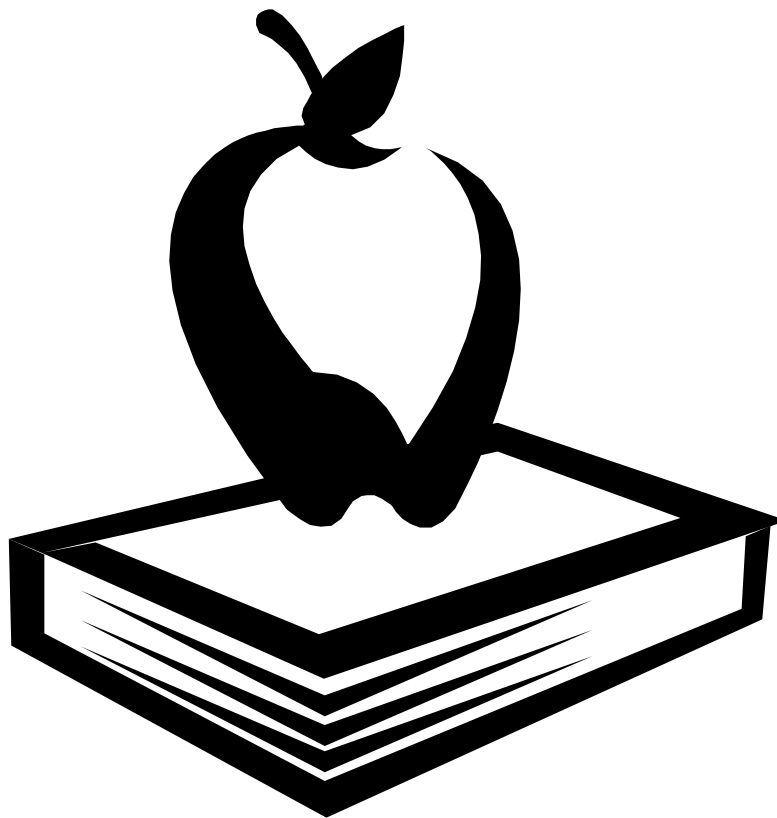


**CHERRYBROOK TECHNOLOGY HIGH SCHOOL
HIGHER SCHOOL CERTIFICATE
YEAR 11**

**ASSESSMENT POLICIES
2025**



MAKE AN EFFORT, NOT AN EXCUSE

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YEAR 11 COURSE ASSESSMENTS

Introduction

This booklet outlines the assessment schedule for the cohort of students at CTHS undertaking the Preliminary HSC in 2025. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year.

What is a RoSA?

The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school.

The RoSA records (where applicable):

- completed Stage 5 (Year 10) courses and grades
- completed Preliminary Stage 6 (Year 11) courses and grades
- HSC (Year 12) results
- any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school before completing the HSC because they can show it to potential employers or places of further learning.

Students who have not met the HSC minimum standard to receive their HSC, can still receive a RoSA.

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- left the schooling system after completing Year 10 but before completing the HSC
- complied with the requirements from the Education Act

Students are not eligible for a RoSA if they:

- leave school before finishing Year 10
- leave after Year 10 without meeting RoSA eligibility requirements.

These students will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for any courses satisfactorily completed.

What is an HSC?

The Higher School Certificate (HSC) is the highest educational award in NSW. It is awarded to NSW students who have satisfactorily completed Year 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the statewide HSC Examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

Eligibility for the HSC Qualification

To be eligible for the HSC certificate students must complete a prescribed pattern of study which includes:

- A satisfactory completion of at least 12 units of preliminary courses
- 6 units of Board Developed Courses
- 2 units of English
- 3 courses of 2 units or greater
- At least 4 different subjects.
- No more than 7 units of courses in Science can count towards HSC eligibility.

Being eligible for the HSC doesn't necessarily mean students are eligible for an ATAR.

It is the student's responsibility to carefully check the NESA Confirmation of Entry document, each term for the duration of Year 11 and 12 to confirm their study pattern allows them to be eligible for the HSC and/ or ATAR. It is important to carefully check any eligibility messages prior to signing the declaration that all information is correct on the Confirmation of Entry form.

Students will be asked to check their Confirmation of Entry information once every term during their Preliminary HSC year.

What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all students in their age group.

Universities use the ATAR to help them select students for their courses, and admission to most tertiary courses is based on a student's selection rank. In NSW, the ATAR is calculated and released by the Universities Admission centre (UAC).

Students who receive an ATAR between 0.00 and 30.00 will be recorded as '30 or less'. Students who haven't met the requirements of the ATAR will be recorded as 'not eligible'.

Eligibility for an ATAR

To be eligible to receive an ATAR students must complete a pattern of study which includes:

- 10 units of Board developed courses
- 2 units of English
- 3 courses of 2 units or more
- At least 4 different subjects.

REQUESTING A LEAVE OF ABSENCE DURING THE SCHOOL TERM

Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Schools in partnership with parents are responsible for promoting the regular attendance of students. Parents must ensure students attend every day the school is open for instruction (NSW Department of Education School Attendance Policy 2024).

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete course outcomes satisfactorily. Where attendance and/or course outcome completion are of concern, the student will be notified in writing and a letter will be sent home. This will be the first official warning that the student may be withdrawn from that course if the completion of outcomes do not improve. A second letter will be a final warning and may require a parent/guardian interview. Continued unsatisfactory progress will result in the student being withdrawn from the course. This may result in failure to complete the required courses for the award of the year 11 RoSA.

Parents are notified via email fortnightly concerning their child's unexplained absences requesting a reason to be provided to the school to justify these absences.

Holidays should only be booked during school breaks. Students should be at school every day during school term, from beginning to end because assessment tasks can and often are, scheduled any time during the term. Missing a day here or there may not seem like much, but absences add up. Everyday matters and we are here to support all students in attending and engaging with their learning every day of the term. There's about 200 days in a school year. When your child misses one day a week over a year, that's 40 days of school, 8 weeks of lessons and 2.5 years over their school life lost.



Approval for an **Application for Extended Leave - Travel** will only be determined according to the best interests of the student and course cohort, while also ensuring the integrity of any assessment task is maintained. Travel is normally **not** approved for students during term dates.

Patterns of absence when connected to assessment and/ or examination dates will run the risk of being considered as malpractice. Parent-condoned absences from school to complete or prepare for an assessment task or examination will not be considered a valid absence and may be deemed as providing an unfair advantage.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The key purpose of assessment is to provide information on student achievement and progress in each course, in relation to the syllabus standards and to report on the standard of performance attained at the end of the course.

The feedback given to students and parents is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections. NESA dictates all students are expected to complete all assessment tasks. Students must make a genuine attempt if they are to be deemed as satisfactorily completing the Preliminary HSC course requirements.

Standards Referenced Assessment

The standards-referenced approach allows students to be assessed and reported against specified standards that are established for each course. A standards-referenced approach is an effective method of providing information to students about what they are expected to learn and the standards against which they will be assessed.

Final Grades for Preliminary Courses

At the end of the Preliminary HSC program, schools will provide the NSW Education Standards Authority (NESA) with an A-E grade for each of the courses studied by each student. These grades will be formed from the performances in the school assessment tasks within each course and best matches their achievement according to the Common Grade Scale for Preliminary courses.

Assessment tasks are designed to assess components of the syllabus with the required weightings. Guidance will be provided to students in the form of a list of outcomes to be assessed and general marking guidelines if appropriate.

The scale describes academic performance at each of the five grade levels

| | |
|----------|---|
| A | The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas. |

The Preliminary assessment tasks will not be used in determining the HSC final assessments. However, they will be used to ascertain whether the Preliminary courses have been satisfactorily completed.

VET courses will have competencies completed in Year 11 which will contribute to the final HSC results in these subjects.

Types of Assessment Tasks

Assessment programs can include major examinations, topic tests, oral and aural activities, fieldwork, projects, experiments, performances, research tasks and in class tasks. These tasks measure knowledge, skills and understanding for a wide range of outcomes.

Teachers will provide advance notice of upcoming tasks (usually 2 weeks), along with information concerning the nature of the task when the marking process has been completed. Students will be given results for each task. A cumulative rank (position) in each course will be provided at reporting times.

Student Responsibilities

Students are expected to complete or submit the tasks which are part of the assessment program. CTHS has a policy concerning tasks that are not completed by the due date. Depending on the circumstances, a **zero** mark may be awarded, an extension of time granted or an alternative task set. If an assessment task is not going to be completed or handed in at the scheduled time, it is the student's responsibility to follow the correct process. An appeals process is provided if the student believes they have been unfairly treated.

Completing Assessment Tasks

Except in exceptional circumstances approved by the Quality in Credentialling Unit, NESAs, all school-based assessment tasks *must* be attempted. More than **fifty per cent (50%) of school assessment tasks must be completed** to be eligible for the Preliminary HSC. If not, the student will not have satisfactorily completed the course and will receive a **ZERO** mark for the task. This means the course cannot be counted towards the 12 units required for the Year 11 RoSA.

Assessment tasks provide a measure of the student's actual achievement. The NSW Education Standards Authority does not compensate students for difficulties in performing or completing assessment tasks, even when they are caused by factors outside their control.

CTHS does not moderate course assessment marks. A student's mark is therefore commensurate with the quality of their response in relation to the marking guidelines.

Non-serious Attempts

NESA expects students to make a serious attempt at all school-based assessment tasks, including examinations and minimum standard tests. Students who do not make a serious attempt may not receive a result in the course concerned because they have failed to meet the eligibility requirements for the Preliminary HSC. This may render some students ineligible for the award of the Year 11 RoSA.

Students must attend and make a serious attempt in all their school-based assessment tasks, examinations and minimum standard, respond to and demonstrate academic engagement, and answer in English, unless specifically instructed otherwise.

Non-serious attempts include but are not limited to:

- Answering only multiple-choice questions and/ or
- Responses containing objectionable material
- Abuse directed at a member of school staff, Examination Invigilator and/ or
- Obscene symbols, drawings or comments
- Not engaging with the question satisfactorily.

Unsatisfactory Preliminary Course Performance

Students in danger of not completing a course will be issued with a written N determination warning letter with sufficient time to redeem the task. If students fail to complete the requirements of a course:

- They will receive no result in that course
- The course will not appear on a student's NESA record
- The course will not count towards the student's Preliminary HSC pattern.

QUERYING THE RESULT OF A SCHOOL ASSESSMENT TASK OR EXAMINATION

If, on the return of an assessment task, a student needs clarification of a result, it is their responsibility to discuss their concern with the subject teacher or relevant KLA HT at the time the paper is returned, but not more than five school days after this date. If a student doesn't raise any issues with their assessment immediately after it has been returned, there is no recourse for a student to do so at a later date, but particularly after results of the task have been released to students. If the matter cannot be resolved, it can be referred to the Head Teacher Stage 6.

A teacher's professional judgement cannot be questioned.

How do Tertiary Institutions Treat Assessments?

Tertiary institutions give equal weight to the examination mark and the moderated assessment mark, in working out if students satisfy their entry requirements. Increasingly, tertiary institutions will require students to provide copies of their Year 11 school reports and/or RoSA as part of their application process.

AP Examinations

The AP examinations will assess against the standards of performance by:

- Using a variety of question types
- Setting questions that are clearly worded and structured
- Using marking guidelines that are aligned with performance standards
- Awarding marks that reflect the standard achieved.

The Appeals Process

Students appealing an assessment task/examination mark in a Stage 6 course must:

- Submit their appeal, in writing, to the Head Teacher Stage 6 and
- Provide evidence that the grade awarded in the course was inconsistent with the application of the marking criteria.

The Appeals Panel consists of the Deputy Principal and the Head Teacher Stage 6. The Panel will consider the written information supplied by the appealing student and the CTHS Assessment Policy.

The Panel will make a prompt decision and determine whether:

- The procedures used for determining the mark/s conform with course assessment guidelines and marking criteria
- There are no computational or other clerical errors in the determination of the mark/s.

The Panel will inform the student of the outcome of the review.

Student Appeals Concerning Invalid or Unreliable Results

Students appealing on the basis of their result being invalid or unreliable must:

- Submit their appeal in writing to the Head Teacher Stage 6 and
- Provide evidence that the results in question are invalid or unreliable.

Appeals will be considered by the Appeals Panel consists of the Head Teacher Stage 6 and the Deputy Principal. The Panel will consider the written information supplied by the appealing student, the CTHS Assessment Policy and the NESA Assessment Certification Examination manual.

The Appeals Panel is the sole determinant of whether a task is invalid or unreliable.

DISHONESTY/MALPRACTICE

Malpractice or cheating is dishonest behaviour by a student which gives them an unfair advantage over others. Malpractice in any form including plagiarism, work that is not your own, collusion, misrepresentation and breach of assessment conditions is unacceptable. CTHS treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA and/ or the HSC.

A good education and the HSC, provides a gateway to tertiary studies for students. Cheating in assessment tasks, whether it be HSC related or not, is a serious offence. The school and the NSW Education Standards Authority take cheating very seriously and have strict rules in place to deal with such matters. As a school, we actively discourage any student engaging in dishonest behaviour resulting in an unfair advantage. With regards to any detected malpractice, the school will make a determination regarding the extent of the malpractice evident in the student's work in order to determine if the task or part thereof will be awarded zero marks.

Honest and ethical practice is clearly outlined in the modules of work completed in the HSC: 'All My Own Work' program. These modules include aspects such as plagiarism, copying another student's work, sharing work with other students, acknowledging sources appropriately, cheating and copyright issues. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures, to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Some courses require students to sign a declaration stating that:

- The work is their own
- The student has properly acknowledged anyone else's words, ideas, designs or work that have been used

Teachers will monitor and record a student's progress of a submitted work. A student's teacher and the Principal must certify that the student completed the work under the teacher's supervision and that it is:

- A student's own work
- Is consistent with a student's earlier drafts and other examples of their work
- Was finished by the due date/time
- Not altered after the submission date/ time.

