the task or submission date. Illness/Misadventure Forms are available from the Deputy Principal and must be submitted within one week after the task or submission date.

7. Disability Provisions

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:

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

Providing adjustment does not restrict a student's access to the full range of grades or marks.

Students wishing to apply for adjustments in assessment tasks are required to complete a Disability Provisions/Adjustment to Assessment Task Application form (see attached documentation). The Head Teacher Learning and Support, Year Advisor, Subject Head Teacher and Deputy Principal are available to provide support and assistance in completing this form.

8. Feedback on Performance

Students will receive a mark and detailed written individual feedback on tasks and examinations from teachers regarding their levels of achievement, strengths and areas for improvement/development. Students will also receive their ranking for the task/examination as well as their cumulative rank.

9. Appeals on Assessment Tasks

If a student feels that his/her assessment mark or rank in an assessment task differs significantly from expectations based on feedback from assessment tasks, the student should firstly approach the Class Teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the Review Committee on the ground of:

- A computational or clerical error
- The correct weightings or components were not used
- The stated assessment policy was not used

The Review Committee consists of:

- Principal
- Deputy Principal
- Year Advisor
- Relevant Head Teacher

An Assessment Task Appeal application (see attached) will need to be completed and submitted to the Deputy Principal within three school days of the receipt of the marked task.

10. Malpractice in Assessment Tasks

All work completed/presented in assessment tasks and external examinations (including submitted works and practical examinations) must be original and your own work. Students may lose marks or receive a zero mark where malpractice, cheating or plagiarism has occurred.

Malpractice (including cheating and plagiarism) is regarded by the NESA as a very serious issue. In assessment, malpractice can include:

- the copying of another student's work;
- breaching school examination rules;
- submitting work as your own when completed (partially or wholly) by another person;
- cheating in an examination.

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in Year 11 assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination
- Using the words, ideas, designs or workmanship of others without acknowledgement
- Copying from another student
- Paying someone to write or prepare an assessment task. It is imperative that students ensure all work is their own.

In Year 11 assessment, plagiarism is the illegal or unauthorised use of material that is not your own, and includes such incidents as:

- downloading / copying material directly from the Internet and submitting it as your own (partially or wholly);
- the use of another person's published material without referencing or footnoting the source;
- quoting another person's published material without referencing or footnoting the source.

11. HSC: All My Own Work

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Year 11 (Preliminary) or Year 12 (HSC) courses.

Topics in the All My Own Work program include; Scholarship Principles and Practices; Acknowledging Sources; Plagiarism; Copyright; and Working with Others.

It is vital that all students understand these important issues because if a student violates any one of them, they may face a situation in which they lose some or all of their marks from an assessment task and they could place their HSC in jeopardy.

12. 'N' Determinations

If at any time it appears that a student is at risk of being given an 'N' (Non completion of course requirements) Determination in any course, including VET courses, the Principal (or delegate) must warn the student and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences of an 'N' determination in a course on a student's Preliminary Higher School Certificate eligibility.

Students who have not met the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' Determination and advise NESA.

If at any time you are unsure about any part of the assessment process you can ask your teacher, Head Teacher or Deputy Principal. The NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/home> is also a very useful site for reference.



Respect Responsibility Integrity Commitment

Principal: Mrs Nicole Hunt

Deputy Principal: Mr Adam McRae

Deputy Principal: Mrs Katrina Walsh

(Please photocopy for use)

ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION

(Must be submitted within one week after the task or submission date)

Submit to your Deputy Principal for consideration by the ROSA / HSC Review Committee.

SECTION A:

NAME: _____ **YEAR:** 10 / 11 / 12 (circle)

SUBJECT: _____ **DATE OF APPLICATION:** _____

TYPE OF ASSESSMENT TASK:

- ☐ Examination ☐ Topic or Unit Test ☐ Research Activity ☐ Practical Test
☐ Oral Presentation ☐ In-Class Task ☐ Other _____

DUE DATE OF ASSESSMENT TASK: _____

REASON FOR ABSENCE:

(State sufficient details to support your case for consideration to sit for task or substitute task.)

MEDICAL CERTIFICATE / STATUTORY DECLARATION (copy attached) FROM:

(State Name of Doctor / Justice of the Peace)

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

Head Teacher's signature: _____ Date: _____

SECTION B:

To be completed by the Head Teacher:

Student: _____

Subject: _____

HEAD TEACHER: _____

TEACHER: _____

Number of days late: _____

Maximum mark for task: _____

Comment: _____

Head Teacher signature: _____

Date: _____

SECTION C:***ROSA / HSC REVIEW COMMITTEE DECISION***

Decision: Approved / Not Approved

Outcome: ☐ Sit task at alternative time as advised by Head Teacher ☐ Estimate
 ☐ Submit task at alternative time as advised by Head Teacher ☐ Alternative task
 ☐ Adjust marks accordingly if necessary

Comment: _____

Signed: _____

- ☐ Copy to Teacher (to place in T&L folder / Preliminary or HSC folder)
- ☐ Copy to Student
- ☐ Original in student file



(Please photocopy for use)

DISABILITY PROVISIONS / ADJUSTMENT TO ASSESSMENT TASK APPLICATION

(Must be submitted one week prior to the task or submission date)

Submit to the Learning and Support Team or your Deputy Principal for consideration by the HSC Review Committee / Learning and Support Team.

SECTION A:

NAME: _____ YEAR: 10 / 11 / 12 (circle)

SUBJECTS: _____ DATE OF APPLICATION: _____

TYPE OF ASSESSMENT TASK:

- ☐ Examination ☐ Topic or Unit Test ☐ Research Activity ☐ Practical Test
☐ Oral Presentation ☐ In-Class Task ☐ Other _____

TYPE OF ADJUSTMENT REQUESTED:

- ☐ Small Group Supervision ☐ Rest Breaks ☐ Extra Time ☐ Modified Paper
☐ Reader ☐ Writer ☐ Other _____

REASON FOR ADJUSTMENT:

(State sufficient details to support your case for consideration for adjustments for this task.)

SUPPORTING EVIDENCE: *(attached)*

(Attach appropriate supporting evidence, eg, medical certificate, work samples, specialist report.)

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

Head Teacher's signature: _____ Date: _____

SECTION B:

HSC REVIEW COMMITTEE / LEARNING SUPPORT TEAM DECISION

Decision: Approved / Not Approved

The following adjustments have been approved:

- | | | | |
|--|--------------------------------------|--------------------------------------|---|
| <input type="checkbox"/> Small Group Supervision | <input type="checkbox"/> Rest Breaks | <input type="checkbox"/> Extra Time | <input type="checkbox"/> Modified Paper |
| <input type="checkbox"/> Reader | <input type="checkbox"/> Writer | <input type="checkbox"/> Other _____ | |

Comment: _____

Signed: _____

- ☐ Copy to Teacher (to place in T&L folder / Preliminary or HSC folder)
- ☐ Copy to Student
- ☐ Original in student file



LISAROW HIGH SCHOOL

2 The Ridgeway, Lisarow, NSW, 2250
P: (02) 4328 4599 F: (02) 4329 1416
E: lisarow-h.school@det.nsw.edu.au
www.lisarowhigh.nsw.edu.au

Respect Responsibility Integrity Commitment

Principal: Mrs Nicole Hunt

Deputy Principal: Mr Adam McRae

Deputy Principal: Mrs Katrina Walsh

(Please photocopy for use)

ASSESSMENT TASK APPEAL APPLICATION

NAME: _____

COURSE: _____

DUE DATE OF TASK: _____

TYPE OF ASSESSMENT TASK: _____

WEIGHTING: _____

REASON FOR APPEAL: (NB: You can only appeal the process not the mark).