If teachers cannot certify a student's work, a student may receive fewer or zero marks. If a student is planning a work that they will need to complete at home, the student must seek permission from their teacher.

Misrepresentation

Is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration or omission of information.

Misrepresentation can include but is not limited to:

- Making up journal entries for a project and/or
- Submitting falsified or altered documents and/or
- Referencing incorrect or non-existent sources and/or
- Contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own and/or
- Using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source and/or
- Building on the ideas or words of another person without appropriate acknowledgement and/or
- Using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes, but is not limited to:

- Sharing answers to an assessment with other students and/or
- Submitting work that has been substantially contributed to by another person, such as a student, parent, tutor or subject expert and/or
- Contract cheating by outsourcing work to a third party and/or
- Unauthorised use of artificial intelligence technologies.

Breach of Assessment Conditions

All students undertaking a CTHS assessment task/ examination must comply with the assessment conditions set by CTHS. Malpractice is deemed to occur when a student breaches the conditions set for an assessment and/ or examination in an attempt to gain an unfair advantage.

When assembling for, undertaking, and leaving the examination or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their teachers.

A breach of assessment conditions includes any breach of CTHS assessment tasks and/ or examination rules and procedures including but not limited to concealing notes on their person taken into an examination room or any electronic devices as specified by NESA, such as mobile phones and smart watches of any description.

Any student who is suspected of a breach of examination rules or malpractice during an AP examination will be thoroughly investigated by the examination invigilator. Serious and deliberate acts of malpractice amount to corrupt conduct, and where appropriate the school will report matters to NESA for recording on the official Malpractice Register.

Procedures for Investigating Suspected Malpractice

If a student is suspected of malpractice, they will need to show that all unacknowledged work is entirely their own.

In consultation with Head Teacher - Stage 6, students may be required to:

- Prove and explain their work processes with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas were developed and/or
- Answer questions about the assessment task, examination or submitted work being investigated, to demonstrate a student's knowledge, understanding and skills
- Information gathered will be presented to the Committee comprised of the Deputy Principal and Head Teacher - Stage 6 to make a final determination.

Penalties for Malpractice & Student Appeals Process

Following an investigation, and where malpractice may be determined, the student(s) and their parent(s)/carer(s) will be notified and informed of the consequences, in writing.

If the Committee decides that an academic infringement has been established, the following penalties may range from:

- No mark awarded for the component OR part(s) of the component. The candidate will still be eligible for a grade in the subject
- No final grade awarded in the subject concerned
- The school will record the instance of malpractice in the NESA Malpractice Register.

The Malpractice Register allows NESA to record, assess and analyse the number and type of malpractice offences that occur across the state.

Details are recorded so that:

- Individual students cannot be identified
- Aggregated data does not identify individual schools

Where a student wishes to appeal the decision of the Committee, they must submit the appeal in writing addressed to the Principal within seven school days of the date of the correspondence.

When considering a malpractice appeal, the Principal will only consider:

- If the review process was adequate for determining the outcome
- If the conduct of the review was proper in all respects.

The Principal will not revise results awarded in individual tasks. A teacher's professional judgement cannot be questioned.

Copies of all records of investigation, correspondence and the assessment item or copy will be kept on the student's file.

Managing Assessment Submission Issues Related to Computer Problems

It is the student's responsibility to ensure that appropriate steps have been taken to minimise computer problems. Students should adopt the practice of saving work regularly to the 'Cloud'. All students have a One Drive account to enable this. In the event of a problem with a specific hardware device, students will still be able to access documents from the 'Cloud' at any time and from any device via an internet connection. No consideration will be made for computer problems, including (but not limited to):

- Loss of data
- Failure to print
- Corrupted files, etc
- Upload issues.

Submitting assessment tasks over the internet or networks to online services such as Canvas takes time. If there are significant numbers of submissions, or the submission being made is large, this can take in excess of 10-15 minutes. It is the responsibility of the student to allow reasonable time to submit the task. Students should consult their teacher about making early uploads and/or multiple uploads to ensure an assessment is submitted to Canvas on time.

Whilst school technical support is provided to assist students with several types of computer problems, it is not their responsibility to ensure student files are able to be submitted correctly or in a timely manner.

The school is using third party proprietary software for all online submissions.

WORK ON ASSESSMENT TASKS IN CLASS TIME

Students are not permitted to miss class or use the class time of another subject to complete assessment tasks and/or major works for other courses.

SUSPENDED STUDENTS - ASSESSMENTS

If a student is suspended when an assessment task is due they must:

- Not attend school for the duration of the suspension
- Special arrangements will be made by the school for the completion of assessment tasks
- Miss an in-school assessment task for which an alternative task may be given
- Alert the Senior Executive at the time of the suspension interview they will be missing an assessment task scheduled for submission/ completion during the suspension period.

STUDENT LONG TERM ILLNESS - Use Notification of Long Term Illness Form

It is the student's responsibility to provide information to the Head Teacher - Stage 6 via the above form of any diagnosed long-term illness (such as glandular fever, asthma, chronic fatigue syndrome). This information is necessary to ensure students are provided with learning support in the classroom and/or provisions during assessment tasks/ examinations. There is **no provision for students who have lost assessment/ examination preparation time** as a result of their long-term illness.

Disability Provisions

Disability provisions provide students with practical support to access, read and respond to examinations.

Disability provisions are one way that NESA ensures there are reasonable adjustments available to students with disability so that they can access and participate in the Preliminary HSC on the same basis as students without disability.

Students seeking to apply for Disability Provisions should discuss the matter with Mr Edinborough (Head Teacher Administration) no later than Week 4, Term 1 2025.

Provisions aim to ensure that a student with a disability can read the examination questions and communicate their responses to the markers. The achievement of academic potential is subject to many variables outside the control of NESA, such as teaching, commitment, study and preparation for the examination.

The NSW Education Standards Authority may approve disability provisions for the Preliminary HSC examinations if a student has a disability that would, in a normal examination situation, prevent them from:

1. Reading the examination questions, and/or
2. Communicating his or her responses.

Each application must provide:

- **Evidence of a diagnosed disability** - NESA medical, vision or hearing form(s) need(s) to be completed by a qualified health professional relevant to the condition(s). This must include the health professional's comments regarding the impact on the student's ability to access and respond to questions in an examination situation.
- **Functional evidence** - specific measurable data that demonstrate the level of impact in an examination situation. For example, reading results, spelling results and writing samples that meet NESA requirements as outlined on the NESA application. The evidence must be relevant to the provisions requested - for example there is no need to provide writing samples for a student with reading or spelling difficulties.

PRELIMINARY PRACTICAL EXAMINATIONS (projects, submitted works and/or performances)

It is the student's responsibility to read and understand the assessment and reporting documents related to Preliminary HSC courses with practical examinations (projects, submitted works and/ or performances) to ensure they meet all the requirements.

The development and selection of student projects, major works, exhibitions and performances **must also satisfy the below health and safety requirements:**

- Be undertaken within the operating guidelines and directives of education authorities and/or schools,
- Recognise and reflect relevant state and national legislation, regulations and standards including those relating to workplace health and safety (WHS), animal welfare, dangerous goods, hazardous substances and weapons.

Any Preliminary HSC project that might be considered dangerous to health or safety may not be marked.

Prohibited weapons, replicas and related articles

Student projects, major works, bodies of work, exhibitions and performances should not produce, display or use prohibited weapons, replicas, or related articles. Plastic toys and other objects that would not be mistaken for real weapons are permissible. Students using such toys to represent a weapon in a performance must advise the markers before they begin their performance.

Examples of prohibited weapons, replicas and related articles include, but are not limited to, firearms, knives, crossbows, archery bows and arrows, catapults, kung fu sticks or nunchaku, batons, spear guns, handcuffs and self-defence sprays.

WHS Certification

Where student projects, major works, exhibitions and performances involve the production or modification of items or processes that would normally require WHS certification for sale or use in the community or workplace, they must carry appropriate certification by an accredited person in accordance with Australian Standards. Examples of situations where WHS certification should be provided include, but are not limited to, works involving electrical voltages in excess of 32 volts and/or high currents, welded structures and components under load, vehicles and trailers, pressure vessels and flammable gases.

DO YOU HAVE TO DO NON-ASSESSMENT ASSIGNMENTS/EXAMINATIONS?

Yes! One of the conditions of completing a course satisfactorily is that the student must apply themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (NSW Education Standards Authority ACE Manual 8019). Class work, homework and assignment work may also be based on mandatory outcomes for the course as described by the Syllabus for that course, and as such must be completed satisfactorily.

Student Work

CTHS may use student assessment task responses, including performances, language / speaking examinations and submitted works, to help teachers and students understand the required standards in a course. These materials include samples of student work in printed or electronic form.

Course Completion

The Principal must certify that a student has completed the following course completion criteria:

- Followed the course
- Applied themselves with diligence and sustained effort to the set tasks and experiences that school have provided in the course
- Achieved some or all the course outcomes
- Completed the compulsory course requirements (where applicable) such as VET work placement hours.

In extreme circumstances the Principal and Director, Educational Leadership may expel a student for unsatisfactory participation in learning

The grounds for expulsion will be 'unsatisfactory participation in learning for students aged 17 years and over, where they are at risk of receiving an 'N' determination (non-completion of course requirements) in a minimum of two courses and has received a minimum of two written 'N' warnings in each course'.

The Principal will:

- Advise the student of the tasks or actions to be undertaken and alerted the student to the possible consequences of receiving two written 'N' warnings or a final 'N' determination.
- Provide the student with a formal written notice of potential expulsion for unsatisfactory participation from the school
- Provide the student with the opportunity, time and appropriate support to complete the course requirements.

SITUATIONS WHICH MAY ARISE REGARDING TASKS

Non-AP Assessment Task Procedures

1. ABSENCE ON THE DAY OF NOTIFICATION OF AN ASSESSMENT TASK

If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their **first day back at school**.

2. LATE ARRIVAL ON THE DAY OF AN ASSESSMENT TASK

School records must show that a student attended **all timetabled classes on the day of an assessment task**. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a **ZERO** mark being given for the task.

3. AT-HOME TASKS

Unless otherwise stated by the teacher, tasks completed at home will be due at the beginning of the first period of the subject on the day determined. Late work will receive a **ZERO** mark unless there is a valid reason and supporting documentation.

4. ABSENCE ON THE DAY OF A NON-AP ASSESSMENT TASK

Use Explanation of Absence Form

A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task must:

- Upload non-exam tasks, regardless of whether it is completed, by the due date as a good faith gesture
- Complete an Explanation of Absence from an Assessment Task Form and submit this to the relevant Head Teacher KLA (if the Head Teacher KLA is absent please submit to the Head Teacher Stage 6) at the beginning of the first day of return to school
- Provide appropriate supporting documentation at the same time as the above form.

If the absence is due to a medical condition that prevented them from completing the task, they must fill in the **Explanation of Absence from an Assessment Task** form and support this with a CTHS medical certificate completed by a medical professional. Non-AP hand-in assessment tasks are to be submitted or completed on the **first day of their return** to school, with the form attached to the front of the task, to the relevant KLA Head Teacher regardless of whether it is completed.

A copy of the Medical Certificate must also be provided to the student window to ensure an accurate record of attendance.

On the first day of return to school, students should arrive ready to sit in-class assessment tasks. If the reason for the absence is accepted, a substitute task may be given or an extension of time to complete the task may be granted. In exceptional circumstances, where a student cannot complete the assessment task, the Principal, with permission from the Quality in Credentialling Unit, NESA may authorise the use of an estimate mark. If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a **ZERO** mark.

Students should expect to complete non-AP examinations on the first day of their return to school.

A copy of the Medical Certificate must also be provided to the student window to ensure an accurate record of attendance.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their Explanation of Absence application declined, the school must record a zero mark for the assessment task.

5. REQUESTING A LEAVE OF ABSENCE DURING THE SCHOOL TERM

Use Explanation of Absence from an Assessment Task form

Approval for an **Application for Extended Leave - Travel** will be determined according to the best interests of the student and course cohort, while also ensuring the integrity of the task is maintained. If leave is approved, it is the student's responsibility to complete the appropriate leave application, obtained from the Student Window and to speak with the relevant Head Teacher KLA prior to the leave about the decision regarding any alternate arrangements deemed appropriate. If a suitable arrangement cannot be found then a **zero mark** will be awarded for any assessment task missed. If leave is not approved and the family decision is to still take leave, a **zero mark** will be awarded for any tasks missed.

Should special circumstances arise where a student is aware in advance they will be absent on the day of an assessment task, they should complete an Explanation of Absence from an Assessment Task Form and submit this with supporting evidence to the **relevant Head Teacher KLA**. If the reason is accepted, a substitute task or an extension may be given, whichever is appropriate.

6. ILLNESS OR MISADVENTURE ON THE DAY OF A NON-AP ASSESSMENT TASK

Use Illness or Misadventure Appeal form

If a student believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant KLA Head Teacher **prior** to the task. Students may complete an **Illness or Misadventure Appeal** form and hand it to the **HT Stage 6** with the appropriate documentation not more than 48 hours after the assessment date.

For illness the Medical Certificate must:

- Be current and specified to the date and time of the task/ examination,
- Provide contemporary evidence of the illness, as observed by the attending medical professional
- Provide the date of onset of the illness
- Clearly outlines the impact experienced by the student at the time of attempting the task/ examination
- Any and all other dates of consultation in relation to the illness
- Submitted via a CTHS Illness or Misadventure Forms and CTHS Medical Certificate proforma
- **Submitted on the day of the assessment task** to the Head Teacher Stage 6
- No Illness or Misadventure Appeal will be considered **after results of the assessment task** have been distributed to students.

A copy of the Medical Certificate must also be provided to the student window to ensure an accurate record of attendance.

For misadventure the supporting documentation must:

- Evidence explaining how the student's performance in the task/ examination may have been impacted
- Specific details of the misadventure
- Date(s) and time(s) of the occurrence(s)

7. QUERYING THE RESULT OF A SCHOOL ILLNESS/ MISADVENTURE APPLICATION

If a student needs clarification of an Illness/ Misadventure determination, it is their responsibility to discuss their concern with the Head Teacher Stage 6, not more than five school days after being provided with a determination. If a student doesn't raise any issues with the outcome of an Illness/ Misadventure application within this time, there is no recourse for a student to do so at a later date.

The Appeals Process

Students appealing the result of a school Illness/ Misadventure application in a Stage 6 course must:

- Submit their appeal, in writing, to the Head Teacher Stage 6 and
- Provide evidence that the determination was inconsistent with the application of the Illness/ Misadventure criteria.

Appeals will be determined by the Principal, who will consider the written information supplied by the appealing student, the Illness/ Misadventure Committee and the CTHS Assessment Policy.

The Principal will make a prompt decision and determine whether:

- The procedures used for determining the Illness/ Misadventure outcome conforms with the guidelines
- There are no clerical errors in the determination of the outcome.

A teacher's professional judgement cannot be questioned.

The Principal will inform the student of the outcome of the review.

8. DISABILITY PROVISIONS FOR SCHOOL-BASED ASSESSMENT TASKS/EXAMINATIONS

Students must apply for Disability Provisions via the HT Administration, where a form and appropriate medical documentation needs to be provided by Week 4, Term 1, 2025.

AP Examination Procedures

The published AP timetable is final and individual times and dates of examinations/tasks are not subject to change so as to accommodate individual circumstances or preferences.

1. ABSENCE FROM AN EXAMINATION TASK DURING THE AP1 OR AP2 EXAMINATION PERIOD

Use Illness or Misadventure form

For illness information provided must:

- Be current and specified to the date and time of the task/ examination,
- Provide contemporary evidence of the illness, as observed by the attending medical professional
- Provide the date of onset of the illness
- Clearly outlines the impact experienced by the student at the time of attempting the task/ examination
- Any and all other dates of consultation in relation to the illness
- Submitted via a CTHS Illness or Misadventure Forms and CTHS Medical Certificate proforma
- **Submitted on the day of the assessment task or on the first day of return to school** following the assessment task to the Head Teacher Stage 6
- No Illness or Misadventure Appeal will be considered **after results of the assessment task** have been distributed to students.

A copy of the Medical Certificate must also be provided to the student window to ensure an accurate record of attendance.

For misadventure information provided must:

- Evidence explaining how the student's performance in the task/ examination may have been impacted
- Specific details of the misadventure
- Date(s) and time(s) of the occurrence(s).

2. QUERYING THE RESULT OF A SCHOOL ILLNESS/ MISADVENTURE APPLICATION

If a student needs clarification of an Illness/ Misadventure determination, it is their responsibility to discuss their concern with the Head Teacher Stage 6, not more than five school days after being provided with a determination. If a student doesn't raise any issues with the outcome of an Illness/ Misadventure application within this time, there is no recourse for a student to do so at a later date.

The Appeals Process

Students appealing the result of a school Illness/ Misadventure application in a Stage 6 course must:

- Submit their appeal, in writing, to their Head Teacher - Stage 6 and
- Provide evidence that the determination was inconsistent with the application of the Illness/ Misadventure criteria.

Appeals will be determined by the Principal, who will consider the written information supplied by the appealing student, the Illness/ Misadventure Committee and the CTHS Assessment Policy.

The Principal will make a prompt decision and determine whether:

- The procedures used for determining the Illness/ Misadventure outcome conforms with the guidelines
- There are no clerical errors in the determination of the outcome.

A teacher's professional judgement cannot be questioned.

The Principal will inform the student of the outcome of the review.

Procedure when Absent for an AP Examination

1. **The student** must contact the Head Teacher Stage 6, preferably prior to or on the day of the scheduled examination, to inform them the student will not be doing the examination. Documentation should be provided no later than 48 hours after the final date listed as unfit to attend school by the medical practitioner on the medical certificate
2. **The student** will report to the HT Stage 6 on the day or the first day they are well/available with the appropriate documentation **Illness or Misadventure** form and a **CTHS Medical Certificate** (for illness) **OR other appropriate supporting documentation** (for a non-medical reason)
3. The Head Teacher Stage 6 will issue a rescheduled date and time based on the student's **next available free slot within their examination timetable**.

Note:

- A student who knows they will be absent from an examination due to a sporting, family or other reason must see the HT Stage 6 **prior** to the examination period and provide supporting documentation
- Students sitting a rescheduled AP examination should expect to be given an alternate examination paper

An **Illness or Misadventure** form should be submitted at the time a rescheduled examination is requested, but not later than 48 hours after the examination date.

If a student does not complete an examination, and has their illness/misadventure application declined, the school must record a zero mark.



2025 EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK
(for all NON-AP assessment tasks)

Non-AP Assessment Tasks - Take this form to the KLA HT who will then forward it to the HT Stage 6.

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

A copy of the medical certificate must also be provided to the student window.

Student's name: _____ Date: _____

Course name: _____ Teacher: _____

Date of assessment task: _____ Year: ☐ 11 ☐ 12

Assessment task details - **attach a copy of the assessment notification to this form**

Students must explain the reason for absence from the assessment task: (evidence should be attached to this form)

Student's signature: _____

Parent's signature: _____

Take this form to the Head Teacher KLA

For Office Use Only

Was this Assessment Task rescheduled? ☐ Yes ☐ No

Head Teacher KLA Decision:

Date: _____

Date student informed: _____

Please return completed form to Head Teacher Stage 6



2025 ILLNESS OR MISADVENTURE

A student who believes that circumstances occurring immediately prior to or on the day of a non-AP assessment task or AP examination, which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the **Head Teacher Stage 6, no later than the next school day after the AP examination or BEFORE the marks of an assessment task have been returned. A copy of the medical certificate must also be provided to the student window.**

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

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy - unless there is evidence of a sudden recurrence during the examination period
- Conditions for which disability provisions have been granted, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

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

| | | |
|--|--|---|
| Student's name: _____ | | Year: <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Name of Assessment task/s or AP examination affected: _____ | | |
| Original date of assessment task/s or AP examination: _____ | | |
| Attach a copy of the assessment notification for a non-AP assessment task | | |
| Students must describe how the illness or misadventure suffered has affected their performance in the assessment task or AP examination. Attach independent evidence of the illness or misadventure (CTHS Medical Certificate, counsellor report etc. If the space below is not adequate please use the reverse) | | |
| _____ _____ _____ | | |
| Was the task attempted/on the original date? | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Was the task rescheduled? <input type="checkbox"/> Yes <input type="checkbox"/> No | | What was the rescheduled date? _____ |
| Did you notify a teacher that you were submitting an Illness or Misadventure Form immediately prior to, or during the task? <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| If 'Yes' then who? _____ | | |
| Student's signature: _____ | | Date: _____ |
| Parent's signature: _____ | | Date: _____ |
| Please submit this application to the Head Teacher, Stage 6 no later than one day after the assessment task or AP exam period had ended. | | |
| For Office Use Only | | |
| Date submitted: _____ | | Received by: _____ |
| Assessment Committee Decision: | | |
| | | |



NOTIFICATION OF LONG TERM ILLNESS
To be lodged with the **Head Teacher Stage 6**

Student's name: _____ Year: ☐ 11 ☐ 12

Date: _____

Long term illness (brief description of illness):

Attached a copy of your medical diagnosis and medical action plan

Student's signature: _____

Parent's signature: _____

[Top](#)

12 May 2025



Cherrybrook Technology High School
28 - 44 Purchase Rd Cherrybrook. 2126
Ph: 9484 2144

MEDICAL CERTIFICATE

Doctor's name:.....Date:

Address:.....

I certify that on the above date I examined
(student's name)

- ☐ The patient is suffering from
(diagnosis provided with patient's consent where possible)
- ☐ Is suffering from a medical condition of a confidential nature.

In my opinion this condition will affect the completion of the following: (please tick)

| | In minor way | Moderately | Severely |
|-----------------------|--------------------------|--------------------------|--------------------------|
| CLASS ATTENDANCE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| WRITTEN ASSIGNMENTS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PRACTICAL ASSIGNMENTS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PRIVATE STUDY | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For the period: to.....

EXAMINATIONS: The student is unable to sit for examinations on:.....

OTHER REMARKS:.....

.....

.....

.....
Signature of medical practitioner

Doctor stamp (include provider number)

SENIOR FLEXIBLE TIMETABLES

Some students in Year 11 may be eligible for a Senior Study Leave Pass which allows them to start late or finish early on certain days where they meet certain criteria.

Eligibility Criteria for a Senior Study Leave Pass

All senior students are automatically eligible for a study period on Tuesday period 6, therefore, no formal application for a Senior Study Leave Pass is required for this particular day and time. In addition to this, students may be deemed eligible for a Senior Study Leave Pass for any day in which their timetable shows study periods for:

- Period 1 **OR**
- Periods 1 **and** 2 **OR**
- Periods 3 **and** 4 **OR**
- Periods 5 **and** 6 **OR**
- Period 6
- Students must have a proven record of regular attendance to all lessons.

Please note: A Senior Study Leave Pass will **NOT** be provided for study periods in the **middle of the day** ie periods 3 or 4 and therefore students are expected and required to stay on the school grounds, either in the library study area or the senior study room to undertake homework and/or course work revision. Flexible timetables only apply to those who meet the above stated criteria.

Study Leave Pass Rules

- Students are granted this privilege at the discretion of the Deputy Principal and there is an expectation students, at the time of application, have a proven record of regular attendance at school and to their lessons
- Students must apply to the Deputy Principal in the manner stated below to take advantage of this privilege. It is **NOT** automatically granted. Each time a student's timetable changes due to the withdrawal of subjects, it is the student's responsible to re-apply to have their Senior Study Leave Pass amended.
- Students must carry their Senior Study Leave Pass on their person at all times during school days, failure to do so will suspend the permission to leave the school at the times indicated on the pass for any day the student doesn't have the pass
- Students must, when requested by school staff or Police, present their Senior Study Leave Pass to prove they are eligible to leave the school premises. Failure to present the Senior Study Leave Pass is a breach of school rules and the student will be subject to the School Discipline Code.

Senior Study Leave Pass Application Procedure

1. Students can only apply for a Senior Study Leave Pass once their dropped subjects have been removed from their timetable
2. A link to a Google application form will be emailed to parents/carers
3. Parents/carers to complete and approve the Senior Study Leave Pass Google application form
4. Students must then submit their **updated timetable** to Mrs Gatt
5. Applications are accepted twice per term **only**.

Note: Until students have applied for and received their Senior Study Leave Pass card, they must follow school procedures and attend all lessons for the whole day.

Once students have been allocated a Senior Study Leave Pass card, the rules are as follows:

Year 11

- You **MUST sign in and out** via the **student window** each time and present your **card**
- If you do **not** have a timetabled class period 1, you may attend school from period 2 onwards
- If you do **not** have a timetabled class period 6, you may leave school after period 5
- To be eligible to leave school throughout the day, you must have at least two consecutive free periods
- Single periods (from periods 2-5) do not qualify
- Senior Study Leave Pass applications occur twice per term.

Year 12

- You **MUST sign out** via the **finger swipe** machine, but **sign back in** via the **student window** each time and present your **card**
- If you do **not** have a timetabled class period 1, you may attend school from period 2 onwards
- If you do **not** have a timetabled class period 6, you may leave school after period 5
- To be eligible to leave school throughout the day, you must have at least two consecutive free periods
- Single periods (from periods 2-5) do not qualify
- Senior Study Leave Pass applications occur twice per term.

Please note: If you arrive late to school, you must sign in via the student window. Late students must *NOT* use the finger swipe machine.

If a request to withdraw from a subject has been submitted to Miss Adamou, please wait until this has been processed before the application for a Senior Study Leave Pass is submitted.

Technical and Vocational Education and Training (TVET) Students

Coordinator

The TVET Program at CTHS is managed and coordinated by Mrs Franchesca Arroyo, Careers Adviser. All applications, attendance, course requirements and work placements are to be forwarded to her. Students will be invited to join the Canvas course page.

Attendance

Students who are accepted into a TVET course are required to commit themselves for the whole course and should be aware they may miss some school lessons in order to meet their commitments with TAFE. It is the student's responsibility to liaise with their school teachers and catch up on any classes missed whilst attending their TVET course. TAFE classes will still run on pupil free days.

Regular attendance is a requirement for the successful completion of all TVET courses and students must be prepared to attend all lessons, even during examination periods, school development days, sports carnivals, etc. An Absence Form must be completed for **every** full or partial absence from a TAFE class. If a student is absent due to illness, a medical certificate must be provided. This form must be returned to the TVET Coordinator, Mrs Arroyo, rather than the TAFE teacher.

If a student needs to arrive late or leave TAFE early, a signed note from a parent must be authorised by the TVET Coordinator, then given to the TAFE teacher on the day.

Students will be given a TAFE pass at the beginning of their course which allows them to leave class, only at the designated time, to attend TAFE. Students must keep this card on their person as they are expected to show this pass to any teacher and authorities who asks to see it. Without this card, students may not be given permission to leave class. If a pass is lost, students are required to seek a replacement card from the TVET Coordinator urgently.

If a student arrives late to school they are required to indicate to staff at the student window that they are a TAFE student, which will ensure accurate attendance records.