Student's Signature: _____

Date: _____

ACTION BY HSC REVIEW COMMITTEE:

DECISION:

- ☐ Appeal Upheld
- ☐ Appeal Denied

COMMENTS: _____

Signed: _____ Date: _____

- ☐ Deputy Principal _____
- ☐ Year Advisor _____
- ☐ Head Teacher _____

AGRICULTURE

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Task Plant Production	Case Study Farm	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P2.1 P4.1	P1.1 P1.2 P2.3 P3.1 P5.1	P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Components	Weighting %			
Knowledge and understanding of course content	5	20	15	40
Knowledge, understanding and skills required to manage agricultural production systems	15	10	15	40
Skills in effective research, experimentation and communication	10	5	5	20
Total %	30	35	35	100

Outcomes:

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

ANCIENT HISTORY

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis	Research and Essay	Yearly Examination	
	Investigating Ancient History	Historical Investigation		
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
Components	Weighting %			
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	40	20	40	100

Outcomes:

AH11-1	Describes the nature of continuity and change in the ancient world
AH11-2	Proposes ideas about the varying causes and effects of events and developments
AH11-3	Analyses the role of historical features, individuals and groups in shaping the past
AH11-4	Accounts for the different perspectives of individuals and groups
AH11-5	Examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	Discusses and evaluates differing interpretations and representations of the past
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

BIOLOGY

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Secondary Source Investigation Module 3 Biological Diversity Module 4 Ecosystem Dynamics	Depth Study Practical Report Module 1 Cells as the Basis of Life	Yearly Examination All four modules (Cells as the basis of Life, Organisation of Living Things, Biological Diversity and Ecosystem Dynamics)	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-6 BIO11/12-7, BIO11-8, BIO11-9	BIO11/12-1 to BIO11/12-6 and BIO11-8 to BIO11-11	
Components	Weighting %			
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

Outcomes:

BIO11/12 - 1	Develops and evaluates questions and hypotheses for scientific investigation
BIO11/12 - 2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12 - 3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12 - 4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12 - 5	Analyses and evaluates primary and secondary data and information
BIO11/12 - 6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12 - 7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11 - 8	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11 - 9	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11 - 10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11 - 11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BUSINESS STUDIES

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test - Scenario Analysis	Small Business Plan	Yearly Examination	
	Nature of Business	Business Planning		
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P1, P2, P6, P8	P4, P7, P8, P9	P3, P4, P5, P8, P9, P10	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research		20		20
Communication of business information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

Outcomes:

P1	Discusses the nature of business, its role in society and types of business structure
P2	Explains the internal and external influences on businesses
P3	Describes the factors contributing to the success or failure of small to medium enterprises
P4	Assesses the processes and interdependence of key business functions
P5	Examines the application of management theories and strategies
P6	Analyses the responsibilities of business to internal and external stakeholders
P7	Plans and conducts investigations into contemporary business issues
P8	Evaluates information for actual and hypothetical business situations
P9	Communicates business information and issues in appropriate formats
P10	Applies mathematical concepts appropriately in business situations

CHEMISTRY

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Investigation	Depth Study Report	Yearly Examination	
	Module 1	Module 2 Module 3	Modules 1-4	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	CH11/12-1, CH11/12-2 CH11/12-4, CH11/12-7 CH11-8	CH11/12-1, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH11-9	CH11/12-4 to CH11/12-7 and CH11-8 to CH11-11	
Components	Weighting %			
Skills in working Scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	40	30	100

Outcomes:

CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analyses and evaluates primary and secondary data and information
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	Analyses the energy considerations in the driving force for chemical reactions

COMMUNITY AND FAMILY STUDIES

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Presentation	Yearly Examination	
	Resource Management	Individual and Groups		
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P1.1, P1.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2, P6.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P5.1, P6.1, P6.2	
Components	Weighting %			
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	35	35	30	100

Outcomes:

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

DANCE

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Presentation of Dance Performance Performance focused on elements of dance, including process diary with record of performance development, reflection and safe dance practice research.	Presentation of Solo Composition Demonstration performance of Core Composition. Including process diary with critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent.	Yearly Examination Written Core Appreciation Exam Presentation of Performance demonstrating dance technique, and performance quality, including process diary, written reflections, observations and research.	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P2.5	P1.2 P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.4	P1.1, P1.2, P1.3, P2.4, P2.5, P4.1, P4.2, P4.3	
Components				Weighting %
Performance	20		20	40
Composition	10	20		30
Appreciation		10	20	30
Total %	30	30	40	100

Outcomes:

P1.1	Understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	Understands the use of dance terminology relevant to the study of dance as an artform
P1.3	Develops the skills of dance through performing, composing and appreciating dance
P2.1	Identifies the physiology of the human body as it is relevant to the dancer
P2.2	Identifies the body's capabilities and limitations
P2.3	Recognises the importance of the application of safe dance practice
P2.4	Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	Performs combinations, phrases and sequences with due consideration of safe dance practices
P3.1	Identifies the elements of dance composition
P3.2	Understands the compositional process
P3.3	Understands the function of structure as it relates to dance composition
P3.4	Explores the elements of dance relating to dance composition
P3.5	Devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	Structures movement devised in response to specific concept/intent
P4.1	Understands the socio-historic context in which dance exists
P4.2	Develops knowledge to critically appraise and evaluate dance
P4.3	Demonstrates the skills of gathering, classifying and recording information about dance
P4.4	Develops skills in critical appraisal and evaluation

DRAMA

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Group Playbuilt Performance and Logbook Submission Improvisation, Playbuilding and Acting	Design Submission and Class Scripted Production Elements of Production in Performance	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	1.1, 1.2, 1.5, 1.7, 1.8	1.4, 2.1, 2.2, 2.3, 2.5	3.1, 3.2, 3.3	
Components				Weighting %
Making	30	10		40
Performing		30		30
Critically Studying	10		20	30
Total %	40	40	20	100

Outcomes 1.3, 1.6, 2.4, 2.6 and 3.4 will be assessed as part of classwork on Theatrical Traditions and Performance Styles.

Outcomes:

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
P1.7	Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	Recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	Understands the dynamics of actor-audience relationship
P2.2	Understands the contributions to a production of the playwright, director, 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
P2.5	Understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

ENGINEERING STUDIES

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Investigation Task Engineering Fundamentals Engineered Products	Engineering Report Biomedical Engineering	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P2.1, P2.2, P3.3, P5.1, P5.2, P6.2	P1.1, P1.2, P2.2, P3.2, P6.1	P1.1, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3	
Components				Weighting %
Knowledge and understanding of course content	20	10	30	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	20	10	40
Total %	30	30	40	100

Outcomes:

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

ENGLISH ADVANCED

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Imaginative Text with Reflection Reading to Write	Multimodal Presentation Narratives that Shape our World	Critical Response Critical Study of Literature	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	EN11-1, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-4, EN11-6, EN11-7	EN11-1, EN11-5, EN11-7, EN11-8	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Outcomes:

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

ENGLISH EXTENSION 1

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Imaginative Response	Multimodal Presentation	Comparative Essay	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
Components	Weighting %			
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Outcomes:

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

ENGLISH STANDARD

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Imaginative Text with Reflection Reading to Write	Multimodal Presentation Contemporary Possibilities	Analytical Response Close Study of Literature	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	EN11-1, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-4, EN11-6, EN11-7	EN11-1, EN11-5, EN11-7, EN11-8	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Outcomes:

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

ENGLISH STUDIES

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Written Report Mandatory Module: <i>Achieving through English</i>	Multimodal Presentation Elective Module	Collection of Classwork All modules	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Components	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

Outcomes:

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

EXPLORING EARLY CHILDHOOD

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Writing a Children's Book	Practical and Portfolio	Journal Observations and Experiences	
	Children's Literature	Food and Nutrition Children's Party/Event	Children's Services Industry	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	1.2, 1.3, 4.1	1.4, 1.5, 6.1, 6.2	1.4, 2.1, 2.2, 2.4, 4.1, 4.2, 6.2	
Components				Weighting %
Knowledge and understanding	15	10	25	50
Skills	20	15	15	50
Total %	35	25	40	100

Outcomes:

1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children
1.3	Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
1.4	Analyses the ways in which family, community and culture influence the growth and development of young children
1.5	Examines the implications for growth and development when a child has special needs
2.1	Analyses issues relating to the appropriateness of a range of services for different families
2.2	Critically examines factors that influence the social world of young children
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children
4.1	Demonstrates appropriate communication skills with children and/or adult
4.2	Interacts appropriately with children and adults from a wide range of cultural backgrounds
6.1	Demonstrates an understanding of decision making processes
6.2	Critically examines all issues including beliefs and values that may influence interactions with others