Students who have a school **assessment task or AP examination** which **clashes with their TAFE class**, must see the TVET Coordinator prior to the date, to **complete a TAFE Absence Form**. Students are required to present themselves to school assessment tasks and AP examinations on the advertised date and time.

Behaviour and Course Completion Criteria

Students are required to apply diligence, sustained effort and appropriate behaviour at TAFE. Email will be the main mode of communication between TAFE and school. If there are concerns, TAFE will issue an official warning letter detailing what is required to satisfactorily complete the course of study. This letter will be mailed to parents. The school will also be notified and the TVET Coordinator will meet with the student. After two official letters of warning are issued and improvements are not made, the student will be issued with an 'N' Determination. This will mean that the student is unable to include the TVET course as units of study towards the Year 11 or HSC year.

Uniform

It is a school requirement students attend their classes in full school uniform. If a TVET course requires specific dress standards, such as protective clothing, then students can get changed at TAFE making sure they also arrive on time to class.

Work Experience

Year 11 students wishing to undertake work experience during their Year 11 year of study, must complete an application form, obtained from the TVET Coordinator. They must ensure their work experience does **NOT** clash with one or more assessments tasks. They must also understand, they bear the responsibility of catching up on any missed work. Work experience can be approved during all vacation periods, except January.

2025 TVET Student Absence Notification

Instructions

Students are to complete the form below and **return to Mrs Arroyo within 24 hours**. A Medical Certificate must be attached when absent for illness. Tick the college coordinator.

| | | |
|-----------------|---|---|
| | TVET College Coordinator at: | |
| College: | <input type="checkbox"/> Hornsby <input type="checkbox"/> Meadowbank <input type="checkbox"/> Ultimo <input type="checkbox"/> Richmond | <input type="checkbox"/> St Leonards <input type="checkbox"/> Bradfield College <input type="checkbox"/> Ryde |
| From: | TVET School Coordinator Franchesca Arroyo Email: franchisesca.arroyo@det.nsw.edu.au Tel: 9484 2144 | |
| School: | Cherrybrook Technology High School | |

| Student's Details - To be completed by student and parent | |
|--|--|
| Student's Name: | |
| Year: | <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12 |
| Course: | |
| Date: | was / is / will be absent on: |
| Due to: (must have Doctor's Medical Certificate if sick) | <input type="checkbox"/> Medical Certificate is attached (if applicable) |
| Signatures: | Student: Date: Parent: Date: |
| School TVET Contact: | |
| Signature: Date: | |

EXAMINATION ADVICE FOR ASSESSMENT PERIOD EXAMINATIONS

Please Note the Following:

- Students must present their student card at every examination.

Arrival

- Arrive at least five minutes before examinations. Relax. Ready yourself.

Reading Time

- Reading time is for reading. Complete Attendance Slip when instructed.
- **NO writing or highlighting may be undertaken during reading time. A staff member will advise you when you may use a pen.**

Written Examination Venue

- Please **check the school examination timetable** to determine where your examination will be held (usually the MPC, or rooms in A Block and/or B Block).

Lateness to Examinations

- Students may be admitted up to one hour after a written examination has started, dependent upon circumstances. Students are not allowed to leave early from an examination.

Conduct During the Examinations

- **Full school uniform must be worn to every examination.** Names of students out of uniform will be recorded but no 'Out of Uniform' slip will be issued. Students must expect to be asked by teachers on examination duty to demonstrate they are wearing full school uniform if this cannot be easily ascertained. Students are to present themselves to E2.3 the first day back after the AP period has finished to complete their uniform detention.

You Must NOT:

- Wear a programmable or smart watch, eg an Apple Watch, into the examination room
- Have your mobile phone with you in any examination. **It must be in your bag and turned off. Please note, for the HSC NO MOBILE PHONES ARE ALLOWED INTO THE EXAMINATION ROOM**
- Have any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (eg. iPads, etc.), music players or electronic dictionaries, headphones.
- **Wear a wrist watch in the examinations** - they must be placed in a clear plastic bag that is located on the floor underneath the examination table. No plastic wristbands are permitted in any examination room
- Speak to any person other than a supervisor during an examination
- Behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- Attend an examination while under the influence of alcohol or illegal drugs
- Take into the examination room, or refer to during the examination, any books or notes, the examination timetable, any paper, or any equipment other than the equipment listed in this document
- Smoke in and around the school grounds
- Eat in the examination room except as approved by the presiding officer, e.g. for diabetic students. The only food/liquid you are permitted is water and it must be in a clear plastic bottle
- Take any writing booklets, whether used or not, from the examination room. Examination question papers may not be removed at the end of the examination
- Use liquid paper
- Take into the examination room anything other than a clear (no colour) see through pencil case or plastic bag for your equipment.

Student Identification

- Students must place their **School ID Card** on the desk in the examination room.

Failure to follow these procedures may result in a 'zero' being awarded for the exam

A reminder, parents must follow NSW Department of Education and CTHS Policy when entering school grounds by only presenting to the Front Office. Parents are not allowed to approach examination rooms.

Student absences from an examination

- Refer to [Page 8](#)

Examination Equipment

- It is the student's responsibility to attend an examination with the necessary equipment, the school is unable to loan equipment
- only use a **BLACK** non-erasable pen is permitted
- You may only take the equipment listed for particular examinations into the examination room. No other equipment is allowed
- Any equipment brought into the examination room will be subject to inspection before and during the examination
- It is the student's responsibility to supply equipment that is in good working order. This includes calculators
- Equipment failure is not grounds for an appeal under misadventure provisions
- Supervisors will not be responsible for the safekeeping of any unauthorised material.

Equipment for all Examinations

- You are expected to provide your own pens, pencils, erasers and a ruler marked in millimetres and centimetres, for all examinations. **These are only allowed to be enclosed in a clear (no colour) pencil case, or clear (no colour) plastic bag.**
- You may use a pencil sharpener and/or highlighter pen.

The following list shows the examinations for which you are to bring specific equipment, as there may be some examination questions that require the use of this equipment. If an item is listed as optional, it means that there will be no examination questions for which the item is essential. But you may bring and use it if you wish.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

Equipment for Specific Examinations

This list details specific equipment that students are expected to bring for particular examinations. Only those examinations that require specific equipment are listed.

| | |
|---------------------------------|---|
| Agriculture | <ul style="list-style-type: none">NESA-approved calculatorsPencil |
| Biology | <ul style="list-style-type: none">NESA-approved calculatorsPencil |
| Business Studies | <ul style="list-style-type: none">NESA-approved calculators |
| Chemistry | <ul style="list-style-type: none">NESA-approved calculators |
| Earth and Environmental Science | <ul style="list-style-type: none">NESA-approved calculatorsPair of compassesPencilProtractorSet squares |
| Economics | <ul style="list-style-type: none">NESA-approved calculators |

| | |
|--|--|
| Engineering Studies | <ul style="list-style-type: none"> • NESA-approved calculators • pencil • Pair of compasses • Protractor • Set squares • Circle templates • Isometric/ellipse templates |
| Geography | <ul style="list-style-type: none"> • NESA-approved calculators • Pair of dividers • Pair of compasses • Protractor • Coloured pencils and/or coloured felt pens • (Optional) a hand-held magnifying glass • (Optional) a piece of string or thread for measuring |
| Hospitality (VET) | <ul style="list-style-type: none"> • NESA-approved calculators |
| Industrial Technology | <ul style="list-style-type: none"> • NESA-approved calculators • Pencil • Pair of compasses • Protractor • Set squares |
| Information Processes and Technology | <ul style="list-style-type: none"> • Pencil |
| Investigating Science | <ul style="list-style-type: none"> • NESA-approved calculators • Pencil |
| Languages | <ul style="list-style-type: none"> • Unannotated monolingual and/or bilingual print dictionaries may be used in Latin exams, as well as all Beginners, Continuers, [Language] in Context, [Language] and Literature and Extension courses in modern languages • No dictionaries may be used in classical Greek or classical Hebrew exams • Digital dictionaries are not permitted • Specialist dictionaries such as grammar dictionaries, dictionaries of idioms or syllabary dictionaries are not permitted. |
| Mathematics Standard 1, Mathematics Standard 2 | <ul style="list-style-type: none"> • NESA-approved calculators • Ruler |
| Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2 | <ul style="list-style-type: none"> • NESA-approved calculators • Ruler |
| Physics | <ul style="list-style-type: none"> • NESA-approved calculators • Pencil |
| Science Extension | <ul style="list-style-type: none"> • NESA-approved calculators • A desktop or laptop computer with the lockdown browser pre-installed • Headphones (wired) to listen to audio stimulus for questions • A physical keyboard (wired or wireless) • A pointing device such as a mouse for navigation <p>Your presiding officer can provide you with blank working paper</p> |
| Software Design and Development | <ul style="list-style-type: none"> • Pencil |

View a list of NSW Education Standards Authority (NESA)-approved calculators below:

Approved: September 2024

NESA provides an approved calculator list for the purpose of ensuring the fairness and integrity of examinations.

NESA approved calculators can be used in some examinations. Examinations for which students are permitted to use an approved calculator are listed above.

The calculators in the table below are referred to as 'scientific' calculators and are approved for use in 2025. These calculators meet the requirements as listed below under calculator features.

Candidates are expected to familiarise themselves with a calculator's operation before the examination. Instruction booklets or cards (eg. reference cards) on the operation of calculators are NOT permitted in the examination room.

Calculators must have been switched off/reset for entry into the examination room.

Approved calculators

The following calculators are approved for 2023 HSC exams onwards.

| Brand | Product |
|-------------------|---|
| Abacus | <ul style="list-style-type: none"> • SX-II MATRIX a • SX-II MATRIX n |
| Canon | <ul style="list-style-type: none"> • F717SGA • F-715SG • F-730SX |
| Casio | <ul style="list-style-type: none"> • fx-82AU • fx-82AU PLUS • fx-82AU PLUS II 1st or 2nd Edition • fx-8200AU • fx-85MS • fx-100AU • fx-100AU PLUS 1st or 2nd Edition • fx-350MS |
| Hewlett-Packard | <ul style="list-style-type: none"> • HP10S • HP10S+ • HP300S+ • HP 10sII |
| Jastek | <ul style="list-style-type: none"> • JasCS1 • JasCS EVO • JasCS2 EVO |
| RSB | <ul style="list-style-type: none"> • FB 350MS |
| Scholar | <ul style="list-style-type: none"> • SC-250MX |
| Sharp | <ul style="list-style-type: none"> • EL-531TH • EL-531THB-GR • EL-531THB-WH • EL-531VH • EL-531WH • EL-531X • EL-531XH • EL-W531HA • EL-W532TH • EL-W532THB-WH • EL-W532XH |
| Texas Instruments | <ul style="list-style-type: none"> • TI-30XB MultiView • TI-30X Plus MathPrint |

Accessible Calculators

The following accessible calculators have been approved for use in examinations by students with low vision or vision impairment.

Students who are unable to use the approved accessible calculators in the list below, may apply to use an appropriate alternative (including the Desmos $\sqrt[3]{27}$ - Scientific Calculator App) through Mr Edinborough.

| Brand | Product |
|-------------------|--|
| SciPlus | <ul style="list-style-type: none"> • SciPlus – 2200 • SciPlus – 2300* • SciPlus – 3300* (from the 2025 HSC) |
| Texas Instruments | <ul style="list-style-type: none"> • Orion TI-30XS Multiview* |

* Students wishing to use the calculator's speech output function must apply through NESAs HSC Disability Provisions program, please see Mr Edinborough.

Features of Approved Calculators

In addition to the features commonly available on calculators, the NESAs-approved scientific calculators can typically:

- Calculate in scientific notation: EXP or $\times 10^x$
- Calculate powers and roots: x^2 and \sqrt{x} ; x^3 and $\sqrt[3]{x}$; x^n and $\sqrt[n]{x}$
- Calculate reciprocals: x^{-1} or $\frac{1}{x}$
- Evaluate logarithms and exponentials: $\ln x$ and e^x ; $\log_{10} x$ and 10^x
- Calculate trigonometric and inverse trigonometric values: $\sin x$, $\cos x$, $\tan x$, $\sin^{-1}x$, $\cos^{-1}x$ and $\tan^{-1}x$
- Calculate permutations and combinations: nP_r and nC_r
- Convert between polar and Cartesian form
- Perform basic statistical operation to obtain measures such as mean, median lower and upper quartiles and standard deviation
- Perform linear regression.

Calculator Features that are not Permitted

A NESAs approved calculator may NOT:

- Be programmable (a calculator is considered programmable if it can have a sequence of steps entered by the user, and then stored to be executed by the calculator)
- Have graphing capability (A calculator with graphing capability is able to graph data or store, manipulate and graph functions)
- Have computer algebraic system (CAS) functionality. This functionality includes:
 - Differentiation and integration, and the solution of equations
 - Symbolic manipulation such as addition of algebraic expressions and binomial expansion
- Have inbuilt financial functions such as for the calculation of depreciation, annuities, simple and compound interest and break-even point.

ENGLISH
English EAL/D 2 Unit
Year 11 Assessment Schedule 2025

| Task Number | Mandatory Not assessed | Task 1 | Task 2 | Task 3 |
|---------------------------|---|---|--|--|
| Mode of task | Extended responses | Reading and Writing | Multimodal and Listening | Formal written examination |
| Module | Module A – Languages & Texts in Context; Focus on Writing (FOW) | Module A – Languages & Texts in Context; Focus on Writing (FOW) | Module C – Texts and Society; Focus on Writing (FOW) | Module B – Close Study of Text; Focus on Writing (FOW) |
| Prescribed text | <i>Short stories on Displacement</i> | <i>Short stories on Displacement</i> | <i>Various texts including images, film, poetry, speeches and feature articles</i> | <i>2040</i> |
| Timing | Term 1 | AP1 | Term 2 | AP2 |
| Outcomes assessed | EAL11-1A, EAL11-1B, EAL11-4, EAL11-6 | EAL11-1B, EAL11-3, EAL11-4, EAL11-5 | EAL11-2, EAL11-7, EAL11-8, EAL11-9 | All outcomes |
| Form of assessment | Mod A Essay (+ related) FOW | Short Answer Mod A Essay (+ related) FOW | Mod B Multimodal FOW Listening | Mod B Essay Mod C Essay FOW |
| FOW assessment | Imaginative | Imaginative OR Informative | Persuasive | Discursive |
| Short answer 15% | | 15 | | |
| Mod A 15% | 0 | 15 | | |
| Mod B 20% | | | 15 | 5 |
| Mod C 20% | | | | 20 |
| FOW 15% | 0 | 5 | 5 | 5 |
| Listening 15% | | | 15 | |
| Total Weighting % | 0 | 35 | 35 | 30 |

English as an additional language or dialect (EAL/D) Eligibility Declaration

Stage 6 English EAL/D student submission

Student Number:

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Student's Name: _____

School / Institute: _____

Section 1A: School background

Write the required information in the columns below. FILL IN ALL THE BLANKS. If you did not attend school in any of these years, indicate by writing the word 'none' in the column. Principals should sight evidence from the student to support the information given on this form. This evidence could include certificates, school reports or letters from the student's overseas schools.

| School year | Name of school attended | Country in which school was attended | Language(s) of instruction? <i>If more than one language, <u>not</u> including English language lessons, please also complete Section 1B</i> |
|-------------|-------------------------|--------------------------------------|---|
| 10 | | | |
| 9 | | | |
| 8 | | | |
| 7 | | | |
| 6 | | | |
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| K | | | |

Section 1B: Languages of instruction

This section is only for students who attended a school that delivered the curriculum in more than one language, such as a bilingual or international school. This does **not** include English language lessons.

For each year that you attended a school with a bilingual program, as indicated in Section 1A, list the languages and the courses delivered in each language. Principals should sight evidence from the student to support the information given in this section.

| School year | Language | Courses delivered in that language |
|-------------|----------|------------------------------------|
| 10 | | |
| | | |
| 9 | | |
| | | |
| 8 | | |
| | | |
| 7 | | |
| | | |
| 6 | | |
| | | |
| 5 | | |
| | | |
| 4 | | |
| | | |
| 3 | | |
| | | |
| 2 | | |
| | | |
| 1 | | |
| | | |
| K | | |
| | | |

Section 2: Student declaration

Please check carefully all the information you have provided before you sign this statement.

I declare that I have checked the information provided in Section 1 and certify these details are correct.

Student's Name: _____

Student's Signature: _____ Date: ____/____/____

Section 3: School / institute statement

This section is to be completed by the school / institute at which the student is enrolling in the Stage 6 English EAL/D course.

The information supplied by the student is, to the best of my knowledge, true and correct.

The student should be enrolled in the Stage 6 English EAL/D course for the reasons below. Please attach additional sheets if required.

Teacher's details

Name: _____

Email: _____

Signature: _____ Date: ____/____/____

Principal's details:

Name: _____

Email: _____

Signature: _____ Date: ____/____/____

Please ensure that all sections in this application are completed and that any supporting documentation (as appropriate) is attached.

If the school is unable to make a clear determination, this application, along with the supporting evidence, may be emailed to studentsupport@nesa.nsw.edu.au

English (EAL/D) Outcomes

| Year 11 | HSC |
|---|---|
| A student demonstrates an understanding of the relationships between composer, responder, text and context. | A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning. |
| A student identifies and describes relationships among texts. | A student describes and explains different relationships among texts. |
| A student demonstrates understanding of cultural reference in texts. | A student demonstrates understanding of cultural reference in texts. |
| A student develops language relevant to the study of English. | A student uses language relevant to the study of English. |
| A student demonstrates understanding of how audience and purpose affect the language and structure of texts. | A student demonstrates understanding of how audience and purpose affect the language and structure of texts. |
| A student interprets texts using key language patterns and structural features. | A student interprets texts using key language patterns and structural features. |
| A student describes the ways different technologies and media of production affect the language and structure of particular texts. | A student analyses the effect of technology on meaning. |
| A student uses a variety of textual forms appropriately, for different purposes, audiences and contexts, in all modes. | A student adapts a variety of textual forms to different purposes, audiences and contexts, in all modes. |
| A student engages with a wide range of texts to develop a considered and informed personal response. | A student engages with the details of text in order to develop a considered and informed personal response. |
| A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas. | A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas. |
| A student analyses and synthesises information and ideas from a range of texts in a range of modes and media. | A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences. |
| A student draws upon the imagination to transform experience into text. | A student draws upon the imagination to transform experience and ideas into texts, demonstrating control of language. |
| A student reflects on own processes of responding and composing. | A student reflects on own processes of responding and composing. |
| A student reflects on own processes of learning of English. | A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English. |

EAL/D Eligibility Declaration

NSW Education Standards Authority



English as an additional language or dialect (EAL/D) Eligibility Declaration

Information and Declaration Form

Entry requirements for the HSC English EAL/D course

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Year 11 course. This includes Aboriginal and Torres Strait Islander students from remote Indigenous communities where Standard Australian English is not the language of instruction.

The onus is on students to provide evidence of their previous schooling.

In order to apply the above criterion, the principal must determine the main language of instruction at previous schools attended by the student.

An English EAL/D Eligibility Declaration must be completed (by the school and the student) for any student seeking entry to the course. This form is kept by the principal.

For a student who has had a substantially interrupted education, approval may be sought to extend the period of instruction in English to six years or less. The **principal is required to send a submission**, including the completed declaration form to NESA, providing evidence of the student's individual circumstances.

English Studies
2 Unit
Year 11 Assessment Schedule 2025

Mandatory Tasks are compulsory tasks which demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter.

You will receive formal notification for the Assessment Tasks two weeks prior to the task.

The times and dates for these Mandatory Tasks will be provided as you move through this course. These tasks are designed as important checkpoints to ensure you are making proper progress towards meeting outcomes.

| English Studies Program | |
|--------------------------------|--|
| Term 1 | On the Road (including novel study) |
| Term 2 | Digital Worlds |
| Term 3 | Achieving Through English (mandatory module) |

| Timing | | Assessment Schedule | Mandatory Tasks |
|---------------|--------|---|------------------------|
| Term 1 | Week 9 | Task 1 - On the Road - portfolio due | |
| Term 2 | Week 9 | Task 2 - Digital Worlds - Multimodal | |
| Term 3 | Week 9 | Task 4 – Mock interview | |

English Studies Outcomes

| Year 11 course outcomes A student: | Year 12 course outcomes A student: |
|--|---|
| <p>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</p> <p>ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways</p> <p>ES11-4 composes a range of texts with increasing accuracy and clarity in different forms</p> | <p>ES12-1 comprehends and responds analytically and imaginatively 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</p> <p>ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES12-3 accesses, comprehends and uses information to communicate in a variety of ways</p> <p>ES12-4 composes proficient texts in different forms</p> |
| <p>ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts</p> <p>ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> | <p>ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences</p> <p>ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> |
| <p>ES11-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES11-8 identifies and describes relationships between texts</p> | <p>ES12-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES12-8 understands and explains the relationships between texts</p> |
| <p>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</p> | <p>ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences</p> |

**English Standard
2 Unit
Year 11 Assessment Schedule 2025**

Mandatory Tasks are compulsory tasks which demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter about your danger of not meeting Course Completion Requirements.

You will receive formal notification for the Assessment Tasks two weeks prior to the task.

The times and dates for these Mandatory Tasks are suggestions and designed to give you an idea about what your year will look like. See your individual class teacher for final due dates.

| Timing | | Type of Task | Mandatory Tasks (not assessable) |
|--------|------------|--|---|
| Term 1 | Week 8 | | Reading to Write: Half essay on prescribed text due |
| | Week 9 | Task 1 - Reading to Write: Writing portfolio due 30% | |
| Term 2 | Week 1 AP1 | | Task - One hour exam with short answer questions & an extended response on RtW core text |
| | Week 9 | Task 2 - Contemporary Possibilities Multimodel Task 30% | Module A: 300 words on first prescribed text due |
| Term 3 | Week 6 | | Creative Writing Portfolio Task due |
| | Week 7 | | Module B: Full practice essay due |
| | Week 8 AP2 | Task 4 - Two hour examination with extended response questions based on Module A, Module B & the Creative Writing Portfolio 40% | |

| | |
|-----------------------------------|--|
| Reading to write | Students consider how personal experiences and personal histories are transformed into a variety of texts. Central to this module is the developing of the students' capacity to respond perceptively to texts through their own considered and thoughtful writing and reflection. |
| Contemporary Possibilities | Students develop a deeper appreciation and understanding of the power of communication technologies to reach a broad audience for a range of purposes and the significance of this mode of communication in a global world. |
| Close study | A close study of a literary print text, with a particular focus on the ideas and the language forms and features which create meaning |

English Standard Outcomes

These outcomes are derived from the English (Standard) objectives and the content of the Year 11 and HSC courses. They specify the intended result of student learning.

| Year 11 | HSC |
|---|--|
| A student demonstrates understanding of the relationships between composer, responder, text and context. | A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning. |
| A student identifies and describes relationships among texts. | A student demonstrates understanding of the relationships among texts. |
| A student develops language relevant to the study of English. | A student develops language relevant to the study of English. |
| A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses. | A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses. |
| A student describes the ways different technologies and media of production affect the language and structure of particular texts. | A student analyses the effect of technology and medium on meaning. |
| A student engages with a wide range of texts to develop a considered and informed personal response. | A student engages with the details of text in order to respond critically and personally. |
| A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values. | A student adapts and synthesises a range of textual features to explore and communication information, ideas and values for a variety of purposes, audiences and contexts. |
| A student articulates and represents own ideas in critical, interpretive and imaginative texts. | A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives. |
| A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas. | A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas. |
| A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts. | A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences. |
| A student draws upon the imagination to transform experience into text. | A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language. |
| A student reflects on own processes of responding and composing. | A student reflects on own processes of responding and composing. |
| A student reflects on own processes of learning. | A student reflects on own processes of learning. |

**English Advanced
2 Unit
Year 11 Assessment Schedule 2025**

Mandatory Tasks are compulsory tasks that demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter about your danger of not meeting Course Completion Requirements.

You will receive formal notification for the Assessment Tasks two weeks prior to the task.

The times and dates for these Mandatory Tasks are suggestions, and designed to give you an idea about what your year will look like. See your individual class teacher for final due dates.

| Timing | | Type of Task | Mandatory Tasks (not assessable) |
|--------|---------------|--|---|
| Term 1 | Week 5 | | Structured Creative Proposal |
| | Week 8 | | Practice response: Extended response on an RtW core text: Students demonstrate an understanding of how the composer has crafted the piece with a focus on purpose as achieved through narrative choices. |
| Term 2 | Week 2 AP1 | Task 1 - Reading to Write 30% | |
| | Week 8 | | Module A: 300 words on first prescribed text due |
| | Week 10 | Task 2 - Module A: In-class essay 30% | |
| Term 3 | Week 7 | | Module B: Full practice essay due |
| | Week 8 AP2 | Task 3 - Two-hour exam with extended response questions based on Module A, Module B, and the Creative Writing Portfolio 40% | |

English Advanced Outcomes

These outcomes are derived from the English (Advanced) Objectives and the content of the Year 11 and HSC courses. They specify the intended result of student learning.

| Year 11 | HSC |
|---|---|
| A student describes and explains the relationships between composer, responder, text and context in particular texts. | A student explains and evaluates the effects of different contexts of responders and composers on texts. |
| A student describes and explains relationships among texts. | A student explains relationships among texts. |
| | Advanced only A student recognises different ways in which particular texts are valued. |
| A student develops language relevant to the study of English. | A student develops language relevant to the study of English. |
| A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses. | A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses. |
| A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning. | A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning. |
| A student engages with a wide range of texts to develop a considered and informed personal response. | A student engages with the details of text in order to respond critically and personally. |
| A student selects appropriate language forms and features, and structures to explore and express ideas and values. | A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts. |
| A student articulates and represents own ideas in critical, interpretive and imaginative texts. | A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives. |
| A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas. | A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas. |
| A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts. | A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts. |
| A student draws upon the imagination to transform experience into text. | A student draws upon the imagination to transform experience and ideas into text demonstrating control of language. |
| A student reflects on own processes of responding and composing. | A student reflects on own processes of responding and composing. |
| Advanced only A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts. | Advanced only A student explains and evaluates different ways of responding to and composing text. |
| A student reflects on own processes of learning. | A student reflects on own processes of learning. |

**English Extension
1 Unit
Year 11 Assessment Schedule 2025**

Mandatory Tasks are compulsory tasks that demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter about your danger of not meeting Course Completion Requirements.

You will receive formal notification for the Assessment Tasks two weeks prior to the task.

The times and dates for these Mandatory Tasks are suggestions, and designed to give you an idea about what your year will look like. See your individual class teacher for final due dates.

| Timing | | Type of Task | Mandatory Tasks (not assessable) |
|--------|---------------|---|---|
| Term 1 | Week 9 | Task 1 - Creative Writing Task: Imaginative piece 15% | Prescribed Text 1: Formative critical response due |
| Term 2 | Week 2 AP1 | Task - Examination-style task responding to question about Prescribed Text 1 and a related text 15% | |
| Term 3 | Week 1 | Task 2 - Personal Research Project: Multimodal presentation and reflection 40% | |
| | Week 7 | | Prescribed Text 2: Formative critical response due |
| | Week 8 AP2 | Task 3 - Two question paper based on both prescribed texts and a related text 30% | |

English (Extension) Outcomes

Objective A

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- Articulate understanding through speaking, listening, reading, writing, viewing and representing

A student:

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

Objective B

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- Craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts

A Student:

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

Objective C

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- Express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values

A student:

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

Objective D

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- Express understanding of how cultural, historical and social contexts are represented in critical and creative texts

A student:

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

Objective E

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- Reflect on and evaluate their own processes of learning and creativity

A student:

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

MATHEMATICS
Mathematics Standard
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|--|-------------|----------------------------------|---|-----------------------------|
| Nature of task | | Topic test | Topic Task | Examination |
| Timing | | Term 2 Weeks 2 & 3 AP1 | Term 2 Week 9 | Term 3 Weeks 8-10 AP2 |
| Outcomes assessed | | MS2-11-1 MS2-11-3 MS2-11-5 | MS2-11-2 MS2-11-7 MS2-11-9 MS2-11-10 | All |
| Understanding, fluency & communication | 50 | 15 | 15 | 20 |
| Problem solving, reasoning & justification | 50 | 15 | 15 | 20 |
| Total | 100 | 30 | 30 | 40 |

Mathematics Standard Outcomes for the Year 11 Course

- 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
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|--|-------------|------------------------------|-----------------------------------|-----------------------------|
| Nature of task | | Topic Test | Topic Test | |
| Timing | | Term 2 Weeks 2 & 3 AP1 | Term 2 Week 9 | Term 3 Weeks 8-10 AP2 |
| Outcomes assessed | | MA11-1, MA11-2, MA11-9 | MA11-3, MA11-5, MA11-8, MA11-9 | All |
| Understanding, fluency & communication | 50 | 15 | 15 | 20 |
| Problem solving, reasoning & justification | 50 | 15 | 15 | 20 |
| Total | 100 | 30 | 30 | 40 |

Mathematics Outcomes for the Year 11 Course

- 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 1
1 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|--|--------------------|------------------------------|--------------------------------------|-----------------------------|
| Nature of task | | Topic Test | Topic Test | Examination |
| Timing | | Term 2 Weeks 2 & 3 AP1 | Term 3 Week 1 | Term 3 Weeks 8-10 AP2 |
| Outcomes assessed | | ME11-1 ME11-2 ME11-7 | ME11-1 ME11-2 ME11-6 ME11-7 | All |
| Understanding, fluency & communication | 25 | 10 | 5 | 10 |
| Problem solving, reasoning & justification | 25 | 5 | 10 | 10 |
| Total | 50 | 15 | 15 | 20 |

Mathematics Extension 1 Outcomes for the Year 11 Course

- 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

HUMAN SOCIETY AND ITS ENVIRONMENT
Aboriginal Studies
2 Unit
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|-------------|---|---------------------------------------|---|
| Nature of task | | Poster & written response Aboriginality & the Land | Heritage & Identity In class essay | Examination |
| Timing | | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 10 AP2 |
| Outcomes assessed | | P2.2, P3.2, P3.3, P4.1 | P1.2, P3.1, P3.2, P4.1 | P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3 |
| Knowledge & understanding of course content | 40 | | 15 | 25 |
| Investigation, analysis, synthesis & evaluation of information from a variety of sources and perspectives | 15 | 10 | 5 | |
| Research & inquiry methods, including aspects of the Local Community Case Study | 20 | 5 | 5 | 10 |
| Communication of information, ideas and issues in appropriate forms | 25 | 10 | 10 | 5 |
| Total | 100 | 25 | 35 | 40 |

Syllabus Outcomes

- P1.1 Identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3 Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1 Explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 Explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1 Describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2 Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 Explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1 Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2 Undertakes community consultation and fieldwork and applies ethical research practices
- P4.3 Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples.

**Ancient History
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|-------------|---|---------------------------------|--------------------------|
| Nature of task | | Research & presentation, historical investigation | Tiered questions | Tiered questions & essay |
| Timing | | Term 1 Week 9 | Term 2 Week 8 AP1 | Term 3 Week 8 AP2 |
| Outcomes assessed | | AH11-3, AH11-5, AH11-6, AH11-8, AH11-9 | AH11-6, AH11-7, AH11-9, AH11-10 | AH11-1, AH11-3, H11-9 |
| Knowledge & understanding of course content | | 10 | 10 | 20 |
| Historical skills in the analysis & evaluation of sources & interpretations | | 5 | 5 | 10 |
| Historical inquiry & research | | 5 | 10 | 5 |
| Communication of historical understanding in appropriate forms | | 5 | 10 | 5 |
| Total | 100 | 25 | 35 | 40 |

Syllabus 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.

**Modern History
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|-------------|---|--------------------------------|---------------------------------|
| Nature of Task | | Research & presentation, Historical Investigation | Source based task | Examination |
| Timing | | Term 1 Week 7 | AP1 | AP2 |
| Outcomes assessed | | MH11-2, MH11-4, MH11-5, MH11-6, MH11-8, MH11-9 | MH11-2, MH11-3, MH11-7, MH11-9 | MH11-1, MH11-5, MH11-9, MH11-10 |
| Knowledge & understanding of course content | 40 | | 15 | 25 |
| Historical skills in the analysis & evaluation of sources & interpretations | 20 | | 10 | 10 |
| Historical inquiry & research | 20 | 20 | | |
| Communication of historical understanding in appropriate forms | 20 | 10 | 5 | 5 |
| Total | 100 | 30 | 30 | 40 |

Syllabus 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.

Business Studies
2 Unit
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|--|-------------|------------------------------|------------------------|---|
| Nature of task | | Nature of Business test | Business Planning Task | Examination |
| Timing | | Term 2 Weeks 2 & 3 AP1 | Term 2 Week 10 | Term 3 Weeks 8 & 9 AP2 |
| Outcomes assessed | | P1, P2, P6, P9 | P3, P4, P8, P10 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 |
| Knowledge & understanding of course content | 40 | 10 | 10 | 20 |
| Stimulus-based skills | 20 | 5 | 5 | 10 |
| Inquiry & research | 20 | 10 | 10 | |
| Communication of business information, ideas & issues in appropriate forms | 20 | 5 | 5 | 10 |
| Total | 100 | 30 | 30 | 40 |

Syllabus 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.

**Economics
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|--|--------------------|----------------------------|-------------------|--|
| Nature of task | | Topic test | Research | Examination |
| Timing | | Term 2 Weeks 2-3 AP1 | Term 2 Week 10 | Term 3 Weeks 8-9 AP2 |
| Outcomes assessed | | P1, P2, P3, P4, P7, P10 | P8, P9, P10, P11 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 |
| Knowledge & understanding of content | 40 | 10 | 10 | 20 |
| Stimulus-based Skills | 20 | 5 | 5 | 10 |
| Inquiry & research | 20 | 10 | 10 | |
| Communication of economic information, ideas & issues in appropriate forms | 20 | 5 | 5 | 10 |
| Total | 100 | 30 | 30 | 40 |

Syllabus Outcomes

- 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, ideas and issues in appropriate forms
- P11 Applies mathematical concepts in economic contexts
- P12 Works independently and in groups.

**Geography
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting% | Task 1 | Task 2 | Task 3 |
|--|------------|--|-------------------------------|-----------------------------|
| Nature of task | | Skills & Biophysical Interactions (excursion based) | Geographical Investigation | Nature of task exam |
| Timing | | Term 2 Weeks 2 & 3 AP1 | Term 3 Week 3 | Term 3 Week 8 & 9 AP2 |
| Outcomes assessed | | 11.01, 11.02, 11.07 | 11.05, 11.06, 11.08 | 11.03, 11.04, 11.09 |
| Knowledge & understanding of course content | 40 | 15 | 10 | 25 |
| Geographical tools & skills | 20 | 5 | 10 | 5 |
| Geographical inquiry & research, including fieldwork | 20 | 10 | 10 | |
| Communication of geographical information, ideas & issues in appropriate forms | 20 | 5 | 15 | 10 |
| Total | 100 | 25 | 35 | 40 |

Syllabus Outcomes

| | |
|----------|--|
| GE-11.01 | Examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time |
| GE-11.02 | Explains Geographical processes and influences, at a range of scales, that form and transform places and environments |
| GE-11.03 | Explains Geographical opportunities and challenges and varying perspectives and responses |
| GE-11.04 | Assesses responses and management strategies, at a range of scales, for sustainability |
| GE-11.05 | Analyses and synthesises relevant Geographical information from a variety of sources |
| GE-11.06 | Identifies Geographical methods used in Geographical inquiry and their relevance in the contemporary world |
| GE-11.07 | Applies Geographical inquiry skills and tools, including spatial technologies, fieldwork and ethical practices, to investigate places and environments |
| GE-11.08 | Applies Mathematical ideas and techniques to analyse Geographical data |
| GE-11.09 | Communicates and applies Geographical understanding, using Geographical knowledge, concepts, terms and tools, in appropriate forms. |

Legal Studies
2 Unit
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|-------------|------------------|----------------------------------|--------------------|
| Nature of task | | The Legal System | Law in Practice Research task | Examination |
| Timing | | Term 2 AP1 | Term 3 Week 5 | Term 3 AP2 |
| Outcomes Assessed | | P1, P2, P3, P4 | P6, P7, P8, P9 | P1, P2, P4, P7, P9 |
| Knowledge & understanding of course content | 40 | 10 | 10 | 20 |
| Analysis & evaluation | 20 | 5 | 5 | 10 |
| Inquiry & research | 20 | 10 | 10 | |
| Communication of legal information, ideas & issues in appropriate forms | 20 | 5 | 5 | 10 |
| Total | 100 | 30 | 30 | 40 |

Syllabus Outcomes

- P1 Identifies and applies legal concepts and terminology
- P2 Describes the key features of Australian and international
- 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.

**Society and Culture
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---------------------------|-------------|------------------------|-----------------------------|-------------------------|
| Nature of task | | Test | Research task | Examination |
| Timing | | Term 2 AP1 | Term 2 | Term 3 AP2 |
| Outcomes assessed | | P1, P2, P3, P6, P7, P9 | P2, P4, P5, P6, P7, P8, P10 | P1, P2, P3, P4, P5, P10 |
| Knowledge & understanding | 50 | 15 | 15 | 20 |
| Research methods | 30 | 10 | 15 | 5 |
| Communication | 20 | | 5 | 15 |
| Total | 100 | 25 | 35 | 40 |

Syllabus Outcomes

A Student:

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

**Studies of Religion
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|--------------------|---|---|------------------------|
| Nature of Task | | Religions of Ancient Origin Research & Presentation | Judaism & Christianity comparative Class Task | Examination |
| Timing | | Term 2 AP1 | Term 3 Week 1 | Term 3 AP2 |
| Outcomes Assessed | | P2, P3, P4, P7, P9 | P1, P5, P6, P8, P9 | P1, P2, P4, P6, P8, P9 |
| Knowledge & Understanding of Course Content | 40 | 5 | 15 | 20 |
| Source-based Skills | 20 | | 10 | 10 |
| Investigation & Research | 20 | 15 | 5 | |
| Communication of Information, Ideas & Issues in Appropriate Forms | 20 | 10 | | 10 |
| Total | 100 | 30 | 30 | 40 |

Syllabus Outcomes

- P1: Describes the characteristics of religion and belief systems
- P2: Identifies the influence of religion and belief systems on individuals and society
- P3: Investigates religious traditions and belief systems
- P4: Examines significant aspects of religious traditions
- P5: Describes the influence of religious traditions in the life of adherents
- P6: Selects and uses relevant information about religion from a variety of sources
- P7: Undertakes effective research about religion, making appropriate use of time and resources
- P8: Uses appropriate terminology related to religion and belief systems
- P9: Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

CREATIVE AND PERFORMING ARTS
Dance
2 Unit
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|-------------------|-------------|--|---|---|
| Nature of task | | Presentation of Dance Performance Performance of class sequences, including process diary with reflection and safe dance practice research. | Presentation of Solo Composition. Including process diary with critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent. | Written Core Appreciation Examination Presentation of Performance demonstrating dance technique, and performance quality, including process diary, written reflections, observations and research. |
| Timing | | Term 2 AP1 | Term 2 Week 8 | Term 3 AP2 |
| 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, P3.6, P4.4 | P4.1, P4.2, P1.1, P1.2, P1.3, P2.4, P2.5 |
| Performance | 40 | 20 | | 20 |
| Composition | 30 | 10 | 20 | |
| Appreciation | 30 | | 10 | 20 |
| Total | 100 | 30 | 30 | 40 |

Syllabus 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
- P1.4 Values the diversity of dance as an artform and its inherent expressive qualities
- P2.1 Identifies the physiology of the human body as it is relevant to the dancer
- P2.2 Identifies the body's capabilities and limitations
- P2.3 Recognises the importance of the application of safe dance practice
- P2.4 Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 Performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6 Values self-discipline, commitment and consistency in technical skills and performance.

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Drama
2 Unit
Year 11 Assessment Schedule 2025

| Drama | Task 1 | Task 2 | Task 3 | |
|-----------------------------|--|---|--|------------------|
| | Group Performance and Logbook Making Performing | Elements of Production Folio Making Critically Studying | Individual Performance and Logbook Performing Critically Studying Written Examination Critically Studying | |
| ESTIMATED SUBMISSION | Term 2 Week 2 | Term 2 Week 10 | Term 3 Week 8, 9, 10 | |
| Component | Outcomes assessed P1.3, P1.5, P1.6, P2.1, P2.3, P2.4 | Outcomes assessed P1.2, P1.4, P1.5, P3.2 | Outcomes assessed P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3 | Weighting |
| Making | 15 | 25 | | 40 |
| Performing | 15 | | 15 | 30 |
| Critically Studying | | 10 | 20 | 30 |
| Total | 30 | 35 | 35 | 100 |

Syllabus Outcomes

| OBJECTIVE | OUTCOMES | |
|----------------------------|-----------------|--|
| Making | 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 |
| Performing | 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 |
| Critically Studying | 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 |

**Music 1
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|-------------------|-------------|-----------------------|-----------------------------|----------------------------|
| Nature of task | | Performance/ Aural | Composition/ Viva | Performance/ Aural/Viva |
| Timing | | Term 2 AP1 | Term 3 Week 2 | Term 3 AP2 |
| Outcomes assessed | | P4, P6, P8, P10 | P1, P2, P7, P9, P10, P11 | P3, P5, P7, P10, P11 |
| Musicology | 25 | | 10 | 15 |
| Aural | 25 | 10 | | 15 |
| Performance | 25 | 15 | | 10 |
| Composition | 25 | | 25 | |
| Total | 100 | 25 | 35 | 40 |

Syllabus 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 PS: 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
2 Unit
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|-------------------|-------------|----------------------------|--------------------------------------|-----------------------------|
| Nature of task | | Musicology/ Performance | Musicology Composition | Aural/ Performance |
| Timing | | Term 2 AP1 | Term 2 Week 9 Term 3 Week 4 | Term 3 AP2 |
| Outcomes assessed | | P2, P2, P11 | P1, P8, P10, P11 | P3, P4, P6, P9, P11, P12 |
| Musicology | 25 | 10 | 15 | |
| Aural | 25 | | | 25 |
| Performance | 25 | 10 | | 15 |
| Composition | 25 | | 25 | |
| Total | 100 | 20 | 40 | 40 |

Syllabus Outcomes

- 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 topic
- P3 Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensemble
- P4 Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6 Discusses and evaluates music, making constructive suggestions about performances and compositions
- P7 Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8 Understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
- P9 Identifies, recognises, experiments with and discusses the use of technology in music
- P10 Performs as a means of self-expression and communication
- P11 Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 Demonstrates a willingness to accept and use constructive criticism.

Visual Arts
2 Unit
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|-------------------|-------------|---|--|--------------------------|
| Nature of task | | Art making BOW & VAPD | Art studying in-class essay Art making BOW | Art study Examination |
| Timing | | Term 1 Week 9 | Term 3 Week 1 | Term 3 AP2 |
| Outcomes Assessed | | P1, P2, P5, P6 | P3, P4, P7, P8 | P9, P10 |
| Art Making | 50 | Portrait Figurative BOW 20 VAD 10 | Term 3 Week 1 Environment BOW 20 | |
| Art Studying | 50 | | 20 | 30 |
| | | | | |
| Total | 100 | 30 | 40 | 30 |

Syllabus 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.

LANGUAGES
French - Japanese - Chinese Continuers
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task3 |
|------------------------|-------------|--|--|--------------------|
| Nature of task | | Speaking & reading | Listening & writing | All skills |
| Timing | | Term 1 Week 9 | Term 2 AP1 | Term 3 AP2 |
| Outcomes assessed | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 4.1, 4.3 | 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3 | All |
| Speaking | 20 | 10 | | 10 |
| Listening & responding | 30 | | 20 | 10 |
| Reading & responding | 30 | 20 (A) 15, (B) 5 | | 10 (A) 5, (B) 5 |
| Writing | 20 | | 10 | 10 |
| Total | 100 | 30 | 30 | 40 |

Syllabus Outcomes

- 1.1 Uses a range of strategies to maintain communication
- 1.2 Conveys information appropriate to context, purpose and audience
- 1.3 Exchanges and justifies opinions and ideas on known topics
- 1.4 Reflects on aspects of past, present and future experience
- 2.1 Applies knowledge of language structures to create original text
- 2.2 Composes informative, descriptive, reflective, Japanese persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 Structures and sequences, ideas and information
- 3.1 Conveys the gist of texts and identifies specific information
- 3.2 Summarises the main ideas
- 3.3 Identifies the tone, purpose, context and audience
- 3.4 Draws conclusions from or justifies an opinion
- 3.5 Interprets, analyses and evaluates information
- 3.6 Infers points of view, attitudes or emotions from language and context
- 4.1 Recognises and employs language appropriate to different social contexts
- 4.2 Identifies values, attitudes and beliefs of cultural significance
- 4.3 Reflects upon significant aspects of language and culture.

French Beginners
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task3 |
|------------------------|-------------|--|--|---------------|
| Nature of task | | Speaking & Reading | Listening & Writing | All skills |
| Timing | | Term 1 Week 9 | Term 2 AP1 | Term 3 AP2 |
| Outcomes Assessed | | 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4 | All |
| Speaking | 20 | 10 | | 10 |
| Listening & responding | 30 | | 20 | 10 |
| Reading & responding | 30 | 20 | | 10 |
| Writing | 20 | | 10 | 10 |
| Total | 100 | 30 | 30 | 40 |

Syllabus Outcomes

- 1.1 Establishes and maintains communication in Japanese Interacting
- 1.2 Manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 Sequences, ideas and information
- 1.4 Applies knowledge of the culture of Japanese speaking communities to interact appropriately
- 2.1 Understands and interprets information in texts, using a range of strategies
- 2.2 Conveys the gist of and identifies specific information in texts, Understanding Texts
- 2.3 Summarises the main points of a text
- 2.4 Draws conclusions from or justifies an opinion about text
- 2.5 Identifies the purpose, context and audience of a text
- 2.6 Identifies and explains aspects of the culture of Japanese speaking communities in texts
- 3.1 Produces texts appropriate to audience, purpose and context
- 3.2 Structures and sequences, ideas and information, Producing Texts
- 3.3 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 Applies knowledge of the culture of Japanese speaking communities to the production of texts.

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HEALTH AND MOVEMENT SCIENCE
2 Unit
Year 11 Assessment Schedule 2025

| Course Components | Task 1 | Task 2 | Task 3 |
|-----------------------------|------------------------------|--|---|
| Task Title | Research Task / Written Task | Collaborative Investigation | Formal Written Examination |
| Task Content | Focus Area 2 | Focus Area 1 | Focus Area 1 & 2 |
| Timing | Term 2 AP1 | Term 3 Weeks 2 - 4 | Term 3 AP2 |
| Outcomes assessed | HM11-03, HM11-04, HM11-10 | HM11-05, HM11-06, HM11-07, HM11-08, HM11-09, HM11-10 | HM11-01, HM11-02, HM11-03, HM11-04, HM11-06, HM11-07, HM11-08 |
| Knowledge & Understanding | 10 | 10 | 20 |
| Skills | 20 | 30 | 10 |
| Task Total Weighting | 30 | 40% | 30 |

Syllabus Outcomes

| | |
|---------|--|
| HM11-01 | Interprets meanings, measures and patterns of health experienced by Australians |
| HM11-02 | Analyses methods and resources to improve and advocate for the health of young Australians |
| HM11-03 | Analyses the systems of the body in relation to movement |
| HM11-04 | Investigates movement skills and psychology to improve participation and performance |
| HM11-05 | Collaboration demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts |
| HM11-06 | Analysis: Analyses the relationships and implications of health and movement concepts |
| HM11-07 | Communication: Communicates health and movement concepts to audiences and contexts, using a variety of modes |
| HM11-08 | Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts |
| HM11-09 | Problem-solving: proposes and evaluates solutions to health and movement issues |
| HM11-10 | Research: analyses a range of sources to make conclusions about health and movement concepts. |

SCIENCE
Biology 2 Unit
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|-------------|----------------------------|--|-----------------------------|
| Nature of task | | Skills Task Written | Field Study & Depth Study Written Task | Written Examination |
| Timing | | Term 2 Weeks 2-3 AP1 | Term 2 | Term 3 Weeks 8-10 AP2 |
| Skills in Working Scientifically Outcomes | | BIO11-1,2,3,4,5,6,7 | BIO11-1,2,3,4,5, 6,7 | BIO11-1,2,4,5,6,7 |
| Knowledge & Understanding Outcomes | | BIO11-8 | BIO11-11 | BIO11-8,9,10,11 |
| Skills in Working Scientifically | 60 | 20 | 20 | 20 |
| Knowledge & Understanding | 40 | 5 | 15 | 20 |
| Total | 100 | 25 | 35 | 40 |

Syllabus Outcomes

Students develop skills in the process in the process of working scientifically

BIO11/12-1 Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 Analysing data and information analyses and evaluates primary and secondary data and information

BIO11/12-6 Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Students develop knowledge and understanding of the structure and function of organisms

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

Students develop knowledge and understanding of the Earth's biodiversity and the effect of evolution

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

The fee for the use of Edrolo for each Year 11 Biology student will be \$35.

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**Chemistry 2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|-------------|----------------------------|------------------------|-----------------------------|
| Nature of task | | Written Task | Practical Task | Written Examination |
| Timing | | Term 2 Weeks 2-4 AP1 | Term 2 Weeks 9-10 | Term 3 Weeks 8-10 AP2 |
| Outcomes Assessed in Skills in Working Scientifically | | CH11/12 1,2,4,5,6 | CH11/12 1,2,3,4,5,7 | CH11/12 1,2,4,5,6,7 |
| Outcomes Assessed in Knowledge & Understanding | | CH11 8/9 | CH11 9/10 | CH11 8,9,10,11 |
| Skills in Working Scientifically | 60 | 15 | 25 | 20 |
| Knowledge & Understanding | 40 | 10 | 10 | 20 |
| Total | 100 | 25 | 35 | 40 |

Objectives and Outcomes

Students develop skills in the process of Working Scientifically

CH11/12-1 Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 Planning Investigations designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 Conducting Investigations conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 Processing Data and Information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 Analysing Data and Information analyses and evaluates primary and secondary data and information

CH11/12-6 Problem Solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Students develop knowledge and understanding of the fundamentals of chemistry

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

Students develop knowledge and understanding of the trends and driving forces in chemical interactions

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

The fee for the use of Edrolo for each Year 11 Chemistry student will be \$35.

Assumed knowledge: This course requires a good working knowledge of Mathematics Advanced principles due to the complicated mathematical skills related to algebra, ratios, equations and graphing. Students who do not attain a strong result in Year 10 Mathematics 5.3 are strongly advised to select another Science course.

Earth and Environmental Science Year 11 Assessment Schedule 2025

| Course Component | Weighting % | Task 1 | Task 2 | Task 3 |
|---|-------------|----------------------------|-------------------------|-----------------------------|
| Nature of task | | Written Task | Depth study | Written Examination |
| Timing | | Term 2 Weeks 2-3 AP1 | Term 2 Weeks 8-10 | Term 3 Weeks 8-10 AP2 |
| Outcomes Assessed in Skills in Working Scientifically | | EES11/12 1,2,4,5,6 | EES11/12 1,2,3,4,5,7 | EES11/12 1,2,4,5,6 |
| Outcomes Assessed in Knowledge & Understanding | | EES 11 8,9 | EES11 10 | EES11 8,9,10,11 |
| Skills in Working Scientifically | 60 | 20 | 30 | 10 |
| Knowledge & Understanding | 40 | 10 | 10 | 20 |
| Total | 100 | 30 | 40 | 30 |

Objectives and Outcomes

Students develop skills in the process of Working Scientifically

EES11/12-1 Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 Planning Investigations designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 Conducting Investigations conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 Processing Data and Information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 Analysing Data and Information analyses and evaluates primary and secondary data and information

EES11/12-6 Problem Solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7 Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Students develop knowledge and understanding of fundamental mechanics

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

Students develop knowledge and understanding of fundamental energy

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

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

**Investigating Science 2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Research Task | Task 2 | Task 3 |
|---|-------------|--------------------------|----------------------------|-----------------------------|
| Nature of task | | Practical & Written Task | Written Task | Written Examination |
| Timing | | Term 1 Weeks 7-9 | Term 2 Weeks 2-3 AP1 | Term 3 Weeks 8-10 AP2 |
| Outcomes Assessed in Skills in Working Scientifically | | INS11 1,2,3,4,5,7 | INS11 1,4,5,6,7 | INS11 1,2,4,5,6,7 |
| Outcomes Assessed in Knowledge & Understanding | | INS11-10 | INS11 8,9 | INS11 8,9,10,11 |
| Skills in Working Scientifically | 60 | 20 | 20 | 20 |
| Knowledge & Understanding | 40 | 10 | 10 | 20 |
| Total | 100 | 30 | 30 | 40 |

Skills

Objective - Students develop skills in the process of Working Scientifically

INS11/12-1 Questioning and Predicting

Develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 Planning Investigations

Designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 Conducting Investigations

Conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 Processing Data and Information

Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 Analysing Data and Information

Analyses and evaluates primary and secondary data and information

INS11/12-6 Problem Solving

Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 Communicating

Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

Objective - Students develop knowledge and understanding of cause and effect

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

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

Objective - Students develop knowledge and understanding of models, theories and laws

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

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

The fee for the use of Edrolo for each Year 11 Investigating Science student will be \$35.

**Physics 2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|-------------|-------------------------------|------------------------|--|
| Nature of task | | Written Short & Long Response | Depth study Practical | Yearly Examination Short & Long Written Response |
| Timing | | Term 2 Weeks 2-3 AP1 | Term 2 Weeks 7-10 | Term 3 Weeks 8-10 AP2 |
| Outcomes Assessed in Skills in Working Scientifically | | PH11/12 1,2,4,5,6 | PH11/12 1,2,3,4,5,7 | PH11/12 1,2,4,5,6,7 |
| Outcomes Assessed in Knowledge & Understanding | | PH11-8 | PH11-10 | PH11- 8,9,10,11 |
| Skills in Working Scientifically | 60 | 20 | 20 | 20 |
| Knowledge & Understanding | 40 | 10 | 10 | 20 |
| Total | 100 | 30 | 30 | 40 |

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

PH11/12-1 Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 Planning Investigations designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 Conducting Investigations conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 Processing Data and Information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 Analysing Data and Information analyses and evaluates primary and secondary data and information

PH11/12-6 Problem Solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Students develop knowledge and understanding of fundamental mechanics

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, speed, displacement, 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

Students develop knowledge and understanding of fundamental 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

The fee for the use of Edrolo for each Year 11 Physics student will be \$35.

Assumed knowledge: This course requires a good working knowledge of Mathematics Advanced principles due to the complicated mathematical skills related to algebra, geometry, trigonometry, deriving equations and graphing. Students who do not attain a strong result in Year 10 Mathematics Advanced (10A) are strongly advised to select another Science course.

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TECHNOLOGICAL AND APPLIED STUDIES
Agriculture
2 Unit
Year 11 Assessment Schedule 2025

| Course Components | Weighting % | Task 1 | Task 2 | Task3 |
|---|-------------|------------------------------|-----------------------------------|--|
| Nature of task | | Farm Case Study | Current Issues - Animals & Plants | |
| Timing | | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 7 AP2 |
| Outcomes Assessed | | P1.1, P1.2, P2.3, P3.1, P4.1 | P2.1, P1.2, P2.2, P4.1, P5.1 | P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1 |
| Task details | | | | AP2 |
| Knowledge and understanding of course content | 40 | 10 | 10 | 20 |
| Knowledge understanding and skills required to manage agricultural production systems | 40 | 10 | 15 | 15 |
| Skills in effective research, experimentation and communication | 20 | 5 | 10 | 5 |
| Total | 100 | 25 | 35 | 40 |

Syllabus 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 Describes 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 Identifies the role of associated technologies and technological innovation in producing and marketing agricultural products.

**Community and Family Studies
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|--|-------------|--|--|--------------------------------------|
| Nature of task | | Interview Individuals & groups Report and in-class task | Observation, Families & Communities Report & in-class task | |
| Timing | | Term 2 | Term 3 | Term 3 AP2 |
| Outcomes Assessed | | P2.1, P2.3, P4.1, P4.2 | P1.2, P2.2, P2.4, P3.1, P4.1, P6.1 | All syllabus topics and outcomes. |
| Knowledge & understanding of how resource management, positive relationships, societal factors, groups, families & communities' impact on wellbeing | 40 | 20 | 10 | 10 |
| Skills in applying the management process and prompting wellbeing | 25 | 10 | 15 | |
| Knowledge & understanding of research methodology & skills in researching, critical thinking, analysing & communicating | 35 | 5 | 10 | 20 |
| Total | 100 | 35 | 35 | 30 |

Syllabus 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 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
- 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 well being
- P6.2 Uses critical thinking skills to enhance decision making.

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**Design and Technology
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task3 |
|--|--------------------|--|--|---------------------------------|
| Nature of task | | Designer & Designs | Year 11 project | |
| Timing | | Term 2 Week 4 | Term 3 Week 8 | Term 3 Weeks 6-7 AP2 |
| Outcomes assessed | | P1.1, P2.1, P2.2, P3.1, P4.2, P4.3, P5.3, P6.2 | P3.1, P4.1, P4.2, P5.1, P5.2, P5.3, P6.1, P6.2 | P1.1, P2.1, P4.3, P5.2, P6.1 |
| Knowledge & understanding of course content | 40 | 20 | 5 | 15 |
| Knowledge & skills in designing, managing, producing, evaluating design projects | 60 | 20 | 35 | 5 |
| Total | 100 | 40 | 40 | 20 |

Task Structure / Marking / Outcome Assessment

Task 1 - Designer Case Study - 40%

| Task | Weighting % | Outcomes |
|---------------------|--------------------|------------------------------|
| Part A - Case Study | 50 | P1.1, P2.1, P2.2 |
| Part B - Project | 50 | P3.1, P4.2, P4.3, P5.3, P6.2 |

Task 2 - Year 11 Project - 40%

| Task | Weighting % | Outcomes |
|-------------|--------------------|---|
| | 15 | P3.1 |
| | 85 | P4.1, P4.2, P5.1, P5.2 P5.3, P6.1, P6.2 |

Task - AP2 Examination - 20%

| Task | Weighting % | Outcomes |
|-------------|--------------------|-------------------|
| | 75 | P1.1, P1.2, P2.1, |
| | 25 | P5.2, P4.3, P6.1 |

Design and Technology Syllabus Outcomes

- 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
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task3 |
|---|--------------------|---|--|--|
| Nature of task | | Engineering Fundamentals Analysis | Testing of Materials Engineering Report | |
| Timing | | Term 1 Week 8 | Term 2 Week 10 | Term 3 Week 7 AP2 |
| Outcomes Assessed | | P1.1, P2.1, P3.2, P3.3 P4.1, P4.2, P5.1, P5.2, P6.1 | P1.1, P1.2, P2.2, P3.1, P3.2, P4.3, P5.1, P5.2, P6.2 | P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1 |
| Knowledge and understanding of course content | 60 | 15 | 15 | 30 |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 40 | 15 | 15 | 10 |
| Total | 100 | 30 | 30 | 40 |

Task Structure / Marking / Outcome Assessment

Task 1 - Engineering Fundamentals Presentation - 30%

| Task | Weighting % | Outcomes |
|-------------|--------------------|------------------------------|
| | 50 | P1.1, P2.1, P4.1, P4.2 |
| | 50 | P3.2, P3.3, P5.1, P5.3, P6.2 |

Task 2 - Bio/Testing materials Report - 30%

| Task | Weighting % | Outcomes |
|-------------|--------------------|------------------------------|
| | 50 | P1.1, P1.2, P2.2, P4.3 |
| | 50 | P3.1, P3.2, P5.1, P5.2, P6.2 |

Task - AP2 Examination - 40%

| Task | Weighting % | Outcomes |
|-------------|--------------------|------------------------------------|
| | 75 | P1.2, P2.1, P2.2, P4.1, P4.2, P4.3 |
| | 25 | P3.1, P3.3, P6.1 |

Engineering Studies Syllabus Outcomes

- P1.1 Identifies the scope 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, graphical and scientific methods to solve problems of engineering practice
- P3.2 Develops written and oral presentation skills and applies these to engineering reports
- P3.3 Applies graphics as 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 effects 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.

**Enterprise Computing
2 Unit
Year 11 Assessment Schedule 2025**

| Components | Weighting % | Task 1 | Task 2 | Task 3 |
|--|--------------------|--|--|-----------------------|
| Timing | | Term 1 Week 9 | Term 2 Week 2 - 3 | Term 3 Week 8 - 10 |
| Type of Task | | Project Work | Topic Test AP1 | Examination AP2 |
| Outcomes | | EC-11-05 EC-11-08 EC-11-09 EC-11-11 | EC-11-01 EC-11-02 EC-11-03 EC-11-04 EC-11-06 EC-11-07 EC-11-10 | All |
| Knowledge and understanding of course content | 50 | 0 | 25 | 25 |
| Knowledge and skills in the practical application of the content | 50 | 50 | 0 | 0 |
| Total | 100 | 50 | 25 | 25 |

Syllabus Outcomes

- Describes how systems are used in a range of enterprises **EC-11-01**
- Describes the function of data and information within enterprise computing systems **EC-11-02**
- Describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems **EC-11-03**
- Describes how data is used in enterprise computing systems **EC-11-04**
- Applies tools and resources to analyse datasets **EC-11-05**
- Explains how innovative technologies have influenced enterprise computing systems **EC-11-06**
- Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment **EC-11-07**
- Selects and uses tools and resources to design and develop an enterprise computing system **EC-11-08**
- Documents the management and evaluates the development of an enterprise solution **EC-11-09**
- Investigates the effectiveness of an enterprise computing system **EC-11-10**
- Communicates an enterprise computing solution to an intended audience **EC-11-11**.

**Food Technology
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|-------------|--|---|----------------------------|
| Nature of task | | Nutrition Research Report & Practical Task | Food Yesterday, Today & Tomorrow Food Experimentation, Research Task & Practical Preparation | |
| Timing | | Term 1 Week 8 | Term 2 Week 10 | Term 3 Weeks 7-9 AP2 |
| Outcomes Assessed | | P2.1, P3.1, P3.2, P4.3 | P2.2, P4.1, P4.4, P5.1 | P1.1, P1.2, P4.2 |
| Knowledge & understanding about food availability and selection, food quality & nutrition | 40 | 10 | 10 | 20 |
| Knowledge & skills in designing, researching & evaluating | 30 | 10 | 10 | 10 |
| Skills in experimenting & preparing by applying theoretical concepts | 30 | 10 | 10 | 10 |
| Total | 100 | 30 | 30 | 40 |

Syllabus Outcomes

- P1.1 Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 Explains the role of food nutrients in human nutrition
- 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 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
- P5.1 Generates ideas and develops solutions to a range of food situations.

Year 11 Hospitality - Kitchen Operations



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Cherrybrook Technology High School

Assessment Schedule Year 11 - 2024

| 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 7 Term 1 Date TBC | Week 7 Term 2 Date TBC | Week 8 - 10 Term 3 Date TBC |
| SITXFSA005 | Use 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 | |

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”.

Year 11 Hospitality - Cookery



Education

Cookery

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: **Cherrybrook Technology High School**

Assessment Schedule Year 11 - 2024

| Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Task 1 Safety in the kitchen | Task 2 Service please | EXAM (Optional) |
|---|---|--|-----------------------------------|-----------------------------------|
| Code | Unit of Competency | Week 3 - 4 Term 3 Date 07/08/24 -> | Week 6 Term 3 Date 30/08/24 | Week 9 Term 3 Date 20/09/24 |
| SITXFSA005 | Use 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 | | |
| SITXCOM007 | Show social and cultural sensitivity | | X | |
| SITXCCS011 | Interact with customers | | X | |

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

*** 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".

**Industrial Technology
Timber and Furniture
Multi-Media, Graphics and Electronics Technologies
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task3 |
|--|-------------|--|--|--|
| Nature of task | | Industry Study Report | Minor Project & Portfolio | |
| Timing | | Term 1 Week 9 | Term 3 Week 7 | Term 3 Week 8 AP2 |
| Outcomes Assessed | | P1.1, P1.2, P2.1, P3.1, P3.2, P4.2, P4.3, P6.1, P6.2, P7.1, P7.2 | P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3 | P1.1, P1.2, P2.1, P3.1, P3.2, P4.2, P4.3, P6.1, P6.2, P7.2 |
| Knowledge & understanding of course content | 40 | 20 | | 20 |
| Knowledge & skills in the management, communication & production of projects | 60 | 5 | 40 | 15 |
| Total | 100 | 25 | 40 | 35 |

Task Structure / Marking / Outcome Assessment

Task 1 – Industry Study Report – 25%

| Task | Weighting % | Outcomes |
|-------------------------------|-------------|------------------------------|
| Industry Study - 75 | 75 | P1.1, P1.2, P2.1, P7.1, P7.2 |
| Industry & manufacturing - 25 | 25 | P4.2, P5.1, P6.2 |

Task 2 – Minor Project & Portfolio - 40%

| Task | Weighting % | Outcomes |
|--------------------------|-------------|------------------------------|
| Design & Management - 20 | 40 | P3.1, P3.2, P3.3, P5.1, P5.2 |
| Production - 40 | 60 | P2.1, P4.1, P4.2, P4.3 |

Task - AP2 - 40%

| Task | Weighting % | Outcomes |
|---|-------------|------------------------------------|
| Production - 15 Industry & Manufacturing - 25 | 40 | P1.1, P1.2, P2.1, P7.2 |
| Design - 10 Management - 25 Production - 25 | 60 | P3.1, P3.2, P4.2, P4.3, P6.1, P6.2 |

Industrial Technology Syllabus Outcome

- 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.

**Software Engineering
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|--|-------------|--|--|-----------------------------|
| Nature of task | | In-class Problem Solving | Practical Project | Formal syllabus examination |
| Timing | | Term 1 Week 9 | Term 2 Weeks 7 | Term 3 Weeks 8-10 AP2 |
| Outcomes assessed | | SE-11-01, SE-11-04, SE-11-06, SE-11-08, SE-11-09 | SE-11-02, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09 | All |
| Knowledge & understanding of course content | 50 | 15 | 15 | 20 |
| Knowledge & skills in the practical application of the content | 50 | 10 | 25 | 15 |
| Total | 100 | 25 | 40 | 35 |

Syllabus Outcomes

| | |
|----------|--|
| 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
2 Unit
Year 11 Assessment Schedule 2025**

| Course Components | Weighting % | Task 1 | Task 2 | Task 3 |
|---|--------------------|--------------------|-------------------|---------------------------------|
| Nature of task | | Folio with samples | Textile Project 1 | |
| Timing | | Term 1 Week 7 | Term 2 Week 8 | Term 3 Weeks 8-9 AP2 |
| Outcomes Assessed | | P1.1, P1.2, P2.1 | P2.2, P2.3, P4.1 | P3.1, P3.2, P5.1, P5.2, P6.1 |
| Knowledge and understanding of textiles & the textiles industry | 50 | | 10 | 40 |
| Skills in design, manipulation, experimentation, analysis, manufacture & selection of textiles for specific end purposes using appropriate technology | 50 | 30 | 20 | |
| Total | 100 | 30 | 30 | 40 |

Syllabus Outcomes

- 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
- P4.1 Identifies and selects textiles for specific end-uses based on analysis of experimentation
- 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
- P5.1 Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2 Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P6.1 Identifies and appreciates the factors that contribute to the quality and value of textiles in society.