FOOD TECHNOLOGY

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research and Practical	Experimentation and Preparation	Yearly Examination	
	Nutrition	Food Quality		
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P2.1, P3.1, P4.3, P5.1, P4.2, P1.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1	
Components	Weighting %			
Knowledge and understanding of course content	10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	20	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		30		30
Total %	30	40	30	100

Outcomes:

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

INDUSTRIAL TECHNOLOGY

METAL, MULTIMEDIA, TIMBER

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Presentation	Examination	Practical and Folio	
	Project 1 Planning and Designing	Industry Study	Project 2	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P1.2, P3.1, P3.2, P3.3, P4.3, P5.1, P6.1	P1.1, P1.2, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P6.1	
Components				Weighting %
Knowledge and understanding of course content	5	30	5	40
Knowledge and skills in the management, communication and production of projects	25		35	60
Total %	30	30	40	100

Outcome P2.2 will be assessed during classes throughout the course whilst work is being undertaken on Practical Projects.

Outcomes:

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

INVESTIGATING SCIENCE

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Investigation	Depth Study Report	Yearly Examination	
	Modules 1 and 2	Modules 2 and 3	Modules 1–4	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS11-8	INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-9	INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11	
Components	Weighting %			
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	20	10	40
Total %	30	40	30	100

Outcomes:

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

MARINE STUDIES

Year 11 2019

Task Number		Task 1	Task 2	Task 3	
Nature of Task		Practical and Skills Competency	Field Report and Skills Competency	Internet Research and Skills Competency	
		First Aid Certificate	Local Area Study	Dangerous Marine Creatures	
Timing		Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed		1.2, 1.3, 2.1, 3.1, 4.1	2.2, 2.3, 3.2, 3.3, 3.4	1.1, 1.4, 1.5, 3.3	
		Ongoing 4.1, 4.2, 5.1, 5.2, 5.3, 5.4			
Components		Weighting %			
Safety in the Water	Core	8			8
	Option	25			25
River to the Sea	Core		8		8
	Option		25		25
Life in the Ocean	Core			9	9
	Option			25	25
Total %		33	33	34	100

Outcomes:

1.1	Relates with a respectful and caring attitude to the ocean and its life forms
1.2	Identifies the roles of individuals or groups involved in maritime activities
1.3	Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.4	Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
1.5	Demonstrates an awareness of the value of the ocean as a source of historical information
2.1	Appreciates the importance of effective management practice
2.2	Works effectively within a group
2.3	Communicates information by writing reports, giving short talks and contributing to discussions
3.1	Evaluates information, situations, equipment manuals and written or manual procedures
3.2	Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
3.3	Generates information from data by calculating, inferring, interpreting and generalising
3.4	Carries out planned research activities using appropriate measurements, observations, classification and recording skills
4.1	Identifies marine vocations and a range of leisure pursuits
4.2	Appreciates marine environments as sources of employment and leisure
5.1	Values the rules and operating principles of marine equipment and applies them
5.2	Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
5.3	Interprets and follows instructions, with accuracy
5.4	Selects, organises, assembles, dismantles, cleans, and returns equipment

MATHEMATICS ADVANCED

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Open Book Test Algebraic Techniques and Equations	Assignment Working with Functions, Trigonometry, Further Trig (Identities)	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	MA11-1, MA11-8 MA11-9	MA11-1, MA11-2 MA11-3, MA11-9	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7, MA11-9	
Components	Weighting %			
Understanding, fluency and communication	15	15	20	50
Problem-solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Outcomes:

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 STANDARD

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Assignment	Class Test	Yearly Examination	
	Money Matters Representing Data	Units of Measurement, Relative Frequency & Probability, Perimeter, Area & Volume, Formulae & Equations		
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-8, MS11-9, MS11-10	MS11-1 to MS11-10	
Components	Weighting %			
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Outcomes:

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 EXTENSION 1

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Assignment Permutations & Combinations	Open Book Test Inequalities Polynomials Further Functions	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	
Components	Weighting %			
Understanding, fluency and communication	15	15	20	50
Problem-solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Outcomes:

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

MODERN HISTORY

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Essay Investigating the Modern World The Representation & Commemoration of the Past	Historical Investigation and Presentation Shaping the Modern World	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-3, MH11-4, MH11-6, MH11-8, MH11-9,	MH11-1, MH11-2, MH11-3, MH11-5, MH11-9	
Components	Weighting %			
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research		15	5	20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	30	40	100

Outcomes:

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

MUSIC 1

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Performance & Aural Analysis Performance - Evening Concert Present 2 pieces reflecting Elective 1 and Elective 2 Aural Analysis - In-class, open book analysis of 3 excerpts	Viva Voce Elective 1 Present a viva voce (10 minute discussion with aural excerpts)	Yearly Examination Composition – Compose a piece of music – logbook submission /recording/ performance Aural – 4 pieces to describe using concepts of music	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P1, P2, P3, P4, P7, P8, P9, P10, P11	P4, P5, P6, P8, P10, P11	P2, P3, P4, P5, P6, P7, P8, P10, P11	
Components				Weighting %
Performance	25			25
Composition			25	25
Musicology		25		25
Aural	10		15	25
Total %	35	25	40	100

Outcomes:

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Case Study	Performance Analysis	Yearly Examination	
	Influences on the health of individuals	Physical fitness, training and movement efficiency		
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P1, P2, P3, P4, P6, P10, P16	P7, P8, P11, P16, P17	P1-P13	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Outcomes:

P1	Identifies and examines why individuals give different meanings to health
P2	Explains how a range of health behaviours affect an individual's health
P3	Describes how an individual's health is determined by a range of factors
P4	Evaluates aspects of health over which individuals can exert some control
P5	Describes factors that contribute to effective health promotion
P6	Proposes actions that can improve and maintain an individual's health
P7	Explains how body systems influence the way the body moves
P8	Describes the components of physical fitness and explains how they are monitored
P9	Describes biomechanical factors that influence the efficiency of the body in motion
P10	Plans for participation in physical activity to satisfy a range of individual needs
P11	Assesses and monitors physical fitness levels and physical activity patterns
P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
P13	Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
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

PHYSICS

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Test	Depth Study Report	Yearly Examination	
	Module 1 Kinematics	Module 1 Kinematics Module 2 Dynamics	Modules 1-4	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	PH11/12-1 PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Components	Weighting %			
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	40	30	100

Outcomes:

PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	Analyses and evaluates primary and secondary data and information
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	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

SOCIETY AND CULTURE

Year 11 2019

Version 2

Amended 29 January 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Report	Essay	Interview and Presentation Research, Analysis and Evaluation	
	The Social and Cultural World	Personal and Social Identity	Intercultural Communication	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9	
Components	Weighting %			
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	40	30	100

Outcomes:

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

SPORT, LIFESTYLE & RECREATION

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Report	Research Task	Presentation	
	Training Program	Individual Games	Outdoor Recreation Expedition	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	1.2, 1.3, 2.2, 3.2, 3.3, 3.6, 4.1	2.1, 3.1, 4.1, 4.4	2.3, 3.6, 3.7, 4.2, 4.4	
Components	Weighting %			
Knowledge and understanding	20	20	10	50
Skills	15	15	20	50
Total %	35	35	30	100

Outcomes:

1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.6	Assesses and responds appropriately to emergency care situations
3.7	Analyses the impact of professionalism in sport
4.1	Plans strategies to achieve performance goal
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.4	Demonstrates competence and confidence in movement contexts

VISUAL ARTS

Year 11 2019

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Portfolio of Works Submission of minimum 5 exploratory artworks. Accompanying VAPD including evidence of material and conceptual experimentation and process and explanation of related artists' practice. Analysis of related artist/s addressing the Conceptual Framework, the Frames and Practice, presented in essay-style in the portfolio	Submission of Artistic Prototypes Exhibition of a series of completed Yr 11 artworks, including exploring historical and contemporary representations of the body and other themes. Accompanying VAPD with written account of how forms and subject matter have been used to represent significant ideas for all of their completed artworks	Yearly Examination Art Criticism and Art History Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed	P1, P6, P7, P8, P9, P10	P2, P3, P4, P5, P6	P7, P8, P9, P10	
Components				Weighting %
Artmaking	15	35		50
Art criticism and art history	20		30	50
Total %	35	35	30	100

Outcomes:

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

VET CONSTRUCTION

School Name: Lisarow High
Course: Preliminary Construction

**Student Competency Assessment Schedule
2019**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C
		Safety	Organise to Communicate	Reading Plans and Calculating
		Week: 8 Term: 1	Week: 8 Term: 2	Week: 8 Term: 3
Code	Unit of Competency			
CPCCWHS1001	Prepare to work safely in the construction industry	X		
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X		
CPCCCA2002B	Use carpentry tools and equipment	X		
CPCCCM1012A	Work effectively and sustainably in the construction industry	X		
CPCCCM1013A	Plan and organise work		X	
CPCCCM1014A	Conduct workplace communication		X	
CPCCCM2001A	Read and interpret plans and specifications			X
CPCCCM1015A	Carry out measurements and calculations			X

Yearly Examination
Week: 9/10 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

VET HOSPITALITY- FOOD AND BEVERAGE

School Name: Lisarow High
Student Competency Assessment Schedule
Course: Preliminary Hospitality- Food and Beverage Stream
2019

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C
		Getting ready for work	Practical Café Skills	Working relationships
		Week: 10 Term: 1	Week: 2 Term: 3	Week: 7 Term: 3
Code	Unit of Competency			
SITXFSA001	Use hygienic practices for food safety	X		
SITXWHS001	Participate in safe work practices	X		
SITHFAB005	Prepare and serve espresso coffee		X	
SITHCCC003	Prepare and present sandwiches		X	
SITHFAB004	Prepare and serve non-alcoholic beverages		X	
BSBWOR203	Work effectively with others			X
SITXCOM002	Show social and cultural sensitivity			X

Yearly Examination
Week: 9/10 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

SIT20316 Hospitality Food and Beverage Preliminary Assessment Schedule September 2018

VET INFORMATION AND DIGITAL TECHNOLOGY

School Name: Lisarow High

Student Competency Assessment Schedule

Course: Preliminary Information and Digital Technology

2019 - 2020

Assessment Tasks for Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICT30115		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination
		Communicate at work	Prepare for work	Systems and Software	Hand coding website	
		Week: 5 Term:2	Week: 10 Term: 3	Week: 3 Term: 1 2020	Week: 8 Term: 2 2020	
Code	Unit of Competency					HSC Examinable Units of Competency
ICTICT202	Work and communicate effectively in an ICT environment	X				
BSBWHS304	Participate effectively in WHS communication and consultation processes		X			
ICTICT203 (This unit is assessed over 3 tasks)	Operate application software packages (Part =10 hours of 20 hours & not fully assessed till Year 12)		X	X		
ICTICT302	Install and optimise operating system software-			X		
ICTSAS301	Run standard diagnostic tests			X		
ICTWEB301	Create a simple mark-up language document				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICT30115.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

REFERENCE GRID

Week	Term 1	Term 2	Term 3
1			
2			Hospitality VET
3			
4			
5		IDT VET	
6			
7	Excursion Free Week	Excursion Free Week	Excursion Free Week Hospitality VET
8	Excursion Free Week Construction VET	Excursion Free Week Construction VET	Excursion Free Week Construction VET
9	Agriculture Ancient History Biology Business Chemistry CAFS Dance Drama Engineering English Adv English Std English Ext 1 English Studies Expl Child Food Tech Industrial Tech Invest Science Marine Maths Adv Maths Std Maths Ext 1 Modern History Music PDHPE Physics Soc. & Culture SLR Visual Arts	Agriculture Ancient History Biology Business Chemistry CAFS Dance Drama Engineering English Adv English Std English Ext 1 English Studies Expl Child Food Tech Industrial Tech Invest Science Marine Maths Adv Maths Std Maths Ext 1 Modern History Music PDHPE Physics Soc. & Culture SLR Visual Arts	Agriculture Ancient History Biology Business Chemistry CAFS Construction VET Dance Drama Engineering English Adv English Std English Ext 1 English Studies Expl Child Food Tech Hospitality VET Industrial Tech Invest Science Marine Maths Adv Maths Std Maths Ext 1 Modern History Music PDHPE Physics Soc. & Culture SLR Visual Arts IDT VET
10	Hospitality VET		
11			

NESA GLOSSARY OF KEY WORDS

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilities, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole